

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

REGULAR MEETING ORDER OF BUSINESS

333 South Beaudry Avenue, Board Room
1208 Magnolia Avenue, Gardena, CA 90247
9945 Laurel Canyon Blvd, Pacoima, CA 91331
10:00 a.m., Tuesday, May 12, 2026

Roll Call

Pledge of Allegiance

Land Acknowledgment

Board President's Reports

Labor Partners
Committee Chair Reports
 School Safety and Climate Committee
 Committee of the Whole
 Facilities and Procurement Committee
 Greening and Climate Resilience Committee
 Special Education Committee
 Ad hoc Rules and Governance Committee
Recognition of Garfield High School Academic Decathlon

Superintendent's Reports

Consent Items

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

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

Providing Public Comment

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

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

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

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

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

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

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

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

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

The Office of the Inspector General would like to remind you that they investigate the misuse of LAUSD funds and resources as well as retaliation for reporting any misconduct. Anyone can make a report via the OIG hotline on their website (<https://www.lausd.org/oig>), by telephone at 213-241-7778 or 866-528-7364, or by emailing inspector.general@lausd.net. Reports are confidential and you can remain anonymous if you wish.

Attending the Meeting

Please note there are three ways members of the public may watch or listen this Regular Board Meeting: (1) online ([Live stream](#) or [join the zoom webinar](#)) (2) by telephone by calling 1-888-475-4499 (Toll Free) and entering the Meeting ID: **879 7060 8197**, or (3) in person.

New Business for Action

1. Board of Education Report No. 400-25/26
Finance Division
(Donations of Money and Materials to the District) Recommends approval of the donation of money to the District totaling \$1,774,705.14 for cash donations and \$3,751,595.45 for material in-kind donations.
2. Board of Education Report No. 401-25/26
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 \$945,387,583.46 made by the District from March 1, 2026, to March 31, 2026.
3. Board of Education Report No. 385-25/26
Human Resources
(Approval of Routine Personnel Actions) Recommends approval of 2,746 routine personnel actions (including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits, contracts, and senior management contracts).
4. Board of Education Report No. 399-25/26
Office of Student, Family and Community Engagement
(Annual Approval of Community Advisory Committee (CAC) Membership) Recommends approval of prospective members included in Attachment A to serve on the District Community Advisory Committee, for the identified terms and as required by the California Education Code, Section 56191.
5. Board of Education Report No. 393-25/26
Division of Adult and Career Education
(Approval of Adult Education Career Technical Education (CTE) Advisory Committee) Recommends approval of the establishment of the Adult Education Career Technical Education (CTE) Advisory Committee for the Division of Adult and Career Education (DACE), in alignment with the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). The committee, composed of representatives from industry, education, workforce, and community sectors, will provide annual guidance to strengthen CTE programs, align training with workforce needs, and promote equitable access for adult learners. Approval ensures continued eligibility for Perkins funding and supports high-quality, industry-aligned career pathway programs across 15 industry sectors.
6. Board of Education Report No. 410-25/26
Division of Special Education and Medical Services Division
(2025-2026 Nonpublic School/Agency (“NPS/A”) Approval of Master Contracts) Recommends approval of the ratification of the 2025-2026 Nonpublic School/Agency (“NPS/A”) Master Contracts exceeding \$250,000 for the provision of Special Education Supports and Services, including Special Education Health and Nursing Services.

7. Board of Education Report No. 378-25/26
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 Amendments; 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 as listed in Attachment “B.”
8. Board of Education Report No. 371-25/26
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; and approved proposed contracts in Attachment B including Chain Link and Fence Repair task order bench and HVAC Services task order bench.
9. Board of Education Report No. 396-25/26
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 amendment of the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to include these projects, with a combined budget of \$6,223,684, 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.
10. Board of Education Report No. 398-25/26
Facilities Services Division
Division of Special Education
(Define and Approve Five Accessibility Enhancement Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends definition and approval of five accessibility enhancement projects, as detailed in Exhibit A; the amendment of the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein with a combined budget of \$46,029,469; and authorizes 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 projects including budget modifications and the purchase of equipment and materials.

11. Board of Education Report No. 395-25/26
Facilities Services Division
(Define and Approve 27 Board District Priority and Region Priority Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends definition and approval of 27 Board District Priority (BDP) and Region Priority (RP) projects, as detailed in Exhibit A. Also recommends amendment of the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to include these projects, with a combined budget of \$1,598,097, and authorizes the Chief Procurement Officer, Chief Facilities Executive, or designee(s) to take all legally permissible actions to implement the projects including executing instruments, budget modifications, and procurement of necessary equipment and materials.

12. Board of Education Report No. 397-25/26
Facilities Services Division
Division of Data, Strategy, and Innovation
Medical Services Division
(Define and Approve the 2026-2027 Education Code Section 47614 (Proposition 39) Facilities Renovation Effort and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends definition and approval of up to 46 projects to provide facilities renovations at 45 District school sites in order to fulfill the Los Angeles Unified School District's responsibilities imposed by Proposition 39, as detailed in Exhibits A, B, and C. Also recommends amendment of the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to include these projects, for a not-to-exceed cumulative budget of up to \$2,606,142, and authorizes 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 proposed projects, including budget modifications and the purchase of equipment and materials.

13. Board of Education Report No. 325-25/26
Facilities Services Division
(Authorization To Execute a Renewal Sublease Contract for the Transmission of Los Angeles Unified School District Broadcasts) Recommends approval to authorize the Chief Facilities Executive/designee to negotiate and execute a 9.5-year (July 1, 2026 - December 31, 2035) renewal sublease with Public Media Group of Southern California (PBS SoCal/KCET) for KLCS-TV transmitter space on Mount Wilson. This agreement will ensure continued transmission of LAUSD educational programming and Board meetings. The proposed rent is \$140,826.05 for the remainder of 2026 (reflecting a mid-year start and a 3.5% increase from 2025), increasing to \$281,652.09 annually for Years 2-5 with no increase during that period. In Year 6, rent increases by 3.5% to \$291,509.91 annually for the remainder of the term. An annual equipment fee of \$64,498.40 (1% increase from 2025) will apply for Years 1-5, increasing to \$65,143.38 in Year 6, representing the District's 50% share of a backup generator with a total estimated value of sublease \$3,340,943.69.

14. Board of Education Report No. 426-25/26
Office of the General Counsel
(Approval of update to Code of Ethics) Recommends approval of the updated Code of Ethics and adoption of the State's annual gift limit of \$630, retroactively applying it as of January 1, 2026.

15. Board of Education Report No. 422-25/26
Transportation Services
Eco-Sustainability Office
(Approval of the San Julian Electric School Bus Purchase Project, including the use of Bond Program funds to support the purchase of 79 electric school buses and amend the Transportation Services Branch's Strategic Execution Plan (SEP) to incorporate therein) Recommends approval of the San Julian Electric School Bus Purchase Project, including the use of approximately \$12.5 million of Bond Program funds to support the purchase of 79 electric school buses at an estimated total project cost of \$34 million.
16. Board of Education Report No. 209-25/26
Facilities Services Division
Eco-Sustainability Office
Transportation Services
(Approval of the San Julian Bus Yard Electrification Project - Phase 2) Recommends approval of the San Julian Bus Yard Electrification Project - Phase 2, the installation of 79 electric vehicle charging stations and related infrastructure, with a project budget of \$27.6 million; and the reallocation of \$3.46 million of 2023 Series A Certificates of Participation (2023 COP) proceeds to supplement the project budget.
17. Board of Education Report No. 402-25/26 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for Colfax Charter Elementary) Recommends approval of the renewal petition for Colfax Charter Elementary, a High performing, Conversion Affiliated charter school, located in Board District 3 and Region North, for six (6) years, beginning July 1, 2026, until June 30, 2032, to serve up to 786 students in grades TK-5 in each year of the charter term.
18. Board of Education Report No. 404-25/26 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for Westwood Charter Elementary) Recommends approval of the renewal petition for Westwood Charter Elementary, a Conversion Affiliated 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 712 students in grades TK-5 in each year of the charter term.
19. Board of Education Report No. 407-25/26
Charter Schools Division
(Approval of the Proposed Material Revisions for the five (5) charter schools operated by Citizens of the World Charter Schools - Los Angeles) Recommends approval of the material revisions for the five (5) Start-Up Independent charter schools operated by Citizens of the World Charter Schools - Los Angeles, to change their governance structure to reflect the removal of Citizens of the World Charter Schools as the sole statutory member of the Citizens of the World Charter Schools - Los Angeles nonprofit corporation.
20. Board of Education Report No. 408-25/26
Charter Schools Division
(Approval of the Proposed Material Revision for Extera Public School No. 2) Recommends approval of the material revision for Extera Public School No. 2, a Middle performing, Start-Up Independent charter school, currently located in Board District 2 and Region East, to transfer governance, operations, and management to Green Dot Public Schools; and revise related charter elements and provisions.

21. Board of Education Report No. 403-25/26
 Charter Schools Division
 (Denial of the Renewal Petition for Today's Fresh Start Charter School-Los Angeles)
 Recommends denial of the renewal petition for Today's Fresh Start Charter School-Los Angeles, a Middle performing, Start-Up Independent charter school, located in Board District 1 and Region South, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 342 students in grades TK-8 in each year of the charter term.

Board Member Resolutions for Action

22. Dr. Rivas - Honoring Robert Vargas: Advancing Arts Education, Cultural Identity, and Community Expression for the Next Generation (Res-058-25/26) (Noticed April 21, 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.

23. Ms. Griego, Dr. Rivas, Ms. Ortiz Franklin – Wellness Without Silos: Advancing Student Wellness Through Integrated School Culture and Wellness Teams and Expanded Professional Learning (Res-059-25/26) (Noticed April 21, 2026)

VERSION 2

3:00 P.M. TIME CERTAIN

Whereas, Given that 1 in 5 students have a mental health diagnosis, 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, psychiatric social workers, and other 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 school mental health initiatives, Community-Based Safety programs, and other preventative measures such as All Schools Safe education modules;

Whereas, The School Mental Health department provides support services at a holistic three-tier intervention level, ranging from school-wide, targeted/selected, and intensive individual support levels of services, that further support school climate and safety;

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 multiple ~~a number of~~ divisions and programs like the Black Student

Achievement Plan (BSAP), School Mental Health, SEL Unit, and departments within the Student Support and Attendance (SSA) branch, including the Human Relations, Diversity and Equity Division (HRDE) Department, and the SEL Unit PBIS/Restorative Practices (PBIS/RP) Department;

Whereas, In 2022, the District directed every school to establish a PBIS/RP team comprising administrators, operations staff, educators, behavioral experts, family and community representation, and high school students, and further directed required such teams to implement the Multi-Tiered Systems of Support (MTSS) framework to address student behavior and conduct, and utilize the Tiered Fidelity Inventory (TFI) to assess its implementation;

Whereas, Systems of Support Advisors (SOSAs) operate under a central structure offering region-based supports to their respective schools for the implementation of PBIS/RP aligned with MTSS. Despite this, the number of SOSAs has been reduced significantly in recent years;

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 cross-divisional 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, and school culture as a key pillar of the 2027–2030 Strategic Plan by interweaving PBIS/RP, social emotional learning, community-based safety, school-based mental health, 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 provide ~~prioritize~~ professional development choice board options that support student mental health, wellness, academic climate, 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;~~ The District shall ensure that these priorities are reflected across the range of choice board offerings and will include, but not be limited to, professional development opportunities provided through BSAP, PBIS/RP department, HRDE department, School Mental Health, SEL Unit, and other teams that support student mental health, wellness, and school culture;

Resolved further, That the District will provide trainings/professional development to centrally funded community/parent representatives, at a minimum, on the topics related to SEL, PBIS/RP, anti-bias, school culture, mental health and wellness; and make available these trainings to other parents and volunteers through the Family Academy;

Resolved further, That the District shall explore developing and/or adopting a ~~trauma assessment~~ system or equity index to evaluate the level of trauma in school communities, and consider how its utilization can serve to proactively deploy non-law enforcement staff and resources to support concentration of need in an equitable and preventative way, rather than relying solely on post-incident responses that may criminalize or delay outcomes;

Resolved further, That the District will leverage research, expert recommendations, and input from educators in the development of the Board's goal for the Social Emotional Learning metric 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, and 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, further, that the District will increase awareness of its goals related to student mental health and wellness, and school culture by sharing with the Local School Leadership Council, School Site Council, English Learner Advisory Committee, and other school-based decision-making bodies, a comprehensive list of positions that support these efforts; and by integrating topics such as social-emotional learning, mental health and wellness, and school culture into their meeting agendas and content;

Resolved further, That by August 2026, the District will develop a reference guide ~~policy to ensure alignment, coherence, and effective coordination of existing school-site teams and structures, staff, and community partners responsible for student mental health, wellness, and school culture. The reference guide will define~~ 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 and staff, 2) being responsible for presenting school culture and wellness goal(s) to the Local School Leadership Council, School Site Council, English Leadership Council, and other school-based decision-making bodies 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)

Resolved, further, That the District will increase awareness of the role of SOSAs with supporting school culture, implementing PBIS/RP and MTSS-aligned practices, and will assist schools and principals with understanding how they can connect with their SOSAs for support with strengthening their existing school-site teams; and, be it finally

Resolved, That schools will be encouraged to post their annual goals related to student wellness, social-emotional development, mental health, and school culture on the School Dashboard.

24. Ms. Ortiz Franklin Ms. Gonez- Public Schools Over Private Loopholes: Working Together for the Revenue our Students Deserve (Res-061-25/26) (Noticed April 21, 2026)

VERSION 2

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 w~~ Widespread labor- and community- led efforts in 2020 ~~at the local and state levels~~ to increase revenue for public education through the unsuccessful voter-led ballot initiative, Measure EE in 2019 and Proposition 15 "Schools and Communities First" in 2020, these campaigns represents a 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 efforts 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 expenditure~~ and Assembly Bill 1790 (Connolly) which would eliminate the "water's-edge" tax loophole and require multinational corporations to pay California taxes based on their worldwide income starting in 2028;

Resolved further, That the Board affirms its support for proposed state legislation that may increase school funding, and directs the Office of Governmental Relations to monitor, provide updates, and adjust positions as aligned with Los Angeles Unified Advocacy Agenda on relevant legislation, 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 AB 2526 (Muratsuchi), which would add students who are eligible for the California Alternative Assessment to the special education "low-incidence" funding formula, thereby increasing special education funding for school districts serving this student population, 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 and others to advocate for increased public education revenue by:

- Creating a Public Education Revenue Task Force to propose strategies and act on solutions, and take action, as permissible and feasible to implement. The Task Force shall be led by the Office of Governmental Relations; and composed of no more than one representative from and selected by each labor partners bargaining unit who agreeing to participate, and an equal number of ~~D~~district-appointed members (which may be experts, staff, charter school partners, and/or community members). Any District or labor partner staff supporting the Task Force administratively or on an as-needed basis shall not count towards the number of "officially" appointed members. The viability of and outcomes from the Task Force shall be assessed annually to determine whether the Task Force shall continue into the next school year in its current form, and shall be designed to sunset no later than three years after establishment, ~~and~~
- Engaging with other school districts and statewide and local education associations to support revenue generating efforts including but not limited to those of the UnRig CA Coalition, and
- Participating in joint advocacy letters and meetings with ~~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 informational update on the proposed November 2026 ballot initiatives relevant to this issue. ~~and opportunities for the Board of Education to support them.~~

25. Ms. Newbill, Mr. Schmerelson, Ms. Griego – Recognizing May as Mental Health Awareness Month and Focusing on Student Mental Health (Res-062-25/26) (Waiver of Board Rule 72)

2:30 P.M. TIME CERTAIN

Whereas, The Los Angeles Unified School District has a goal of reaching 100 percent graduation and must provide a learning environment that promotes social-emotional learning and support for students and adults;

Whereas, Childhood and adolescence are critical times for physical and mental development, and the development of good mental health is important for overall good health and well-being throughout the lifespan;

Whereas, While approximately 1 in 5 children have a diagnosable mental disorder and approximately 1 in 10 children have a serious emotional or behavioral disorder that is severe enough to cause substantial impairment in functioning at home, at school, or in the community;

Whereas, Chronic absenteeism in students is strongly linked to mental health challenges, with studies showing that students with poor mental health are more likely to be absent from school. Conversely, chronic absenteeism can also exacerbate or trigger mental health issues, creating a cycle of negative consequences;

Whereas, A screening of 572 District students revealed that 88 percent reported experiencing three or more traumatic events, with 55 percent showing symptoms of Post Traumatic Stress Disorder (PTSD), depression, or anxiety, according to the L.A. Trust for Children's Health;

Whereas, The District partners with the L.A. Trust for Children's Health to advance a comprehensive, school-based approach to student wellness, including the coordination of physical and mental health services, data-informed decision-making, and the expansion of Wellness Centers that improve access to mental health supports for students and families;

Whereas, It is currently estimated that 70 to 80 percent of children with mental health disorders may not receive any care at all.;

Whereas, In 2021, the Centers for Disease Control and Prevention's Youth Risk Behavior Surveillance System for District students indicated that 42 percent of high school students reported a prolonged sense of sadness or hopelessness every day for two or more continuous weeks; 22 percent of middle school and 18 percent of high school students seriously considered attempting suicide; and over 9 percent of middle school and 10 percent of high school students attempted suicide;

Whereas, The District envisions an environment where every student has equitable access to timely, effective, and culturally responsive mental health and wellness services seamlessly integrated into the school community;

Whereas, The District's Student and Family Wellness Hotline, which was created during the pandemic to provide families continued access to wellness services, received over 35,000 calls between April 2020 and June 2022 for a wide range of supports, including mental health, attendance and enrollment, access to basic needs, specialized student programs and immunization information;

Whereas, Schools serve as vital gateways to connecting students and families with mental health services. By fostering strong partnerships with over 60 community mental health agencies, including the District's School Mental Health Clinics and Wellness Centers, the District can ensure that students and their families have easy access to support;

Whereas, Families can call the Student and Family Wellness Hotline at 213-241-3840 to get access to mental health services, and other essential school and community resources. The wellness line is open weekdays from 8-4:30pm and closed on major holidays;

Whereas, As part of the 2022-26 Strategic Plan, the District called for prioritizing telehealth programs, allowing students to connect to health care professionals through video conferencing technology and the District began offering telehealth services to its schools in the fall 2023;

Whereas, Families can directly refer their children to our School Mental Health Clinics and Wellness Centers for individual, family, and group counseling services. These services are available both in-person and through telehealth; and

Whereas, Each District Region is supported by a mental health team, including Psychiatric Social Workers (PSWs) based on most school campuses. These professionals are ready to assist families in accessing mental health services both at their child's school and within their community; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby declares May as Mental Health Awareness Month and directs the Superintendent and District staff, to inform families of the resources and activities available through the District promoting education and awareness of the mental health needs of our students and families;

Resolved further, That in no later than 120 days, the District will provide the Board with an update on all the mental health resources and programs available to support students and families; including but not limited to, school specific supports, telemental health, and wellness center/clinic resources, and will include a plan on how to communicate with students and families about these resources;

Resolved further, That the District expand collaboration with the L.A. Trust for Children's Health and other community partners to strengthen data integration efforts, including through the Data Exchange, to enable secure and responsible data sharing to improve care coordination, identify student needs, and streamline the delivery of mental health and wellness services for students and families across school communities;

Resolved further, That the District will implement the following hiring changes for non-centrally/regionally funded psychiatric social workers and pupil services and attendance counselors (PSAs):

- Principals will have greater autonomy to directly select candidates for the position from the qualified hiring pool, interview, and submit the hiring paperwork to the regional or central office,
- In the instance of budget limitations, principals from two or more schools will be encouraged to cooperate with each other, combining their funding to hire PSWs/ PSAs,
- Principals will develop and execute the schedule for their newly hired PSWs/PSAs, ensuring their schools receive the predetermined hour allocation,
- Regional or central offices will not deter or impede with the hiring and/or scheduling of these positions, unless directly requested by the principals or as a result of any legal permissions;

Resolved further, That the District will work to clarify protocols in the instance schools did not receive all the previously purchased service hours, and change policies wherever appropriate including, but not limited to, reimbursement directly back to the schools for hours not serviced through a districtwide bulletin, distributed to all principals, administrators, directors, board members, school site councils, and whomever appropriate; and, be it finally

Resolved, That beginning in the 2026–2027 school year, the District will begin tracking the number of caseloads by all centrally and non-centrally funded PSWs, such that this data will be aggregated per school, and available on a monthly basis and will be reported at the next school experience survey update to the Board.

Correspondence and Petitions

26. Report of Correspondence (ROC-013-25/26)

Minutes for Board Approval

27. Approval of Minutes (MIN-003-25/26)

June 4, 2025, Regular Board Meeting, Including Closed Session Items
 October 15, 2025, Regular Board Meeting, Including Closed Session Items
 November 17, 2025, Special Board Meeting
 March 11, 2026, Regular Board Meeting, Including Closed Session Items
 January 27, 2026, Regular Board Meeting
 February 11, 2026, Regular Board Meeting, Including Closed Session Items

New Business for Action (continued)

28. Board of Education Report No. 413-25/26 **1:00 P.M. TIME CERTAIN**
 Division of School Operations
 (Renaming of Middle College School High School) Recommends approval of renaming the school to Dr. George J. McKenna III Middle College High School.

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/2026/5/12/29872308/?REC_ID=29872308&id=0

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

[Return to Order of Business](#)

TAB 1



Board of Education Report

File #: Rep-400-25/26, **Version:** 1
In Control: Business & Finance Division

Agenda Date: 5/12/2026

Donations of Money and Materials to the District

Finance Division

Brief Description:

(Donations of Money and Materials to the District) Recommends approval of the donation of money to the District totaling \$1,774,705.14 for cash donations and \$3,751,595.45 for material in-kind donations.

Action Proposed:

Approve to accept the donations of money to the District totaling \$1,774,705.14. It is recommended that the donations be accepted; that appreciation is expressed to the donors for their contribution by way of this report; and the Controller be authorized to draw checks for the purposes indicated on the donation.

Approve the donation of materials/food (District): It is recommended that the donations be accepted; that appreciation is expressed to the donors for their contribution by way of this report; and the Procurement Services Division - Materiel Management Branch be authorized to distribute the donations, with a total value of \$3,751,595.45, for the purposes indicated on the donation.

Background:

The District receives donations from any individuals, foundations or organizations who desire to support its educational programs. Information such as donor name, amount or value, school or office receiving the donations and the purpose of the donation are presented in the board report for approval.

Expected Outcomes:

The Board shall be approving donations received

Board Options and Consequences:

A "Yes" vote approves the donations of money and materials made to the District.

A "No" vote would cause the non-acceptance of cash and material donations made to the District.

Policy Implications:

This Board report does not change any school policy.

Budget Impact:

This Board report approves financial transactions but does not change the budget authority.

Student Impact:

This Board report highlights donations made to the District, which support its educational programs.

Equity Impact:

Not applicable. A routine transaction

File #: Rep-400-25/26, **Version:** 1
In Control: Business & Finance Division

Agenda Date: 5/12/2026

Issues and Analysis:

The Board shall be approving routine District financial transactions.

Attachments:

Attachment A - List of Donations of Money

Attachment B - List of Donations of Materials

Submitted:

04/16/26

File #: Rep-400-25/26, **Version:** 1
In Control: Business & Finance Division

Agenda Date: 5/12/2026

RESPECTFULLY SUBMITTED,


 ANDRES E. CHAIT
 Acting Superintendent

APPROVED & PRESENTED BY:

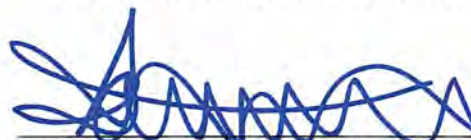

 PEDRO SALCIDO
 Deputy Superintendent
 Business Services and Operations

REVIEWED BY:


 DEVORA NAVERA REED
 General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:


 SAMAN BRAVO-KARIMI
 Chief Financial Officer
 Finance Division

REVIEWED BY:


 KURT E. JOHN
 Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

ATTACHMENT A

List of Donations of Money to the District**File #:** Rep-400-25/26 **Version:** 1 **Agenda Date:** 5/12/2026**In Control:** Finance Division

Date: 3/26/2026
 Donor: [CF Fitness](#)
 Donation: \$30,000.00
 For use at: Compton Avenue Elementary, Board District 7, Region South
 Purpose: To provide funding for physical education structured fitness instruction, skill development and team sports activities.

Date: 3/25/2026
 Donor: [CF Fitness](#)
 Donation: \$30,000.00
 For use at: Manchester Avenue Elementary School, Board District 1, Region South
 Purpose: To provide funding for physical education structured fitness instruction, skill development and team sports activities.

Date: 3/5/2026
 Donor: [Friends of Beethoven](#)
 Donation: \$91,397.00
 For use at: Beethoven Elementary School, Board District 4, Region West
 Purpose: To provide funding for Teacher Assistant, Instructional Aide, Supervision Aide, Community Representative, Campus Aide X time.

Date: 3/13/2026
 Donor: [Friends of Beethoven](#)
 Donation: \$30,000.00
 For use at: Beethoven Elementary School, Board District 4, Region West
 Purpose: To provide funding for Intervention.

Date: 3/26/2026
 Donor: [Friends of Franklin](#)
 Donation: \$241,879.00
 For use at: Franklin Ave Elementary School, Board District 2, Region West
 Purpose: To provide funding for Intervention Coordinator, Community Representative, Psychiatric Social Worker (PSW) (2days), one 3-hour education aide, one 3.75-hour Supervision Aide, three 2-hour supervision aide, Toshiba Service Contract.

Date: 3/4/2026
 Donor: [Friends of Girls Academic Leadership Academy \(GALA\)](#)
 Donation: \$280,317.00
 For use at: GALA Dr Michelle King School for STEM, Board District 5, Region South
 Purpose: To provide funding for Community Representative, Half-time Counselor, Math teacher.

Date: 3/13/2026
 Donor: [Friends of Porter Ranch Community School](#)
 Donation: \$125,445.00
 For use at: Porter Ranch Community School, Board District 3, Region North
 Purpose: To provide funding for School Supervision Aides in SY2026-27

Date: 3/4/2026
 Donor: [Friends of Third Street](#)
 Donation: \$139,418.00
 For use at: Third Street Elementary, Board District 4, Region West
 Purpose: To provide funding for two Aide positions and Toshiba copy machine contract.

Date: 3/4/2026
 Donor: [LAUSD Education Foundation](#)
 Donation: \$150,000.00
 For use at: Brentwood Elementary Science Magnet, Board District 4, Region West
 Purpose: To provide funding for refurbishments and improvements in campus.

Date: 3/4/2026
 Donor: [Friends of Short Avenue Booster Club](#)
 Donation: \$375,238.00
 For use at: Short Avenue Elementary, Board District 4, Region West
 Purpose: To provide funding for Class Size Reduction teacher, School Supervision Aides, Instructional Aides, Day-to-Day Substitutes

Date: 3/13/2026
 Donor: [Marathon Petroleum Corporation](#)
 Donation: \$25,000.00
 For use at: Carnegie Middle School, Board District 7, Region South
 Purpose: To provide funding for School Assembly Upgrades

Date: 3/13/2026
 Donor: [Parents of Welby Way](#)
 Donation: \$69,000.00
 For use at: Welby Way Charter Elementary, Board District 3, Region North
 Purpose: To provide funding for ballroom, field trips, subscription fees, support staff.

Date: 3/25/2026
 Donor: [Lions of Lockhurst PTO](#)
 Donation: \$50,000.00
 For use at: Lockhurst Drive Charter Elementary, Board District 3, Region North
 Purpose: To provide funding for Apple computers for Intervention teacher and ITS support.

Date: 3/4/2026
 Donor: [Science Academy Fundraising Initiative](#)
 Donation: \$69,573.00
 For use at: The Science Academy STEM Magnet, Board District 6, Region North
 Purpose: To provide funding for Community Representative.

Date: 3/4/2026
 Donor: [Science Academy Fundraising Initiative](#)
 Donation: \$27,438.14
 For use at: The Science Academy STEM Magnet, Board District 6, Region North
 Purpose: To provide funding for Chromebooks.

Date: 3/4/2026
 Donor: [Shearer Owen Music Foundation](#)
 Donation: \$40,000.00
 For use at: Coldwater Canyon Elementary, Board District 6, Region North
 Purpose: To provide funding for Professional Expert.

Additional analysis regarding the donations can be reviewed [HERE](#).

ATTACHMENT B

List of Donations of Materials to the District**File #:** Rep-400-25/26 **Version:** 1 **Agenda Date:** 5/12/2026**In Control:** Finance Division

Date: 3/26/2026
 Donor: [Jazwares](#)
 Value: \$54,104.00
 Purpose: Jazwares plus toys (10,184 pieces), Squishmallows (8,184 pieces) for distribution to LAUSD schools.

Date: 3/26/2026
 Donor: [Beyond Bedtime/Carter's](#)
 Value: \$88,223.45
 Purpose: Brand new pajama sets (19,915 sets) for LAUSD students use.

Date: 3/26/2026
 Donor: [Petersen Automotive Museum](#)
 Value: \$3,609,268.00
 Purpose: Office of Development and Civic Engagement received 69,409 Petersen Automotive Museum vouchers to allow LAUSD students and up to 3 guests to visit the museum.

[Return to Order of Business](#)

TAB 2



Board of Education Report

File #: Rep-401-25/26, **Version:** 1
In Control: Business & Finance Division

Agenda Date: 5/12/2026

Report of Cash Disbursements
Request to Reissue Expired Warrants and
Report of Corporate Credit Card Charges
Finance Division

Brief Description:

(Report of Cash Disbursements, Request to Reissue Expired Warrants, and Report of Corporate Credit Card Charges) Recommends the ratification of cash disbursements amounting to \$945,387,583.46 made by the District from March 1, 2026 to March 31, 2026.

Action Proposed:

1. Ratify cash disbursements totaling \$945,387,583.46, which were made against funds of the District from March 1, 2026, through March 31, 2026. These disbursements are within approved budgeted appropriations and were made in accordance with established Board policies.

- a. "A" Warrants (Payroll) total of \$ 21,902,766.99.

Warrant Numbers:

3654932 - 3670384

- b. Direct deposit payroll (Automated Clearing House - ACH) total of \$ 332,462,563.77.

- c. "B" Warrants (Accounts Payable) total of \$ 70,375,970.05.

Warrant Numbers:

22622594 - 22622736	22650059 - 22650181
22624549 - 22624720	22652364 - 22652485
22626886 - 22627014	22654537 - 22654674
22629874 - 22630014	22657185 - 22657306
22632432 - 22632568	22659378 - 22659592
22635391 - 22635605	22661509 - 22661855
22637558 - 22637707	22663984 - 22664101
22640166 - 22640303	22666361 - 22666484
22642938 - 22643053	22668844 - 22668953
22645825 - 22645965	22670859 - 22671024
22647981 - 22648130	

- d. Accounts Payable ACH payments total of \$ 520,646,282.65.

File #: Rep-401-25/26, **Version:** 1
In Control: Business & Finance Division

Agenda Date: 5/12/2026

Background:

This is a recurring monthly Board report for the Board to approve warrants or checks issued by the District for payroll and non-salary obligations that occur as part of school business.

Expected Outcomes:

The Board shall be approving routine District financial transactions.

Board Options and Consequences:

A “Yes” vote:

- Ratifies the previously disbursed payments.

A “No” vote would cause the cancellation of previously issued payments.

Policy Implications:

This Board report does not change any school policy.

Budget Impact:

This Board report approves financial transactions but does not change the budget authority.

Student Impact:

This Board report includes routine financial transactions, which support student achievement.

Equity Impact:

Not applicable. A routine transaction.

Issues and Analysis:

The Board shall be approving routine District financial transactions.

Attachments:

Not applicable

Submitted:

04/16/26

RESPECTFULLY SUBMITTED,

ANDRES E. CHAIT
Acting Superintendent

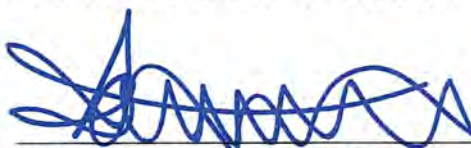
APPROVED & PRESENTED BY:

PEDRO SALCIDO
Deputy Superintendent
Office of the Deputy Superintendent

REVIEWED BY:

DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

SAMAN BRAVO-KARIMI
Chief Financial Officer
Finance Division

REVIEWED BY:

KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

[Return to Order of Business](#)

TAB 3



Board of Education Report

File #: Rep-385-25/26, **Version:** 1**Agenda Date:** 5/12/2026**In Control:** Human Resources

Approval of Routine Personnel Actions

Human Resources Division

Brief Description:

(Approval of Routine Personnel Actions) Recommends approval of 2,746 routine personnel actions (including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits, contracts, and senior management contracts).

Action Proposed:

Approve 2,746 routine personnel actions (including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and contracts) according to the following breakdown:

Classified:	1,574
Certificated:	982
Unclassified:	190
Retiree Conversion:	0

It is proposed that the following routine personnel actions (including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and contracts) be approved.

SAP transaction numbers: 4107254 to 4200722

ROUTINE PERSONNEL ACTIONS

	Total (this report) (3/9/2026 to 3/31/2026)	Total (Year-to-date)
1. Classified	1,574	49,697
2. Certificated	982	60,617
3. Unclassified	190	6,605
4. Retiree Conversion	<u>0</u>	<u>4</u>
TOTAL	2,746	116,923

File #: Rep-385-25/26, Version: 1

Agenda Date: 5/12/2026

In Control: Human Resources

BREAKDOWN OF ACTIONS:

Actions	Classified	Certificated	Unclassified	Retiree Conv.	Total
Hires	354	97	166	0	617
Leaves/Paid	183	80	0	0	263
Leaves/Unpaid	11	9	0	0	20
Reassignments/Demotions	0	1	0	0	1
Reassignments/Promotions	8	25	0	0	33
Reassignments/Transfers	18	178	5	0	201
Retirements	21	3	0	0	24
Separations/Non-Resignations	218	239	2	0	459
Separations/Resignations	61	11	4	0	76
Other Actions*	700	339	13	0	1,052

*Other actions include absences, conversion codes from legacy, change of pay, and change of work schedule and benefits.

REIMBURSEMENT AGREEMENT (ZERO - VALUE CONTRACT)

It is proposed that the following reimbursement agreements be approved for the 2026-2027 school year.

<u>Agency</u>	<u>Agreement Number</u>
California Teachers Association (CTA)	HR 26/27-001 - HR 26/27-003
Associated Administrators of Los Angeles (AALA)	HR 26/27-004

The requesting agency will reimburse the District for all costs for salary and benefits for the temporary loan of the employee to the agency during the period of the detached service assignment. Organization leaves are provided under the Education Code section 44987 for elected officers

Background:

This report is presented at each Board Meeting for approval of routine personnel actions.

Expected Outcomes:

Not applicable

File #: Rep-385-25/26, **Version:** 1

Agenda Date: 5/12/2026

In Control: Human Resources

Board Options and Consequences:

Specifically in regard to disciplinary action, a “No” vote may nullify the disciplinary action due to legal time constraints.

A “No” vote impacts the timeliness of processing personnel actions for classified and certificated employees regarding their assignment, salary/rate, transfer, and new appointment and may be in conflict with procedural rights and benefits afforded them under applicable Education Code provisions, Personnel Commission Rules, District Policy, and respective Collective Bargaining Agreements (UTLA, AALA, Teamsters, Los Angeles School Police Sergeants and Lieutenants Association). Employees have procedural rights that are based on their status (permanent or probationary) associated with the specific personnel action being submitted and the respective rights available to them in accordance with the above. Additionally, based on Personnel Commission Rules, permanent classified employees have rights to appeals.

A “Yes” vote will approve all actions in accordance with Education Codes & Rules of the Personnel Commission.

Policy Implications:

Not applicable

Budget Impact:

Cost Neutral

Student Impact:

Not applicable

Equity Impact:

Not applicable

Issues and Analysis:

All actions affecting classified personnel and apprentice personnel reported herein are in accordance with Section 45123-45125, 45135, and 45240-45318 of the Education Code and with the Rules of the Personnel Commission.

Attachments:

Attachment A: Administrative Regulations 4214

Attachment B: Number of Routine Personnel Actions

Attachment C: Routine Personnel Actions

Attachment D: Senior Management Contracts

Attachment E: Confidential Material (Reimbursement Agreement (Zero-Value Contracts))

Submitted:

04/20/26

File #: Rep-385-25/26, Version: 1
In Control: Human Resources

Agenda Date: 5/12/2026

RESPECTFULLY SUBMITTED,


ANDRES E. CHAIT
Acting Superintendent

APPROVED & PRESENTED BY:


FRANCISCO J. SERRATO
Chief Human Resources Officer
Human Resources Division

REVIEWED BY:


DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:


KRISTEN K. MURPHY
Associate Superintendent
Talent & Labor Relations

REVIEWED BY:


KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:


DAVID GRECO
Personnel Director
Personnel Commission

Los Angeles Unified School District
Human Resources Division

ATTACHMENT A

DATE: 4/6/26

ADMINISTRATIVE REGULATION: 4214 SAP Transaction #4107254-4200722

Each AR 4214 request has been reviewed and approved by a designee of the Superintendent.

TRANS#	NAME	FROM CLASS/LOCATION	TO CLASS	LOCATION
COMMENTS: 				

NONE

Reasons For ESC Selection:

1. Special skills/special need (e.g. bilingual, school continuity, instructional expertise in literacy or math)
2. ESC recommends current limited acting incumbent
3. Reduction-in-Force (RIF)
4. Reassignment due to position closure/norm enrollment loss

LOS ANGELES UNIFIED SCHOOL DISTRICT
Personnel Commission

ATTACHMENT B

NUMBER OF ROUTINE PERSONNEL ACTIONS

This attachment addresses the total number of classified personnel actions (1,574), which entails routine personnel actions (including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and contracts) and may be found on the Board of Education Routine Personnel Actions Report for the May 12, 2026, meeting.

The following table represents a breakdown of the new hire, reassignment, and rehire actions for the May 12, 2026, board report for the period of March 9, 2026 to March 31, 2026.

Hire Data:

As presented in the attached table, the total number of classified hire and reassignment actions for the period of March 9, 2026 to March 31, 2026, is 875 of which 598 (68%) are rehires or reassignments, and 277 (32%) are new hires (comprised of regular/permanent, restricted, returnee retirees, substitutes, and temporary positions). With the exception of 44 assignments, all of the actions are for positions which are school-based or provide direct support to the schools or their operations.

All new hires to regular/permanent positions are for A, B, C, or E basis positions. The 6 regular/permanent new hires consist of: Building and Grounds Worker (2), Early Education Center Attendant, IT Infrastructure Project Network Engineer, Recruitment Coordinator, Senior Resident Construction Engineer.

The following regular/permanent positions have been filled by promotional employees: Early Education Center Office Manager, Litigation Research Coordinator, Operations Program Manager (3), Special Education Assistant (2), Supervising Plumbing Inspector.

Hire Data of All Classified Employees								
From March 9, 2026 to March 31, 2026								
By New Hire, Reassignment, and Rehire								
Classification	Prov	Reg / Perm	Restr	Return Retiree	Subs	Temp 1GXX	Temp	Grand Total
NEW HIRE								
Athletics Assistant					15			15
Building and Grounds Worker		2			5			7
Campus Aide (Restricted)			1		2			3
Early Education Center Aide I & (Restricted)					21			21
Early Education Center Attendant		1			5			6
Food Service Worker					70			70
Instructional Aide (Music)					1			1
Instructional Aide (Transitional Kindergarten) & (Restricted)					1			1
Instructional Aide I & (Restricted)					1			1
IT Infrastructure Project Network Engineer		1						1
Office Technician					8			8
Out-of-School Program Supervisor and (Restricted)						31		31
Out-of-School Program Worker and (Restricted)						65		65
Recruitment Coordinator		1						1
School Facilities Attendant (Restricted)					1			1
School Supervision Aide and (Restricted)					5			5
Senior Office Technician					1			1
Senior Resident Construction Engineer		1						1
Special Education Assistant					6			6
Special Education Trainee					32			32
New Hire Total		6	1		174	96		277
REASSIGNMENT								
Administrative Analyst							1	1
Asbestos Abatement Worker		1						1
Assistant Plant Manager I	1						1	2
Athletics Assistant					1			1
Building and Grounds Worker		2		1	3			6
Campus Aide (Restricted)		1	1		1			3
Computer Applications Administrator SAP							1	1
Early Education Center Aide I & (Restricted)		1	1		1		2	5
Early Education Center Attendant	1							1
Early Education Center Office Manager		1						1
Food Service Manager I	10	7					4	21
Food Service Manager II	3	3						6

Hire Data of All Classified Employees								
From March 9, 2026 to March 31, 2026								
By New Hire, Reassignment, and Rehire								
Classification	Prov	Reg / Perm	Restr	Return Retiree	Subs	Temp 1GXX	Temp	Grand Total
Food Service Manager IV	1	1						2
Food Service Manager V	2						4	6
Food Service Worker		24			2		1	27
Food Service Worker II (Driving)							2	2
Health Care Assistant		6						6
Instructional Aide (Transitional Kindergarten) & (Restricted)					1		1	2
Instructional Aide I & (Restricted)			1					1
IT Electronics Communications Technician							1	1
Litigation Research Coordinator		1						1
Office Technician					2			2
Operations Program Manager		3						3
Outdoor-Education Assistant						6		6
Out-of-School Program Supervisor and (Restricted)						5		5
Out-of-School Program Worker and (Restricted)						1		1
Plant Manager I		1					8	9
Plant Manager II							4	4
Plant Manager III							5	5
School Climate Advocate & (Restricted)							1	1
Senior Administrative Assistant							1	1
Senior Early Childhood Education Division Fiscal Technician							2	2
Senior Electrician							1	1
Senior Food Production Assistant		1						1
Senior Food Service Worker	9	20					3	32
Senior IT Electronics Communications Technician							1	1
Senior Office Technician		1					1	2
Special Education Assistant		37			148		94	279
Special Education Trainee					67			67
Supervising Facilities Cost Analyst							1	1
Supervising Plumbing Inspector		1						1
Reassignment Total	27	112	3	1	226	12	140	521
REHIRE								
Athletics Assistant					3			3
Early Education Center Aide I & (Restricted)					9			9
Early Education Center Attendant					2			2
Food Service Worker					14			14
Library Technician					1			1
Office Technician					1			1
Out-of-School Program Supervisor and (Restricted)						1		1

Hire Data of All Classified Employees								
From March 9, 2026 to March 31, 2026								
By New Hire, Reassignment, and Rehire								
Classification	Prov	Reg / Perm	Restr	Return Retiree	Subs	Temp 1GXX	Temp	Grand Total
Out-of-School Program Worker and (Restricted)						16		16
School Administrative Assistant					1			1
Senior Office Technician					1			1
Special Education Assistant		2			3			5
Special Education Trainee					23			23
Rehire Total		2			58	17		77
GRAND TOTAL	27	120	4	1	458	125	140	875

Summary

Temporary and Substitute employees are often needed for short periods of time to assume responsibilities for regular employees when they are unavailable; they are not intended to replace regular employees for an extended period of time. Positions for several classifications, such as Education Aides and Instructional Aides, are typically filled by restricted status employees.

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division

ATTACHMENT C

ROUTINE PERSONNEL ACTIONS

The Human Resources Division reports 97 certificated new hires during the time period covered by this report and a summary list of hires appears below. The 97 certificated new hires serve at schools and programs throughout the District and are comprised of both former employees selected from rehire lists and newly employed certificated employees. Substitute teachers continue to be hired to ensure increased coverage capacity for teacher absences.

Adult Ed Teacher, Day-to-Day Substitute	3
Adult Ed Teacher, P-P CT	1
Arts Education Itinerant Teacher	1
Early Childhood Ed Teacher	2
Elementary Teacher	1
Elementary Teacher, Day-to-Day Substitute	70
Secondary Teacher	2
Special Education School Occupational Therapist	1
Special Education Teacher	2
Speech & Language Pathologist	2
Teacher Assistant, Degree Track	12

LOS ANGELES UNIFIED SCHOOL DISTRICT
Human Resources Division

ATTACHMENT D

ROUTINE PERSONNEL ACTIONS – SENIOR MANAGEMENT

Approval of contract of employment for senior management employee(s) appointed by the Board of Education in closed session on April 22, 2026 or to be appointed on May 12, 2026. See attached list(s).

SENIOR MANAGEMENT CONTRACTS
CLOSED SESSION
APRIL 22, 2026
(RENEWALS)
Revised 4/29/26

NAME	TITLE	SERVICE	START DATE	END DATE	*STEP	*ANNUAL SALARY	AUTO ALLOWANCE/OTHER
Aguilar, Anthony	Chief of Special Education and Specialized Programs	Certificated	07/01/26	06/30/27	Fixed Rate	\$278,205.00	Automobile
Alvarez, Martha	Chief of Legislative Affairs and Governmental Relations	Classified	07/01/26	06/30/27	5/5	\$237,671.76	\$250 per month
Atienza, Tony	Director of Finance Policy	Classified	07/01/26	06/30/27	5/5	\$237,671.76	\$250 per month
Baca, David	Regional Superintendent	Certificated	07/01/26	06/30/27	5/5	\$289,119.00	Automobile
Baez, Frances	Chief Academic Officer	Certificated	07/01/26	08/14/26	Fixed Rate	\$278,205.00	\$250 per month
Ballardo, Jorge	Deputy Chief Procurement Officer (Facilities)	Classified	07/01/26	06/30/27	5/5	\$234,988.92	\$250 per month
Cadena, Edward	Director of Facilities Project Execution	Classified	07/01/26	06/30/27	5/5	\$269,744.16	\$250 per month
Carter, Jana	Chief of Communications, Engagement and Collaboration	Classified	07/01/26	06/30/27	5/5	\$246,977.52	\$250 per month
Cho, Mark	Deputy Director of Facilities, Maintenance and Operations	Classified	07/01/26	06/30/27	5/5	\$237,943.68	\$250 per month
Dahdul, Issam	Director of Facilities Planning and Development	Classified	07/01/26	06/30/27	5/5	\$259,441.92	\$250 per month
Estrada, Karla V.	Deputy Superintendent of Instruction	Certificated	07/01/26	06/30/27	3/3	\$377,418.00	Automobile, ACSA, CMAA, AAPA, COBA Membership
Greer, Dana	Deputy Chief Procurement Officer	Classified	07/01/26	06/30/27	4/5	\$222,739.44	\$250 per month
Jimenez, Jaime	General Manager, KLCS	Classified	07/01/26	06/30/27	5/5	\$229,677.36	Automobile
Lopez, Sasha	Senior Director, Office of the Superintendent	Classified	07/01/26	06/30/27	5/5	\$232,965.60	\$250 per month
Malhotra, Smita	Chief Medical Director	Classified	07/01/26	06/30/27	5/5	\$304,369.08	Automobile
Meraz, Richard	Chief Information Security Officer	Classified	07/01/26	06/30/27	5/5	\$278,280.36	\$250 per month
Murphy, Kristen	Associate Superintendent, Talent	Certificated	07/01/26	06/30/27	Fixed Rate	\$333,540.00	\$250 per month

*Employees who are in classifications with steps and have not yet achieved the top step may receive an increase during the term of the agreement. Such step increases are generally, though not always 5.5%.

SENIOR MANAGEMENT CONTRACTS
CLOSED SESSION
APRIL 22, 2026
(RENEWALS)
Revised 4/29/26

NAME	TITLE	SERVICE	START DATE	END DATE	*STEP	*ANNUAL SALARY	AUTO ALLOWANCE/OTHER
Salcido, Pedro	Deputy Superintendent, Business Services & Operations	Classified	07/01/26	06/30/27	3/3	\$377,417.76	Automobile, CMAA, AAPA, COBA, ACSA and CSBA Memberships
Singh, Manish	Director of Food Services	Classified	07/01/26	06/30/27	5/5	\$238,586.64	Automobile
Spaht Gonzalez, Carolyn	Chief of Staff	Classified	07/01/26	06/30/27	5/5	\$303,003.72	Automobile
Torres, Carlos	Director of Environmental Health & Safety	Classified	07/01/26	06/30/27	5/5	\$238,586.64	Automobile
Wherritt, Amanda	Deputy Chief of Staff	Classified	07/01/26	06/30/27	5/5	\$250,862.52	\$250 per month
Whitman, Robert	Education Transformation Officer	Certificated	07/01/26	06/30/27	Fixed Rate	\$243,495.00	Automobile

*Employees who are in classifications with steps and have not yet achieved the top step may receive an increase during the term of the agreement. Such step increases are generally, though not always 5.5%.

SENIOR MANAGEMENT CONTRACTS
CLOSED SESSION
APRIL 22, 2026
(NEW)
Revised on 4-29-26

44

NAME	TITLE	SERVICE	START DATE	END DATE	**STEP	ANNUAL SALARY	AUTO ALLOWANCE / OTHER
Jason Geanakopoulos	Director of Labor Relations	Classified	5/13/2026	6/30/2027	4 of 5	\$256,682.64	\$250 per month
Francisco Serrato	Chief Human Resources Officer	Classified	5/13/2026	6/30/2027	4 of 5	\$287,034.24	\$250 per month
Anthony Godoy	Associate Chief Information Officer, IT Infrastructure	Classified	5/13/2026	6/30/2027	2 of 5	\$218,785.20	\$250 per month
Willam D. Hoffman	Inspector General for appointment and approval	Classified	5/13/2026	6/30/2029	Fixed Rate	\$232,421.28	Automobile
Ana Estevez	Executive Director, Beyond the Bell Programs	Classified	5/13/2026	6/30/2027	Fixed Rate	\$232,965.60	\$250 per month
Pia Sadaqatmal	Chief Academic Officer	Certificated	8/15/2026	6/30/2027	Fixed Rate	\$278,205.00	Automobile

* Employees who are in classifications with steps and are not at top step are eligible for an increase during contract.

ATTACHMENT E

LOS ANGELES UNIFIED SCHOOL DISTRICT

Approval of Routine Personnel Actions

Human Resources Division

BR-385-25/26

MATERIAL IS
CONFIDENTIAL

[Return to Order of Business](#)

TAB 4



Board of Education Report

File #: Rep-399-25/26, **Version:** 1**Agenda Date:** 5/12/2026**In Control:** Family and Community Engagement Committee

Annual Approval of Community Advisory Committee (CAC) Membership

Office of Student, Family and Community Engagement

Brief Description:

(Annual Approval of Community Advisory Committee (CAC) Membership) Recommends approval of prospective members included in Attachment A to serve on the District Community Advisory Committee, for the identified terms and as required by the California Education Code, Section 56191.

Action Proposed:

Approve those persons included in Attachment A for a term of membership on the Community Advisory Committee (CAC) for the identified terms of 2026-2028, and alternates to serve on the CAC for the 2026-2027 school year.

Background:

The CAC serves in an advisory capacity to the Board of Education and the Division of Special Education on the Special Education Local Plan Area (SELPA) Local Plan.

The California Education Code, Sections 56190-56193, requires each SELPA to establish a CAC to fulfill specific responsibilities. In addition, it requires that the members of the CAC be appointed by the Board of Education using selection procedures described in the SELPA Local Plan. CAC members serve a two-year term, which is staggered to ensure that no more than one half of the membership serves the first year of the term in any one year.

The CAC must be composed of the following: parents of individuals with exceptional needs enrolled in public or private schools (must serve as committee majority), parents of other students enrolled in school, students and adults with disabilities, regular education teachers, special education teachers, and other school personnel, representatives of other public and private agencies, and people concerned with the needs of individuals with exceptional needs. CAC bylaws also state that "CAC members must live, work, attend, or be the parent/guardian of a student attending a school within the LAUSD SELPA."

For the last decade, prospective members of the CAC were identified through the ranking of applications, with an appointment committee assigning points to applications based on a rubric. During the development of the 2024-2027 SELPA Local Plan, CAC members requested elections for membership to be implemented in place of an application process. The SELPA Local Plan language changed to allow for membership elections to occur in much the same way they transpire for other state-mandated District central committees identified in the California Education Code. This year, vacancies for the seats of parents of students with exceptional needs were filled through virtual elections with in-person technical support in each Region and online for the Virtual Academies. The elections for general education teacher, other school staff and alternate for the seat of a student with a disability or 504 plan occurred online in the evening. The vacancies for the other categories of parent of a student in the general education program, and alternate only for the seats of adult with disabilities, community

members, and community-based organizations were filled at a virtual election with in-person technical support in a central location at the Office of Student, Family, and Community Engagement.

Vacancies for membership on the CAC were advertised on District websites; through special education parent trainings and bi-weekly Family Academy webinars; through LAUSD's Department of Transition Services (DOTS) staff and Region special education teams; and emails, voice, and text messages sent to Los Angeles Unified families and additionally to parents or guardians of students with exceptional needs. Membership vacancies were also advertised via flyers and announcements during CAC, PAC, and DELAC meetings; at Region Ambassador sessions and various Region workshops; through the Office of Development and Civic Engagement; and sent directly to each Board of Education staff via email for distribution. The Division of Special Education and the Office of Student, Family, and Community Engagement held 12 elections during March. The proposed persons being submitted for appointment to the CAC were elected by their peers, as required by the California Education Code, and were verified as meeting eligibility requirements..

According to the California Education Code, Section 56194, the CAC addresses the responsibilities defined in the local plan as described below, including, but not limited to, all the following:

- a. Advising the policy and administrative entity of the special education local plan area regarding the development, amendment, and review of the local plan. The entity shall review and consider comments from the community advisory committee.
- b. Recommending annual priorities to be addressed by the plan.
- c. Assisting in parent education and in recruiting parents and other volunteers who may contribute to the implementation of the plan.
- d. Encouraging community involvement in the development and review of the local plan.
- e. Supporting activities on behalf of individuals with exceptional needs.
- f. Assisting in parent awareness of the importance of regular school attendance.
- g. Supporting community involvement in the parent advisory committee established pursuant to Section 52063 to encourage the inclusion of parents of individuals with exceptional needs to the extent these pupils also fall within one or more of the definitions in Section 42238.01”.

The Office of Student, Family, and Community Engagement and the Division of Special Education are requesting a motion by the Los Angeles Unified School District Board of Education to appoint members to the CAC, a state-mandated committee established to advise the Board of Education and the Division of Special Education on the SELPA Local Plan.

The individuals in Attachment A were elected by their peers at a virtual election (with in-person tech support for families and community). They are recommended to be the new representatives of the CAC for a two-year term, or as alternates for a one-year term.

Expected Outcomes:

Approval by the Board of Education of those persons whose names have been submitted for CAC membership will enable the CAC to remain compliant within the guidelines established in the California Education Code, Sections 56190-56194.

File #: Rep-399-25/26, **Version:** 1**Agenda Date:** 5/12/2026**In Control:** Family and Community Engagement Committee

Board Options and Consequences:

Approving the requested membership will enable the CAC to continue fulfilling the responsibilities as defined in the California Education Code, Section 56194, and in the SELPA Local Plan for service. If not approved, the District will be out of compliance with state requirements, and sanctions may be issued.

Policy Implications:

This action supports the Board's initiative to enhance parent engagement and is aligned to the Strategic Plan Pillar 3: Engagement and Collaboration. There are no changes to the existing policies of the District through this action.

Budget Impact:

None

Student Impact:

None

Equity Impact:

None

Issues and Analysis:

California Education Code, Sections 56190-56194, sets forth state requirements for the selection and appointment of members for the CAC.

Attachments:

Attachment A - List of 2026-2028 two-year term candidates, 2026-2027 alternates, and members completing the last year of the 2025-2027 term on the Community Advisory Committee (CAC).

Submitted:

04/16/26

File #: Rep-399-25/26, Version: 1

Agenda Date: 5/12/2026

In Control: Family and Community Engagement Committee

RESPECTFULLY SUBMITTED,



ANDRES E. CHAIT
Acting Superintendent

APPROVED & PRESENTED BY:



JANA CARTER
Chief of Communication, Engagement & Collaboration
Communication, Engagement & Collaboration

REVIEWED BY:



DEVORA NAVERA REED
General Counsel

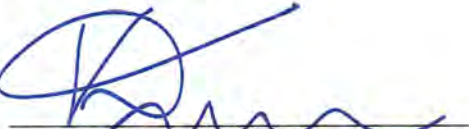
✓ Approved as to form.

APPROVED & PRESENTED BY:



ANTONIO PLASCENCIA
Sr. Director of Engagement & Partnerships
Communication, Engagement & Collaboration

REVIEWED BY:



KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

ATTACHMENT A

APPROVAL OF COMMUNITY ADVISORY COMMITTEE (CAC) MEMBERS

The following individuals were elected by their peers to serve on the CAC for the 2026-2028 term. Staff proposes that the Los Angeles Unified Board of Education approve the following candidates:

Name	Category	Region	Board District	Network
1. Christian Alvarez	Parent of Student with a Disability	East	2	Boyle Heights
2. Miho Murai	Parent of Student with a Disability	East	2	Lincoln Heights / El Sereno
3. Rachel Milman	Parent of Student with a Disability	North	3	North Hollywood / Valley Village
4. Denissa Zapata	Parent of Student with a Disability	West	4	Hollywood
5. Norma Gonzalez	Parent of Student with a Disability	East	5	South Gate
6. Diana Guillen	Parent of Student with a Disability	West	5	Glassell Park / Los Feliz
7. Alejandra Guzman Cartes	Parent of Student with a Disability	West	5	Hollywood
8. Kay Magallanes	Parent of Student with a Disability	North	6	San Fernando / Sylmar
9. Karen Nava Ramirez	Parent of Student with a Disability	North	6	Sun Valley
10. Shirlys Gruber	Parent of Student with a Disability	South	7	San Pedro
11. Adelina McCloud	Parent of Student with a Disability	South	7	Achievement Network
12. Zaira Ortiz	Parent of Student with a Disability	South	7	Wilmington
13. Yoriko Hongo	General Education Teacher	Districtwide		
14. Juliet Ladines Schwarz	Parent of Student in General Education	Districtwide		
15. Sara Lucas	Other School Staff	Districtwide		
16. Juan Jose Mangandi	Parent of Student in General Education	Districtwide		

ATTACHMENT A

APPROVAL OF COMMUNITY ADVISORY COMMITTEE (CAC) MEMBERS

The Board approved the following members who will continue to serve for the remainder of the 2025-2027 term:

Name	Category	Region	Board District	Network
1. Shalene Wright	Parent of Student with a Disability	West	1	Hamilton
2. Kady Bynum	Student with a Disability	North	3	Cleveland
3. Andrew Krowne	Parent of Student with a Disability	North	3	North Hollywood/ Valley Village
4. Monica Arrazola	Parent of Student with a Disability	West	4	Hollywood
5. Silva-Marna Echavarria	Parent of Student with a Disability	Virtual Academy	4	N/A
6. Andrea Prado	Parent of Student with a Disability	Virtual Academy	4	N/A
7. Maria Duran	Parent of Student with a Disability	East	5	South Los Angeles
8. Isaiah Macedo-Ortiz	Student with a Disability	East	5	South Gate
9. Bedia Valencia	Parent of Student with a Disability	East	5	South Gate
10. Kristie Lacy	Parent of Student with a Disability	North	6	North Hollywood/ Valley Village
11. Jeanette Ramirez	Parent of Student with a Disability	South	7	Rivera
12. Vacant	Parent of Student with a Disability	South	Vacant	Vacant
13. Ana Carrion	Community-based Organization	Districtwide		
14. Michelle Cherner	Special Education Teacher	Districtwide		
15. Rocio Elorza	Adult with Disability	Districtwide		
16. Alejandra Pina	Community Member	Districtwide		

ATTACHMENT A

APPROVAL OF COMMUNITY ADVISORY COMMITTEE (CAC) MEMBERS

In addition, the following persons are being submitted as alternates for a one-year term:

Name	Category	Region	Board District	Network
1. Yukiko Miyauchi	Parent of Student with a Disability	North	3	Van Nuys / Valley Glen
2. Olivia Hobson	Parent of Student with a Disability	Virtual Academy	4	N/A
3. Janet Roberts	Parent of Student with a Disability	West	4	Venice
4. Amanda del Valle	Parent of Student with a Disability	East	5	Eagle Rock / Highland Park
5. Dalia Bravo	Parent of Student with a Disability	South	7	Fremont
6. Martha Acosta	Parent of Student in General Education	Districtwide		
7. Johan Flores	Student with a Disability	Districtwide		
8. Maria Luisa Palma	Adult with a Disability	Districtwide		
9. Maria Meraz	Representative of Public or Private Agency	Districtwide		
10. Maria Daisy Ortiz	Community Member (non-parent)	Districtwide		

[Return to Order of Business](#)

TAB 5



Board of Education Report

File #: Rep-393-25/26, **Version:** 1
In Control: Adult & Career Education

Agenda Date: 5/12/2026

Approval of Adult Education Career Technical Education (CTE) Advisory Committee Division of Adult and Career Education

Brief Description:

(Approval of Adult Education Career Technical Education (CTE) Advisory Committee) Recommends approval of the establishment of the Adult Education Career Technical Education (CTE) Advisory Committee for the Division of Adult and Career Education (DACE), in alignment with the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). The committee, composed of representatives from industry, education, workforce, and community sectors, will provide annual guidance to strengthen CTE programs, align training with workforce needs, and promote equitable access for adult learners. Approval ensures continued eligibility for Perkins funding and supports high-quality, industry-aligned career pathway programs across 15 industry sectors.

Action Proposed:

Approval for CTE Advisory Committee for Perkins Grant (Strengthening Career Technical Education Act).

Background:

The Division of Adult and Career Education provides Career Technical Education programs designed to prepare adult learners for employment, industry certification, and postsecondary advancement across 15 industry sectors. Perkins V legislation requires local educational agencies receiving federal Career Technical Education funding to maintain active advisory committees composed of industry and community stakeholders. These committees ensure that programs remain responsive to labor market demands, technological advancements, and workforce development priorities. The DACE CTE Advisory Committee will consist of representatives from: Business and industry partners, Workforce development agencies, Postsecondary institutions, Community organizations, Administrators and instructional staff, and Representatives of special population groups. The committee will annually review program outcomes, evaluate industry alignment, and provide recommendations to strengthen curriculum, equipment modernization, student access, and workforce readiness.

Expected Outcomes:

Approval of this item will: Maintain compliance with Perkins V federal requirements, preserve eligibility for continued federal CTE funding, strengthen collaboration between education and industry partners, support equitable access to high-quality career training programs, enhance student preparation for high-skill, high-wage, and in-demand careers, and provide ongoing program evaluation and continuous improvement across DACE CTE pathways.

Board Options and Consequences:

If “Yes” - Approving the DACE CTE Advisory Committee will enable the Division to meet grant requirements and continue to support students.

File #: Rep-393-25/26, **Version:** 1
In Control: Adult & Career Education

Agenda Date: 5/12/2026

If “No” - Declining to approve the CTE Advisory Committee may lead to grant ineligibility and would limit DACE’s ability to develop and support CTE programs at each school site

Policy Implications:

None

Budget Impact:

This is a reimbursement-based grant and DACE has qualified to receive approximately \$1,262,025 for program year 2025-2026

Student Impact:

During the 2024-2025 school year, approximately 21,804 students enrolled in Division of Adult and Career Education (DACE) Career Technical Education (CTE) programs benefited from services supported by Perkins V funding. The grant provides critical supplemental resources that expand equitable access to high-quality career training, support the acquisition of industry-standard equipment, and strengthen instructional programs aligned with regional workforce needs. These investments enhance student skill attainment, industry certification opportunities, and employment readiness in high-demand, high-wage career sectors.

Equity Impact:

Component	Score	Score Rationale
Recognition	3	DACE actively recognizes vulnerable student populations and engages in targeted outreach to ensure equitable access and support for special populations.
Resource Prioritization	4	The DACE CTE Committee prioritizes and allocates resources to schools based on demonstrated need while also working to standardize equipment and instructional resources across all DACE sites. This approach ensures equitable access to high-quality training environments so that students, regardless of location, benefit from consistent industry-standard resources and opportunities. Programs are prioritized to provide entry-level training opportunities for students with significant barriers to employment.
Results	3	DACE programs contribute to closing opportunity gaps, as many enrolled students represent special populations facing employment barriers. More than half of students who complete Perkins-supported CTE programs successfully obtain employment.
TOTAL	10	

Issues and Analysis:

Not Applicable

Attachments:

Attachment A - CTE Advisory Committee Membership Roster

Submitted:

04/21/26

File #: Rep-393-25/26, **Version:** 1
In Control: Adult & Career Education

Agenda Date: 5/12/2026

RESPECTFULLY SUBMITTED,


 ANDRES E. CHAIT
 Acting Superintendent

APPROVED BY:

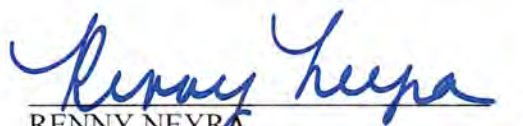

 KARLA V. ESTRADA
 Deputy Superintendent, Instruction

REVIEWED BY:


 DEVORA NAVERA REED
 General Counsel

☒ Approved as to form.

APPROVED & PRESENTED BY:


 RENNY NEYRA
 Executive Director
 Division of Adult and Career Education

REVIEWED BY:


 KURT E. JOHN
 Deputy Chief Financial Officer

☒ Approved as to budget impact statement.

APPROVED & PRESENTED BY:


 PIA SADAQATMAL
 Chief of Transitional Programs
 Office of Transitional Programs

Los Angeles Unified School District
Division of Adult and Career Education
CTE Advisory Committee Membership Roster

Name	Organization/Institution Representing/Industry Sector	Title	Years Serving Committee Request for Approval	CDE's Recommended Categories	Email Address
Federico Saucedo/ Alejandra Gonzales	Career Education and Development at Glendale College	Dean	New	Postsecondary Administrator	fsaucedo@glendale.edu
Byron Boykin	Chef Boykin Brothers (North African and Latino Restaurant)	Business Owner	2	Local Business	chefbyronboykin@gmail.com
Sebastian Cornejo	West Valley Occupational Center	Child Development -Student	New	Parent	sebdcornejo@gmail.com
Mike Carey	Delorean Time Machine Events (Transportation Rentals for Special Events)	Business Owner	1	Local Business	mike.carey@lausd.net
Tania Alquicira	Edison Middle School	Parent	1	Parent	t.alquicira0801@gmail.com
Ana Pena	Education, Child Development, and Family Services	Case Manager	1	Workforce Development	anapena@teaching.ucla.edu
Ka'Shandra Hall	HACLA Watts Los Angeles WorkSource Center	Senior Community Case Manager	2	Workforce Development	kashandra.hall@hacla.org
Tamara Marderosian	Information and Communication Technologies	WIOA Navigator Teacher Advisor	1	CTE Teaching Staff	t.marderosian@lausd.net

Name	Organization/Institution Representing/Industry Sector	Title	Years Serving Committee Request for Approval	CDE's Recommended Categories	59 Email Address
Ben Garcia	LA/OC Building Trades Council's Apprenticeship Readiness Fund	MC3 Program Director	2	Industry Partner	Ben@laocmc3.org
Jose Alvarez	LAUSD-DACE	Student Outreach Navigator	New	Workforce Development	jma70461@lausd.net
Megan Carroll	LAUSD - DACE	Coordinator, Strategic Planning	1	Administrator	mmc78271@lausd.net
Sam Powers	LAUSD - DACE	Student Outreach Navigator/Ext. Partnerships	1	CTE Teaching Staff	spowers@lausd.net
Eleanor Comegys	LAUSD - DACE	Student Outreach Navigator	2	CTE Teaching Staff	eec2513@lausd.net
Ana Martinez	LAUSD - DACE	Specialist, CTE	3	Administrator	amarti07@lausd.net
Martha Martinez	LAUSD - DACE	Perkins Advisor	3	CTE Teaching Staff	Mcm4382@lausd.net
Alejandra Salcedo	LAUSD - DACE	Specialist, Federal Grants	3	Administrator	axs60041@lausd.net
Jearline Dixon	Los Angeles County Office of Education Division of Student Programs, Career	Regional Coordinator	1	Special Populations - Disabilities	Dixon_Jearline@lacoe.edu

Name	Organization/Institution Representing/Industry Sector	Title	Years Serving Committee Request for Approval	CDE's Recommended Categories	60 Email Address
Markay Lynn	Los Angeles Police Department	Landscape Los Angeles Police Department employee	1	Industry partner	dmarkaylynn@yahoo.com
Besty Monahan	North Los Angeles Regional Center	Human Resources Manager	1	Industry Partner	bmonahan@nlaoc.org
Ana Quiles	North Los Angeles Regional Center	Board President	2	Special Populations - Disabilities	ariquiles@yahoo.com
Samuel Limon Orozco	North Valley Occupational Center	Graphic Design Teacher	1	CTE Teaching Staff	s.limonorozco@lausd.net
Cindy Cevallos	North Valley Occupational Center	Graphic Design-Student	1	Student	Csalas1700@yahoo.com
Eli Romero	Pacific Gateway WorkSource Center	Regional Manager	1	Workforce Development	Eli.romero@pacific- gateway.org
Julio Cruz/ Jorge Orozco	Para Los Ninos	Program Manager	1	Industry Partner	jcruz@paralosninos.org jorozco@paralosninos.org
Olga Perez	California Employment Development Department (EDD)	Labor Market Consultant (Policy, Accountability, and Compliance Branch)	2	Employment Development Department (EDD)	OlgaPerez@EDD.CA.GOV
Tada Stewart	Sears Heating and Air Conditioning	HVAC Employee	1	Local Business	Emslunker@gmail.com

Name	Organization/Institution Representing/Industry Sector	Title	Years Serving Committee Request for Approval	CDE's Recommended Categories	61 Email Address
David Earhart	Slawson Occupational Center	CTE Teacher	3	CTE Teaching Staff	dearhart@lausd.net
Amanda Gonzales	UCLA Community Engagement	Program Manager	New	Workforce Development	Agonzalez@college.ucla.edu
Mary Keipp	UCLA Community Based Learning Programs	Program Director of the Community Youth Programs	1	Workforce Development	mkeipp@college.ucla.edu
Noah Willet	West Valley Occupational Center	Electrician – Student	New	Student	noahpwillett@gmail.com
Ruth Aguilar	El Proyecto del Barrio Sun Valley WorkSource Center	Business Service Rep	New	Workforce Development	Raguilera@wscalnetwork.org

The Perkins grant legislation requires that grant recipients collaborate with a committee of diverse stakeholders to annually review and provide recommendations for the agency's CTE program. Per the California Department of Education (CDE) Perkins application, the committee should include representation from the following categories: CTE teaching staff, school administrators, post-secondary CTE providers, city/county workforce development agencies and others serving vulnerable populations, local business and industry partners, parents, and students. DACE holds annual meetings (usually during the months of May and June) in which the above stakeholders have opportunities to advise and provide input on DACE's CTE programs. The group, called the CTE Advisory Committee, provides recommendations which are considered for program year investments.

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TAB 6



Board of Education Report

File #: Rep-410-25/26, **Version:** 1**Agenda Date:** 5/12/2026**In Control:** Special Education & Specialized Programs

2025-2026 Nonpublic School/Agency (“NPS/A”) Ratification of Master Contracts

Division of Special Education and Medical Services Division

Brief Description:

(2025-2026 Nonpublic School/Agency (“NPS/A”) Ratification of Master Contracts) Recommends the ratification of 2025-2026 Nonpublic School/Agency (“NPS/A”) Master Contracts with the 91 contractors listed in Attachment A for the provision of Special Education Supports and Services, including Special Education Health and Nursing Services.

Action Proposed:

Ratify the NPS/A Master Contracts executed under delegated authority by the Division of Special Education and Medical Services Division, with the 91 contractors listed in Attachment A for the provision of Special Education Supports, including Special Education Health and Nursing Services and for the 2025- 2026 school year.

Background:

On April 21, 2026, pursuant to Board Report No. 303-25/26, the Board of Education (Board) approved an update to the delegation of authority it authorized on May 13, 2025 (Board Report No. 331-24/25) to negotiate and execute NPA master contracts for Special Education Supports and Services, including Health and Nursing Services with California Department of Education (CDE)-certified NPSAs. The update increased the aggregate amount from \$248 million to \$256 million for the 2025-26 school year, and from \$255 million to \$262 million for the 2026-27 school year. After that time, the aggregate contract amount authorized under delegated authority would revert back to the original amounts.

The Division of Special Education and Medical Services Division prepare periodic reports to support contract actions necessary for the provision of Special Education Supports and Services, as well as Special Education Health and Nursing Services, in accordance with the authority delegated by the Board to the Superintendent.

The Individuals with Disabilities Education Act (“IDEA”) requires that the District provide eligible students with disabilities access to special education and related services. The District fulfills these obligations through its Special Education Local Plan Area (“SELPA”) Local Plan. In doing so, the District must maintain a continuum of placement and service options to meet the diverse needs of students with disabilities, including services provided by nonpublic, nonsectarian schools (“NPS”) and nonpublic agencies (“NPA”), pursuant to Education Code sections 56360, 56361, 56365.

To ensure the availability of these services, the District is required to enter into master contracts with NPS and NPA providers. These contracts establish the terms, conditions, and financial agreements for the delivery of services specified in a student’s Individual Education Program (“IEP”), in accordance with Education Code section 56366(a). The District negotiates and executes these master contracts on an annual basis, consistent with Title 5, California Code of regulations, section 3062(a).

The Division of Special Education and the Medical Services Division seek Board ratification of Nonpublic School and Agency Master Contracts for the 2025-26 school year, as detailed in Attachment “A,” to ensure the continued provision of legally mandated IEP supports and services. These contracts fall within the scope of authority previously delegated by the Board in its action dated May 13, 2025 (Board Report No. 331-24/25).

Expected Outcomes:

Approval of these items will allow the Division of Special Education and Medical Services Division to continue the provision of Special Education Supports and Services and Special Education Health and Nursing Services provided by these contracts to the Los Angeles Unified School District to serve eligible students with disabilities in support of Board policies and goals.

Board Options and Consequences:

A “YES” vote ratifies the Division of Special Education’s and Medical Services Division’s executed Master Contracts that provide NPS/A services to qualified students with disabilities.

A “NO” vote will result in immediate unavailability of these services or discontinuance of services, or both. The unavailability or discontinuance of these services would likely result in costly litigation and increased future costs in securing these services. Postponement of actions presented for ratification in Attachment “A” will delay contract award or delivery dates, resulting in costly litigation.

Policy Implications:

This action does not change District policy and conforms to Board action on May 13, 2025 (Board Report No. 331-24/25).

Budget Impact:

The master contracts are within the maximum aggregate previously approved by the Board. They are funded by Special Education Funds (76.84%) and Federal Funds (23.16%).

Student Impact:

These contracts support the provision of special education and related services required by federal and state special education laws.

Equity Impact:

Component	Score	Score Rationale
Recognition	3	The award of the nonpublic school and agency (NPS/A) master contracts supports the District’s efforts to provide mandated special education and related services and programs for students with disabilities pursuant to their Individualized Education Plan (IEP). The District is required to maintain a continuum of program options, to include nonpublic school and agency services, to meet the needs of individuals with exceptional needs for special education and related services as required by the IDEA.

File #: Rep-410-25/26, Version: 1

Agenda Date: 5/12/2026

In Control: Special Education & Specialized Programs

Component	Score	Score Rationale
Resource Prioritization	2	The NPS/A contracts make services available to qualified students with disabilities, to be provided through master contracts with California Department of Education certified nonpublic schools and agencies.
Results	3	The 2025-2026 NPS/A contracts ensure that the Division of Special Education has the required continuum of program options available to meet the needs of individuals with exceptional needs for special education and related services as required by the IDEA.
TOTAL	8	

Issues and Analysis:

In May 2025, staff anticipated negotiating and executing master contracts for the 2025-26 school year with approximately 92 returning nonpublic schools/agencies (NPS/A) to provide special education supports and services in accordance with students' IEPs. It was also noted that additional contractors could be added to the final list as needed. At that time, staff further projected entering into master contracts with at least three nonpublic agencies (NPAs) for the provision of health and nursing services for students with disabilities pursuant to their IEPs

Following the completion of negotiations, master contracts have been executed with 91 NPS/A providers for special education supports (including 89 returning providers and 2 new providers, one of which was subsequently acquired by an existing contractor). In addition, contracts have been executed with 2 NPAs for health and nursing services (including 1 returning provider and 1 new provider).

Attachments:

Attachment A - Ratification of Contracts Awarded Under Delegated Authority

Link Material(s):

- Reference under the background section *Update to the Delegation of Authority to Negotiate and Execute Nonpublic Agency Master Contracts* adopted April 21, 2026, ([Board Report No. 303-25/26 <https://drive.google.com/file/d/1uCjFCMVPp2H1fyXUYn7A9n401X8Zh7l7/view?usp=sharing>](https://drive.google.com/file/d/1uCjFCMVPp2H1fyXUYn7A9n401X8Zh7l7/view?usp=sharing)).
- Referenced under the policy implications section *Delegation of Authority to Negotiate and Execute Master Contracts* adopted May 13, 2025 ([Board Report No. 331-24/25 <https://drive.google.com/file/d/1_5-32d6GKG2_OgjuAzaCvpVv4SDE9E00/view?usp=sharing>](https://drive.google.com/file/d/1_5-32d6GKG2_OgjuAzaCvpVv4SDE9E00/view?usp=sharing)).

Submitted:

04/30/26

RESPECTFULLY SUBMITTED,


ANDRES E. CHAIT
Acting Superintendent

APPROVED BY:


KARLA V. ESTRADA
Deputy Superintendent Instruction

REVIEWED BY:

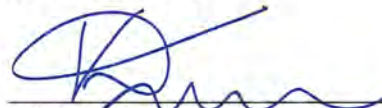

DEVORA NAVERA REED
General Counsel

APPROVED BY:


PEDRO SALCIDO
Deputy Superintendent Operations
Business Services and Operations

✓ Approved as to form.

REVIEWED BY:


KURT JOHN
Deputy Chief Financial Officer

APPROVED & PRESENTED BY:


ANTHONY AGUILAR
Chief
Special Education & Specialized Programs

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:


SMITA MALHOTRA, MD
Chief Medical Director
Medical Services Division

APPROVED & PRESENTED BY:


JOSE SOTO
Executive Director
Division of Special Education

APPROVED & PRESENTED BY:


PAULINA ROCK
Executive Director
Medical Services Division

ATTACHMENT A

RATIFICATION OF NONPUBLIC SCHOOL/AGENCY MASTER CONTRACTS

A. NONPUBLIC SCHOOL/AGENCY MASTER SERVICES CONTRACTS <u>ALREADY AWARDED</u>			
NEW CONTRACTS/AMENDMENTS/ASSIGNMENTS			
<u>DIVISION OF SPECIAL EDUCATION</u>			\$256,000,000
Contract Term: 07/01/25 through 6/30/26 to be renewed annually.			
<u>CONTRACTOR</u>	<u>VENDOR NUMBER</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
SPECIAL EDUCATION SUPPORTS CONTRACTORS:			
<u>NONPUBLIC SCHOOL CONTRACTORS:</u>			
1. BRIDGEPORT SCHOOL (NPS)	1000023656	Special Education Funds (76.84%) Federal Funds (23.16%)	\$256,000,000 (Total Aggregate)
2. BRIDGEPORT WEST (NPS)	1000023549		
3. CAROUSEL SCHOOL (NPS)	1000023387		
4. DUBNOFF SCHOOL (NPS)	1000023404		
5. EKO MULTI PURPOSE CENTER, INC. (NPS)	1000023407		
6. ELLIOTT INSTITUTE, INC. (NPS)	1000023408		
7. HAWTHORNE ACADEMY (NPS)	1000023413		
8. HELP GROUP-NORTH HILLS PREP (NPS)	1000023591		
9. IRL ALMANSOR (NPS)	1000023418		
10. IRL WESTMORELAND (NPS)	1000023418		
11. KAYNE ERAS CENTER (NPS)	1000023425		
12. LITTLE CITIZENS/WESTSIDE ACAD#1 MS (NPS)	1000023430		
13. LITTLE CITIZENS/WESTSIDE ACAD#3 ES (NPS)	1000023430		
14. NORTHPOINT SCHOOL CFGC (NPS)	1000023436		
15. PERSONAL COACHING SYSTEMS (NPS)	1000023437		
16. SIERRA SCHOOL OF ALHAMBRA (NPS)	1000023445		
17. SLAUSON LEARNING CTR #1 (HIGH) (NPS)	1000023446		
18. SLAUSON LEARNING CTR II (ELEM) (NPS)	1000023446		
19. SUMMIT VIEW SCHOOL (NPS)	1000023594		
20. SUMMIT VIEW SCHOOL (WESTSIDE) (NPS)	1000023593		
21. SUNRISE SCHOOL (NPS)	1000023596		
22. SUNRISE WEST (NPS)	1000023595		

ATTACHMENT A

RATIFICATION OF NONPUBLIC SCHOOL/AGENCY MASTER CONTRACTS

A. NONPUBLIC SCHOOL/AGENCY MASTER SERVICES CONTRACTS <u>ALREADY AWARDED</u>				
NEW CONTRACTS/AMENDMENTS/ASSIGNMENTS				
<u>DIVISION OF SPECIAL EDUCATION</u>				\$256,000,000
Contract Term: 07/01/25 through 6/30/26 to be renewed annually.				
<u>CONTRACTOR</u>	<u>VENDOR NUMBER</u>		<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
23. SWITZER LEARNING CENTER (NPS)	1000023454			
24. VILLAGE GLEN SCH (VALLEY) (NPS)	1000023597			
25. VISTA SCHOOL (NPS)	1000023460			
26. WAYFINDER FAMILY SERVICES (NPS)	1000023461			
27. YOUNG LEARNERS PRE-S & INTRVN CTR (NPS)	1000023538			
<u>NONPUBLIC SCHOOLS WITH RESIDENTIAL TREATMENT CENTERS CONTRACTORS:</u>				
1. ALPINE ACADEMY (NPS)	1000023376			
2. CHANGE ACADEMY-CALO (NPS)	1000023390			
3. CINNAMON HILLS SCH (NPS)	1000023394			
4. DEVEREUX ACKERMAN (NPS)	1000023399			
5. DEVEREUX SCHOOL OF VIERA (NPS)	1000023402			
6. HERITAGE SCHOOL (NPS)	1000023415			
7. JACK WEAVER SCHOOL (OAK GROVE) (NPS)	1000023422			
8. LOGAN RIVER ACADEMY (NPS)	1000023431			
9. PROVO CANYON, UHS (NPS)	1000023441			
10. PROJECT 6 (CONTRACTED THROUGH THE HELP GROUP SCHOOLS' NPS CONTRACTS)	# N/A			
<u>NONPUBLIC AGENCY CONTRACTORS:</u>				
1. 360 BEHAVIORAL HEALTH (NPA)-FORMERLY CALIFORNIA PSYCHCARE, INC (NPA)	1000023386			
2. 360 DEGREE CUSTOMER INC. - LAS PER DIEM (NPA)	1000023319			
3. AEQUOR HEALTHCARE (NPA)	1000025643			

ATTACHMENT A

RATIFICATION OF NONPUBLIC SCHOOL/AGENCY MASTER CONTRACTS

A. NONPUBLIC SCHOOL/AGENCY MASTER SERVICES CONTRACTS <u>ALREADY AWARDED</u>				
NEW CONTRACTS/AMENDMENTS/ASSIGNMENTS				
<u>DIVISION OF SPECIAL EDUCATION</u>				\$256,000,000
Contract Term: 07/01/25 through 6/30/26 to be renewed annually.				
<u>CONTRACTOR</u>	<u>VENDOR NUMBER</u>		<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
4. AUTISM BEHAVIOR CONSULTANTS (NPA)	1000023377			
5. AUTISM BEHAVIOR INTERVENTION (NPA)	1000023378			
6. AUTISM LEARNING PARTNERS (NPA)	1000023379			
7. AUTISM SPECT INTERV (NPA)	1000023380			
8. AUTISM SPECT THRPS (NPA)	1000023381			
9. BEHAVIOR & EDUC, INC (NPA)	1000023382			
10. BEHAVIOR FRONTIERS (NPA)	1000023383			
11. BEHAVIOR GUIDANCE GROUP (NPA)	1000023384			
12. BEHAVIORAL LEARNING NETWORK (NPA)	1000023385			
13. BMR HEALTH SVCS, INC (NPA)	1000023728			
14. CENTER FOR AUT&REL SVC, INC (NPA)	1000023388			
15. CHILD COUNSELING & BEHAVIOR THERAPY CLINIC (NPA)	1000023391			
16. CHILD DEVELOPMENT INSTITUTE (NPA)	1000023392			
17. CHIME INSTITUTE (PRESCHOOL DIS) (NPA)	1000023393			
18. CREATIVE BEHV CONSLT (NPA)	1000023395			
19. CTR BEH, ED & SOC THER. (NPA)	1000023396			
20. DEVELOPMENTAL DYNAMO INC (NPA)	1000023398			
21. EARLY STRIDES (NPA)	1000023405			
22. EDTHEORY, LLC (NPA)	1000025702			
23. FIRSTSTEPS FOR KIDS, INC (NPA)	1000023410			
24. FOCUS ON ALL CHILD THERAPIES (NPA)	1000023411			

ATTACHMENT A

RATIFICATION OF NONPUBLIC SCHOOL/AGENCY MASTER CONTRACTS

A. NONPUBLIC SCHOOL/AGENCY MASTER SERVICES CONTRACTS <u>ALREADY AWARDED</u>				
NEW CONTRACTS/AMENDMENTS/ASSIGNMENTS				
<u>DIVISION OF SPECIAL EDUCATION</u>				\$256,000,000
Contract Term: 07/01/25 through 6/30/26 to be renewed annually.				
<u>CONTRACTOR</u>	<u>VENDOR NUMBER</u>		<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
25. FORTE BEHAVIORAL HEALTH (NPA)	1000031840			
26. GARY STROMBERG & ASSOCIATES -PER DIEM (NPA)	1000023412			
27. GOLDEN STATE SPEECH (NPA)	1000025690			
28. INCLUSIVE ED. & COMM PARTNERSHIP (NPA)	1000023416			
29. INSTITUTE FOR APPL. BEH. ANALYSIS (NPA)	1000023419			
30. INTENSIVE BEH INTRVEN CONSULTANTS (NPA)	1000023420			
31. INTERCARE THERAPY (NPA)	1000023421			
32. KAYNE ERAS CENTER (NPA)	1000023424			
33. KYO AUTISM THERAPY (NPA)	1000026841			
34. LEARNING & BEHV CTR (NPA)	1000023427			
35. LIGHT STREET SPECIAL EDUCATION SOLUTIONS (NPA)	1000023429			
36. LOOKING GLASS CHILDRENS SERVICES (NPA)	1000023432			
37. LOVAAS INST./EARLY INTERVENTION (NPA)	1000023433			
38. MCRORY PEDIATRIC SERVICES (NPA)	1000023434			
39. NEW MEDISCAN II, LLC (NPA)-CROSS COUNTRY (NPA)	1000023435			
40. PIONEER HLTH SVC LLC (NPA)	1000023438			
41. PRISTINE REHAB CARE (NPA)	1000023439			
42. PROGRESSUS THERAPY, LLC (NPA)	1000023440			
43. REACHING THE STARS CTR. FOR AUT. (NPA)	1000023443			
44. SOLIANT HEALTH INC (NPA)	1000023448			
45. SPEECH TIME (NPA)	1000023450			
46. SPEECH/LANG/EDUC. ASSOC. (NPA)	1000023451			
47. STEPPING STONES GR (NPA)	1000023453			

ATTACHMENT A

RATIFICATION OF NONPUBLIC SCHOOL/AGENCY MASTER CONTRACTS

A. NONPUBLIC SCHOOL/AGENCY MASTER SERVICES CONTRACTS <u>ALREADY AWARDED</u>				
NEW CONTRACTS/AMENDMENTS/ASSIGNMENTS				
<u>DIVISION OF SPECIAL EDUCATION</u>				\$256,000,000
Contract Term: 07/01/25 through 6/30/26 to be renewed annually.				
<u>CONTRACTOR</u>	<u>VENDOR NUMBER</u>		<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
48. THERAPY IN ACTION (NPA)	1000023455			
49. THERAPY MANTRA, INC. (NPA)	1000023456			
50. THERAPY WEST (NPA)	1000023457			
51. TOTAL EDUCATION SOLUTIONS (NPA)	1000023458			
52. VERDUGO HILLS AUTISM PROJECT (NPA)	1000023459			
53. WORKING WITH AUTISM (NPA)	1000023462			
SPECIAL EDUCATION HEALTH AND NURSING CONTRACTORS:				
<u>HEALTH AND NURSING CONTRACTORS:</u>				
1. RO HEALTH (NPA)	1000019893			
<u>FULL CONTINUUM OF NPA SERVICES CONTRACTORS:</u>				
1. RCM HEALTH CARE SVCS (NPA)	1000023442			
<u>NEWLY EXECUTED CONTRACTS:</u>				
SPECIAL EDUCATION SUPPORTS CONTRACTORS:				
1. CROSS COUNTRY (NPA)-PURCHASED BY NEW	1000023435			
MEDISCAN II, LLC (NPA)	1000031840			
2. FORTE BEHAVIORAL HEALTH (NPA)				
SPECIAL EDUCATION HEALTH AND NURSING CONTRACTORS:				
1. RO HEALTH (NPA)	1000019893			

ATTACHMENT A

RATIFICATION OF NONPUBLIC SCHOOL/AGENCY MASTER CONTRACTS

A. NONPUBLIC SCHOOL/AGENCY MASTER SERVICES CONTRACTS <u>ALREADY AWARDED</u>				
NEW CONTRACTS/AMENDMENTS/ASSIGNMENTS				
<u>DIVISION OF SPECIAL EDUCATION</u>				\$256,000,000
Contract Term: 07/01/25 through 6/30/26 to be renewed annually.				
<u>CONTRACTOR</u>	<u>VENDOR NUMBER</u>		<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
<u>ENDED CONTRACTS:</u> SPECIAL EDUCATION SUPPORTS CONTRACTORS: 1. ADVANCING HIGHER EDUCATION & DEV (AHEAD) (NPA) 2. LEHRHOFF, IRWIN (NPA)	1000023375			
	1000023427			

Note:

Master contracts have been negotiated and executed with 91 NPS/A for the provision of special education supports (89 returning, and 2 new, one of which was then purchased by an existing contractor), and 2 NPAs for the provision of health and nursing services for students with disabilities (1 returning, and 1 new). ***Some of the contractors may appear in more than one category above.***

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TAB 7



Board of Education Report

File #: Rep-378-25/26, **Version:** 1
In Control: Procurement Services Department

Agenda Date: 5/12/2026

Approval of Procurement Actions Procurement Services Department

Brief Description:

(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 Amendments; 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 as listed in Attachment “B.”

Action Proposed:

Ratify 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 Amendments; 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 as listed in Attachment “B.”

Background:

Procurement Services staff prepares monthly reports for contract actions necessary for the execution of the projects approved by the Board for the educational and operational requirements of the District in accordance with Board delegated authority to the Superintendent.

Expected Outcomes:

Approval of these items will allow the goods and services provided by these contracts furnishing the equipment, supplies, or services to the Los Angeles Unified School District that support Board policies and goals.

Board Options and Consequences:

The Board can approve all actions presented, or postpone selected actions pending receipt of additional information. Non-ratification of actions awarded under delegated authority in Attachment “A” will result in immediate unavailability of products or discontinuance of services, or both. While non-ratification may be legally defensible, it would likely result in costly litigation over discontinued payments or if the District attempts to reclaim payments made to a vendor. District costs will likely increase as fewer vendors compete for future procurements. Postponement of actions presented for approval in Attachment “B” will delay contract award or delivery dates.

File #: Rep-378-25/26, **Version:** 1
In Control: Procurement Services Department

Agenda Date: 5/12/2026

Policy Implications:

This action does not change District policy and conforms to California Education Code section 17604 that permits the Board of Education to delegate authority for Procurement Services (Board Report 444-17/18), which the Board exercised on May 8, 2018.

Budget Impact:

The contract actions presented are within the budget authority previously approved by the Board. Ratification of contracts awarded under delegation of authority and within their Board approved budget listed in Attachment “A” includes:

- Award of Professional Service Contracts not exceeding \$250,000: New Contracts; Contract Amendments; Purchase Orders; and
- Goods and General Services Contracts not exceeding \$250,000: Procurement Transactions - Purchase Orders; Rental of Facilities; Travel/Conference Attendance; District Card Transactions; General Stores Distribution Center; and Book/Instructional Material Purchase Orders.

Request for Approval of Procurement Actions not under delegated authority listed in Attachment “B” includes:

- Professional Service Contracts (exceeding \$250,000): New Contract

Student Impact:

Not applicable.

Equity Impact:

See attached for applicable items.

Issues and Analysis:

There are no policy implications on these agreements. The Business and Government Services Team, Office of the General Counsel, has reviewed and approved the agreements as to form, except where “authorization to negotiate and execute” is sought.

Attachments:

Attachment “A” - Ratification of Contracts Awarded Under Delegated Authority

Previously adopted Board report referenced in the policy implications section:

- Adopted May 8, 2018: [Board Report No. 444-17/18](https://drive.google.com/file/d/1LObSci2aOLv21Poz24gkLDhfVRiE6a8K/view?usp=share_link)
- California Education Code Section 17604 ([CE Code 17604](https://drive.google.com/file/d/17i1CYUp6UH9-Gg-3DJMkxNEuH1uUQERc/view?usp=share_link))

Submitted:

04/16/26

File #: Rep-378-25/26, **Version:** 1
In Control: Procurement Services Department

Agenda Date: 5/12/2026

RESPECTFULLY SUBMITTED,


 ANDRES E. CHAIT
 Acting Superintendent

APPROVED BY:


 PEDRO SALCIDO
 Deputy Superintendent
 Business Services & Operations

REVIEWED BY:


 DEVORA NAVERA REED
 General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:


 SAMAN BRAVO-KARIMI
 Chief Financial Officer
 Office of the Chief Financial Officer

REVIEWED BY:


 KURT E. JOHN
 Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:


 MATTHEW FRIEDMAN
 Chief Procurement Officer
 Procurement Services Department

ATTACHMENT A

**APPROVAL OF PROCUREMENT CONTRACTS:
RATIFICATION OF DELEGATED AUTHORITY**

**A. PROFESSIONAL SERVICES CONTRACTS/AMENDMENTS/ ASSIGNMENTS
ALREADY AWARDED NOT EXCEEDING \$250,000**

DIVISION OF SPECIAL EDUCATION AND SPECIALIZED PROGRAMS

<u>CONTRACTOR / IDENTIFICATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Klett World Languages / C10454 (IRFP 1725228705)	01/27/26 – 08/31/26	General Funds (100%)	\$30,000

Item A

- Ratification of an informally competed contract, procured through an Informal Request for Proposals (IRFP) process, conducted by the Procurement Services Department to engage experienced world language and dual-language trainers to design and deliver a TK-12 professional development workshop series for all World Languages Cultures (WLC) and Dual Language Education (DLE) teachers District teachers. Twelve (12) training sessions will be provided in Spring 2026 to 150 WLC and DLE teachers (TK-12), and 18 training sessions will be provided to 500 WLC and DLE teachers in the Summer of 2026 during the Teachers Helping Teachers WLC-DLE Summer Conference.
- This training aligns to the California World Languages Framework (adopted July 2020 by the State Board of Education) and will provide standards and proficiency-based instructional strategies that promote bilingualism, biliteracy, and culture competence.
- Six proposals were received, and five were deemed qualified. Klett World Languages is a new vendor to the District but has provided these services to over 35 school districts across the country, as well as the California Language Teachers' Association.

Equity Impact:

Component	Score	Score Rationale
Recognition	4	This professional development customizes professional learning to address the specific needs of schools, programs, and educators providing targeted, context-responsive support rather than a one-size-fits-all approach.
Resource Prioritization	4	The vendor brings specialized expertise in designing and facilitating high-quality language-focused professional development grounded in real-world application, equipping educators with both a strong understanding of language acquisition theory and practical strategies for implementation in diverse classroom settings.
Results	4	WLC-focused strategies and tools that validate, embrace, and strengthen multilingual students' learning and engagement, while

ATTACHMENT A

**APPROVAL OF PROCUREMENT CONTRACTS:
RATIFICATION OF DELEGATED AUTHORITY**

Component	Score	Score Rationale
		promoting positive language development and higher academic achievement in both Dual Language Education (DLE) and World Languages and Cultures (WLC) classrooms.
TOTAL	12	

ATTACHMENT A

**APPROVAL OF PROCUREMENT CONTRACTS:
RATIFICATION OF DELEGATED AUTHORITY****A. PROFESSIONAL SERVICES CONTRACTS/AMENDMENTS/ ASSIGNMENTS
ALREADY AWARDED NOT EXCEEDING \$250,000****OFFICE OF THE CHIEF FINANCIAL OFFICER**

<u>CONTRACTOR / IDENTIFICATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
School Services of California, Inc. / C10629	01/12/26 – 06/30/26	General Funds (100%)	\$160,000

Item B

- Ratification of a single-source contract to provide collective bargaining negotiation support to the Office of the Superintendent by reviewing budget and negotiation documents and performing research and analytic services needed before and, if necessary, beyond the initial negotiation stage.
- School Services of California Inc. (SSC) was selected as the single-source provider based on demonstrated expertise and proven work with comparable California districts (including large urban districts managing enrollment and funding changes), using proprietary tools/methodologies tailored to education.

Equity Impact:

Component	Score	Score Rationale
Recognition	3	The objective of the comparative analysis of staffing patterns is to identify operational inefficiencies and inequities in order to inform future resource allocation decisions.
Resource Prioritization	3	The intent of the study is to produce practical recommendations that align with District strategic and operational needs, especially related to sustaining academic programs and support services amid budget constraints tied to reduced ADA.
Results	3	The recommendations resulting from this analysis will likely result in closed opportunity gaps. A thorough review of staffing allocations helps ensure equitable distribution of resources across schools and departments, which is particularly important as staffing needs may shift due to changing enrollment trends

ATTACHMENT A

**APPROVAL OF PROCUREMENT CONTRACTS:
RATIFICATION OF DELEGATED AUTHORITY**

Component	Score	Score Rationale
		and evolving student demographics across regions of the District.
TOTAL	9	

ATTACHMENT A

**APPROVAL OF PROCUREMENT CONTRACTS:
RATIFICATION OF DELEGATED AUTHORITY****A. PROFESSIONAL SERVICES CONTRACTS/AMENDMENTS/ ASSIGNMENTS
ALREADY AWARDED NOT EXCEEDING \$250,000****OFFICE OF BENEFITS ADMINISTRATION**

<u>CONTRACTOR / IDENTIFICATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
CredibleMind, Inc. / C7589-1 Item C	07/01/26 – 06/30/27	Health and Welfare Funds (100%)	\$24,999*

- Ratification of an amendment to extend the term and increase capacity of a single-source contract to provide CredibleMind's proprietary wellness platform requested by Risk Management on behalf of the Health Benefits Committee pursuant to the Health Benefits Agreement.
- CredibleMind provides cloud-based, evidence-based preventive mental health and wellness resources for employees, retirees, and dependents, plus engagement/needs analytics to guide District wellness decisions.
- Early results show strong participation (14,200+ users, ~5 minutes per session, 84+ topics with high engagement in flourishing/languishing, burnout, and anxiety); extending access supports a healthier workforce.

Initial contract term: 07/01/25 through 06/30/26

New end date by this amendment: 06/30/27

Initial Contract Value: \$53,000 ([Board Report No. 242-24/25](#))

*Amendment No. 1: \$24,999

Aggregate Contract Value: \$77,999

Equity Impact:

Component	Score	Score Rationale
Recognition	1	The CredibleMind Platform for District employees does not recognize historical inequities according to the Student Equity Needs Index criterion.

ATTACHMENT A

**APPROVAL OF PROCUREMENT CONTRACTS:
RATIFICATION OF DELEGATED AUTHORITY**

Component	Score	Score Rationale
Resource Prioritization	1	The CredibleMind Platform for District employees does not prioritize resources according to the Student Equity Needs Index criterion.
Results	3	In alignment with the District's mission to support academic achievement and prepare future leaders, it is essential that District employees have access to quality mental wellness benefits such as the CredibleMind Platform. These benefits promote employee health, attendance, and consistency, which are key to fostering students' educational growth. Offering comprehensive mental wellness benefits also strengthens the District's ability to attract and retain high-quality staff, ultimately benefiting all students.
TOTAL	5	

ATTACHMENT A

**APPROVAL OF PROCUREMENT CONTRACTS:
RATIFICATION OF DELEGATED AUTHORITY****B. PROFESSIONAL SERVICES REVENUE/GRANT CONTRACTS/AMENDMENTS/
ASSIGNMENTS ALREADY AWARDED NOT EXCEEDING <\$500,000>****MEDICAL SERVICES DIVISION**

<u>CONTRACTOR / IDENTIFICATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
County of Los Angeles Department of Public Health/ C10607-6	07/01/19 - 06/30/26	Revenue	<\$239,011*>
C10607-7			<\$145,485**>

Item D

Ratification of an amendment to increase the capacity of a revenue contract for continued operation and support of the Los Angeles County Maternal, Infant and Early Childhood Home Visiting Program.

- The program provides home visitation services by medical professionals to improve the health and well-being of first-time mothers in low-income households; the LAUSD has provided home visitation services for pregnant/parenting students since 2012, serving approximately 840 students to date.
- The grant supports five certificated school nurses who conduct home visits, one office technician, mandated trainings and related program expenditures. Approximately 80 students are currently enrolled in the program.
- Services support improved outcomes including prenatal health, maternal safety, child health/development and bonding, reduced pregnancy-related absenteeism, school readiness, and increased economic self-sufficiency (education completion/college-career prep).

Initial Contract Value:	<\$3,983,874>	(Board Report No. 010-19/20)
Amendment No. 1:	\$0	
Amendment No. 2:	\$0	
Amendment No. 3:	\$0	
Amendment No. 4:	\$0	
Amendment No. 5:	<\$2,810,946>	(Board Report No. 027-23/24)
*Amendment No. 6:	<\$239,011>	
**Amendment NO. 7:	<\$145,845>	
Aggregate Contract Value:	<\$7,179,416>	

ATTACHMENT A

**APPROVAL OF PROCUREMENT CONTRACTS:
RATIFICATION OF DELEGATED AUTHORITY****Equity Impact:**

Component	Score	Score Rationale
Recognition	3	Nurse Family Partnership (NFP) provides services for public school students, who are pregnant for the first time and become mothers, and include students from low-income families, English Learners, Foster Youth, African American students and Special Education students.
Resource Prioritization	3	The contract will implement home visiting programs using culturally proficient practices.
Results	3	A majority of pregnant students served by the NFP program graduate from high school and move on to higher education
TOTAL	9	

ATTACHMENT A

**APPROVAL OF PROCUREMENT CONTRACTS:
RATIFICATION OF DELEGATED AUTHORITY****C. PROFESSIONAL SERVICES NO-COST MEMORANDUM OF UNDERSTANDING/
AMENDMENTS/ASSIGNMENTS ALREADY AWARDED****Item E**

<u>CONTRACTOR / IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>CONTRACT TERM</u>	<u>SITE/ SCHOOL</u>	<u>AMOUNT</u>
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DIVISION OF INSTRUCTION

Cambiar Education / C10481	Career- Connected Learning Experience	03/19/26 – 06/30/27	Districtwide	\$0
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DIVISION OF SCHOOL OPERATIONS

Los Angeles County District Attorney's Office / C9221	Abolish Chronic Truancy Program	03/03/26 – 06/30/30	Districtwide	\$0
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ATTACHMENT A

**APPROVAL OF PROCUREMENT CONTRACTS:
RATIFICATION OF DELEGATED AUTHORITY****D. PROFESSIONAL SERVICE CONTRACTS AUTHORIZED TO NEGOTIATE AND EXECUTE****OFFICE OF THE CHIEF STRATEGY OFFICER**

<u>CONTRACTOR / IDENTIFICATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
BMI Imaging Systems, Inc. / C9672 Item F	09/02/25 – 09/19/27 includes a one-year renewal option	General Funds (100%)	\$1,057,521

- Ratification of a formally competed contract (previously authorized via [Board Report No. 026-25/26](#)) to provide secure digitization, storage, return of microfilm records, and disposal of confidential student cumulative records, supporting LAUSD operational efficiency, legal compliance, and data modernization.
- Scope includes digitizing ~98 million microfilm images (about 19M simplex and 71M duplex frames) plus ~8 million paper records stored at 2151 N. Soto Street, Los Angeles, CA 90032.

Equity Impact:

Component	Score	Score Rationale
Recognition	3	Student cumulative records/transcripts are made available to former students that attended K-12, magnets/self-contained, affiliated charters, and option/opportunity schools in a timely manner. In doing so, LA Unified ensures past students have the opportunity to continue their educational journey, secure financial aid, and access programs that will enhance their skills making them Ready for the World.
Resource Prioritization	4	Resources for this project are strategically planned to increase the accessibility, consistent, and timely information relevant to former students' individual life goals.
Results	3	Strategic planning of allocated resources for these services will have a lasting effect and benefit to former students' ability to enhance their education and/or skills. Through this investment, improvement in a person's confidence and self-esteem will have a significant impact on their effort to be positive and productive contributors of society.

ATTACHMENT A

**APPROVAL OF PROCUREMENT CONTRACTS:
RATIFICATION OF DELEGATED AUTHORITY**

Component	Score	Score Rationale
TOTAL	10	

**D. PROFESSIONAL SERVICE CONTRACTS AUTHORIZED TO NEGOTIATE
AND EXECUTE****OFFICE OF CHIEF FINANCIAL OFFICER /
INFORMATION TECHNOLOGY SERVICES**

<u>CONTRACTOR / IDENTIFICATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
SAP Public Services, Inc. / C10031 Item G	01/01/26 - 12/31/30	General Funds (100%)	\$21,500,000

- Ratification of a single-source contract (previously approved via [Board Report No. 107-25/26](#)) to renew the SAP Enterprise Resource Planning (ERP) Software Licenses.
- SAP is the District's ERP software that supports human resources, payroll, time reporting, finance, budget, accounting, and procurement operations for schools and offices. The SAP agreement and services provided are substantial and material to the District's operations, including such things as paying staff, implementing salary increases and maintaining all District business functions.
- The District has heavily customized SAP's proprietary ERP software, requiring directly procuring through SASP. Switching to another ERP would require multi-year planning and a significant budget increase to support the transition to new systems.
- The District transitioned to SAP's on-premise ERP software in 2005, and it is anticipated the District will go out to market as part of a transition of service to a cloud-based platform in the next two to four years.
- Credible reporting shows possible contractual connections between SAP and the Department of Homeland Security, ICE and other government entities. The District will provide further information at a later date pursuant to the *Leveraging District Purchasing Power to Defend Immigrant Families and Human Dignity* Board Resolution (Res-044-25/26).

Equity Impact:

ATTACHMENT A

**APPROVAL OF PROCUREMENT CONTRACTS:
RATIFICATION OF DELEGATED AUTHORITY**

Component	Score	Score Rationale
Recognition	1	Does not recognize historical inequities.
Resource Prioritization	1	This contract award does not prioritize resources based on student need. Contractor will provide services throughout the District.
Results	2	This contract award may result in closed opportunity gaps and/or closing achievement gaps. SAP is the District's ERP software that supports human resources, payroll, time reporting, finance, budget, accounting, and procurement operations for schools and offices.
TOTAL	4	

ATTACHMENT A

**APPROVAL OF PROCUREMENT CONTRACTS:
RATIFICATION OF DELEGATED AUTHORITY****Item H - March 2026**

The contract actions represented below are those actions put in place within each sponsoring school's or division's approved budget. These delegated procurement methods represent streamline ordering tools that assist schools and offices in meeting immediate mission-essential needs for professional services, goods, or general services

PROFESSIONAL SERVICES	March 2026 = \$ 2,598,120	YTD = \$ 29,118,620
GOODS AND GENERAL SERVICES	March 2026 = \$30,824,593	YTD = \$212,551,895
GRAND TOTAL	March 2026 = \$33,422,713	YTD = \$241,670,515

E. PROFESSIONAL SERVICES

	<u>March</u> <u>Qty of POs</u>	<u>YTD</u> <u>Qty of POs</u>	<u>March Total</u>	<u>YTD</u> <u>Total</u>
Purchase Orders	390	2,913	\$2,598,120 <i>(Median - \$2,500)</i> <i>Schools/Regions</i> <i>\$1,235,508</i> <i>Central Offices</i> <i>\$1,362,612</i>	\$29,118,620

F. GOODS AND GENERAL SERVICES

	<u>March Qty</u> <u>of POs/</u> <u>Transactions</u>	<u>YTD</u> <u>Qty of POs/</u> <u>Transactions</u>	<u>March Total</u>	<u>YTD</u> <u>Total</u>
<i>Purchase Orders</i>	4,681	35,279	\$11,995,439 <i>(Median - \$695)</i> <i>Schools/Regions</i> <i>\$2,668,768</i> <i>Central Offices</i> <i>\$9,326,671</i>	\$94,552,643
DISTRICT CARD TRANSACTIONS (i.e., P-Card, Fuel Card, Toshiba Card, etc.)	24,917	160, 983	\$11,063,800 <i>(Median - \$105)</i>	\$65,857,526

ATTACHMENT A

**APPROVAL OF PROCUREMENT CONTRACTS:
RATIFICATION OF DELEGATED AUTHORITY**

F. GOODS AND GENERAL SERVICES				
The contract actions represented below are those actions put in place within each sponsoring school's or division's approved budget. These delegated procurement methods represent streamline ordering tools that assist schools and offices in meeting immediate mission-essential needs for professional services, goods, or general services.				
	<u>March</u> <u>Qty of POs/</u> <u>Transactions</u>	<u>YTD</u> <u>Qty of POs/</u> <u>Transactions</u>	<u>March Total</u>	<u>YTD</u> <u>Total</u>
Rental Facilities	7	41	\$54,440 (Median - \$3,650)	\$1,233,585
Travel/Conference Attendance	229	1,271	\$352,634 (Median - \$1,278)	\$1,681,727
GENERAL STORES DISTRIBUTION CENTER	149	1,217	\$3,902,680 (Median - \$695)	\$19,482,634
BOOK/INSTRUCTIONAL MATERIAL PURCHASE ORDERS (BPO)	264	3,367	\$3,455,600 (Median - \$9,712)	\$29,743,757

ATTACHMENT B
REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS
NOT UNDER DELEGATED AUTHORITY

**A. APPROVAL OF PROFESSIONAL SERVICE CONTRACTS/AMENDMENTS/
AUTHORIZATION TO INCREASE CONTRACT CAPACITY EXCEEDING \$250,000**

DIVISION OF INSTRUCTION

<u>CONTRACTOR/ IDENTIFICATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Edmentum, Inc. / C2057; Get Lit Works Ignite, Inc. / C2058; Imagine Learning, LLC / C2059	03/08/23 – 03/07/28 Includes two (2) one- year renewal options	Various per requesting school or office (100%)	\$3,500,000*

Item I

- Authorization to increase the capacity of a formally competed bench of three (3) contracts to provide University of California A-G eligible online courses aligned to California Common Core Standards. The authority to increase or decrease the amounts of these contracts will be limited to the new aggregate value of \$13,500,000.
- Online courses support the goal of 100% graduation by extending access for all secondary students. They provide flexible options for scheduling conflicts and access to courses not available at a student's home school.
- Overall, these courses will support a higher graduation rate and increase access to specialty courses such as Advanced Placement, Dual Enrollment, and CTE pathways. Allowing students access to online course credit recovery options will also allow for increased course completion with a "C" or better.

Initial Authorized Value: \$10,000,000 ([Board Report No. 268-23/24](#))

*Additional Authorized Value: \$3,500,000

Aggregate Five-Year Value For Three (3) Contracts: \$13,500,000

Equity Impact:

Component	Score	Score Rationale
Recognition	4	This bench of contracts, with multiple vendors, recognizes historical inequities that exist between services students may require to receive opportunities to recover and/or enroll in courses that may not be available on the school's annual master schedule. Choice of online course offerings create opportunities for completion of A-G courses

ATTACHMENT B

**REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS
NOT UNDER DELEGATED AUTHORITY**

Component	Score	Score Rationale
		with grades of “C” or better, to achieve a high school diploma and be eligible for college admissions.
Resource Prioritization	3	This bench of contracts will allow schools to prioritize equitable course offerings based on student need, allowing for effective focus on students at all performance levels.
Results	3	The successful implementation of this bench of contracts will result in more course offerings that may not be available at the school site, as the robust vendor list will allow for increased evidenced-based approaches for academic excellence combined with supports that improve student achievement.
TOTAL	10	

ATTACHMENT B

**REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS
NOT UNDER DELEGATED AUTHORITY**

**A. APPROVAL OF REVENUE PROFESSIONAL SERVICE CONTRACTS/
AMENDMENTS/ AUTHORIZATION TO INCREASE CONTRACT CAPACITY
EXCEEDING <\$500,000>**

FOOD SERVICES DIVISION

<u>CONTRACTOR/ IDENTIFICATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
City of Los Angeles Department of Recreation and Parks (RAP) / C10107	06/12/26 – 07/31/26	Revenue	<\$990,000>

Item J

- Approval of a revenue contract with the City of Los Angeles Recreation and Park (LA RAP) to provide low-income children under 18, within LAUSD communities with one lunch meal per day during summer recess. LAUSD has partnered with this program for the past nine years.
- Approximately 97 [RAP sites](#) within LAUSD boundaries will distribute meals, supporting students across local communities. With 82% of LAUSD students qualifying for free or reduced-price meals, the program helps reduce food insecurity during summer recess.

Equity Impact:

Component	Score	Score Rationale
Recognition	3	82% of students qualify for free or reduced-price meals during the school year. LAUSD will provide a lunch meal to our school community students participating in summer recess programs.
Resource Prioritization	3	LAUSD's vendor partnership with the City of Los Angeles RAP Program provides a lunch meal to students who may not have access to meals when the school year is not in session
Results	4	Children within LAUSD school community will have access to a nutritious, fresh meal during the summer session
TOTAL	10	

[Return to Order of Business](#)

TAB 8



Board of Education Report

File #: Rep-371-25/26, **Version:** 1
In Control: Facilities Contract Actions

Agenda Date: 5/12/2026

Approval of Facilities Contracts Actions

Procurement Services Department - Facilities Contracts

Brief Description:

(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; and approved proposed contracts in Attachment B including Chain Link and Fence Repair task order bench and HVAC Services task order bench.

Action Proposed:

Ratify the Procurement Services Division (PSD) contract actions taken by Facilities Contracts under delegated authority as listed in Attachment “A” including: award of advertised construction contracts; award of job order contracts; award of job order contract amendments; approval of change orders; completion of contracts; award of informal contracts; assignment and assumption of rights and delegation of duties; award of architectural and engineering contracts; extra services / amendments for architectural and engineering contracts; and approved proposed contracts in Attachment B including Chain Link and Fence Repair task order bench and HVAC Services task order bench.

Background:

Facilities Contracts staff prepares monthly reports for contract actions necessary for the execution of projects approved by the Board and contained in the FSD Strategic Execution Plan (SEP), and for the maintenance and operation of District facilities in accordance with District policies and Board-delegated authority. As described in the November 12, 2013 Board Report #048-13/14 Informative, detailed information is provided on the Facilities Services website.

Expected Outcomes:

Approval of these items will allow services provided by these contracts to proceed in support of FSD projects, District policies and goals, and the Board-approved FSD-SEP.

Board Options and Consequences:

The Board can approve all actions presented or postpone selected actions pending receipt of additional information. Non-ratification of actions awarded under delegated authority in Attachment “A” will result in the immediate discontinuance of services. While non-ratification may be legally defensible, it will likely result in costly litigation over discontinued payments or if the District attempts to reclaim payments made to a vendor. District costs will likely increase as fewer contractors compete for future procurements.

File #: Rep-371-25/26, **Version:** 1
In Control: Facilities Contract Actions

Agenda Date: 5/12/2026

Policy Implications:

This action does not change District policy and conforms to California Education Code section 17604 that permits the Board of Education to delegate authority for Facilities Contracts (Board Report #444-17/18), which the Board exercised on May 08, 2018.

Budget Impact:

The contract actions presented are within the budget authority previously approved by the Board. Unless indicated otherwise, all contract actions are Bond funded.

Student Impact:

The contract actions will help ensure that the students are provided with safe and healthy environments, and up to-date facilities that promote learning.

Equity Impact:

Not Applicable

Issues and Analysis:

There are no policy implications on these agreements.

Attachments:

Attachment A - Ratification of Facilities Contract Actions Awarded Under Delegated Authority

Attachment B - Request for Approval of Contracts Not Under Delegated Authority

Linked Materials

Previously adopted Board report(s) referenced:

- In the background Board Report No. 048-13/14
<https://drive.google.com/file/d/1q-FUsW7AXKe8h0A4KY-J3OVby30HueD6/view> , dated November 12, 2013.
- In the policy implications Board Report No. 444-17/18
<https://drive.google.com/file/d/16sRw7yPe-tScbr2wG8AMTWB9QSeiQazM/view> , dated May 8, 2018.

Submitted:

04/16/26

RESPECTFULLY SUBMITTED,


 ANDRES E. CHAIT
 Acting Superintendent

APPROVED BY:


 PEDRO SALCIDO
 Deputy Superintendent
 Business Services & Operations

REVIEWED BY:


 DEVORA NAVERA REED
 General Counsel

✓ Approved as to form.

APPROVED BY:


 SAMAN BRAVO-KARIMI
 Chief Financial Officer
 Office of Chief Financial Officer

REVIEWED BY:


 KURT E. JOHN
 Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:


 MATTHEW A. FRIEDMAN
 Chief Procurement Officer
 Procurement Services Division

REVIEWED BY:


 KRISZTINA TOKES
 Chief Facilities Executive

✓ Approved as to facilities impact

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

AWARD OF ADVERTISED CONSTRUCTION CONTRACTS

Item A**\$1,036,710***Bond funded unless noted otherwise*

Ratification of formally competed construction contracts for the projects listed below.

Contractor/ ID No.	Site	Project Type	Project Authorization and Scope	Contract Term	Contract Amount	BD/ Region
Golden Sun Firm & Co, Inc./ C10628	Murchison ES	New Play Structure & Matting	Board Report No. 106-24/25 11/19/24	03/23/26 – Completion	\$857,850 Medi-Cal LEA (100%)	BD-2 East
Golden Sun Firm & Co, Inc./ C10631	59th St. ES	Shade Structure	Board Report No. 179-23/24 02/13/24	03/23/26 – Completion	\$178,860	BD-1 South

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

AWARD OF ADVERTISED CONSTRUCTION CONTRACTS – BEST VALUE

Item B**\$13,554,000***Bond funded unless noted otherwise*

Ratification of formally competed best value construction contracts to provide Americans with Disabilities Act (ADA) improvements to improve program accessibility.

Contractor/ ID No.	Site	Project Type	Project Authorization and Scope	Contract Term	Contract Amount	BD/ Region
Ian Thomas Group / C10612	7 th St Arts Integration Magnet ES	ADA Improvements	Board Report No. 007-22/23 08/30/22	03/16/26 – Completion	\$4,768,000	BD-7 South
NSA Construction Group, Inc / C10651	Reed MS	ADA Improvements	Board Report No. 280-22/23 06/13/23	04/13/26 – Completion	\$8,786,000	BD-3 North

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

Item C**B. APPROVAL OF CHANGE ORDERS****March 2026 = \$3,882,876***Bond funded unless noted otherwise*

		<u>QUANTITY</u>	<u>AMOUNT</u>
	i. New Construction contract change orders that do not individually exceed 10 percent for March 2026 (Average Transaction: \$16,506; Median Transaction: \$7,616)	15	\$247,605
	ii. New Construction contract credit change orders for March 2026:	0	<\$0>
	iii. Existing Facilities contract change orders that do not individually exceed 15 percent for March 2026 (Average Transaction: \$19,689; Median Transaction: \$4,989):	178	\$3,504,601
	iv. Existing Facilities contract credit change orders for March 2026:	9	<\$111,994>
	v. Existing Facilities contract change orders that individually exceed 15 percent (but do not exceed 25 percent) for March 2026, requiring 75 percent approval by the Board:	6	\$242,664

C.	COMPLETION OF CONTRACTS – March 2026	41	\$45,038,961
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D.	AWARD OF INFORMAL CONTRACTS (Not Exceeding \$119,100)		
	A & B Letters for March 2026 (Average Transaction: \$35,296; Median Transaction: \$27,657)	12	\$423,550

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

AWARD OF ARCHITECTURAL AND ENGINEERING CONTRACTS

Item D**\$850,941***Bond funded unless noted otherwise*

Ratification of design contracts to provide architectural and engineering services procured via RFQ R-20014 and RFQ R-24025 to provide site analysis/preliminary schematic design, final schematic design, design development, and construction documents for various projects.

Contractor/ID No.	Site	Project Type	Project Authorization and Scope	Contract Term	Contract Amount	BD/Region
Morrissey Associates, Inc. /C10293	Vintage STEM ES	Accessibility Enhancement	Board Report No. 154-25/26 11/18/25	03/12/26-Closeout	\$422,746	BD-3 North
Cannon/Parkin, Inc., dba Cannon Design / C10580	District-wide	Sustainable Design Standards Assessment	Assessment of District sites to evaluate impacts of transitioning from Collaborative for High Performance Schools (CHPS) to Leadership in Energy and Environmental Design (LEED) design standards.	03/16/26-Closeout	\$61,940	District Wide
PJHM Architects, Inc. / C10519	Gridley-Montanez ES Dual Language Academy	HVAC Project	Board Report No. 082-21/22 10/12/21	02/27/26-Closeout	\$366,255	BD-6 North

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

EXTRA SERVICES / AMENDMENTS FOR ARCHITECTURAL AND ENGINEERING CONTRACTS **\$1,620,918**

Item E

Extra services are for design work that is not covered under the original Agreement. Twenty-one (21) February through March Extra Services are listed at the following link:

[BOE 371 Extra Services](#)

CONTRACT NOS.	1620141/C3074; 1620141/C3074; 1620141/C3074; 1620141/C3074; 1620147/C3026; 1820027/C3078; 1820031/C803; 1920012/C492; 1920023/C1140; 2320033/C2923; 2320037/C3067; 2420006/C2802; 2420007/C2915; 2420009/C3123; 2420020/C3126; 2520012/C8430; 2520012/C8430; 2520040/C9253; 2520049/C9338; 2520057/C9496; 2520076/C10016
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ATTACHMENT B
APPROVAL OF CONTRACTS NOT UNDER DELEGATED AUTHORITY

**A. APPROVAL OF CHAIN LINK AND FENCE REPAIR AND REPLACEMENT
 TASK ORDER SERVICES CONTRACTS**

ITEM F

<u>Contractor / ID No.</u>	<u>Description</u>	<u>Contract Term</u>	<u>Not-To-Exceed Aggregate Amount</u>
Izurieta Fence Company, Inc. / C10567 Jack Cardani Construction, Inc. / C10568 R. Brothers, Inc. / C10569 IFB R-26005	Chain Link and Fence Repair and Replacement Services	06/01/26 – 05/31/31 includes two (2) one-year renewal options	\$6,000,000 General Funds (95%) Bond Funds (5%)

Authorization to award three (3) formally competed task order contracts for Chain Link and Fence Repair and Replacement Services Districtwide, procured via IFB R-26005. The authority to increase or decrease individual amounts for these contracts will be limited to an aggregate amount of \$6,000,000.

These contracts shall provide essential chain link and fence repair and replacement services necessary to ensure the safety of District students and employees, maintain the security of District properties, and mitigate risks associated with unauthorized access, vandalism, and facility damage. Establishing dedicated contracts enables the District to obtain timely, cost-effective services, minimize operational disruptions, and uphold safe and secure learning environments.

ATTACHMENT B
APPROVAL OF CONTRACTS NOT UNDER DELEGATED AUTHORITY

B. APPROVAL OF HVAC SERVICES TASK ORDER CONTRACTS \$6,000,000

ITEM G

<u>Contractor / ID No.</u>	<u>Description</u>	<u>Contract Term</u>	<u>Not-To-Exceed Aggregate Amount</u>
	HVAC Maintenance and Repair Services	06/01/26 - 05/31/31 includes two (2) one- year renewal options	\$6,000,000 Restricted Maintenance Funds (100%)
Allison Mechanical, Inc. / C10540			
AP Construction Group, Inc., dba Air Plus / C10541			
Mesa Energy Systems, Inc., dba EMCOR Services Mesa Energy / C10542			
F. M. Thomas Air Conditioning, Inc. / C10543			
Johnson Controls Inc. / C10544			
Lin's Air Condition Inc. / C10545			

Authorization to award six (6) formally competed task order contracts to provide Heating, Ventilation, and Air Conditioning (HVAC) Maintenance and Repair Services Districtwide procured via IFB R-26011. The authority to increase or decrease individual amounts for these contracts will be limited to an aggregate amount of \$6,000,000.

These contracts support the District's ongoing, districtwide efforts to provide essential maintenance and repair services.

[Return to Order of Business](#)

TAB 9



Board of Education Report

File #: Rep-396-25/26, **Version:** 1

Agenda Date: 5/12/2026

In Control: Facilities

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

Facilities Services Division

Brief Description:

(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 amendment of the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to include these projects, with a combined budget of \$6,223,684, 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.

Action Proposed:

1. Define and approve three projects to provide critical replacements and upgrades of school building/site systems and components (Projects), as listed on Exhibit A, and amend the Facilities SEP to incorporate therein. The total combined budget for these proposed Projects is \$6,223,684.
2. 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 proposed Projects including budget modifications and procurement of equipment and materials.

Background:

Priorities for the expenditure of capital funding are evaluated to ensure the District's most pressing needs are addressed. More than 60 percent of Los Angeles Unified School District (Los Angeles Unified or District) school buildings were built more than 50 years ago, with more than \$80 billion of unfunded school facilities needs identified Districtwide, and these needs continue to grow annually. As the District's capital needs far exceed available funding, the most critical unfunded needs are prioritized based on objective assessments of facility conditions, with emphasis on addressing sites with the greatest deficiencies, safety concerns, and potential impacts to school operations.

Projects developed under this School Upgrade Program category of need - Critical Replacements and Upgrades of School Building/Site Systems and Components - focus on replacing failing building systems that create safety concerns and disrupt school operations. Systems in the worst condition, particularly those that pose safety risks or may negatively impact other building systems if not addressed, are prioritized for implementation.

The project proposals contained in this Board Report align with these priorities. Exhibit A includes projects to

In Control: Facilities

provide roofing replacements at Brockton Elementary School, Warner Avenue Elementary School, and Stanford Elementary School.

Bond Oversight Committee Recommendations:

This item was considered by the School Construction Bond Citizens' Oversight Committee (BOC) at its meeting on April 30, 2026, as referenced in Exhibit B. The presentation that was provided is included as Exhibit C. Staff has concluded that this proposed Facilities SEP amendment is in alignment with BOC recommendations and will facilitate Los Angeles Unified's ability to successfully implement the Facilities SEP.

Expected Outcomes:

Staff anticipate that the Board of Education (Board) will adopt the proposed amendment to the Facilities SEP to define and approve three projects that address critical replacement and upgrade needs. Approval will authorize staff to proceed with the implementation of the proposed Projects to improve student health, safety, and educational quality.

Board Options and Consequences:

Adoption of the proposed action will authorize staff to proceed with the expenditure of Bond Program funds to undertake the proposed Projects in accordance with the provisions set forth in Los Angeles Unified local bond measures K, R, Y, Q, RR, and US. If the proposed action is not approved, Bond Program funds will not be expended, and critical replacement and upgrade needs will remain unaddressed.

Policy Implications:

The proposal is consistent with Los Angeles Unified's long-term goal to address unmet school facilities needs and significantly improve the conditions of aging and deteriorating school facilities as described in Los Angeles Unified local bond measures. The proposed action advances Los Angeles Unified's 2022-2026 Strategic Plan, Pillar 4 Operational Effectiveness, Modernizing Infrastructure by providing critical replacements and upgrades at schools.

Budget Impact:

The total combined budget for the three proposed Projects is \$6,223,684 and will be funded with Bond Program funds earmarked specifically for critical replacements and upgrades of school building/site systems and components.

Each project budget was prepared based on the current information known and assumptions about the proposed project scopes, site conditions, and market conditions. Individual project budgets will be reviewed as new information becomes known or unforeseen conditions arise and will be adjusted accordingly to enable the successful completion of each project.

Student Impact:

Approval of the proposed Projects enables the District to continue ongoing efforts to undertake facilities improvements that help ensure the approximately 1,000 current and future students attending these three schools are provided with a safe school environment that promotes teaching and learning.

Issues and Analysis:

It may be necessary to undertake feasibility studies, site analysis, scoping, and/or due diligence activities on the proposed Projects. The Office of Environmental Health and Safety (OEHS) will evaluate the proposed Projects in accordance with the California Environmental Quality Act (CEQA) to ensure compliance. If, through the

File #: Rep-396-25/26, **Version:** 1**Agenda Date:** 5/12/2026**In Control:** Facilities

planning process, it is determined the proposed project scopes will not sufficiently address the critical needs identified, the project scope, schedule, and budget will be revised accordingly.

Attachments:

Exhibit A - Projects That Address Critical Replacement and Upgrade Needs

Exhibit B - BOC Resolution

Exhibit C - BOC Presentation

Submitted:

04/16/26

File #: Rep-396-25/26, Version: 1
In Control: Facilities

Agenda Date: 5/12/2026

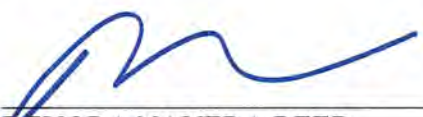
RESPECTFULLY SUBMITTED,


ANDRES E. CHAIT
Acting Superintendent

APPROVED BY:


PEDRO SALCIDO
Deputy Superintendent,
Business Services and Operations

REVIEWED BY:


DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

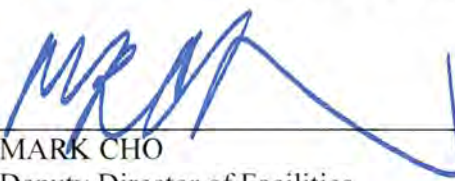

KRISZTINA TOKES
Chief Facilities Executive
Facilities Services Division

REVIEWED BY:


KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:


MARK CHO
Deputy Director of Facilities
Maintenance and Operations
Facilities Services Division

**LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report**

**Exhibit A
Projects That Address Critical Replacement and Upgrade Needs**

1. Brockton Elementary School Roofing Replacement Project

- *Board District 4, Region West*
- *Project Scope:* The project replaces approximately 45,700 square feet of deteriorated roofing campus-wide at 4 buildings, 3 arcades, and shade structure. The project includes replacement of roofing-related components such as flashing and metal coping for weatherproofing as well as new gutters and roof hatches.
- *Project Budget:* \$1,862,825
- *Construction Schedule:* Construction is anticipated to begin in Q4-2026 and be completed by Q3-2027.

2. Warner Avenue Elementary School Roofing Replacement Project

- *Board District 4, Region West*
- *Project Scope:* The project replaces approximately 48,000 square feet of deteriorated roofing campus-wide at nine buildings, one arcade, one storage unit, and the lunch pavilion. The project includes replacement of roofing-related components such as flashing, metal coping, and waterproof coating for weatherproofing as well as new gutters, downspouts, and roof hatch.
- *Project Budget:* \$2,249,793
- *Construction Schedule:* Construction is anticipated to begin in Q4-2026 and be completed by Q3-2027.

3. Stanford Elementary School Roofing Replacement Project

- *Board District 5, Region East*
- *Project Scope:* The project replaces approximately 48,200 square feet of deteriorated roofing campus-wide at 10 buildings, 2 arcades, 2 storage buildings, and the lunch pavilion. The project also includes replacement of roofing-related components such as flashing and metal coping for weatherproofing as well as new gutters and roof hatches.
- *Project Budget:* \$2,111,066
- *Construction Schedule:* Construction is anticipated to begin in Q4-2026 and be completed by Q3-2027.

SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE

D. Michael Hamner, FAIA, Chair
American Institute of Architects
Robert Campbell, Vice-Chair
L.A. Co. Auditor-Controller's Office
Dr. Samantha Rowles, Secretary
LAUSD Student Parent
Patrick MacFarlane, Executive Committee
Early Education Coalition
Scott Pansky
L.A. Area Chamber of Commerce

Joseph P. Buchman – Legal Counsel
Burke, Williams & Sorensen, LLP
Lori Raineri and Keith Weaver – Oversight Consultants
Government Financial Services Joint Powers Authority

Bevin Ashenmiller
Tenth District PTSA
Neelura Bell
CA Charter School Association
Sandra Betts
CA Tax Reform Association
Ashley Kaiser
Assoc. General Contractors of CA
Mellina Lathe
LAUSD Student Parent
Charlotte Lerchenmuller
Assn. of CA School Admin. - Retired
Aleigh Lewis
L.A. City Controller's Office
Jennifer McDowell
L.A. City Mayor's Office

Jason Peterson (Alternate)
L.A. Co. Federation of Labor AFL-CIO
Tamar Poladian-Perron
31st District PTSA
Rachelle Anema (Alternate)
L.A. Co. Auditor-Controller's Office
Monica Carlos (Alternate)
LAUSD Student Parent
Asha Lang (Alternate)
LAUSD Student Parent
Jeanalee Obergfell (Alternate)
L.A. City Mayor's Office
Brendan Sullivan (Alternate)
Tenth District PTSA

Timothy Popejoy
Bond Oversight Administrator
Perla Zitle
Bond Oversight Coordinator

RESOLUTION 2026-06**BOARD REPORT NO. 396-25/26**

**RECOMMENDING BOARD APPROVAL TO 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**

WHEREAS, District Staff proposes that the Board of Education (Board) define and approve three projects that provide critical replacements and upgrades of school building/site systems and components (Projects) with a combined budget of \$6,223,684 as described in Board Report 396-25/26 attached hereto, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein; and

WHEREAS, District Staff also requests that the Board 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 proposed Projects including budget modifications and procurement of equipment and materials; and

WHEREAS, Projects developed under the School Upgrade Program category of need, Critical Replacements and Upgrades of School Building/Site Systems and Components, will replace failing building systems that create safety concerns and are disruptive to school operations. Systems in the worst condition, especially those that pose a safety hazard and/or will negatively impact school operations and other building systems if not addressed, will be addressed first; and

WHEREAS, The proposed Projects include roofing replacement projects at Brockton Elementary School, Warner Elementary School, and Stanford Elementary School; and

RECOMMENDING BOARD APPROVAL TO 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

WHEREAS, The proposed Projects are consistent with the Los Angeles Unified School District (Los Angeles Unified or District)'s long-term goal to address unmet school facilities needs and significantly improve the conditions of aging and deteriorating school facilities as described in Los Angeles Unified local bond measures; and

WHEREAS, District Staff has determined that the proposed Projects are necessary to improve student health, safety, and educational quality; and

WHEREAS, the Board of Education's approval of the proposed Projects will authorize District Staff to proceed with the expenditure of bond funds to undertake the Projects in accordance with the provisions set forth in Los Angeles Unified local bond measures K, R, Y, Q, RR, and US; and

WHEREAS, the District's Office of the General Counsel has reviewed the proposed Projects and determined that they may proceed to the School Construction Citizens' Bond Oversight Committee (BOC) for its consideration for recommendation to the Board of Education; and

WHEREAS, District staff has concluded that this proposed Facilities SEP amendment will facilitate Los Angeles Unified's ability to successfully complete the Facilities SEP.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The BOC recommends that the Board of Education define and approve three projects that provide critical replacements and upgrades with a combined budget of \$6,223,684 and amend the Facilities SEP to incorporate therein, as described in Board Report 396-25/26, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.
2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the BOC's website.
3. The District is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the BOC and the District.

ADOPTED on April 30, 2026, by the following vote:

AYES: 11

ABSTENTIONS: 0

NAYS: 0

ABSENCES: 4

/Michael Hamner/

D. Michael Hamner
Chair

/Robert Campbell/

Robert Campbell
Vice-Chair



Critical Replacements and Upgrades of School Building/Site Systems and Components

Bond Oversight Committee Meeting
April 30, 2026

Critical Replacements and Upgrades

Item	Board District	Region	School	Description	Anticipated Construction Start	Anticipated Construction Completion	Project Budget
1	4	West	Brockton ES	Roofing Replacement	Q4-2026	Q3-2027	\$1,862,825
2	4	West	Warner ES	Roofing Replacement	Q4-2026	Q3-2027	\$2,249,793
3	5	East	Stanford ES	Roofing Replacement	Q4-2026	Q3-2027	\$2,111,066
Total							\$6,223,684

Brockton Elementary School

Roofing Replacement

Project Scope:

- Replace approximately 45,700 square feet of deteriorated roofing at 4 buildings, 3 arcades, and shade shelter.
- Replace roofing-related components such as flashing and metal coping for weatherproofing as well as new gutters and roof hatches.

Enrollment: 189

Construction Schedule: Q4-2026 to Q3-2027

Project Budget: \$1,862,825

Project Budget Breakdown:

Plans	Construction	Management	Reserve
1.4%	88.6%	2.3%	7.7%



Warner Elementary School

Roofing Replacement

Project Scope:

- Replace approximately 48,000 square feet of deteriorated roofing at 9 buildings, 1 arcade, 1 storage unit, and the lunch pavilion.
- Replace roofing-related components such as flashing, metal coping, and waterproof coating for weatherproofing as well as new gutters, downspouts, and roof hatch.

Enrollment: 500

Construction Schedule: Q4-2026 to Q3-2027

Project Budget: \$2,249,793

Project Budget Breakdown:

Plans	Construction	Management	Reserve
1.3%	88.6%	2.3%	7.8%



Stanford Elementary School

Roofing Replacement

Project Scope:

- Replace approximately 48,200 square feet of deteriorated roofing at 10 buildings, 2 arcades, 2 storage buildings, and the lunch pavilion.
- Replace roofing-related components such as flashing and metal coping for weatherproofing as well as new gutters and roof hatches.

Enrollment: 314

Construction Schedule: Q4-2026 to Q3-2027

Project Budget: \$2,111,066

Project Budget Breakdown.

Plans	Construction	Management	Reserve
1.3%	88.6%	2.3%	7.8%



Questions?

[Return to Order of Business](#)

TAB 10



Board of Education Report

File #: Rep-398-25/26, **Version:** 1**Agenda Date:** 5/12/2026**In Control:** Facilities

Define and Approve Five Accessibility Enhancement Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein

Facilities Services Division and Division of Special Education

Brief Description:

(Define and Approve Five Accessibility Enhancement Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends definition and approval of five accessibility enhancement projects, as detailed in Exhibit A; the amendment of the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein with a combined budget of \$46,029,469; and authorizes 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 projects including budget modifications and the purchase of equipment and materials.

Action Proposed:

Define and approve five accessibility enhancement projects at 156th St. ES, Melvin ES, Nueva Vista ES, Pomelo Community Charter ES, and Mark Twain MS as described in Exhibit A, to support the implementation of the Board of Education (Board) approved Self-Evaluation and Transition Plan (Transition Plan) under the Americans with Disabilities Act (ADA), and amend the Facilities SEP to incorporate therein. The total combined budget for the five proposed projects is \$46,029,469.

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 projects including budget modifications and the purchase of equipment and materials.

Background:

On October 10, 2017, the Board approved the Transition Plan under the Americans with Disabilities Act to further Los Angeles Unified efforts to comply with ADA Title II program accessibility requirements (Board Report No. 124-17/18). The Transition Plan outlined Los Angeles Unified's proposed approach to providing program accessibility, which considers the characteristics of Los Angeles Unified, student population, variety of educational programs, as well as the existing level of accessibility. The Transition Plan established a specific approach and goals for achieving program accessibility through facility modifications and operational means.

Under the Transition Plan, each school is assigned to one of three levels of accessibility (Category One, Two, or Three) based on assessments of more than two dozen criteria including school programs, matriculation options, feeder pattern, geographic location, known (or anticipated/matriculating) population of students with disabilities or parents/guardians with disabilities, type of instructional model, and public input. The assigned category reflects the level of accessibility the site needs to meet. Schools that do not yet meet the criteria for their assigned category will undergo accessibility improvements and are prioritized for project development based on the criteria mentioned above. The three categories of accessibility are as follows:

- Category One: These are “key” schools and will have the highest level of access, generally in accordance with applicable physical accessibility standards. Category 1A will provide “full accessibility” for the schools that were built to new construction standards, while Category 1B will provide “high accessibility” for schools that have been altered with some limited exceptions.
- Category Two: These will be “program-accessible” schools. The core spaces and features of these schools would be made accessible; in addition, program accessibility would be provided to all programs and activities at the school.
- Category Three: These schools will have “core access,” which means that the core spaces (certain common spaces) would be made accessible, to ensure a basic level of access to the building. These include, for example, parking, the main entrance and main office, assembly areas, and some restrooms.

The five school sites for which an accessibility enhancement project is being proposed do not yet meet their assigned category/level of accessibility and thus require facilities improvements. The scope, schedule, and budget for each proposed project reflects the existing known conditions at each school site and the improvements necessary to meet each school’s assigned category of accessibility. The conditions of significance include acreage, topography, square footage, existence of multi-story buildings, age of buildings, as well as the number of schools, programs, features, and activities at a school site.

Bond Oversight Committee Recommendations:

This item was considered by the School Construction Bond Citizens’ Oversight Committee (BOC) at its meeting on April 30, 2026, as referenced in Exhibit C. The presentation that was provided is included as Exhibit D. Staff have concluded that this proposed Facilities SEP amendment is in alignment with BOC recommendations and will facilitate Los Angeles Unified’s ability to successfully complete the Facilities SEP.

Expected Outcomes:

Define and approve five accessibility enhancement projects as detailed in Exhibit A and adopt the proposed amendment to the Facilities SEP to incorporate therein. Approval will authorize staff to proceed with the implementation of the proposed projects.

Board Options and Consequences:

Adoption of the proposed action will authorize staff to proceed with the expenditure of Bond Program funds to immediately begin designing the proposed projects at five school sites.

If the Board does not approve the proposal, staff will be unable to initiate the five proposed accessibility enhancement projects, which are necessary to achieve program accessibility as outlined in the Transition Plan and are required for compliance with Section 504 of the Rehabilitation Act and the ADA.

Policy Implications:

The proposal furthers the implementation of the Transition Plan. As outlined in the Transition Plan, at Category One, Two, and Three schools, an appropriate number of classrooms will be identified to serve as accessible learning spaces, some of which may require facility improvements to meet the criteria for their assigned accessibility category. Additionally, the proposed action will advance the Los Angeles Unified 2022-2026 Strategic Plan Pillar 4 Operational Effectiveness Modernizing Infrastructure by implementing accessibility improvements at schools.

Any potential future room changes by Administrators or Principals will be reviewed by the Division of Special Education, the ADA Compliance Administrator, and the Facilities Services Division to ensure that new accessibility problems are not created as a result of the classroom moves. This will be done in close coordination with school staff to ensure disruptions are minimized.

This proposal also supports the District's commitment to equitable access by ensuring facilities improvements prioritize inclusivity and accessibility for all users.

Budget Impact:

The total combined budget, as currently estimated, for the five proposed projects is \$46,029,469. The proposed projects will be funded with Bond Program funds earmarked specifically for ADA Transition Plan Implementation.

Each project budget was prepared based on the current information known, and assumptions about the proposed project scopes, site conditions, and market conditions. Individual project budgets will be reviewed throughout the planning, design, and construction phases as new information becomes known or unforeseen conditions arise and will be adjusted accordingly to enable the successful completion of each project.

Student Impact:

The five proposed projects will remove barriers to program accessibility for approximately 2,950 current and future students and qualified members of the community and ensure that all have an equal opportunity to access programs and activities at each campus.

These improvements advance equitable access by supporting students, families, and community members with disabilities and ensuring inclusive learning environments across all school sites.

Issues and Analysis:

Both Title II of the ADA and Section 504 of the Rehabilitation Act of 1973 impose broad-reaching prohibitions against discrimination on the basis of disability. As to facilities, a key requirement for both the ADA and Section 504 is program accessibility: programs, benefits, services, and activities provided by public entities must be accessible to people with disabilities. This means that a qualified individual with a disability is not to be discriminated against because the entity's facilities are inaccessible; however, this does not necessarily mean that all facilities must be accessible. While both laws do require that newly constructed and altered facilities meet stringent accessibility requirements, they do not require that all existing facilities meet those standards, so long as the programs and services provided in those facilities are made accessible to people with disabilities. A program or service can be made accessible by relocating it, providing it in a different manner, or utilizing some other strategy to ensure that people with disabilities have an equal opportunity to benefit from the entity's programs and activities. These proposed projects are in alignment with Los Angeles Unified's implementation of the Board-approved Self-Evaluation and Transition Plan.

The Office of Environmental Health and Safety (OEHS) will evaluate the proposed projects in accordance with the California Environmental Quality Act (CEQA).

File #: Rep-398-25/26, **Version:** 1**Agenda Date:** 5/12/2026**In Control:** Facilities

Attachments:

Exhibit A - Five Accessibility Enhancement Projects

Exhibit B - Student Eligibility by Program at Five Schools

Exhibit C - BOC Resolution

Exhibit D - BOC Presentation

Submitted:

04/16/26

File #: Rep-398-25/26, Version: 1
In Control: Facilities

Agenda Date: 5/12/2026

RESPECTFULLY SUBMITTED,



ANDRES E. CHAIT
Acting Superintendent

APPROVED BY:



PEDRO SALCIDO
Deputy Superintendent,
Business Services and Operations

REVIEWED BY:



DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:



KRISZTINA TOKES
Chief Facilities Executive
Facilities Services Division

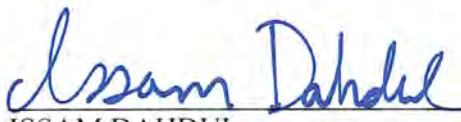
REVIEWED BY:



KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:



ISSAM DAHDUL
Director of Facilities
Planning & Development
Facilities Services Division



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

Exhibit A Five Accessibility Enhancement Projects

1. 156th St. Elementary School Accessibility Enhancement Project

Region South, Board District 7 (Tanya Ortiz Franklin)

Project Background and Scope: The 156th St. Elementary School site spans 5.43 acres and is comprised of a traditional elementary school program. The building area is approximately 40,500 square feet and includes eleven single-story permanent buildings, one multi-story permanent building, and five relocatable buildings. The buildings were constructed between 1947 and 2020. As of the 2025-2026 Electronic Capacity Assessment Review (E-CAR), the school serves approximately 342 students and currently 56 have been identified as having a disability.

The site has been assigned a Category Two accessibility level. In order to meet the criteria for Category Two, various upgrades to ten buildings are required including corrections, installation, or replacement of: eight paths of travel, six restrooms, two drinking fountains, one parking area, and other accessibility upgrades such as door hardware, railings, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Project Budget: \$4,572,460

Project Schedule: Construction is anticipated to begin in Q3-2028 and be completed in Q1-2030.

2. Melvin Elementary School Accessibility Enhancement Project

Region North, Board District 3 (Scott Schmerelson)

Project Background and Scope: The Melvin Elementary School site spans 6.94 acres and is comprised of a traditional elementary school program and a humanities/leadership magnet program. The building area is approximately 48,100 square feet and includes seven single-story permanent buildings, one multi-story permanent building, and twenty relocatable buildings. The buildings were constructed between 1953 and 2005. As of the 2025-2026 Electronic Capacity Assessment Review (E-CAR), the school serves approximately 360 students and currently 87 have been identified as having a disability.

The site has been assigned a Category Two accessibility level. In order to meet the criteria for Category Two, various upgrades to fifteen buildings are required including corrections, installation, or replacement of: 21 paths of travel, 12 restrooms, three drinking fountains, six metal ramps, one nurse's exam room modification, one parking area, one new stage lift, and other accessibility upgrades such as door hardware, railings, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Project Budget: \$9,951,868

Project Schedule: Construction is anticipated to begin in Q3-2028 and be completed in Q1-2030.



LOS ANGELES UNIFIED SCHOOL DISTRICT Board of Education Report

Exhibit A Five Accessibility Enhancement Projects

3. Nueva Vista Elementary School Accessibility Enhancement Project

Region East, Board District 5 (Karla Griego)

Project Background and Scope: The Nueva Vista Elementary School site spans 7.20 acres and is comprised of a traditional elementary school program and a visual and performing arts magnet program. The building area is approximately 70,800 square feet and includes two single-story permanent buildings, three multi-story permanent buildings, and five relocatable buildings. The buildings were constructed between 1991 and 2000. As of the 2025-2026 E-CAR, the school serves approximately 591 students and currently 105 have been identified as having a disability.

The site has been assigned a Category Two accessibility level. In order to meet the criteria for Category Two, various upgrades to five buildings are required including corrections, installation, or replacement of: 37 paths of travel, 15 restrooms, five drinking fountains, one concrete ramp, one parking area, and other accessibility upgrades such as door hardware, railings, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Project Budget: \$7,478,380

Project Schedule: Construction is anticipated to begin in Q3-2028 and be completed in Q1-2030.

4. Pomelo Community Charter Elementary School Accessibility Enhancement Project

Region North, Board District 3 (Scott Schmerelson)

Project Background and Scope: The Pomelo Community Charter Elementary School site spans 7.83 acres and is comprised of a traditional elementary school program and an arts/sciences magnet program. The building area is approximately 55,400 square feet and includes six single-story permanent buildings, one multi-story permanent building, and ten relocatable buildings. The buildings were constructed between 1950 and 1998. As of the 2025-2026 E-CAR, the school serves approximately 642 students and currently 129 have been identified as having a disability.

The site has been assigned a Category Two accessibility level. In order to meet the criteria for Category Two, various upgrades to eight buildings are required including corrections, installation, or replacement of: 21 paths of travel, eight restrooms, five drinking fountains, five concrete ramps, one parking area, one new stage lift, and other accessibility upgrades such as door hardware, railings, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Project Budget: \$8,479,604

Project Schedule: Construction is anticipated to begin in Q3-2028 and be completed in Q1-2030.



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

Exhibit A

Five Accessibility Enhancement Projects

5. Mark Twain Middle School Accessibility Enhancement Project

Region West, Board District 4 (Nick Melvoin)

Project Background and Scope: The Mark Twain Middle School site spans 20.61 acres and is comprised of a traditional middle school program and a world languages magnet program. The building area is approximately 174,000 square feet and includes twenty-one single-story permanent buildings, three multi-story permanent buildings, and two relocatable buildings. The permanent buildings were constructed between 1949 and 1958. As of the 2025-2026 E-CAR, the school serves approximately 1,015 students and currently 132 have been identified as having a disability.

The site has been assigned a Category Two accessibility level. In order to meet the criteria for Category Two, various upgrades to fifteen buildings are required including corrections, installation, or replacement of: 35 signages, 32 paths of travel, 13 restrooms, 12 door jambs, 11 automatic door openers, 11 furniture upgrades, nine drinking fountains, six casework counters, four locker room modifications, three parking areas, two assembly seats, two concrete ramps, two intercoms, one assistive listening device, one decomposed granite, one sink, one stage adapt, one new stage lift, and other accessibility upgrades such as door hardware, railings, and any other required improvements or mitigations to ensure compliance with local, state and/or federal facilities requirements.

Project Budget: \$15,547,157

Project Schedule: Construction is anticipated to begin in Q3-2028 and be completed in Q1-2030.

Student Eligibility by Program at Five Schools

Disability Category	156 th St. ES	Melvin ES	Nueva Vista ES	Pomelo Community Charter ES	Twain MS
Autism (AUD)	26	56	43	32	15
Deaf-Blindness (DF)	0	0	0	0	0
Deferred Eligibility (Preschool)	0	0	0	0	0
Emotional Disturbance (ED)	0	0	0	0	0
Hard of Hearing (HH)	0	0	0	<11	0
Intellectual Disability (ID)	0	<11	0	<11	<11
Multiple Disabilities – Hearing (MDH)	0	0	0	0	0
Multiple Disabilities – Orthopedic (MDO)	0	0	0	0	0
Multiple Disabilities – Vision (MDV)	0	0	0	0	0
Orthopedic Impairment (OI)	0	0	0	0	0
Other Health Impairment (OHI)	<11	<11	16	34	24
Specific Learning Disability (SLD)	13	<11	23	30	82
Speech or Language Impairment (SLI)	11	17	23	28	<11
Visual Impairment (VI)	0	0	0	0	0
Grand Total	56	87	105	129	132

To ensure confidentiality of individual student results & compliance with Los Angeles Unified policy & State guidelines, data is suppressed if the number of students included in calculations is less than 11.

SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE

D. Michael Hamner, FAIA, Chair
American Institute of Architects
Robert Campbell, Vice-Chair
L.A. Co. Auditor-Controller's Office
Dr. Samantha Rowles, Secretary
LAUSD Student Parent
Patrick MacFarlane, Executive Committee
Early Education Coalition
Scott Pansky
L.A. Area Chamber of Commerce

Joseph P. Buchman – Legal Counsel
Burke, Williams & Sorensen, LLP
Lori Raineri and Keith Weaver – Oversight Consultants
Government Financial Services Joint Powers Authority

Bevin Ashenmiller
Tenth District PTSA
Neelura Bell
CA Charter School Association
Sandra Betts
CA Tax Reform Association
Ashley Kaiser
Assoc. General Contractors of CA
Mellina Lathe
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Jason Peterson (Alternate)
L.A. Co. Federation of Labor AFL-CIO
Tamar Poladian-Perron
31st District PTSA
Rachelle Anema (Alternate)
L.A. Co. Auditor-Controller's Office
Monica Carlos (Alternate)
LAUSD Student Parent
Asha Lang (Alternate)
LAUSD Student Parent
Jeanalee Obergfell (Alternate)
L.A. City Mayor's Office
Brendan Sullivan (Alternate)
Tenth District PTSA

Timothy Popejoy
Bond Oversight Administrator
Perla Zitle
Bond Oversight Coordinator

RESOLUTION 2026-09**BOARD REPORT 398-25/26****RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE FIVE ACCESSIBILITY ENHANCEMENT PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

WHEREAS, Los Angeles Unified School District (District) Staff proposes that the Board of Education (Board) define and approve five accessibility enhancement projects at 156th St. ES, Melvin ES, Nueva Vista ES, Pomelo Community Charter ES, and Twain MS to support the implementation of the Board approved Self-Evaluation and Transition Plan (Transition Plan) under the Americans with Disabilities Act (ADA), and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) accordingly; and

WHEREAS, District Staff also requests that the Board 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 projects including budget modifications and the purchase of equipment and materials; and

WHEREAS, Under the Transition Plan, each school is assigned to one of three levels of accessibility (Category One, Two, or Three) based on assessments of more than two dozen criteria, including school programs, matriculation options, feeder pattern, geographic location, known (or anticipated/matriculating) population of students with disabilities or parents/guardians with disabilities, type of instructional model, and public input. The assigned category reflects the level of accessibility the site needs to meet. Schools that do not yet meet the criteria for their assigned category will undergo accessibility improvements and are prioritized for project development based on the criteria mentioned above. The three categories of accessibility are as follows:

- Category One: These are “key” schools and will have the highest level of access, generally in accordance with applicable physical accessibility standards. Category 1A will provide “full accessibility” for the schools that were built to new construction standards, while Category 1B will provide “high accessibility” for schools that have been altered with some limited exceptions.
- Category Two: These will be “program-accessible” schools. The core spaces and features of these schools would be made accessible; in addition, program accessibility would be provided to all programs and activities at the school.

RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE FIVE ACCESSIBILITY ENHANCEMENT PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN

- Category Three: These schools will have “core access,” which means that the core spaces (certain common spaces) would be made accessible, to ensure a basic level of access to the building. These include, for example, parking, the main entrance and main office, assembly areas, and some restrooms.

WHEREAS, The five school sites for which an accessibility enhancement project is being proposed do not yet meet their assigned category/level of accessibility and thus require facilities improvements. The scope, schedule, and budget for each proposed project reflects the existing known conditions at each school site and the improvements necessary to meet each school’s assigned category of accessibility. The conditions of significance include acreage, topography, square footage, existence of multi-story buildings, age of buildings, as well as the number of schools, programs, features, and activities at a school site; and

WHEREAS, The total combined budget, as currently estimated, for the five proposed projects is \$46,029,469 and will be funded by Bond Program funds embarked specifically for ADA Transition Plan Implementation; and

WHEREAS, the District Office of General Counsel has reviewed the proposed Projects and determined that they may proceed to the School Construction Citizens’ Bond Oversight Committee (BOC) for its consideration for recommendation to the Board of Education; and

WHEREAS, District Staff has concluded that this proposed Facilities SEP amendment will facilitate Los Angeles Unified’s ability to successfully complete the Facilities SEP.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The School Construction Bond Citizens' Oversight Committee recommends that the Board define and approve five accessibility enhancement projects, and amend the Facilities SEP accordingly, as described in Board Report No. 398-25/26, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.
2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the Oversight Committee’s website.
3. Los Angeles Unified is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the Oversight Committee and the District.

ADOPTED on April 30, 2026, by the following vote:

AYES: 11

ABSTENTIONS: 0

NAYS: 0

ABSENCES: 4

/Michael Hamner/

D. Michael Hamner
Chair

/Robert Campbell/

Robert Campbell
Vice-Chair



Five Accessibility Enhancement Projects

Bond Oversight Committee Meeting
April 30, 2026

- October 10, 2017: Board approved the Self-Evaluation and Transition Plan (Transition Plan) under the Americans with Disabilities Act (ADA) to further Los Angeles Unified efforts to comply with ADA Title II program accessibility requirements
- Under the Transition Plan each school is assigned to one of three levels of accessibility, and schools requiring accessibility improvements are prioritized for project development
- Accessibility level assignments and project prioritization is based on an assessment of more than two dozen criteria including:
 - o School programs
 - o Matriculation options
 - o Feeder Pattern
 - o Geographic location
 - o Known (or anticipated/matriculating) population of students with disabilities or parents/guardians with disabilities
 - o Type of instructional model
 - o Public input

- Levels of Accessibility
 - Category One: Schools with highest level access
 - o Generally, in accordance with applicable physical accessibility standards
 - o 1A: “full accessibility” schools -- built to new construction standards
 - o 1B: “high accessibility” schools -- altered with some limited exceptions
 - Category Two: “Program-Accessible” schools
 - o Core spaces and features will be accessible
 - o Program accessibility will be provided to all programs and activities at the school
 - Category Three: “Core Access” schools
 - o A basic level of access will be provided for core buildings and certain common spaces
- Accessibility enhancement projects are developed only for those schools that do not yet meet their assigned category/level of accessibility and thus require facilities improvements

Project Location Map

134

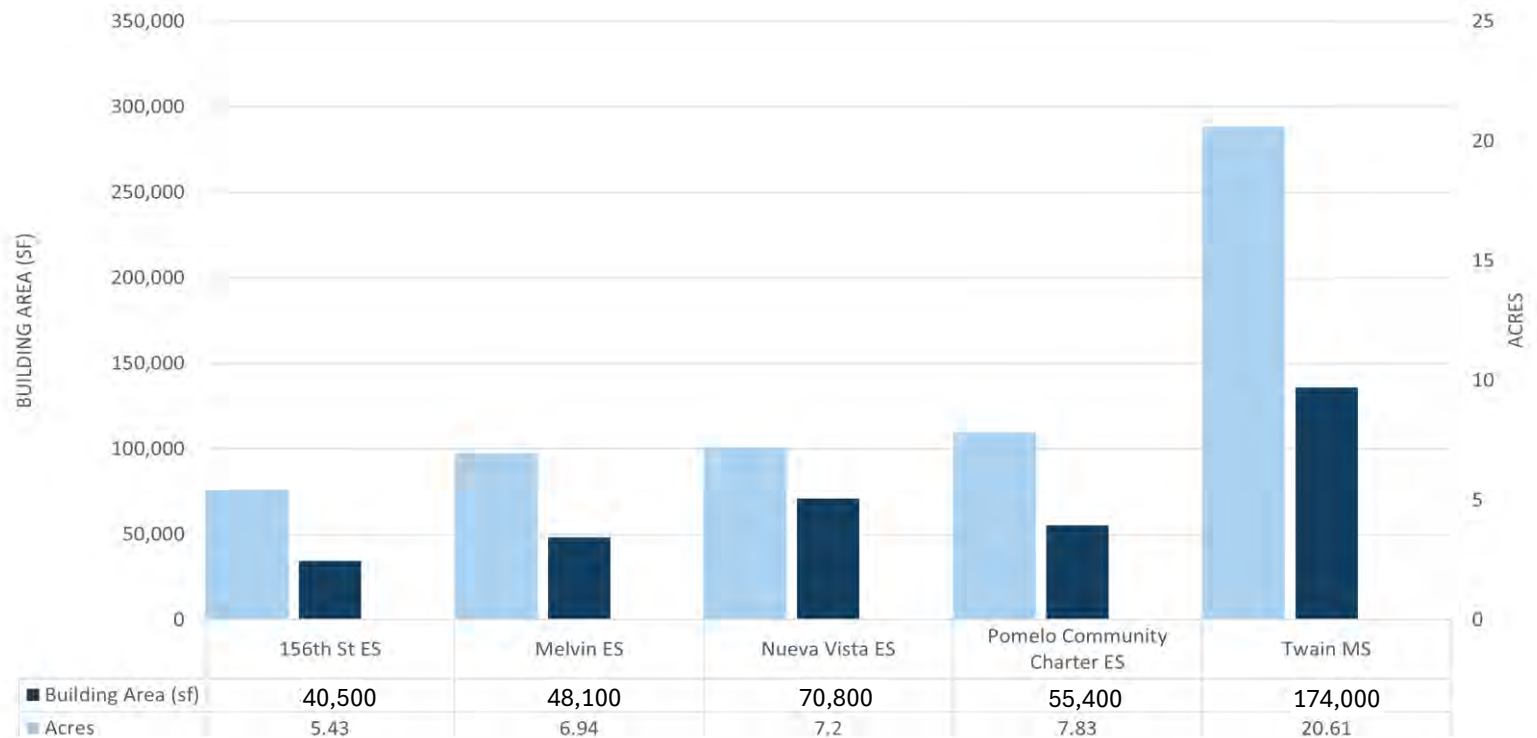


Category Overview

School	Project Budget	Category
156 th St. ES	\$4,572,460	2
Melvin ES	\$9,951,868	2
Nueva Vista ES	\$7,478,380	2
Pomelo Community Charter ES	\$8,479,604	2
Mark Twain MS	\$15,547,157	2
TOTAL	\$46,029,469	

Building Area and Acres

136



	156th St. ES	Melvin ES	Nueva Vista ES	Pomelo Community Charter ES	Mark Twain MS
Building Dates:	1947-2020	1953-2005	1991-2000	1950-1998	1949-1958
* Schools / Programs:	1 Program, TK-6	2 Programs, TK-5	2 Programs, TK-6	2 Programs, TK-5	2 Programs, 6-8
* Student Enrollment:	342	360	591	642	1,015
Budget:	\$4,572,460	\$9,951,868	\$7,478,380	\$8,479,604	\$15,547,157

* Source: E-CAR Reports 2025-26

Student Eligibility by Program at Five Schools ¹³⁷

Disability Category	156 th St. ES	Melvin ES	Nueva Vista ES	Pomelo Community Charter ES	Mark Twain MS
Autism (AUD)	26	56	43	32	15
Deaf-Blindness (DF)	0	0	0	0	0
Deferred Eligibility (Preschool)	0	0	0	0	0
Emotional Disturbance (ED)	0	0	0	0	0
Hard of Hearing (HH)	0	0	0	<11	0
Intellectual Disability (ID)	0	<11	0	<11	<11
Multiple Disabilities – Hearing (MDH)	0	0	0	0	0
Multiple Disabilities – Orthopedic (MDO)	0	0	0	0	0
Multiple Disabilities – Vision (MDV)	0	0	0	0	0
Orthopedic Impairment (OI)	0	0	0	0	0
Other Health Impairment (OHI)	<11	<11	16	34	24
Specific Learning Disability (SLD)	13	<11	23	30	82
Speech or Language Impairment (SLI)	11	17	23	28	<11
Visual Impairment (VI)	0	0	0	0	0
Grand Total	56	87	105	129	132

To ensure confidentiality of individual student results & compliance with Los Angeles Unified policy & State guidelines, data is suppressed if the number of students included in calculations is less than 11.

General Scope:

Accessibility enhancements in ten buildings

Scope Includes:

8 Paths of Travel
6 Restrooms
2 Drinking Fountains
1 Parking Area
Other accessibility upgrades as required

Project Budget: \$4,572,460

• Site & Environmental	5.4%
• Plans	9.7%
• Construction	70.4%
• Management	8.4%
• Other/Reserve	6.1%

Project Schedule:

Construction Start: Q3-2028

Construction Completion: Q1-2030

School Information:

Grades: TK-6th

Enrollment (2025-26): 342



General Scope:

Accessibility enhancements in fifteen buildings

Scope Includes:

21 Paths of Travel
12 Restrooms
3 Drinking Fountains
6 Metal Ramps
1 Nurse's Exam Room Modification
1 Parking Area
1 Stage Lift & Adapt
Other accessibility upgrades as required

Project Budget: **\$9,951,868**

• Site & Environmental	2.7%
• Plans	10.1%
• Construction	72.3%
• Management	8.5%
• Other/Reserve	6.4%

Project Schedule:

Construction Start: Q3-2028
Construction Completion: Q1-2030

School Information:

Grades: TK-5th
Enrollment (2025-26): 360



Nueva Vista ES

Board District 5, Region East

140

General Scope:

Accessibility enhancements in five buildings

Scope Includes:

37 Paths of Travel
15 Restrooms
5 Drinking Fountains
1 Concrete Ramp
1 Parking Area
Other accessibility upgrades as required

Project Budget: **\$7,478,380**

- | | |
|------------------------|-------|
| • Site & Environmental | 3.3% |
| • Plans | 10.1% |
| • Construction | 71.7% |
| • Management | 8.5% |
| • Other/Reserve | 6.4% |

Project Schedule:

Construction Start: Q3-2028
Construction Completion: Q1-2030

School Information:

Grades: TK-6th
Enrollment (2025-26): 591



General Scope:

Accessibility enhancements in eight buildings

Scope Includes:

21 Paths of Travel
8 Restrooms
5 Drinking Fountains
5 Concrete Ramps
1 Parking Area
1 Stage Lift & Adapt
Other accessibility upgrades as required

Project Budget: **\$8,479,604**

• Site & Environmental	3.1%
• Plans	10.1%
• Construction	71.9%
• Management	8.5%
• Other/Reserve	6.4%

Project Schedule:

Construction Start: Q3-2028
Construction Completion: Q1-2030

School Information:

Grades: TK-5th
Enrollment (2025-26): 642



Mark Twain MS

Board District 4, Region West

142

General Scope:

Accessibility enhancements in fifteen buildings

Scope Includes:

59 Door Hardware
35 Signages
32 Paths of Travel
18 Railings
13 Restrooms
12 Door Jambs
11 Automatic Door Openers
11 Furniture Upgrades
9 Drinking Fountains
6 Casework Counters
4 Locker Room Modifications
3 Parking Areas
2 Assembly Seats
2 Concrete Ramps
2 Intercoms
1 Assistive Listening Device
1 Decomposed Granite
1 Sink
1 Stage Lift & Adapt
Other accessibility upgrades as required

Project Budget:

\$15,547,157

• Site & Environmental	2.1%
• Plans	10.3%
• Construction	72.5%
• Management	8.6%
• Other/Reserve	6.5%

Project Schedule:

Construction Start: Q3-2028

Construction Completion: Q1-2030

School Information:

Grades: 6th-8th

Enrollment (2025-26): 1,015



Questions ?

[Return to Order of Business](#)

TAB 11



Board of Education Report

File #: Rep-395-25/26, **Version:** 1

Agenda Date: 5/12/2026

In Control: Facilities

Define and Approve 27 Board District Priority and Region Priority Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein

Facilities Services Division

Brief Description:

(Define and Approve 27 Board District Priority and Region Priority Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends definition and approval of 27 Board District Priority (BDP) and Region Priority (RP) projects, as detailed in Exhibit A. Also recommends amendment of the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to include these projects, with a combined budget of \$1,598,097, and authorizes the Chief Procurement Officer, Chief Facilities Executive, or designee(s) to take all legally permissible actions to implement the projects including executing instruments, budget modifications, and procurement of necessary equipment and materials.

Action Proposed:

1. Define and approve 27 BDP and RP projects, as listed on Exhibit A, and amend the Facilities SEP to incorporate therein. The total budget for these proposed projects is \$1,598,097.
2. 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 proposed projects including budget modifications and the purchase of equipment and materials.

Background:

Projects are developed at the discretion of the Board Districts and/or Regions based upon an identified need. These projects are developed with support from Facilities Services Division staff and input from school administrators.

Project scopes, schedules, and budgets may vary depending on site conditions and needs. All projects must be capital in nature and adhere to bond language and laws.

Bond Oversight Committee Recommendations:

This item was considered by the School Construction Bond Citizens' Oversight Committee (BOC) at its meetings on April 30, 2026, as referenced in Exhibit B. The presentation that was provided is included as Exhibit C. Staff has concluded that this proposed Facilities SEP amendment is in alignment with BOC recommendations and will facilitate Los Angeles Unified's ability to successfully implement the Facilities SEP.

Expected Outcomes:

Execution of these proposed projects will help improve the learning environment for students, teachers, and staff.

Board Options and Consequences:

Adoption of the proposed action will allow staff to execute the projects listed on Exhibit A. Failure to approve this proposed action will delay the projects and ultimately the anticipated benefit to the schools and their students.

Policy Implications:

The requested actions are consistent with the Board-Prioritized Facilities Programs for BDP and RP projects and the District's commitment to address unmet school facilities needs, including prioritizing equity in the allocation of resources to schools with the greatest need. The proposed action advances Los Angeles Unified's 2022-2026 Strategic Plan, Pillar 4: Operational Effectiveness - Modernizing Infrastructure, by delivering targeted capital improvements that support safe, healthy, and high-quality learning environments.

Budget Impact:

The total combined budget for the 27 proposed projects is \$1,598,097. Twenty-four projects are funded by Bond Program funds earmarked specifically for BDP projects. Three projects are funded by Bond Program funds earmarked specifically for RP projects.

Each project budget was prepared based on the current information known and assumptions about the proposed project scope, site conditions, and market conditions. Individual project budgets will be reviewed throughout the planning, design, and construction phases as new information becomes known or unforeseen conditions arise and will be adjusted accordingly to enable the successful completion of each proposed project.

Student Impact:

The proposed projects will upgrade, modernize, and improve school facilities to enhance the safety and educational quality of the learning environment, benefiting approximately 11,400 current and future students. Project identification reflects site-based needs and support schools and communities with the greatest facilities priorities.

Issues and Analysis:

This report includes a number of time-sensitive, small to medium-sized projects that have been deemed critical by Board Districts and/or Regions and school administrators.

Attachments:

Exhibit A - Board District Priority and Region Priority Projects

Exhibit B - BOC Resolution

Exhibit C - BOC Presentation

Submitted:

04/16/26

File #: Rep-395-25/26, **Version:** 1
In Control: Facilities

Agenda Date: 5/12/2026

RESPECTFULLY SUBMITTED,



ANDRES E. CHAIT
 Acting Superintendent

APPROVED BY:



PEDRO SALCIDO
 Deputy Superintendent,
 Business Services and Operations

REVIEWED BY:



DEVORA NAVERA REED
 General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:



KRISZTINA TOKES
 Chief Facilities Executive
 Facilities Services Division

REVIEWED BY:



KURT E. JOHN
 Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:



MARK CHO
 Deputy Director of Facilities
 Maintenance and Operations
 Facilities Services Division

EXHIBIT A

BOARD DISTRICT PRIORITY AND REGION PRIORITY PROJECTS

Item	Board District	Region	School	Project	Managed Program	Project Budget	Anticipated Construction Start	Anticipated Construction Completion
1	2	E	Del Olmo ES	Install electronic free-standing marquee	BDP ¹	\$ 70,850	Q3-2026	Q3-2026
2	2	W	Aragon ES	Install TVs in the maker space classroom	BDP	\$ 7,315	Q3-2026	Q3-2026
3	3	N	Academy for Enriched Sciences Magnet ES	Provide classroom furniture	BDP	\$ 48,950	Q2-2026	Q4-2026
4	3	N	Cantara ES	Provide library furniture	BDP	\$ 36,836	Q2-2026	Q4-2026
5	3	N	Cárdenas ES	Provide classroom furniture	BDP	\$ 40,046	Q2-2026	Q4-2026
6	3	N	Germain Academy for Academic Achievement	Provide classroom furniture	BDP	\$ 50,315	Q2-2026	Q4-2026
7	3	N	Granada ES	Install chain link privacy fence	BDP	\$ 79,353	Q3-2026	Q4-2026
8	3	N	Justice Academy Charter ES*	Provide exterior lunch tables and benches	BDP	\$ 29,087	Q2-2026	Q4-2026
9	3	N	Lemay ES	Provide classroom furniture	BDP	\$ 31,144	Q2-2026	Q4-2026
10	3	N	Owensmouth Continuation HS	Install video camera system	BDP	\$ 49,178	Q4-2026	Q1-2027
11	3	N	Rogers Continuation HS	Provide exterior lunch tables and benches	BDP	\$ 26,649	Q2-2026	Q4-2026
12	3	W	Valley View ES	Install playground lighting	BDP	\$ 35,298	Q3-2026	Q3-2026
13	3	W	Valley View ES	Provide interactive displays	BDP	\$ 49,580	Q2-2026	Q3-2026
14	5	E	Carver MS	Install chain link privacy fence	RP ²	\$ 154,997	Q3-2026	Q3-2026
15	5	E	Lillian ES	Install chain link privacy fence	BDP	\$ 22,233	Q4-2026	Q1-2027
16	5	W	Dorris ES	Provide exterior lunch tables and benches	BDP ³	\$ 26,334	Q2-2026	Q4-2026
17	6	N	Maclay MS**	Install electronic free-standing marquee	BDP	\$ 57,880	Q4-2026	Q4-2026
18	6	N	Parks Learning Center	Provide Chromebooks	BDP	\$ 72,782	Q2-2026	Q3-2026
19	6	N	Rio Vista ES	Upgrade classrooms	BDP	\$ 251,112	Q3-2026	Q4-2026
20	7	E	Angelou Community HS	Provide interactive displays	BDP	\$ 20,659	Q2-2026	Q3-2026
21	7	S	118th St. ES	Provide classroom furniture	BDP	\$ 86,605	Q2-2026	Q4-2026
22	7	S	7th St. Arts Integration Magnet ES	Provide classroom furniture	BDP	\$ 71,232	Q2-2026	Q4-2026
23	7	S	Bradley EEC	Provide classroom furniture	BDP	\$ 7,143	Q2-2026	Q4-2026
24	7	S	King-Drew Medicine & Science Magnet HS	Provide and install gym equipment lockers	BDP	\$ 28,180	Q2-2027	Q3-2027
25	7	S	McKinley ES	Upgrade secure entry system	RP	\$ 25,027	Q4-2026	Q1-2027
26	7	S	Narbonne HS	Install lighting in auditorium	BDP ⁴	\$ 185,336	Q3-2026	Q4-2026
27	7	S	Parmelee ES	Install wrought iron fence	RP	\$ 33,976	Q4-2026	Q1-2027
TOTAL						\$ 1,598,097		

* LAUSD affiliated charter school

** LAUSD school with co-located charter(s)

¹ Del Olmo ES - Although this is a Board District 2 (BD2) BDP project, Region East (RE) will contribute \$35,400 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the RE spending target to the BD2 spending target.

² Carver MS - Although this is a Region East (RE) RP project, Board District 5 (BD5) will contribute \$77,500 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the BD5 spending target to the RE spending target.

³ Dorris ES - Although this is a Board District 5 (BD5) BDP project, Region West (RW) will contribute \$13,200 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the RW spending target to the BD5 spending target.

⁴ Narbonne HS - Although this is a Board District 7 (BD7) BDP project, Region South (RS) will contribute \$32,000 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the RS spending target to the BD7 spending

NOTE: Budgets for marquee projects may vary depending on size, type, location, etc.

SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE

D. Michael Hamner, FAIA, Chair
American Institute of Architects
Robert Campbell, Vice-Chair
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Tenth District PTSA

Timothy Popejoy
Bond Oversight Administrator
Perla Zitle
Bond Oversight Coordinator

RESOLUTION 2026-07**BOARD REPORT NO. 395-25/26**

RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE 27 BOARD DISTRICT PRIORITY AND REGION PRIORITY PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN

WHEREAS, District Staff proposes the Board of Education define and approve 27 Board District Priority and Region Priority Projects (as listed on Exhibit A of Board Report No. 395-25/26) and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein. The total budget for these proposed projects is \$1,598,097; and

WHEREAS, District Staff proposes the Board of Education 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 proposed projects including budget modifications and the purchase of equipment and materials; and

WHEREAS, Projects are developed at the discretion of the Board Districts and/or Regions based upon an identified need with support from Facilities staff and input from school administrators; and

WHEREAS, District Staff have determined the proposed projects are consistent with the District's commitment to address unmet school facilities needs and provide students with a safe and healthy learning environment; and

WHEREAS, Funding for the 27 proposed projects will come from Board District Priority Funds and Region Priority Funds; and

WHEREAS, the District's Office of the General Counsel has reviewed the proposed Projects and determined that they may proceed to the School Construction Bond Citizens' Oversight Committee for consideration and recommendation to the Board of Education; and

RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE 27 BOARD DISTRICT PRIORITY AND REGION PRIORITY PROJECTS AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN

WHEREAS, District Staff has concluded this proposed Facilities SEP amendment will facilitate Los Angeles Unified's ability to successfully complete the Facilities SEP.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The BOC recommends the Board of Education define and approve 27 Board District Priority and Region Priority Projects with a combined budget of \$1,598,097, and amend the Facilities SEP to incorporate therein, as described in Board Report No. 395-25/26, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.
2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the BOC's website.
3. The District is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the BOC and the District.

ADOPTED on April 30, 2026, by the following vote:

AYES: 11

ABSTENTIONS: 0

NAYS: 0

ABSENCES: 4

/Michael Hamner/

D. Michael Hamner
Chair

/Robert Campbell/

Robert Campbell
Vice-Chair



Board District Priority and Region Priority Projects

Bond Oversight Committee Meeting
April 30, 2026

Board District Priority and Region Priority Projects

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Item	Board District	Region	School	Project Description	Managed Program	Project Budget	Anticipated Construction Start	Anticipated Construction Completion
1	2	E	Del Olmo ES	Install electronic free-standing marquee	BDP ¹	\$ 70,850	Q3-2026	Q3-2026
2	2	W	Aragon ES	Install TVs in the maker space classroom	BDP	\$ 7,315	Q3-2026	Q3-2026
3	3	N	Academy for Enriched Sciences Magnet ES	Provide classroom furniture	BDP	\$ 48,950	Q2-2026	Q4-2026
4	3	N	Cantara ES	Provide library furniture	BDP	\$ 36,836	Q2-2026	Q4-2026
5	3	N	Cárdenas ES	Provide classroom furniture	BDP	\$ 40,046	Q2-2026	Q4-2026
6	3	N	Germain Academy for Academic Achievement	Provide classroom furniture	BDP	\$ 50,315	Q2-2026	Q4-2026
7	3	N	Granada ES	Install chain link privacy fence	BDP	\$ 79,353	Q3-2026	Q4-2026
8	3	N	Justice Academy Charter ES*	Provide exterior lunch tables and benches	BDP	\$ 29,087	Q2-2026	Q4-2026
9	3	N	Lemay ES	Provide classroom furniture	BDP	\$ 31,144	Q2-2026	Q4-2026
10	3	N	Owensmouth Continuation HS	Install video camera system	BDP	\$ 49,178	Q4-2026	Q1-2027
11	3	N	Rogers Continuation HS	Provide exterior lunch tables and benches	BDP	\$ 26,649	Q2-2026	Q4-2026
12	3	W	Valley View ES	Install playground lighting	BDP	\$ 35,298	Q3-2026	Q3-2026
13	3	W	Valley View ES	Provide interactive displays	BDP	\$ 49,580	Q2-2026	Q3-2026
14	5	E	Carver MS	Install chain link privacy fence	RP ²	\$ 154,997	Q3-2026	Q3-2026
15	5	E	Lillian ES	Install chain link privacy fence	BDP	\$ 22,233	Q4-2026	Q1-2027
16	5	W	Dorris ES	Provide exterior lunch tables and benches	BDP ³	\$ 26,334	Q2-2026	Q4-2026
17	6	N	Maclay MS**	Install electronic free-standing marquee	BDP	\$ 57,880	Q4-2026	Q4-2026
18	6	N	Parks Learning Center	Provide Chromebooks	BDP	\$ 72,782	Q2-2026	Q3-2026
19	6	N	Rio Vista ES	Upgrade classrooms	BDP	\$ 251,112	Q3-2026	Q4-2026
20	7	E	Angelou Community HS	Provide interactive displays	BDP	\$ 20,659	Q2-2026	Q3-2026
21	7	S	118th St. ES	Provide classroom furniture	BDP	\$ 86,605	Q2-2026	Q4-2026
22	7	S	7th St. Arts Integration Magnet ES	Provide classroom furniture	BDP	\$ 71,232	Q2-2026	Q4-2026
23	7	S	Bradley EEC	Provide classroom furniture	BDP	\$ 7,143	Q2-2026	Q4-2026
24	7	S	King-Drew Medicine & Science Magnet HS	Provide and install gym equipment lockers	BDP	\$ 28,180	Q2-2027	Q3-2027
25	7	S	McKinley ES	Upgrade secure entry system	RP	\$ 25,027	Q4-2026	Q1-2027
26	7	S	Narbonne HS	Install lighting in auditorium	BDP ⁴	\$ 185,336	Q3-2026	Q4-2026
27	7	S	Parmelee ES	Install wrought iron fence	RP	\$ 33,976	Q4-2026	Q1-2027
TOTAL						\$ 1,598,097		

* LAUSD affiliated charter school

** LAUSD school with co-located charter(s)

¹ Del Olmo ES - Although this is a Board District 2 (BD2) BDP project, Region East (RE) will contribute \$35,400 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the RE spending target to the BD2 spending target.

² Carver MS - Although this is a Region East (RE) RP project, Board District 5 (BD5) will contribute \$77,500 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the BD5 spending target to the RE spending target.

³ Dorris ES - Although this is a Board District 5 (BD5) BDP project, Region West (RW) will contribute \$13,200 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the RW spending target to the BD5 spending target.

⁴ Narbonne HS - Although this is a Board District 7 (BD7) BDP project, Region South (RS) will contribute \$32,000 towards this budget. The project budget shown here includes this contribution. The amount will be transferred from the RS spending target to the BD7 spending target.

NOTE: Budgets for marquee projects may vary depending on size, type, location, etc.

Upgrade Classrooms (Item #19)

Project Scope: Upgrade two classrooms by providing new whiteboards, tackboards, ceiling tiles, LED lights, flooring, paint, interactive displays, and classroom furniture.

Construction Schedule: Q3 2026 – Q4 2026

Project Budget: \$251,112

Project Budget Breakdown:

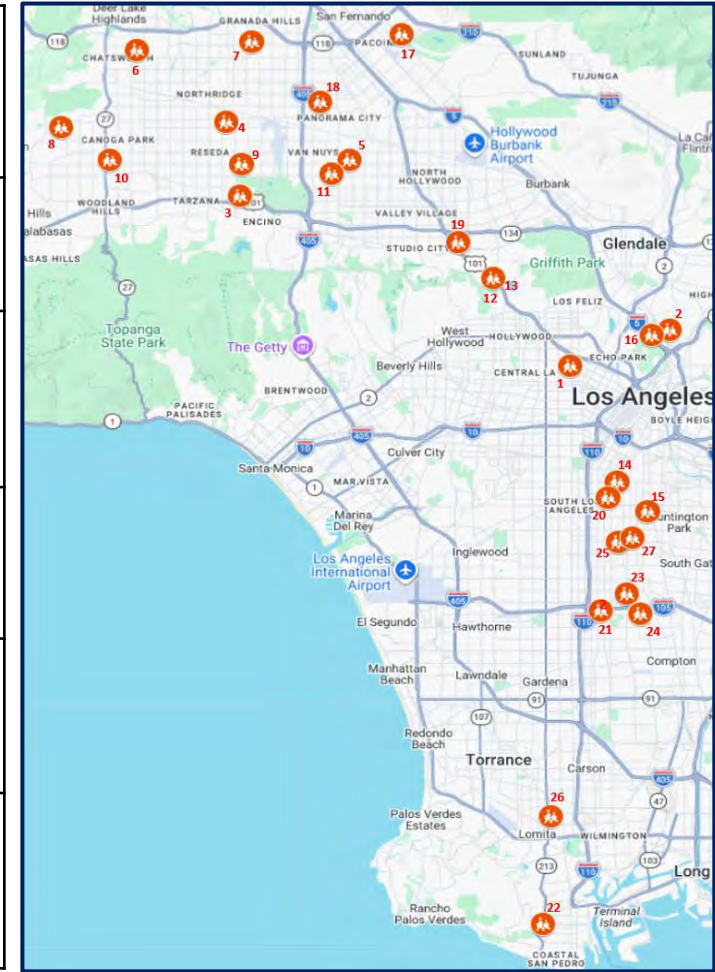
Labor	21.5%
Asbestos Removal	35.8%
Materials	36.9%
Reserve	5.8%



Map of Board District Priority and Region Priority Projects 154

(Prepared by BOC Staff)

1. Frank Del Olmo Elementary (K-5) 100 N NEW HAMPSHIRE AVE, LOS ANGELES, CA 90004; 213-427-7200; https://explore.lausd.org/school/1238601/Frank-Del-Olmo-Elementary ; Enrollment: 444 students; Board District 2; Region East; Downtown CoS	8. Justice Street Academy Charter (K-5) 23350 JUSTICE ST, WEST HILLS, CA 91304; 818-346-4388; https://explore.lausd.org/school/1469201/Justice-Street-Academy-Charter ; Enrollment: 468 students; Board District 3; Region North; Taft CoS	15. Lillian Street Elementary (K-6) 5909 LILLIAN ST, LOS ANGELES, CA 90001; 323-582-0705; https://explore.lausd.org/school/1487701/Lillian-Street-Elementary ; Enrollment: 281 students; Board District 5; Region East; Huntingtn Pk/Vrnon CoS	22. 7th Street Elementary Arts Integration Magnet (K-5) 1570 W 7TH ST, SAN PEDRO, CA 90732; 310-832-1538; https://explore.lausd.org/school/1661601/7th-Street-Elementary-Arts-Integration-Magnet ; Enrollment: 317 students; Board District 7; Region South; San Pedro CoS
2. Aragon Avenue Elementary (K-5) 1118 ARAGON AVE, LOS ANGELES, CA 90065; 323-221-5173; https://explore.lausd.org/school/1217801/Aragon-Avenue-Elementary ; Enrollment: 180 students; Board District 2; Region West; Glsil/Ls Flz Prk CoS	9. Lemay Street Elementary (K-5) 17520 VANOWEN ST, LAKE BALBOA, CA 91406; 818-343-4696; https://explore.lausd.org/school/1484901/Lemay-Street-Elementary ; Enrollment: 332 students; Board District 3; Region North; Reseda CoS	16. Dorris Place Elementary (K-6) 2225 DORRIS PL, LOS ANGELES, CA 90031; 323-222-9185; https://explore.lausd.org/school/1347901/Dorris-Place-Elementary ; Enrollment: 212 students; Board District 5; Region West; Glsil/Ls Flz Prk CoS	23. Bradley Early Education Center (Pre-K) 10925 S CENTRAL AVE, LOS ANGELES, CA 90059; 323-357-7790; https://explore.lausd.org/school/1988101/Ethel-Bradley-Early-Education-Center ; Enrollment: 89 students; Board District 7; Region South; Rivera CoS
3. Academy for Enriched Sciences Elementary Magnet (K-5) 17551 MIRANDA ST, ENCINO, CA 91316; 818-609-8421; https://explore.lausd.org/school/1225001/Academy-for-Enriched-Sciences-Elementary-Magnet ; Enrollment: 279 students (279 in Magnet); Board District 3; Region North; Reseda CoS	10. Owensmouth Continuation High (9-12) 6921 JORDAN AVE, CANOGA PARK, CA 91303; 818-340-7663; https://explore.lausd.org/school/1857301/Owensmouth-Continuation-High ; Enrollment: 55 students; Board District 3; Region North; Cnga Pk/Chtswrth CoS	17. Charles Maclay Middle School (6-8) 12540 PIERCE AVE, PACOIMA, CA 91331; 818-686-3800; https://explore.lausd.org/school/1822801/Charles-Maclay-Middle-School ; Co-located Charter: Bert Corona Charter HS; Enrollment: 212 students; Board District 6; Region North; Sun Valley CoS	24. King-Drew Senior High Medicine and Science Magnet (9-12) 1601 E 120TH ST, LOS ANGELES, CA 90059; 323-566-0420; https://explore.lausd.org/school/1872701/King-Drew-Senior-High-Medicine-and-Science-Magnet ; Enrollment: 1,356 students; Board District 7; Region South; Rivera CoS
4. Cantara Street Elementary (K-5) 17950 CANTARA ST, RESEDA, CA 91335; 818-342-5191; https://explore.lausd.org/school/1276701/Cantara-Street-Elementary ; Enrollment: 348 students (71 in Magnet); Board District 3; Region North; Cleveland CoS	11. Will Rogers Continuation High (9-12) 14711 GILMORE ST, VAN NUYS, CA 91411; 818-778-6895; https://explore.lausd.org/school/1889501/Will-Rogers-Continuation-High ; Enrollment: 125 students; Board District 3; Region North; Van Nuys/Val Gln CoS	18. Rosa Parks Learning Center (K-5) 8855 NOBLE AVE, NORTH HILLS, CA 91343; 818-895-9620; https://explore.lausd.org/school/1357601/Rosa-Parks-Learning-Center ; Enrollment: 476 students; Board District 6; Region North; Monroe CoS	25. McKinley Avenue Elementary (K-6) 7812 MC KINLEY AVE, LOS ANGELES, CA 90001; 323-582-7481; https://explore.lausd.org/school/1665801/McKinley-Avenue-Elementary ; Enrollment: 465 students; Board District 7; Region South; Rivera CoS
5. Andres & Maria Cardenas Elementary (K-5) 6900 CALHOUN AVE, VAN NUYS, CA 91405; 818-908-6700; https://explore.lausd.org/school/1740101/Andres-&-Maria-Cardenas-Elementary ; Enrollment: 433 students; Board District 3; Region North; Van Nuys/Val Gln CoS	12. Valley View Elementary (K-5) 6921 WOODROW WILSON DR, LOS ANGELES, CA 90068; 323-851-0020; https://explore.lausd.org/school/1739701/Valley-View-Elementary ; Enrollment: 144 students; Board District 3; Region West; Hollywood CoS	19. Rio Vista Elementary (K-5) 4243 SATSUMA AVE, NORTH HOLLYWOOD, CA 91602; 818-761-6147; https://explore.lausd.org/school/1628801/Rio-Vista-Elementary ; Enrollment: 361 students; Board District 6; Region North; No Hlywd/Val Vlg CoS	26. Nathaniel Narbonne Senior High (9-12) 24300 S WESTERN AVE, HARBOR CITY, CA 90710; 310-257-7100; https://explore.lausd.org/school/1877901/Nathaniel-Narbonne-Senior-High ; Enrollment: 1,336 students (404 in Magnet); Board District 7; Region South; Harbr City/Lomta CoS
6. Germain Academy for Academic Achievement (K-5) 20730 GERMAIN ST, CHATSWORTH, CA 91311; 818-341-5821; https://explore.lausd.org/school/1411701/Germain-Academy-for-Academic-Achievement ; Enrollment: 566 students; Board District 3; Region North; Cnga Pk/Chtswrth CoS	13. Valley View Elementary (K-5) 6921 WOODROW WILSON DR, LOS ANGELES, CA 90068; 323-851-0020; https://explore.lausd.org/school/1739701/Valley-View-Elementary ; Enrollment: 144 students; Board District 3; Region West; Hollywood CoS	20. Dr Maya Angelou Community Senior High (9-12) 300 E 53RD ST, LOS ANGELES, CA 90011; 323-846-4600; https://explore.lausd.org/school/1772201/Dr-Maya-Angelou-Community-Senior-High ; Enrollment: 909 students; Board District 7; Region East; Hstrc Cntrl Ave CoS	27. Parmelee Avenue Elementary (K-6) 1338 E 76TH PL, LOS ANGELES, CA 90001; 323-587-4235; https://explore.lausd.org/school/1602101/Parmelee-Avenue-Elementary ; Enrollment: 618 students (245 in Dual Language); Board District 7; Region South; Rivera CoS
7. Granada Elementary (K-5) 17170 TRIBUNE ST, GRANADA HILLS, CA 91344; 818-363-3188; https://explore.lausd.org/school/1423301/Granada-Elementary ; Enrollment: 355 students; Board District 3; Region North; Kenndy/NAHS/VAAS CoS	14. George Washington Carver Middle School (6-8) 4410 MC KINLEY AVE, LOS ANGELES, CA 90011; 323-846-2900; https://explore.lausd.org/school/1809401/George-Washington-Carver-Middle-School ; Enrollment: 555 students; Board District 5; Region East; Hstrc Cntrl Ave CoS	21. 118th Street Elementary (K-5) 144 E 118TH ST, LOS ANGELES, CA 90061; 323-757-1717; https://explore.lausd.org/school/1574001/118th-Street-Elementary ; Enrollment: 482 students (117 in Dual Language); Board District 7; Region South; Fremont CoS	



Questions?

[Return to Order of Business](#)

TAB 12



Board of Education Report

File #: Rep-397-25/26, **Version:** 1**Agenda Date:** 5/12/2026**In Control:** Facilities

Define and Approve the 2026-2027 Education Code Section 47614 (Proposition 39) Facilities Renovation Effort and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein

Facilities Services Division and Division of Data, Strategy, and Innovation

Brief Description:

(Define and Approve the 2026-2027 Education Code Section 47614 (Proposition 39) Facilities Renovation Effort and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein)

Recommends definition and approval of up to 46 projects to provide facilities renovations at 45 District school sites in order to fulfill the Los Angeles Unified School District's responsibilities imposed by Proposition 39, as detailed in Exhibits A, B, and C. Also recommends amendment of the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to include these projects, for a not-to-exceed cumulative budget of up to \$2,606,142, and authorizes 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 proposed projects, including budget modifications and the purchase of equipment and materials.

Action Proposed:

1. Define and approve 2026-2027 Education Code Section 47614 (Proposition 39) facilities renovations for up to 46 projects at 45 District school sites, as listed on Exhibits A, B, and C, and amend the Facilities SEP to incorporate therein. The not-to-exceed cumulative budget for this renovation effort is \$2,606,142.
2. 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 proposed projects, including budget modifications and the purchase of equipment and materials.

Background:

With the passage of Proposition 39 in 2000, California Education Code Section 47614 was amended with the intent that public school facilities should be shared fairly among all public-school students, including those in charter schools. Proposition 39 requires that school districts make available, to all charter schools operating in their school district that submitted a legally sufficient facilities request, facilities in conditions reasonably equivalent to those in which the charter students would be accommodated if they were attending other public schools of the district. Facilities provided shall be contiguous, furnished and equipped, and shall remain the property of the school district.

Each of the charter schools identified on Exhibits A and B submitted a legally sufficient facilities request to the District and may occupy District school sites for the 2026-2027 school year pursuant to Proposition 39. In accordance with the requirements and timelines of Proposition 39, preliminary proposals are issued on February 1st and final offers are issued on April 1st each year.

With approval of this proposed action, Bond Program funds earmarked for charter school facilities projects will

In Control: Facilities

be made available to immediately execute renovations at multiple District school sites in order to fulfill the District's responsibilities imposed by Proposition 39. These facilities improvements will increase the likelihood that the District school and charter school will successfully and safely co-locate on a single school site with minimal interference and disruption to their respective educational programs. The scope of work to be undertaken at each school site and its associated schedule and budget may vary depending on site conditions and needs.

The 2026-2027 Proposition 39 Facilities Renovation Effort includes various facilities renovations, reconfigurations, technology, furniture and equipment, and communication/safety systems purchases and upgrades, such as:

Low Voltage Systems: Local area data networks, phone and public address systems, and independent intrusion alarms. Modifications to reconfigure facilities for District-operated programs or another charter school where an existing charter school occupant will relocate to another District school site, relocate to a private/third party site, or cease operations.

Site Renovations and Reconfigurations: Miscellaneous renovations and reconfigurations to classroom space identified for charter school use. Improvements to school facilities where charter schools currently occupy space but will not continue occupancy in the 2026-2027 school year will be reconfigured, including connecting low-voltage systems for District-operated or other programs, as appropriate.

Technology Equipment: Repurpose and purchase computers, laptop carts and/or end user peripherals.

Furniture & Equipment: Repurpose existing furniture and equipment, and plan, purchase and deliver new furniture and equipment (e.g., desks, chairs, bookshelves, waste bins, emergency radio systems, but excluding technology equipment).

Office of Environmental Health and Safety: California Environmental Quality Act (CEQA) analysis, including associated regulatory obligations.

The space allocated to each charter school by the District must be furnished, equipped and available for occupancy by the charter school for a period of at least 10 working days prior to the first day of instruction of the charter school. For good cause, this period is subject to reduction by the District, but to no fewer than seven working days. As such, work will commence immediately after Board approval to ensure adequate facilities are allocated in a timely manner to each charter school.

Exhibit B lists all existing co-location sites on which charter schools will continue to occupy the same campus in 2026-2027 as they currently occupy in the 2025-2026 school year (i.e., Projects without Budget Impact) in either the same or reduced spaces. Although there is typically no new scope required for these sites, the District may need to perform some renovation work in order to continue to ensure the conditions of the facilities occupied by a charter school remain reasonably equivalent. The potential scope of work may vary depending on site conditions and needs. If any additional work is required, District staff will follow the Budget Modification Request process for the corresponding sites referenced in Exhibit B, in accordance with District policy.

Exhibit C lists co-location sites on which spaces are presently configured for charter schools that will not continue occupancy in the 2026-2027 school year. Sites vacated may be returned to previous conditions with

all low voltage systems reconnected to District-operated programs, as appropriate, and rekeyed as necessary.

Bond Oversight Committee Recommendations:

This item was considered by the School Construction Bond Citizens' Oversight Committee (BOC) at its meeting on April 30, 2026, as referenced in Exhibit D. The presentation that was provided is included as Exhibit E. Staff has concluded that this proposed Facilities SEP amendment is in alignment with BOC recommendations and will facilitate Los Angeles Unified School District's ability to successfully implement the Facilities SEP.

Expected Outcomes:

Approval of the proposed action will allow the execution of the 2026-2027 Proposition 39 facilities renovations for up to 46 projects at 45 District school sites.

Renovations for the 20 projects in Exhibit A are for charter schools that are expected to serve a collective total in-district classroom average daily attendance of approximately 4,619 students in approximately 300 classrooms, special education spaces, and administrative offices.

Of the 20 projects in Exhibit B, charter schools are expected to continue serving a collective total in-district classroom average daily attendance of approximately 4,388 students in approximately 301 classrooms, special education spaces, and administrative offices.

Charter schools are expected to serve a collective total in-district classroom average daily attendance of approximately 9,007 students.

Board Options and Consequences:

A "yes" vote will result in the Facilities SEP being amended and the District utilizing Bond Program funds earmarked for charter school facilities projects to complete facilities renovations at District school sites as identified in Exhibits A, B, and C.

A "no" vote will result in the District being obligated to use General Funds to complete the facilities renovation projects identified in Exhibits A, B, and C due to the obligation to allocate the use of reasonably equivalent, contiguous, furnished and equipped facilities to the charter schools pursuant to Proposition 39 for the 2026-2027 school year.

Policy Implications:

This action does not change District policies.

Budget Impact:

The not-to-exceed cumulative budget for this renovation effort is \$2,606,142. The renovation effort is funded with Bond Program funds earmarked specifically for charter school facilities upgrades and expansions. Should a charter school not accept the District's offer of space, the school site may be allocated to another charter school, or renovations at that individual school site will not be undertaken and the associated funding will not be expended.

The not-to-exceed budget is based on the best information presently available to the District. However, due to the current economic climate, these anticipated costs may require adjustments due to a variety of factors, such as the availability of the District's current workforce, and delays and increased costs of manufacturing, sales,

and distribution of materials and supplies. Individual project budgets will be reviewed regularly and will be adjusted accordingly to enable the successful completion of each project.

Student Impact:

Pursuant to Proposition 39, public school facilities should be shared fairly among all public-school pupils, including those in charter schools. This proposed action supports equitable access to safe, functional, and reasonably equivalent facilities for all students.

Issues and Analysis:

Proposition 39 requires school districts to make available, to all charter schools operating in their school district that submit a legally sufficient facilities request, facilities in conditions reasonably equivalent to those in which the charter students would be accommodated if they were attending other public schools in the district. Facilities provided shall be contiguous, furnished, equipped and available for occupancy by the charter school for a period of at least 10 working days prior to the first day of instruction of the charter school.

To fulfill this mandate, the District faces numerous challenges including:

- Extremely brief amount of time between a charter school's May 1st acceptance of the District's final offer and the deadline for the District to provide occupancy at least 10 working days before each charter school's first day of instruction.
- Due to the current economic climate, a variety of factors such as availability of the District's current workforce, and delays and increased costs in manufacturing, sales, and distribution of materials and supplies.
- Very narrow window of time to assess the type, amount and condition of the District's existing technology, furniture and equipment, match it to the charter schools' grade levels and plan, repurpose/purchase, receive and deliver additional/supplemental technology, furniture and equipment.
- Varying conditions of allocated spaces on different school sites, including amount and type of furniture and equipment that may change between original site survey and actual occupancy.
- Limited sources of reasonably equivalent existing furniture and equipment, and lead time required to research, locate, validate, repair and repurpose it.

The District has implemented numerous successful strategies to reduce project costs and timelines including:

- Establishing procedures to streamline the process from pre-planning to post-occupancy.
- Re-purposing existing furniture and equipment recovered from charter schools that vacated District facilities or have expiring furniture and equipment leases.
- Creating templates for reasonably equivalent furniture and equipment for specific grade levels in order to improve planning, repurposing/purchasing and delivery.
- Standardizing manufactured item selections to speed purchase, production, and delivery.

File #: Rep-397-25/26, **Version:** 1**Agenda Date:** 5/12/2026**In Control:** Facilities

Attachments:

Exhibit A - 2026-27 Proposition 39 Facilities Renovations Projects

Exhibit B - 2026-27 Proposition 39 Facilities Renovations Projects without Budget Impact

Exhibit C - 2026-27 Proposition 39 Facilities Renovations Vacating Projects

Exhibit D - BOC Resolution

Exhibit E - BOC Presentation

Submitted:

04/16/26

RESPECTFULLY SUBMITTED,



ANDRES E. CHAIT
Acting Superintendent

APPROVED BY:



PEDRO SALCIDO
Deputy Superintendent,
Business Services and Operations

REVIEWED BY:



DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED BY:



JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Division of Data, Strategy, and Innovation

REVIEWED BY:



KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:



KRISZTINA TOKES
Chief Facilities Executive
Facilities Services Division

APPROVED & PRESENTED BY:



MARK CHO
Deputy Director of Facilities
Maintenance and Operations
Facilities Services Division

Exhibit A
2026-27 Proposition 39 Facilities Renovations

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#	Board District	Region	District Campus	Charter School	Type (G=Growth; N=New; R=Reconfiguration; RD=Reduction)	CURRENT Charter School Offices	CURRENT Charter School Instructional Spaces	CURRENT Charter School Sp. Ed. Rooms	NEW Charter School Offices	NEW Charter School Instructional Spaces	NEW Charter School Sp. Ed. Rooms	FORMER Charter School Spaces to Reconfigure	Charter School Spaces to Reconfigure to Office	Charter School Spaces to Repurpose (Furniture Relocations Only)	TOTAL Charter School Spaces to Occupy (Instructional, Administrative, and Special Ed.)	Project Budget	Construction Start	Substantial Completion
1	1	S	24th St. ES	Crown Preparatory Academy	RD	1	22	3	0	0	0	4	0	0	22	\$52,000	Q2-2026	Q3-2026
2	1	W	6th Ave. ES	Lashon Academy - City Campus	G/R	1	7	2	0	3	0	2	0	0	11	\$146,000	Q2-2026	Q3-2026
3	1	W	Cienega ES	Lashon Academy - City Campus	N	0	0	0	1	6	2	0	0	0	9	\$363,700	Q2-2026	Q3-2026
4	1	S	Harte Preparatory MS	Ednovate - South LA College Prep	G/R	1	18	3	0	0	1	0	0	1	23	\$38,800	Q2-2026	Q3-2026
5	1	S	Manual Arts HS	Global Education Academy MS	N/R	0	0	0	1	5	2	0	0	0	8	\$197,200	Q2-2026	Q3-2026
6	1	W	Wilton ES	Magnolia Science Academy #6	G	1	6	2	0	1	0	0	0	0	10	\$33,100	Q2-2026	Q3-2026
7	2	E	2nd St. ES	Extera Public School - 2nd St.	RD	1	6	2	0	0	0	2	0	0	7	\$29,000	Q2-2026	Q3-2026
8	2	E	Belmont HS	Los Angeles Academy of Arts and Enterprise	R	1	10	3	0	0	0	0	0	1	14	\$9,200	Q2-2026	Q3-2026
9	2	E	Eastman ES	Extera Public School #2 – Eastman	RD	1	6	2	0	0	0	1	0	0	8	\$17,500	Q2-2026	Q3-2026
10	3	N	Armstrong MS	High Tech LA Charter MS	G	1	8	1	0	3	1	0	0	0	14	\$118,400	Q2-2026	Q3-2026
11	3	N	Canoga Park MS	Ingenium Charter School	G	1	13	2	0	2	0	0	0	0	18	\$51,900	Q2-2026	Q3-2026
12	3	N	Holmes MS	Magnolia Science Academy #5	N	0	0	0	1	2	2	0	0	0	5	\$190,300	Q2-2026	Q3-2026

Exhibit A
2026-27 Proposition 39 Facilities Renovations

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#	Board District	Region	District Campus	Charter School	Type (G=Growth; N=New; R=Reconfiguration; RD=Reduction)	CURRENT Charter School Offices	CURRENT Charter School Instructional Spaces	CURRENT Charter School Sp. Ed. Rooms	NEW Charter School Offices	NEW Charter School Instructional Spaces	NEW Charter School Sp. Ed. Rooms	FORMER Charter School Spaces to Reconfigure	Charter School Spaces to Reconfigure to Office	Charter School Spaces to Repurpose (Furniture Relocations Only)	TOTAL Charter School Spaces to Occupy (Instructional, Administrative, and Special Ed.)	Project Budget	Construction Start	Substantial Completion
13	3	N	Valley Academy of Arts and Sciences	Magnolia Science Academy #5	N	0	0	0	1	6	2	0	0	0	9	\$298,700	Q2-2026	Q3-2026
14	4	W	Marina Del Rey MS	Goethe International Charter School	G	1	18	2	0	1	0	0	0	0	22	\$33,200	Q2-2026	Q3-2026
15	4	W	Westchester Enriched Sciences Magnets	WISH Community School	G	1	16	2	0	1	0	0	0	0	20	\$24,800	Q2-2026	Q3-2026
16	5	W	Hobart ES	Vista Horizon Global Academy	G	1	9	2	0	3	0	0	0	0	15	\$87,300	Q2-2026	Q3-2026
17	5	E	Trinity ES	Gabriella Charter School #2	G	1	11	2	0	4	0	0	0	0	18	\$128,400	Q2-2026	Q3-2026
18	6	N	Fulton College Preparatory School	Lashon Academy - Valley Campus	G	1	26	2	0	1	0	0	0	0	30	\$28,300	Q2-2026	Q3-2026
19	6	N	Sun Valley Magnet: Engineering, Arts & Technology	ISANA Cardinal Academy	R	1	12	2	0	2	0	2	1	0	15	\$86,900	Q2-2026	Q3-2026
20	7	S	Dymally HS	Watts Learning Center Charter MS	G	1	17	2	0	2	0	0	0	0	22	\$47,800	Q2-2026	Q3-2026
						16	205	34	4	42	10	11	1	2	300	\$1,982,500		

2026-27 Proposition 39 Facilities Renovations Projects without Budget Impact

#	Board District	Region	District Campus	Charter School	Type (NC=No Change; RD=Reduction)	CURRENT Charter School Offices	CURRENT Charter School Instructional Spaces	CURRENT Charter School Sp. Ed. Rooms	NEW Charter School Offices	NEW Charter School Instructional Spaces	NEW Charter School Sp. Ed. Rooms	FORMER Charter School Spaces to Reconfigure	Charter School Spaces to Reconfigure to Office	Charter School Spaces to Repurpose (Furniture Relocations Only)	TOTAL Charter School Spaces to Occupy (Instructional, Administrative, Project Number	Amended Project Name	
1	1	S	42nd St. ES	ISANA Nascent Academy	NC	1	9	2	0	0	0	0	0	0	12	10375335	42nd St. ES - 2025-27 Prop 39
2	1	S	Audubon MS	Crenshaw Arts/Tech Charter HS (CATCH)	NC	1	6	2	0	0	0	0	0	0	9	10375337	Audubon MS - 2025-27 Prop 39
3	1	S	King ES	New Heights Charter School	NC	1	15	2	0	0	0	0	0	0	18	10374566	King ES - 2024-27 Prop 39
4	2	E	Breed ES	Extera Public School – Breed	NC	1	5	2	0	0	0	0	0	0	8	10374554	Breed ES - 2024-27 Prop 39
5	3	N	Birmingham Community Charter HS	Magnolia Science Academy #2	NC	1	19	0	0	0	0	0	0	0	20	N/A	Birmingham Community Charter HS - 2026-27 Prop 39
6	3	N	Kindergarten Learning Academy	Ararat Charter School	NC	1	6	1	0	0	0	0	0	0	8	10370596	Kindergarten Learning Academy - 2019-27 Prop 39
7	4	W	Webster MS	Magnolia Science Academy #4	RD	1	6	2	0	0	0	-1	0	0	8	10374576	Webster MS - 2024-27 Prop 39
8	4	W	Westchester Enriched Sciences Magnets	WISH Academy HS	RD	1	13	3	0	0	0	-1	0	0	16	10375356	Westchester Enriched Sciences Magnets - 2025-27 Prop 39
9	4	W	Wright STEAM Magnet MS	WISH Community School	RD	1	23	3	0	0	0	-1	0	0	26	10374579	Wright STEAM Magnet MS - 2024-27 Prop 39
10	5	E	Clinton MS	Animo Jackie Robinson Charter HS	NC	1	21	4	0	0	0	0	0	0	26	10373264	Clinton MS - 2023-27 Prop 39
11	5	E	Jones ES	Synergy Charter Academy	NC	1	14	2	0	0	0	0	0	0	17	10373287	Jones ES - 2023-27 Prop 39
12	5	W	Le Conte MS	Citizens of the World - Hollywood	NC	1	20	4	0	0	0	0	0	0	25	10373289	Le Conte MS - 2023-27 Prop 39

2026-27 Proposition 39 Facilities Renovations Projects without Budget Impact

#	Board District	Region	District Campus	Charter School	Type (NC=No Change; RD=Reduction)	CURRENT Charter School Offices	CURRENT Charter School Instructional Spaces	CURRENT Charter School Sp. Ed. Rooms	NEW Charter School Offices	NEW Charter School Instructional Spaces	NEW Charter School Sp. Ed. Rooms	FORMER Charter School Spaces to Reconfigure	Charter School Spaces to Reconfigure to Office	Charter School Spaces to Repurpose (Furniture Relocations Only)	TOTAL Charter School Spaces to Occupy (Instructional, Administrative,	Project Number	Amended Project Name
13	5	W	Selma ES	Larchmont Charter School	NC	1	25	7	0	0	0	0	0	0	33	10374619	Selma ES - 2024-27 Prop 39
14	5	E	West Vernon ES	Gabriella Charter School #2	NC	1	7	2	0	0	0	0	0	0	10	10375352	West Vernon ES - 2025-27 Prop 39
15	6	N	Erwin ES	Ararat Charter School	NC	1	8	2	0	0	0	0	0	0	11	10375343	Erwin ES - 2025-27 Prop 39
16	6	N	Glenwood ES	ISANA Palmati Academy	NC	1	4	2	0	0	0	0	0	0	7	10374563	Glenwood ES - 2024-27 Prop 39
17	6	N	Maclay MS	Bert Corona Charter HS	RD	1	10	3	0	0	0	-1	0	0	13	10375349	Maclay MS - 2025-27 Prop 39
18	6	N	Romer MS	ISANA Palmati Academy	NC	1	10	2	0	0	0	0	0	0	13	10374570	Romer MS - 2024-27 Prop 39
19	6	N	Valerio ES	Lashon Academy - Valley Campus	NC	1	3	2	0	0	0	0	0	0	6	10375355	Valerio ES - 2025-27 Prop 39
20	7	S	Curtiss MS	Magnolia Science Academy #3	NC	1	11	3	0	0	0	0	0	0	15	10375341	Curtiss MS - 2025-27 Prop 39
						20	235	50	0	0	0	-4	0	0	301		

2026-27 Proposition 39 Facilities Renovations Vacating Projects

#	Board District	Region	District Campus	Charter School	Type (V=To Be Vacated)	CURRENT Charter School Offices	CURRENT Charter School Instructional Spaces	CURRENT Charter School Sp. Ed. Rooms	NEW Charter School Offices	NEW Charter School Instructional Spaces	NEW Charter School Sp. Ed. Rooms	FORMER Charter School Spaces to Reconfigure	TOTAL Charter School Spaces to Occupy (Instructional, Administrative, and Special Ed.)	Project Budget to Vacate Work (A)	FY26 Unspent Budget Balance (B)	Additional Budget Needed to Reconfigure Campus (A) - (B) = (C)	Amount Previously Spent on Upgrades (D)	New Project Budget (A) + (D) = (E)	Project Number	Amended Project Name
1	2	E	Stevenson College & Career Preparatory	Collegiate Charter HS of Los Angeles	V	1	8	2	0	0	0	-11	0	\$91,300	\$15,187	\$76,113	\$15,313	\$106,613	10375354	Stevenson College & Career Preparatory - 2025-27 Prop 39
2	4	W	Stoner ES	ICEF Vista Academy ES	V	1	6	2	0	0	0	-9	0	\$109,500	\$5,335	\$104,165	\$1,364	\$110,864	10373300	Stoner ES - 2023-27 Prop 39
3	4	N	Sutter MS	Ingenium Charter MS	V	1	7	2	0	0	0	-10	0	\$121,000	\$12,989	\$108,011	\$11,387	\$132,387	10374571	Sutter MS - 2024-27 Prop 39
4	5	W	Fletcher ES	ISANA Octavia Academy	V	1	8	2	0	0	0	-11	0	\$132,500	\$5,560	\$126,940	\$450	\$132,950	10373277	Fletcher ES - 2023-27 Prop 39
5	6	N	Fair ES	New Horizons Charter Academy	V	1	8	2	0	0	0	-11	0	\$132,500	\$6,310	\$126,190	\$1,190	\$133,690	10375345	Fair ES - 2025-27 Prop 39 (New Horizons Charter Academy)
6	7	S	Gardena HS	New Millennium Secondary School	V	1	5	2	0	0	0	-8	0	\$98,000	\$15,777	\$82,223	\$3,223	\$101,223	10375346	Gardena HS - 2025-27 Prop 39
						6	42	12	0	0	0	-60	0	\$684,800	\$61,158	\$623,642	\$32,927	\$717,727		

SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE

D. Michael Hamner, FAIA, Chair
American Institute of Architects
Robert Campbell, Vice-Chair
L.A. Co. Auditor-Controller's Office
Dr. Samantha Rowles, Secretary
LAUSD Student Parent
Patrick MacFarlane, Executive Committee
Early Education Coalition
Scott Pansky
L.A. Area Chamber of Commerce

Joseph P. Buchman – Legal Counsel
Burke, Williams & Sorensen, LLP
Lori Raineri and Keith Weaver – Oversight Consultants
Government Financial Services Joint Powers Authority

Bevin Ashenmiller
Tenth District PTSA
Neelura Bell
CA Charter School Association
Sandra Betts
CA Tax Reform Association
Ashley Kaiser
Assoc. General Contractors of CA
Mellina Lathe
LAUSD Student Parent
Charlotte Lerchenmuller
Assn. of CA School Admin. - Retired
Aleigh Lewis
L.A. City Controller's Office
Jennifer McDowell
L.A. City Mayor's Office

Jason Peterson (Alternate)
L.A. Co. Federation of Labor AFL-CIO
Tamar Poladian-Perron
31st District PTSA
Rachelle Anema (Alternate)
L.A. Co. Auditor-Controller's Office
Monica Carlos (Alternate)
LAUSD Student Parent
Asha Lang (Alternate)
LAUSD Student Parent
Jeanalee Obergfell (Alternate)
L.A. City Mayor's Office
Brendan Sullivan (Alternate)
Tenth District PTSA

Timothy Popejoy
Bond Oversight Administrator
Perla Zitle
Bond Oversight Coordinator

RESOLUTION 2026-08**BOARD REPORT NO. 397-25/26**

**RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE THE 2026-2027
EDUCATION CODE SECTION 47614 (PROPOSITION 39) FACILITIES RENOVATION
EFFORT AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION
PLAN TO INCORPORATE THEREIN**

WHEREAS, District Staff proposes that the Board of Education (Board) define and approve the 2026-2027 Education Code Section 47614 (Proposition 39) facilities renovations for up to 46 projects at 45 District school sites, as listed on Exhibits A, B, and C, and amend the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein for a not-to-exceed cumulative budget of \$2,606,142; and

WHEREAS, District Staff also requests that the Board 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 proposed projects including budget modifications and the purchase of equipment and materials; and

WHEREAS, District Staff has concluded that each of the charter schools identified in the attached Board Report 397-25/26 submitted a legally sufficient facilities request to the District and may locate on District school sites for the 2026-2027 school year pursuant to Proposition 39; and

WHEREAS, Bond Program funds earmarked for charter school facilities projects will be available to immediately execute renovations at multiple District school sites in order to satisfy the District's responsibilities under Education Code 47614 and related regulations; and

WHEREAS, The facilities improvements will increase the likelihood that the District school and charter school will successfully co-locate on a single school site with minimal interference and disruption to their respective educational programs; and

RECOMMENDING BOARD APPROVAL TO DEFINE AND APPROVE THE 2026-2027 EDUCATION CODE SECTION 47614 (PROPOSITION 39) FACILITIES RENOVATION EFFORT AND AMEND THE FACILITIES SERVICES DIVISION STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN

WHEREAS, the 2026-2027 Proposition 39 Facilities Renovation Effort includes various facilities renovations, reconfigurations, technology, furniture and equipment, and communications/safety systems purchases and upgrades; and

WHEREAS, The space allocated to each charter school by the District must be furnished, equipped and available for occupancy by the charter school for a period of at least 10 working days prior to the first day of instruction of the charter school; and

WHEREAS, Funding for the 2026-2027 Education Code Section 47614 (Proposition 39) facilities renovation projects will come from Bond Program funds earmarked for charter school facilities projects; and

WHEREAS, the District's Office of the General Counsel has reviewed the proposed Projects and determined that they may proceed to the School Construction Citizens' Bond Oversight Committee (BOC) for its consideration for recommendation to the Board of Education; and

WHEREAS, District staff has concluded that this proposed Facilities SEP amendment will facilitate Los Angeles Unified's ability to successfully complete the Facilities SEP.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The BOC recommends that the Board of Education define and approve the 2026-2027 Education Code Section 47614 (Proposition 39) facilities renovations for up to 46 projects at 45 District school sites as listed on Exhibits A, B, and C with a not-to-exceed cumulative budget of \$2,606,142, and amend the Facilities SEP to incorporate therein, as described in Board Report 397-25/26, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.
2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the BOC's website.
3. The District is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the BOC and the District.

ADOPTED on April 30, 2026, by the following vote:

AYES: 11

ABSTENTIONS: 0

NAYS: 0

ABSENCES: 4

/Michael Hamner/

D. Michael Hamner
Chair

/Robert Campbell/

Robert Campbell
Vice-Chair



Proposition 39 Facilities Renovation Effort (2026–27 School Year)

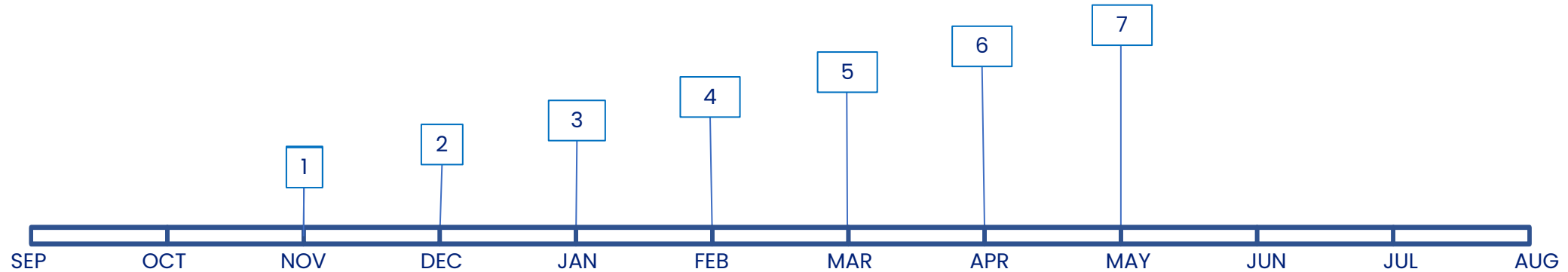
Bond Oversight Committee Meeting
April 30, 2026

Proposition 39 Facilities Renovation

Background

- In 2000, the passage of Proposition 39 amended California Education Code § 47614 with the intent that public school facilities should be shared fairly among all public school students, including those in charter schools.
- As a result, school districts are required to make available, to all charter schools operating in their school district that submitted a legally sufficient facilities request, facilities in conditions reasonably equivalent to those in which the charter students would be accommodated if they were attending other public schools of the district.
- Each of the charter schools identified on Exhibits A and B of the Board Report submitted a legally sufficient facilities request to the District and may occupy District school sites for the 2026–2027 school year pursuant to Proposition 39.
- The District is obligated to pay for all costs associated with the effort to provide reasonably equivalent space.
- There are Bond Program funds earmarked specifically for this effort under the *Charter Schools Facilities Upgrades* category. If Bond Program funds are not approved for use, then General Funds would need to be expended instead.

Annual Deadlines In Accordance with Proposition 39 Implementing Regulations



- 1 By Nov 1st, charter schools submit a written request for use of LAUSD school facilities, including their projected in-district classroom Average Daily Attendance (ADA).
- 2 By Dec 1st, after careful review of each charter school facilities request and ADA, LAUSD agrees or objects to their ADA projections in writing.
- 3 By Jan 2nd, the charter school responds to any objections by reaffirming or modifying the ADA projections.
- 4 By Feb 1st, LAUSD prepares in writing a Preliminary Proposal to charter schools with eligible facilities requests.
- 5 By Mar 1st, charter schools respond to the Preliminary Proposal expressing any concerns, addressing differences, and making counter-proposals.
- 6 By Apr 1st, LAUSD submits in writing a Final Notification of Facilities Offered for each charter school.
- 7 By May 1st, the charter schools either accept or reject the final offers. If the final offer is accepted, LAUSD will prepare the rooms for charter occupancy 10 working days before their first day of instruction.

Proposition 39 Facilities Renovation

Scope of Work

- Projects are not fully scoped until after May 1st when it is known which charters have accepted space.
- At the current stage, projects are budgeted with the assumption that the space will need to be completely reconfigured and assumes that there is not adequate furniture in the inventory (for example, the District may need to purchase new furniture if there isn't adequate inventory to provide grade-level specific needs of the charter school).
- The scope of work for each site may include all or just some of the items below:
 - o Low voltage systems, including local area data networks, phones, public address (PA) systems, and independent intrusion alarm
 - o Repurpose and purchase reasonably equivalent computers, laptop carts, and/or end-user peripherals
 - o Renovations and reconfigurations to classroom space
 - o Repurpose existing furniture and equipment, or plan, purchase, and deliver new furniture and equipment
 - o Procurement and delivery of moving materials (boxes, storage containers, etc.), and relocation of room contents

Proposition 39 Facilities Renovation

Summary of 2026–27 Space Configurations

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Type	Count	Budget
Projects with Upgrades New: Charter is offered space that is not currently configured for charter use New/Reconfiguration: Charter is offered space already configured for charter use Growth: Charter is offered additional space that is not configured for charter use Growth/Reconfiguration: Charter is offered additional space and different space on campus Reconfiguration: Charter to remain at existing District campus but space needs to be reconfigured Reduction: Charter to remain at existing District campus but space has been reduced	20	\$1,982,500
Projects without Budget Impact Charter to remain at existing District campuses in either the same or reduced spaces without budget impact	20	\$0
Vacating Sites Charter has vacated or will vacate the site; host school may demonstrate a need to return to original configuration	6	\$623,642
Total	46	\$2,606,142

Questions?

[Return to Order of Business](#)

TAB 13



Board of Education Report

File #: Rep-325-25/26, **Version:** 1**Agenda Date:** 5/12/2026**In Control:** Facilities

Authorization To Execute a Renewal Sublease Contract for the Transmission of Los Angeles Unified School District Broadcasts

Facilities Services Division

Brief Description:

(Authorization To Execute a Renewal Sublease Contract for the Transmission of Los Angeles Unified School District Broadcasts) Recommends approval to authorize the Chief Facilities Executive/designee to negotiate and execute a 9.5-year (July 1, 2026 - December 31, 2035) renewal sublease with Public Media Group of Southern California (PBS SoCal/KCET) for KLCS-TV transmitter space on Mount Wilson. This agreement will ensure continued transmission of LAUSD educational programming and Board meetings. The proposed rent is \$140,826.05 for the remainder of 2026 (reflecting a mid-year start and a 3.5% increase from 2025), increasing to \$281,652.09 annually for Years 2-5 with no increase during that period. In Year 6, rent increases by 3.5% to \$291,509.91 annually for the remainder of the term. An annual equipment fee of \$64,498.40 (1% increase from 2025) will apply for Years 1-5, increasing to \$65,143.38 in Year 6, representing the District's 50% share of a backup generator with a total estimated value of sublease \$3,340,943.69.

Action Proposed:

Authorize the Chief Facilities Executive, or her designee, to extend the existing sublease agreement with KCET for the KLCS-TV transmitter space located at Mount Wilson tower for a term of nine and one-half (9.5) years, commencing July 1, 2026, and ending December 31, 2035, with a total estimated sublease value of \$3,340,943.69.

This authorization also includes the execution of the sublease renewal agreement and any related instruments necessary to effectuate the extension.

Background:

The District has subleased approximately 995 square feet of space for transmission equipment and tower (antenna) use at the KLCS-TV facility on Mount Wilson since August 15, 1984. The sublease has been extended previously in 2000, 2005, 2010, 2015, and most recently through a month-to-month agreement executed on December 11, 2025 for up to six months. The current agreement is set to expire on June 30, 2026. The proposed extension would establish a new term from July 1, 2026 through December 31, 2035.

The Mount Wilson facility (located on Mt. Wilson Road, Pasadena, CA 91023) houses the KLCS transmission tower (antenna) and equipment (shared emergency generator), which are necessary for KLCS transmission of educational programming and Board meetings. KLCS is one of only seven television stations in the nation licensed to a K-12 school district. KLCS is a member of the Public Broadcasting Service and broadcasts 24 hours a day to approximately fifteen million viewers reaching over 150 school districts throughout Southern California.

Public Media Group of Southern California d/b/a PBS SoCal (formerly KCETLink) is the licensee of noncommercial educational television station KCET. LAUSD, on behalf of KLCS, executed a Channel Sharing Agreement on May 28, 2015, which sets forth KCET and the District's obligation to share one broadcast channel and co-manage the technical infrastructure (inclusive of costs) of such transmitter. This Channel Sharing Agreement requires that KLCS and KCET share in the maintenance and operation of the transmission system. The District's renewal of the sublease constitutes its contribution to the ongoing operational costs of the shared transmission system.

This site is not located within District Boundaries.

Expected Outcomes:

Approval of the sublease renewal with KCET for KLCS-TV will allow continued television broadcasting coverage over the entire District boundary, ensuring consistent and equitable access to educational programming, Board of Education meetings, and other District content. Approval also ensures continued compliance with the Channel Sharing Agreement.

Board Options and Consequences:

A "Yes" vote will allow the District to continue to broadcast KLCS-TV programming to the District's service area.

A "No" vote would require the District to identify and rely on third-party partnerships for broadcasting. This could result in interruption of District broadcasting as well as default under the Channel Sharing Agreement.

Policy Implications:

The requested action does not impact current District policies.

Budget Impact:

Current Rent: \$335,987.42 payable annually, which includes an annual base rent of \$272,127.62 and an equipment fee of \$63,859.80.

Proposed Rent: The proposed rent for the remainder of 2026 (Year 1) is \$140,826.05 and is due on July 1, 2026. Because the term begins mid-year, the Year 1 amount represents approximately one-half of the full annual rent which has increased 3.5 percent from the 2025 annual rent rate. On an annualized basis, the rent beginning in Year 2 is \$281,652.09. The rent for Years 2 through 5 will remain fixed with no annual increases during that period. In Year 6, the annual rent will increase by an additional 3.5 percent to \$291,509.91 per year, and will remain at that rate for the remainder of the term..

Equipment Fee: The proposed equipment fee of \$64,498.40 per year (1 percent over the 2025 rate) for Years 1-5 and a 1 percent increase in Year 6 to \$65,143.38 per year for the remaining term. This fee represents 50 percent of the annual equipment rental fee for an emergency backup generator shared equally between KCET and District.

Base Year	(Year 1*)	Years 2-5	Years 6-10
Term Period	July 1, 2026	2027-2030	2031-2035
Annual Rent	\$140,826.05 (3.5% increase)	\$281,652.09 (no increase)	\$291,509.91 (3.5% increase)

File #: Rep-325-25/26, **Version:** 1
In Control: Facilities

Agenda Date: 5/12/2026

Base Year	(Year 1*)	Years 2-5	Years 6-10
Annual Equipment Fee	\$32,249.20 (1% increase)	\$64,498.40 (no increase)	\$65,143.38 (1% increase)
Total Annual Fee	\$173,075.25	\$346,150.49	\$356,653.30

	(Year 1*) Jul. 2026 - Dec. 2026	Years 2-5 Jan. 2027 - Dec. 2030	Years 6-10 Jan. 2031 - Dec. 2035
Total Term Fees	\$173,075.25	\$1,384,601.96	\$1,783,266.48

*Year 1 fees reflect 50% of the Years 2-5 annual rates to account for the July 1, 2026 commencement date.

The total base rent and equipment fee cost of this sublease over the total 9.5-year term is \$3,340,944. Funding for this sublease will be provided from the General Fund, Program Code 5129.

Student Impact:

KLCS broadcasts 12 hours of instructional programming each school day and strives to support and enhance the classroom experience. As a multimedia education channel, KLCS serves learners of all ages - including Pre-K, K-12 students, adult learners, families, educators, and staff - by providing accessible programming that educates, informs, and supports academic, personal, and professional growth across diverse communities.

Issues and Analysis:

The District's current sublease with KCET contains annual CPI increases of at least 3.5 percent. The proposed extension of the sublease eliminates this annual percentage increase for each subsequent year of the term period except for the first and sixth year of the sublease term. Recently, KCET amended its Articles of Incorporation to change its name to Public Media Group of Southern California d/b/a PBS SoCal. In all future reports, KCET will be noted as PBS SoCal.

Attachments:

None.

Submitted:

04/16/26

File #: Rep-325-25/26, Version: 1
In Control: Facilities

Agenda Date: 5/12/2026

RESPECTFULLY SUBMITTED,



ANDRES E. CHAIT
Acting Superintendent

APPROVED BY:



PEDRO SALCIDO
Deputy Superintendent,
Business Services and Operations

REVIEWED BY:



DEVORA NAVERA REED
General Counsel

APPROVED & PRESENTED BY:



KRISZTINA TOKES
Chief Facilities Executive
Facilities Services Division

☒ Approved as to form.

REVIEWED BY:



KURT E. JOHN
Deputy Chief Financial Officer

APPROVED & PRESENTED BY:



ISSAM DAHDUL
Director of Facilities
Planning and Development
Facilities Services Division

☒ Approved as to budget impact statement.

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TAB 14



Board of Education Report

File #: Rep-426-25/26, **Version:** 1

Agenda Date: 5/12/2026

In Control: Ethics & Compliance

Approval of Update to Code of Ethics

Office of the General Counsel

Brief Description:

(Approval of update to Code of Ethics) Recommends approval of the updated Code of Ethics and adoption of the State's annual gift limit of \$630, retroactively applying it as of January 1, 2026.

Action Proposed:

1. Approve update to Code of Ethics.
2. Adopt and retroactively apply State's gift limit (\$630), beginning January 1, 2026.

Background:

The Ethics Policy Statement and Code of Ethics, established under Board Rule 1900, was initially adopted by the Board of Education in September 1998. It was subsequently revised in December 2000, and again in February 2003.

Expected Outcomes:

As the District advances its mission to ensure students are Ready for the World, it is essential to foster trust among stakeholders and the broader public by providing clear, accessible information that supports informed, engaged, and responsible decision-making at all levels. Accountability requires that all LAUSD officials and partners understand and adhere to the legal requirements and ethical standards governing the nation's second-largest school district.

The updated Code of Ethics will offer clearer guidance to LAUSD officials regarding standards of conduct related to gifts, conflicts of interest and disqualification, and outside employment. This enhanced clarity is intended to strengthen compliance and promote consistent ethical practices across the District.

Board Options and Consequences:

A "Yes" vote will immediately put into effect the updated Code of Ethics and change the District's gift limit for all LAUSD Officials to the State's gift limit of \$630 with a biannual increase of \$40. It will also retroactively apply the State's gift limit beginning January 1, 2026.

A "No" vote would leave the current Code of Ethics in place and the District's gift limit would remain at \$100 for the 2026 calendar year and going forward.

Policy Implications:

Approval of the Code of Ethics would also require updates to the following policy documents referencing the District's gift limit of \$100:

File #: Rep-426-25/26, **Version:** 1

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In Control: Ethics & Compliance

- [Bulletin 5661.0 <https://my.lausd.net/laserfiche/DocView.aspx?repo=eLibrary&id=145226>](https://my.lausd.net/laserfiche/DocView.aspx?repo=eLibrary&id=145226) - LAUSD Ethics Guide for Holiday and Social Events, Office of the General Counsel, December 5, 2011.
- [Reference Guide 055300 <https://my.lausd.net/laserfiche/DocView.aspx?repo=eLibrary&id=150775>](https://my.lausd.net/laserfiche/DocView.aspx?repo=eLibrary&id=150775) - Tax Implications on Employee Receipt of Gift Cards, Tickets, and Other Fringe Benefits, Controller, August 27, 2018.

Budget Impact:

Not applicable.

Student Impact:

Not applicable.

Equity Impact:

Not applicable.

Issues and Analysis:

The proposed update to the Code of Ethics reflects the need to align the Los Angeles Unified School District's ethical standards with current state guidance and best practices in public governance. Since the last revision in 2003, there have been significant developments in state ethics laws and expectations regarding transparency, accountability, and the acceptance of gifts by public officials.

A key component of this update is the adoption of the State of California's annual gift limit of \$630. Aligning with the state-established threshold promotes consistency between District policy and statewide regulations, reducing ambiguity and ensuring compliance with applicable legal standards. This alignment also supports clearer guidance for reporting and disclosure obligations.

The retroactive application of the \$630 gift limit to January 1, 2026, ensures that the District's policy remains current with the state's annually adjusted limits and avoids any gap between state requirements and local policy. This approach reinforces the District's commitment to ethical conduct and minimizes the risk of inadvertent non-compliance.

Additional updates to the Code of Ethics clarify expectations regarding conflicts of interest, acceptance of gifts, and standards of conduct. These revisions are intended to strengthen public trust, enhance transparency in decision-making, and provide Board Members with more explicit guidance in navigating ethical considerations in their official roles.

Overall, the proposed revisions modernize the Code of Ethics, ensure consistency with state law, and reaffirm the Board's commitment to integrity, accountability, and public service.

The following summarizes the major updates to the Code of Ethics:

- Title
The title has been revised from "Employee Code of Ethics" to "Code of Ethics" to reflect its applicability to all LAUSD Officials.

- Preamble
Revised to incorporate the District's Ready for the World mission.
- Section 1. Application and Enforceability
Clarifies that the Code of Ethics applies to all LAUSD personnel and Board of Education Members, collectively referred to as "LAUSD Officials," in alignment with Board Rule 106.(F.).
- Sections 2, 3 and 4
No changes.
- Section 5. Building Workplace Excellence
Includes the following elements: setting the example; fostering an environment of trust, respect, and non-discrimination; providing honest, accurate, and timely information; and identifying problems while contributing to solutions.
- Section 6. Business Integrity
Includes the following elements: objectivity; Cone of Silence; confidentiality in contracting; relationships with contractors or partners; and lobbying disclosure.
- Section 7. Conflicting Interests
Includes the following elements: conflicts of interest; financial conflicts of interest; appearance of impropriety; disclosure and disqualification; and improper influence. This section clarifies that LAUSD Officials are responsible for disclosing potential conflicts and recusing themselves from District decision-making until guidance is provided by the Ethics Office.
- Section 8. Employment Concerns
Includes the following elements: outside employment or activities; LAUSD affiliation; post-LAUSD employment; and upholding LAUSD interests.
- Section 9. Gifts and Travel
Includes the following elements: adherence to gift limits and restrictions on gifts from contractors. The Ethics Office proposes increasing the District's gift limit from \$100 to the State's current limit of \$630, which is adjusted biennially by \$40. The District would adopt these periodic increases accordingly. The Ethics Office also recommends applying the State's gift limit retroactively to gifts received during the 2026 calendar year. This adjustment reflects inflationary considerations. Additionally, this section codifies the Procurement Services Division's zero-tolerance policy on gifts from District vendors and extends it to LAUSD Officials involved in contracting processes under the Cone of Silence.
- Section 10. Proper Use of Resources
Includes the following elements: use of public resources; appropriate use of LAUSD time; use of public position; and confidentiality.
- Section 11. Reporting Responsibilities and Waivers
Includes the following elements: relationships with students; reporting improper conduct; prohibition of retaliation; and waivers.

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In Control: Ethics & Compliance

Agenda Date: 5/12/2026

Attachments:

Attachment A: Code of Ethics

Submitted:

04/21/26

File #: Rep-426-25/26, Version: 1
In Control: Ethics & Compliance

Agenda Date: 5/12/2026

RESPECTFULLY SUBMITTED,



ANDRES E. CHAIT
Acting Superintendent

APPROVED & PRESENTED BY:



DENEEN COX
Deputy General Counsel
Ethics and Compliance Monitoring Legal
Services

REVIEWED BY:



DEVORA NAVERA REED
General Counsel

☒ Approved as to form.

REVIEWED BY:



KURT E. JOHN
Deputy Chief Financial Officer

☒ Approved as to budget impact statement.



LOS ANGELES UNIFIED SCHOOL DISTRICT Code of Ethics

Adopted: 9/1998; Revised: 12/2000, 2/2003, 5/2026

Preamble

At the Los Angeles Unified School District (LAUSD), our mission is *to ensure that all our students graduate READY FOR THE WORLD*. Our success depends on our teamwork, trust and commitment. Our Code of Ethics is intended to help us achieve success by setting common expectations and increasing trust, commitment and teamwork within LAUSD, and between LAUSD and the community. To help us achieve our mission, we are committed to three core ethical principles:

- Commitment to Excellence
- District and Personal Integrity
- Responsibility

Our goal is to create a culture that fosters trust, commitment to excellence and responsibility, personal and institutional integrity, and avoids conflicts of interest and appearances of impropriety in LAUSD decision-making.

1. Application and Enforceability

The Code of Ethics applies to all LAUSD personnel including Board Members, collectively referred to in the Code of Ethics as “LAUSD Officials.” Provisions of this Code of Ethics are supported by State law, and LAUSD Board and Personnel Commission Rules, regulations, bulletins and collective bargaining agreements. Violations of this Code of Ethics may result in administrative or disciplinary action under those laws, rules, regulations, bulletins and agreements.

2. Making Ethical Decisions

While the Code of Ethics provides general guidance, it does not provide a complete listing or a definitive answer to every possible ethical situation. When making decisions, we should use good judgment to fulfill the spirit as well as the letter of the Code of Ethics. When making decisions:

- Evaluate the situation and identify the ethical issues.
- Follow the rules. Consult the Code of Ethics, laws, regulations and LAUSD bulletins, policies and procedures, and apply them to the situation.
- Ask for guidance from your supervisor. If your supervisor is involved in the problem, contact his or her supervisor, or the Ethics Office for help. Ask for help early—before you act.
- Make and carry out a decision that is consistent with the rules and develops excellence, integrity and responsibility.

3. Contacting the Ethics Office

For advice, help, training, or more information on LAUSD’s ethics program visit our website or contact us directly.

LAUSD Ethics Office

333 S. Beaudry Ave., 18th Floor

Los Angeles, CA 90017

T: 213-241-3330

F: 213-241-3319

<https://www.lausd.org/ethics>

AskEthics@lausd.net

4. Commitments and Expectations

To achieve our mission of educating students, we strive to create a culture that fosters trust and focuses on excellence. Our goal is to develop a culture that is personally fulfilling, supports ethical decision-making, and provides an environment where hard work, creativity and innovation are the norm. To succeed, we must have the same expectations and vision about how we will practice our commitment to the Code of Ethics in our everyday work.

5. Building Workplace Excellence

We are committed to being the best school district and personnel we can be, educating our students to their maximum potential. Everything we do has an impact on the classroom.

- A. *Set the Example* – We are committed to providing the best example we can, striving to demonstrate excellence, integrity and responsibility in our work.
- B. *Create an Environment of Trust, Respect and Non-Discrimination* – We are committed to creating an environment of trust, care and respect. We will not tolerate discriminatory or harassing behavior of students or colleagues.
- C. *Provide Honest, Accurate and Timely Information* – We are committed to candor in our work relationships, providing other LAUSD personnel including supervisors, senior staff and Board Members with accurate, reliable and timely information. We will not tolerate falsification or cheating.
- D. *Identify Problems and Help Create Solutions* – We are committed to identifying areas for improvement within LAUSD, and suggesting and implementing solutions that make us more successful.

6. Business Integrity

As stewards of public tax dollars, it is the responsibility of every LAUSD Official to ensure that LAUSD decision-making is conducted free from bias and influence. LAUSD Officials are committed to conducting business in a manner that enhances public trust and confidence in the integrity of LAUSD's decision-making processes.

- A. *Objectivity* – LAUSD Officials should make decisions based solely on objective criteria and free from outside influence, making contract award recommendations in the best interest of LAUSD. LAUSD Officials that have an actual or appearance of a conflict of interest should immediately recuse themselves from the decision-making process and notify their LAUSD supervisor, the Procurement Services Division or Ethics Office of their actual or potential conflict.
- B. *Cone of Silence* – In accordance with LAUSD's Contractor Code of Conduct, from the time an RFP, specification or other contract document is announced until the staff recommendation is made public (the contract's board report is published by the Executive Officer of the Board of Education), LAUSD Officials will not have contact concerning the contract with contractors participating in the process or their representatives. Further, LAUSD Officials outside of the contracting process shall not seek information from our attempt to influence other LAUSD Officials managing the contracting process during the Cone of Silence.
- C. *Confidentiality in Contracting* – To reinforce public trust and confidence in our procurement processes, we are committed to ensuring that procurement information is kept confidential, used only in the performance of our duties, and not released early to potential contractors.
- D. *Relationships with Contractors or Partners* – We are committed to reporting gross mismanagement, significant waste of funds, abuse of authority, threats to safety, violations of our Contractor Code of Conduct, laws, rules, regulations, bulletins, policies and procedures, or other conduct that damages our integrity or reputation, to our supervisor, the Ethics Office or the Office of the Inspector General.
- E. *Lobbying Disclosure* – Prior to scheduling meetings with an outside organization/individual, LAUSD Officials should refer the organization/individual to the Ethics Office to determine if the organization/individual is or should

register with LAUSD's Lobbying Disclosure Program. The registration of lobbyists and the disclosure of their activities promotes transparency in LAUSD decision-making, fostering the public's trust and confidence in LAUSD.

7. Conflicting Interests

To maintain our integrity, we are committed to making decisions in the best interests of LAUSD. We will avoid conflicts of interest and the appearance of impropriety, understanding that public perception of our actions is just as important as the actions themselves. Even lawful or well-intended actions may undermine public trust if they create an appearance of favoritism, bias, or impropriety.

- A. *Financial Conflicts of Interest* – A conflict of interest can exist anytime our position or decisions provide us a personal financial benefit or improper advantage. We will not make decisions or use our position for personal benefit or to gain an improper advantage.
- B. *Appearance of Impropriety* – LAUSD Officials must conduct themselves in a manner that promotes public trust and confidence in the impartiality and integrity of LAUSD. LAUSD Officials will avoid any actions, relationships, or decisions that could reasonably be perceived by a member of the public as improper, unethical, or self-serving.
- C. *Disclosure and Disqualification* – It is the responsibility of an LAUSD Official to promptly disclose in writing to their LAUSD supervisor or the Ethics Office any actual, potential or perceived conflict of interest in their LAUSD decision-making as soon as they become aware of it. Further, the LAUSD Official should remove themselves from the decision-making process until receiving guidance from the Ethics Office or the Office of the General Counsel.
- D. *Improper Influence* – We are committed to abstaining from decisions that could result in a direct benefit to a close relative or co-habitant including, but not limited to, hiring, promotion, discipline, evaluation or direct supervisor.

8. Employment Concerns

To ensure that all LAUSD Officials maintain the highest standards of integrity, impartiality, and accountability, outside employment or activities that could impact their official duties are prohibited.

- A. *Outside Employment or Activities* – We are permitted to receive outside income or participate in uncompensated activities as long as they do not create a conflict with our LAUSD work. We are committed to declining outside income or uncompensated activities that might be perceived as inconsistent, incompatible or in conflict with our official duties. Before accepting outside employment or uncompensated activity, in accordance with LAUSD policy, a LAUSD Official must disclose in writing and receive approval from their LAUSD supervisor.
- B. *LAUSD Affiliation* – LAUSD Officials may not use their official LAUSD title or affiliation to promote personal outside employment or activities, whether or not compensation is received. LAUSD Officials should ensure that any messaging related to their outside employment or activities does not include any express or implied endorsements related to LAUSD.
- C. *Post LAUSD Employment* – In order to prevent conflicts of interest, LAUSD Officials are not permitted to discuss the possibility of future employment with a person or organization that might benefit from their official decisions. In accordance with LAUSD's Contractor Code of Conduct, Contractors are required to disclose all personnel, consultants and sub-contractors who were LAUSD Officials in the previous three years. LAUSD will not contract with a contractor who compensates a former LAUSD Official to influence an action on a matter pending with LAUSD if that employee, within the last twelve (12) months, held a LAUSD position in which the employee personally and substantially participated in that matter. LAUSD will not contract with a contractor that employs a former LAUSD Official who, while serving in a LAUSD position within the last two years, substantially participated in the development of the contract's RFP, requirements, specifications or in any other part of the contracting process. No former LAUSD Official is permitted to lobby LAUSD for one year after leaving LAUSD. We are committed to avoiding discussions about future employment with people or organizations who can

benefit from our decisions, and will not take or influence official actions that might benefit that person or organization.

- D. *Uphold LAUSD Interests* – We are committed to hiring and promoting LAUSD personnel based on their qualifications and the job-criteria of the position and will not tolerate improper practices.

9. Gifts and Travel

LAUSD Officials shall not accept gifts, travel, or other items of value that could influence—or appear to influence—their official duties, or that could create a conflict of interest or the appearance of impropriety in their decision-making.

- A. *Observe Gift Limits* – A gift is a benefit we receive for which we did not pay. Gifts can include merchandise, food, tickets, use of facilities, investments, rebates or discounts not offered to the public, or forgiveness of debt from vendors, lobbyists, parents, students or others. We will not accept gifts or gratuities in excess of the State of California's gift limit from a single source in a single year (aggregate retail value) or that give the appearance that the gift improperly influenced our decisions regardless of the amount. We will not solicit vendors, lobbyists, parents or others for anything that provides us a personal benefit different from the public.
- B. *Gifts from Contractors* – For LAUSD Officials in the Procurement Services Division, there is zero-tolerance for gifts from LAUSD vendors. This prohibition is extended to gifts or travel payments from contractors to LAUSD Officials participating in a contracting process under the Cone of Silence.

10. Proper Use of Resources

LAUSD Officials are entrusted with public resources and must use them responsibly and lawfully. The misuse or unauthorized use of public resources is strictly prohibited.

- A. *Public Resources* – Except for occasional and limited personal use that does not interfere with performance of duties or create an appearance of impropriety, we are committed to ensuring that LAUSD facilities, equipment, supplies, mailing lists or other LAUSD resources are used for LAUSD purposes only. Except for occasional and limited personal use, we will not tolerate improper use of public resources, and will report and reimburse LAUSD for significant costs of any limited personal use.
- B. *LAUSD Time* – We are committed to ensuring that LAUSD Officials are tasked to perform only LAUSD work on LAUSD working-time. We will not direct or permit LAUSD Officials to perform personal services on LAUSD working time and will report such incidents to a LAUSD supervisor, Ethics Office or Office of the Inspector General.
- C. *Public Position* – We are committed to ensuring that our power and authority are used in an appropriate, positive manner that enhances the public interest and trust. We will not use our authority to improperly influence people or obtain preferential treatment.
- D. *Confidentiality* – To achieve excellence, LAUSD Officials, parents and students must be able to discuss issues frankly, and when appropriate, in confidence. We are committed to abiding by all laws and LAUSD policies concerning confidential information, including student records, personnel files, agreements, and District records and policies. We will not reveal confidential information, including meeting content and the sources of comments, from staff, faculty, parents and closed Board of Education meetings.

11. Reporting Responsibilities and Waivers

LAUSD Officials have an ethical obligation to report known or suspected violations of the law, regulations, policies, or ethical standards, including fraud, waste, abuse, or other misconduct. Prompt and honest reporting is essential to maintaining public trust and ensuring the integrity of LAUSD.

- A. *Relationships with Students* – We are committed to ensuring that LAUSD Official-student relationships are positive, professional and non-exploitative. We will not tolerate improper LAUSD Official-student relationships.

- B. *Improper Conduct* – When someone does well, it reflects well on all of us. When we make a mistake, we strive to correct it and learn from it. We are committed to reporting gross mismanagement, significant waste of funds, abuse of authority, threats to safety, violations of our Code of Ethics, laws, rules, regulations, bulletins, policies and procedures, or other conduct that damages our integrity or reputation, to our LAUSD supervisor, the Ethics Office or Office of the Inspector General.
- C. *Retaliation* – We are committed to creating a work environment where problems can be reported and solved. We are prohibited from threatening, harassing, punishing or retaliating against LAUSD Officials who make good faith complaints.
- D. *Waivers* – The LAUSD General Superintendent or his/her designee upon a showing of good cause may waive an ethics prohibition in writing with notification to the Board of Education.

[Return to Order of Business](#)

TAB 15



Board of Education Report

File #: Rep-422-25/26, **Version:** 1

Agenda Date: 5/12/2026

In Control: Transportation Services

Approval of the San Julian Electric School Bus Purchase Project, Including the Use of Bond Program Funds to Support the Purchase of 79 Electric School Buses, and Amend the Transportation Services Branch's Strategic Execution Plan to Incorporate Therein

Transportation Services and Eco-Sustainability Office

Brief Description:

(Approval of the San Julian Electric School Bus Purchase Project, including the use of Bond Program funds to support the purchase of 79 electric school buses and amend the Transportation Services Branch's Strategic Execution Plan (SEP) to incorporate therein) Recommends approval of the San Julian Electric School Bus Purchase Project, including the use of approximately \$12.5 million of Bond Program funds to support the purchase of 79 electric school buses at an estimated total project cost of \$34 million.

Action Proposed:

Approval of the San Julian Electric School Bus Project, including the use of approximately \$12.5 million of Bond Program funds to support the purchase of 79 electric school buses to replace aging diesel school buses, at an estimated total project cost of \$34 million, and amend the Transportation Services Branch's (Transportation) SEP accordingly; and authorization for the Chief Procurement Officer or designee(s) to execute all instruments necessary, as legally permissible, to implement the project, including the purchase of the electric school buses.

The \$12.5 million portion of the project budget will be funded with Bond Program funds earmarked in Measure RR specifically for replacing aging and polluting school buses. The balance of the total purchase cost will be funded through various grants awarded to the District. Purchase of the school buses is anticipated to begin in Summer 2027, and delivery is anticipated to be completed by Fall 2028. The electric school buses are estimated to be in-service no later than December 31, 2028, subject to EPA approval, with disposition of the 79 diesel school buses following the same schedule.

The procurement of these 79 buses is part of a broader comprehensive effort that will bring the necessary infrastructure to fully electrify the San Julian Bus Yard and implement a workforce development, bus maintenance, and training program at Los Angeles Unified.

Background:

Los Angeles Unified has prioritized efforts to modernize its transportation fleet while advancing sustainability and public health goals. The purchase of 79 electric buses will enable the District to replace aging diesel buses with zero-emission vehicles while also investing in the necessary infrastructure to support long-term electrification through a complementary project at the San Julian Bus Yard (which is being presented to the Board of Education for its consideration via Board Report #423-25/26). This includes the installation of charging stations and related improvements, positioning the site as a fully electrified hub capable of supporting daily electric bus operations. In addition to environmental benefits, the transition to electric buses is expected to yield operational savings by substantially reducing ongoing fuel and maintenance costs compared to diesel vehicles.

Bond Oversight Committee Recommendations:

This item was considered by the School Construction Bond Citizens' Oversight Committee (BOC) at its meeting on April 30, 2026, as referenced in Exhibit A. The presentation provided to the BOC is included as Exhibit B. Staff has concluded that the proposed Transportation SEP amendment is in alignment with the BOC's recommendation, and will facilitate Los Angeles Unified's ability to successfully implement the Transportation SEP.

Expected Outcomes:

The replacement of 79 diesel school buses with electric school buses will help reduce harmful nitrous oxide, particulate matter, and greenhouse gas (GHG) emissions and improve ambient air quality in the communities in which the buses operate. The replacement will also reduce ongoing operational costs for school transportation.

Board Options and Consequences:

If the Board of Education (Board) does not approve the San Julian Electric School Bus Purchase Project, the District will be unable to leverage \$12.5 million of Measure RR bond proceeds to secure \$21.5 million in grant funds to purchase 79 electric school buses. Additionally, the District will forgo the environmental benefits and reduced operational costs.

If the Board approves the project, the District shall proceed with purchasing 79 electric school buses to replace an equivalent number of diesel buses within the fleet that are approaching the end of their useful life. This will ultimately result in reduced operational costs and GHG emission levels.

Policy Implications:

Approval of the San Julian Electric School Bus Purchase Project supports the "Transitioning Los Angeles Unified School District to 100% Clean, Renewable Energy Resulting in Healthier Students and More Sustainable, Equitable Communities" (Res-018-19/20) Board Resolution.

Budget Impact:

The purchase of the 79 electric school buses will be completed through the use of approximately \$12.5 million of Measure RR bond proceeds earmarked specifically for replacing aging and polluting school buses (\$5,850,000 of which provides for the District's mandatory cost share for the EPA CHDV grant), and approximately \$21.5 million in combined grant awards from the United States Environmental Protection Agency's (EPA) Clean Heavy-Duty Vehicles (CHDV) Program, the South Coast Air Quality Management District's (SCAQMD) Carl Moyer Program, and the California Zero-Emission School Bus and Infrastructure (ZESBI) incentive project as summarized below.

Item	Qty.	Total Cost	EPA CHDV	Carl Moyer	ZESBI 1	ZESBI 2	Measure RR
Zero-Emission School Bus	79	\$33,240,000	\$6,000,000	\$4,995,123	\$6,800,000	\$3,240,000	\$12,204,877

The General Fund will be used to front-fund approximately \$21.5 million of the project budget, and will be reimbursed upon receipt of the grant dollars.

The purchase of 79 electric school buses will facilitate the replacement of an equivalent number of diesel buses within the existing fleet that are approaching the end of their useful life. The current cost to maintain and fuel each diesel bus is approximately \$32,000 annually, totaling \$2,528,000 for 79 buses. By comparison, the cost to maintain and power each electric bus is approximately \$6,500 annually, or \$513,500 for 79 buses. The transition from diesel to electric buses is projected to reduce annual operating costs supported by the General Fund by approximately \$2,014,500. A portion of these anticipated savings will be used to support annual maintenance costs of the new EV chargers and charge management system for the San Julian Bus Yard, which is estimated to cost \$300,000 per year.

Student Impact:

The purchase of 79 electric school buses will directly benefit students by enabling the District's Transportation Services Branch (TSB) to support the timely delivery of students to and from schools. New buses have significantly fewer breakdowns, which reduces repair down times and transportation delays. The zero-emission buses will also improve student health by limiting their exposure to transportation-related air pollution. Further, the ongoing General Fund savings realized through the reduction of operational costs provide an opportunity to reinvest available funds in other initiatives that directly support student success.

Equity Impact:

Component	Score	Score Rationale
Recognition	3	This purchase of 79 electric school buses will support the District's efforts to transition to 100% clean renewable energy, reducing student exposure to harmful pollutants and creating more equitable communities. This will also directly benefit students by supporting their timely transportation to and from schools as new buses have significantly fewer breakdowns.
Resource Prioritization	3	The new zero-emission electric school buses will benefit all students as they will contribute to improving the overall route coverage for all students in the District. Further, the General Fund savings realized through the reduction of operational costs provide an opportunity to reduce the District's projected \$1.36 billion budget deficit or reinvest available funds in other initiatives that support student success.
Results	3	These electric school buses will help ensure students get to school on time every day so they have the opportunity to learn.
TOTAL	9	

Issues and Analysis:

The EPA Clean Heavy Duty Vehicles Program agreement provides funding under the Inflation Reduction Act (IRA) to the Los Angeles Unified School District (Recipient) to replace in-use, non-zero-emission heavy-duty vehicles with new zero-emission vehicles to reduce air pollution and greenhouse gas emissions in EPA Region 9. Pursuant to grant terms, recipients must:

- Replace numerous eligible vehicles with comparable, eligible zero-emission vehicles under the School Bus Sub-Program, resulting in cleaner air and improved health for communities in Los Angeles, California.
- Agree to carry out the project in accordance with the final approved workplan.
- Report deviations from budget or project scope or objective and must request prior written approval

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In Control: Transportation Services

from the EPA.

- Submit quarterly performance reports, including subaward monitoring activities, providing a comparison of actual accomplishments to the outputs/outcomes established, reasons why any established outputs/outcomes were not met, and additional pertinent information, analysis and explanation of cost overruns or higher-than-expected unit costs.
- Recipients are also required to submit a combined eligibility and scrappage statement with the Reporting Template for the period(s) in which vehicles are scrapped.

Attachments:

Exhibit A - BOC Resolution

Exhibit B - Presentation to the BOC

Submitted:

04/29/26

RESPECTFULLY SUBMITTED,



ANDRÉS E. CHAIT
Acting Superintendent

APPROVED BY:



PEDRO SALCIDO
Deputy Superintendent
Business Services and Operations

APPROVED BY:



JAIME TORRENS
Senior Advisor to the Superintendent
Office of the Superintendent

APPROVED & PRESENTED BY:



DANIEL KANG
Director
Transportation Services

REVIEWED BY:



DEVORA NAVERA REED
General Counsel

☒ Approved as to form.

APPROVED & PRESENTED BY:



CHRISTOS CHRYSILIOU
Chief Eco-Sustainability Officer
Eco-Sustainability Office

REVIEWED BY:



KURT E. JOHN
Deputy Chief Financial Officer

☒ Approved as to budget impact statement.

SCHOOL CONSTRUCTION BOND CITIZENS' OVERSIGHT COMMITTEE

D. Michael Hamner, FAIA, Chair
American Institute of Architects
Robert Campbell, Vice-Chair
L.A. Co. Auditor-Controller's Office
Dr. Samantha Rowles, Secretary
LAUSD Student Parent
Patrick MacFarlane, Executive Committee
Early Education Coalition
Scott Pansky
L.A. Area Chamber of Commerce

Joseph P. Buchman – Legal Counsel
Burke, Williams & Sorensen, LLP
Lori Raineri and Keith Weaver – Oversight Consultants
Government Financial Services Joint Powers Authority

Bevin Ashenmiller
Tenth District PTSA
Neelura Bell
CA Charter School Association
Sandra Betts
CA Tax Reform Association
Ashley Kaiser
Assoc. General Contractors of CA
Mellina Lathe
LAUSD Student Parent
Charlotte Lerchenmuller
Assn. of CA School Admin. - Retired
Aleigh Lewis
L.A. City Controller's Office
Jennifer McDowell
L.A. City Mayor's Office

Jason Peterson (Alternate)
L.A. Co. Federation of Labor AFL-CIO
Tamar Poladian-Perron
31st District PTSA
Rachelle Anema (Alternate)
L.A. Co. Auditor-Controller's Office
Monica Carlos (Alternate)
LAUSD Student Parent
Asha Lang (Alternate)
LAUSD Student Parent
Jeanalee Obergfell (Alternate)
L.A. City Mayor's Office
Brendan Sullivan (Alternate)
Tenth District PTSA

Timothy Popejoy
Bond Oversight Administrator
Perla Zitle
Bond Oversight Coordinator

RESOLUTION 2026-10**BOARD REPORT 422-25/26**

RECOMMENDING BOARD APPROVAL OF THE SAN JULIAN ELECTRIC SCHOOL BUS PURCHASE PROJECT, INCLUDING THE USE OF BOND PROGRAM FUNDS TO SUPPORT THE PURCHASE OF 79 ELECTRIC SCHOOL BUSES AND AMEND THE TRANSPORTATION SERVICES BRANCH'S STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN

WHEREAS, District Staff is leveraging multiple grant awards from the United States Environmental Protection Agency's (EPA) Clean Heavy-Duty Vehicles (CHDV) Program, the South Coast Air Quality Management District's (SCAQMD) Carl Moyer Program, and the California Zero-Emission School Bus and Infrastructure (ZESBI) incentive project to purchase electric school buses and install the necessary infrastructure across Los Angeles Unified to power them.

WHEREAS, District Staff has defined a project to replace 79 eligible internal combustion engine Class 7 school buses with electric school buses located at the San Julian Bus Yard.

WHEREAS, the purchase of 79 electric school buses will directly benefit students by enabling the District's Transportation Services Branch (TSB) to support the timely delivery of students to schools.

WHEREAS, the purchase of the 79 electric school buses is part of a broader comprehensive effort that will bring the necessary infrastructure to fully electrify the San Julian Bus Yard and implement a workforce development, bus maintenance, and training program at Los Angeles Unified.

WHEREAS, the proposed project supports the District's resolution, "Transitioning Los Angeles Unified School District to 100% Clean, Renewable Energy Resulting in Healthier Students and More Sustainable, Equitable Communities (Res-018-19/20)."

WHEREAS, the replacement of 79 diesel school buses with electric school buses will help reduce harmful emissions, improve air quality, and reduce operational costs for school transportation.

RECOMMENDING BOARD APPROVAL OF THE SAN JULIAN ELECTRIC SCHOOL BUS PURCHASE PROJECT, INCLUDING THE USE OF BOND PROGRAM FUNDS TO SUPPORT THE PURCHASE OF 79 ELECTRIC SCHOOL BUSES AND AMEND THE TRANSPORTATION SERVICES BRANCH'S STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN

WHEREAS, the purchase of 79 electric school buses will facilitate the replacement of an equivalent number of diesel buses within the existing fleet that are approaching the end of their useful life. The current cost to maintain and fuel each diesel bus is approximately \$32,000 annually, totaling \$2,528,000 for 79 buses. By comparison, the cost to maintain and power each electric bus is approximately \$6,500 annually, or \$513,500 for 79 buses. The transition from diesel to electric buses is projected to reduce annual operating costs supported by the General Fund by approximately \$2,014,500.

WHEREAS, a breakdown of cost estimates and associated funding is provided below:

Item	Qty.	Total Cost	EPA CHDV	Carl Moyer	ZESBI 1	ZESBI 2	Measure RR
Zero-Emission School Bus	79	\$33,240,000	\$6,000,000	\$4,995,123	\$6,800,000	\$3,240,000	\$12,204,877

Whereas, the purchase of the electric school buses will have the following equity impact:

Component	Score	Score Rationale
Recognition	3	This project will support the District's efforts to transition to 100% clean renewable energy resulting in healthier students by limiting their exposure to harmful pollutants and creating more equitable communities. This will also directly benefit students by improving the timely delivery of students to schools as new buses have significantly fewer breakdowns.
Resource Prioritization	3	The new, zero-emission electric school buses will benefit all students as they will contribute to support overall route coverage for all students in the District.
Results	3	These electric school buses will help ensure students get to school on time every day, so they have the opportunity to learn.
TOTAL	9	

WHEREAS, the District's Office of the General Counsel has reviewed the proposed Projects and determined that they may proceed to the School Construction Citizens' Bond Oversight Committee (BOC) for its consideration for recommendation to the Board of Education; and

WHEREAS, District Staff has concluded that the proposed SEP Amendment represents an appropriate and acceptable use of District bond proceeds and is consistent with the mission of the District and of the BOC, and

WHEREAS, District Staff has concluded that the proposed SEP Amendment will help facilitate implementation of the Transportation SEP, and therefore, it will not adversely affect the District's ability to successfully complete the Transportation SEP.

RECOMMENDING BOARD APPROVAL OF THE SAN JULIAN ELECTRIC SCHOOL BUS PURCHASE PROJECT, INCLUDING THE USE OF BOND PROGRAM FUNDS TO SUPPORT THE PURCHASE OF 79 ELECTRIC SCHOOL BUSES AND AMEND THE TRANSPORTATION SERVICES BRANCH'S STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN

NOW, THEREFORE LET IT BE RESOLVED THAT:

1. The School Construction Citizens' Bond Oversight Committee recommends that the Board of Education approves the San Julian Electric School Bus Purchase Project, including the purchase of 79 electric school buses with a budget of \$12,204,877 and an amendment to the Transportation SEP to incorporate therein, as defined in Board Report 422-25/26, a copy of which is attached hereto in the form it was presented to the BOC and is incorporated herein by reference.
2. This resolution shall be transmitted to the Los Angeles Unified School District Board of Education and posted on the BOC's website.
3. The District is directed to track the above recommendation and to report on the adoption, rejection, or pending status of the recommendations as provided in section 6.2 of the Charter and Memorandum of Understanding between the Oversight Committee and the District.

ADOPTED on April 30, 2026, by the following vote:

AYES: 11

ABSTENTIONS: 0

NAYS: 0

ABSENCES: 4

/Michael Hamner/

D. Michael Hamner
Chair

/Robert Campbell/

Robert Campbell
Vice-Chair



**AUTHORIZATION TO PURCHASE ELECTRIC SCHOOL BUSES
AND AMEND THE TRANSPORTATION SERVICES BRANCH'S
STRATEGIC EXECUTION PLAN TO INCORPORATE THEREIN**

Bond Oversight Committee Meeting
April 30, 2026

Transportation Division and Eco-Sustainability Office

Approve the allocation of up to \$12.5 million from Measure RR funds to support the purchase of electric school buses and amend the Transportation Services Branch’s Strategic Execution Plan to incorporate therein.

Item	Qty.	Total Cost	EPA CHDV	Carl Moyer	ZESBI 1	ZESBI 2	Measure RR
Zero-Emission School Bus	79	\$33,240,000	\$6,000,000	\$4,995,123	\$6,800,000	\$3,240,000	\$12,204,877

Note: \$22 million from Measure RR funds is available to support this allocation.

LAUSD: Background and Need

203

- Aligned with Board Resolution (Res-018-19/20). *“Transitioning Los Angeles Unified School District to 100% Clean, Renewable Energy Resulting in Healthier Students and More Sustainable, Equitable Communities.”*
- Fossil-fuel-powered school buses remain a significant source of localized air pollution by emitting nitrogen oxides (Nox), particulate matter, and greenhouse gases that contribute to poor air quality and climate change.
- Students who ride school buses and residents living near transportation corridors are particularly vulnerable to exposure to fossil fuel exhaust.
- This request seeks concurrence to use Measure RR funds within the funding strategy to replace aging diesel, gasoline, and CNG buses with zero-emission electric school buses and EV bus charging infrastructure to support them.



Sun Valley Bus Yard



San Julian Bus Yard

Why Electrify School Buses?

204

Electrification can accelerate decarbonization while bringing other direct, tangible benefits to every community



Improved health



Cleaner air



Reduced operating expenses



New green jobs



A tipping point for
MHD & electrification



Enhanced resiliency and
renewables integration
with V2G



Reduction in toxic fumes



Less pollution in the community



Reduced bus emissions

Community and Environmental Benefits

205

- Electric buses eliminate tailpipe emissions, reducing exposure to harmful pollutants and improving air quality especially for students and drivers most exposed to vehicle emissions during daily school transportation
- Reduces environmental burdens on communities disproportionately affected by heavy-duty vehicle pollution near transportation corridors and bus depots
- Accelerates the adoption of zero-emission transportation to meet national and state climate goals



Electrification of San Julian

LAUSD is leveraging several grants from the U.S. Environmental Protection Agency **Clean Heavy-Duty Vehicles (CHDV) Program, the Carl Moyer Program and the Zero Energy School Bus Incentive (ZESBI)** to accelerate the transition from fossil-fuel-powered vehicles to zero-emissions technologies, including electric school buses and the infrastructure that supports them.

Site:

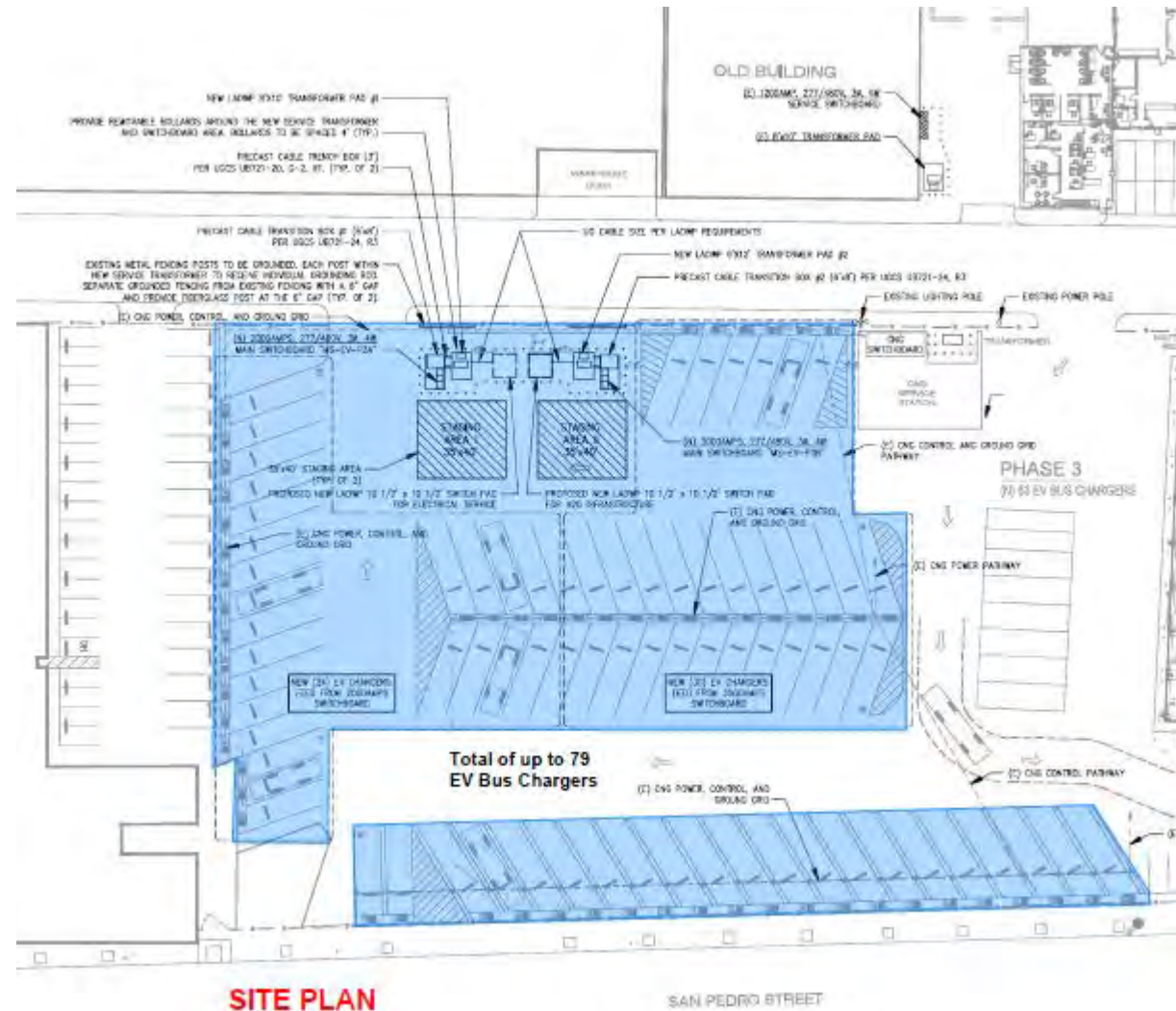
- San Julian Bus Yard

Scope:

- Replace up to 79 fossil fuel buses with Electric buses

Associated Elements:

- Provide **EV bus chargers** with supporting **EV charging infrastructure**, including new LADWP electrical service
- **Workforce Development** to train a skilled workforce to support the EV buses and EV charging system



Bus Purchase Cost & Schedule

Cost:

- 79 buses at estimated cost \$34M.
- Requesting bond authority \$12.5M

Schedule:

- Procurement Start Q3 2027
- Buses will be procured via competitive solicitation and arrive in time to coincide with completion of infrastructure enhancements, which are scheduled to be completed by Q4 2028



Questions?

[Return to Order of Business](#)

TAB 16



Board of Education Report

File #: Rep-209-25/26, **Version:** 1
In Control: Transportation Services

Agenda Date: 5/12/2026

Approval of the San Julian Bus Yard Electrification Project-Phase 2

Facilities Services Division, Eco-Sustainability Office and Transportation Services

Brief Description:

(Approval of the San Julian Bus Yard Electrification Project - Phase 2) Recommends approval of the San Julian Bus Yard Electrification Project - Phase 2, including the purchase, installation and/or construction of 79 electric school bus charging stations and related infrastructure, with a project budget of \$27,605,591; and the reallocation of \$3,460,704 of 2023 Series A Certificates of Participation (2023 COP) proceeds to supplement the project budget.

Action Proposed:

1. Approve the San Julian Bus Yard Electrification Project - Phase 2 project. The project scope includes the purchase, installation, and/or construction of 79 electric school bus charging stations and related infrastructure at the San Julian Bus Yard. The budget for the proposed project is \$27,605,591. The project is expected to begin construction in Q4-2027 and complete construction in Q4-2028.
2. Authorize the reallocation of \$3,460,704 of 2023 COP proceeds associated with the Sun Valley Transportation Center Electrification Project (which is expected to no longer be needed due to the anticipated receipt of a grant), to the San Julian Bus Yard Electrification Project - Phase 2, and update the funding strategy for the Sun Valley Transportation Center accordingly.
3. Authorize the Chief Procurement Officer, Chief Facilities Executive, and/or designee(s) to take all necessary actions, including executing all reasonable instruments, as legally permissible, to:
 - a. implement the project, including executing instruments, budget modifications, and procurement of equipment and materials; and
 - b. meet additional grant requirements related to the project, including implementation of a five-year maintenance plan (\$1,500,000 estimated General Fund cost not included in the project budget or scope) for the EV Chargers and Charge Management System, and to develop and implement an enhanced electric school bus workforce development, maintenance, and training program (funded with a \$4,230,160 EPA grant award not included in the project scope or budget).

Background:

Los Angeles Unified has prioritized efforts to modernize its transportation system while advancing sustainability and public health goals. In 2019, the Board of Education (Board) adopted the Transitioning Los Angeles Unified School District to 100% Clean, Renewable Energy Resulting in Healthier Students and More Sustainable, Equitable Communities Resolution (Res-018-19/20), setting various sustainability goals for the District. Such modernization includes increasing the number of electric vehicles within the fleet, which in turn requires critical infrastructure investments necessary to support the successful operation of said vehicles.

In early 2025, the first phase of the San Julian Bus Yard Electrification project was completed, which installed 17 electric vehicle chargers at the site (Board Report No. 070-24/25, adopted on October 22, 2024, authorized participation in the Zero Emission School Bus and Infrastructure (ZESBI) Incentive Project and performance in said project). Through improvements at the San Julian Bus Yard, including the installation of 79 charging stations and related infrastructure through this project, the District is establishing a fully electrified hub capable of reliably supporting daily electric bus operations. These infrastructure enhancements are essential to maximizing the performance, efficiency, and long-term viability of the District's growing zero-emission fleet, while also contributing to reduced fuel and maintenance costs over time.

In addition to this proposed action to provide chargers and infrastructure, staff has submitted a companion item, Board Report No. 422-25/26, to authorize the purchase of 79 electric buses to be charged and maintained at the San Julian Bus Yard. Together, these efforts align with the Board's long-standing commitments to environmental stewardship and student health. By pairing infrastructure investment with workforce development and fleet electrification, Los Angeles Unified is taking a comprehensive approach to reducing emissions, improving air quality, and building a more sustainable and future-ready transportation system.

Expected Outcomes:

The installation of 79 charging stations and related infrastructure to power electric school buses contributes to the reduction of harmful nitrous oxide, particulate matter, and greenhouse gas (GHG) emissions by enabling zero-emission vehicle operations, thereby improving ambient air quality in the communities served by the District. Additionally, these infrastructure investments will support more efficient fleet operations and contribute to reduced transportation costs in the long-term.

The project at San Julian will also facilitate the expansion of workforce training opportunities across Los Angeles Unified. As part of the United States Environmental Protection Agency's (EPA) Clean Heavy-Duty Vehicles (CHDV) Program bundled grant award, the District's Division of Adult and Career Education (DACE) is developing an enhanced curriculum focused on electric school bus maintenance and repair, including approximately 300 hours of targeted instruction. Recruitment will prioritize current District mechanics, with an estimated 200 participants annually across three 10-week cohorts. This scalable training model will strengthen the District's capacity to maintain its electric bus fleet while supporting career advancement opportunities.

Board Options and Consequences:

Adoption of the proposed actions will authorize staff to proceed with the expenditure of funds to immediately implement the proposed project. This would, in turn, enable the District to power electric vehicles within its transportation fleet, achieve operational cost savings, and maximize environmental benefits.

If the Board does not approve the proposal, staff will be unable to initiate the proposed project. This would prevent the installation of 79 electric vehicle charging stations and related infrastructure at the San Julian Bus Yard. This would limit the District's ability to power electric vehicles within its transportation fleet and prevent the District from realizing operational cost savings and environmental benefits.

Additionally, Los Angeles Unified would forfeit various grant funding opportunities proposed to support the implementation of this project and the San Julian Electric School Buse Purchase Project (Board Report No. 422-25/26) and related activities (e.g., grant requirement not included in either project scope). This includes: \$20,340,000 in funding from the EPA CHDV Program (inclusive of infrastructure (\$10,144,195), buses

(\$6,000,000), and workforce development (\$4,230,160), all of which are contingent upon moving forward as a package), \$9,984,470 in funding from the South Coast Air Quality Management District (SCAQMD) (infrastructure only), and \$12,372,222 in California Zero-Emission School Bus and Infrastructure (ZESBI) incentive project funding across two applications (infrastructure (\$2,332,222) and buses (\$10,040,000)).

Policy Implications:

The proposed action aligns with the Board adopted Resolution, Transitioning Los Angeles Unified School District to 100% Clean, Renewable Energy Resulting in Healthier Students and More Sustainable, Equitable Communities (Res-018-19/20).

Budget Impact:

Project Budget and Funding Strategy

The total budget for the proposed project is \$27,605,591, funded by a combination of funding from several grants, utility incentives, and the reallocation of \$3,460,704 of 2023 COP proceeds. The District has multiple grant approvals that each contribute to the funding for this project. These grants are from EPA, SCAQMD's Carl Moyer Program, and the ZESBI incentive project. The individual grant amounts and overall funding breakdown for this project is summarized below. The total amount of anticipated grant funding and utility incentives is \$24,144,887. General Funds will be used to front-fund this project and will be reimbursed upon receipt of the grant dollars.

With respect to the EPA CHDV funding, the District has committed to a mandatory cost share of \$5,850,000 toward the purchase of buses, which, as outlined in Board Report No. 422-25/26, will be funded by Bond Program funds earmarked in Measure RR specifically for replacing aging and polluting school buses. In addition, the current grant budget identifies \$4,783,911 in leveraged costs across multiple categories, including District labor, bus costs, construction costs, and non-warranty maintenance support. These leveraged funds may be derived from a combination of funding sources, including other grants.

Total Project Cost	EPA CHDV	SCAQMD Carl Moyer	ZESBI 1	ZESBI 2	Utility Incentives*	2023 COP
\$27,605,591	\$10,144,195	\$9,984,470	\$1,200,000	\$1,132,222	\$1,684,000	\$3,460,704

*On April 12, 2024, Los Angeles Unified and LADWP executed an agreement that establishes funding for Transportation Electrification Projects. Per the terms of the agreement, up to \$1,684,000 in incentives in anticipated for this project.

Subsequent to Board approval of the Sun Valley Transportation Center Electrification Project in December 2023 (Board Report No. 024-23/24), the District successfully applied for a grant valued at \$8 million which has enabled the reallocation of COPs funding to this project. The Sun Valley Transportation Center Electrification Project has a project budget of \$71,758,132, and was initially fully funded with COPs.

Cost Avoidance/Savings

The installation of 79 electric vehicle charging stations and related infrastructure at the San Julian Bus Yard will enable the District to reliably support and sustain electric fleet operations. This investment is expected to yield significant operational efficiencies by reducing ongoing fuel and maintenance costs associated with traditional diesel operations. Current fleet diesel fuel and maintenance costs average approximately \$32,000 per vehicle annually, compared to an estimated \$6,500 per vehicle for electric operations. As a result, the transition

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In Control: Transportation Services

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supported by this infrastructure project is expected to reduce General Fund operating costs by approximately \$2,014,500 annually. Approximately \$300,000 of the anticipated annual avoided costs will be redirected for the maintenance of the EV chargers and charge management system at San Julian. The estimated cost of a 5-year maintenance plan for the EV chargers and charge management system is \$1.5 million, which is not included in the total project budget.

Student Impact:

The installation of 79 charging stations and related infrastructure will directly benefit students by enabling the District's Transportation Services Branch (TSB) to reliably support the daily operation of its electric bus fleet. A fully electrified and properly equipped bus yard will reduce service disruptions associated with fueling and maintenance, helping ensure more consistent, on-time transportation to and from school. In addition, the transition to zero-emission bus operations supported by this infrastructure will improve student health by reducing exposure to transportation-related air pollution. Further, the operational efficiencies and cost savings associated with electric fleet infrastructure create opportunities for the District to reinvest General Fund resources into initiatives that support student learning and well-being.

Equity Impact:

Component	Score	Score Rationale
Recognition	3	The installation of 79 electric vehicle charging stations and related infrastructure will support the District's efforts to transition to 100% clean renewable energy, resulting in healthier students by limiting their exposure to harmful pollutants and creating more equitable communities.
Resource Prioritization	3	The 79 electric vehicle charging stations and related infrastructure will enable the District to power its zero-emission electric school buses, which benefit students by improving the overall transportation route coverage across the District. Further, the installation of these charging stations and related infrastructure will enable the District's Transportation Services to reduce its operational costs. These savings may be reinvested in other initiatives that support student success.
Results	3	The 79 electric vehicle charging stations and related infrastructure will power electric school buses that help ensure students get to school on time every day, so they have the opportunity to learn.
TOTAL	9	

Issues and Analysis:

Under the terms and conditions of the grants, LAUSD shall, at a minimum, be responsible for and/or agree to the following:

- Replace eligible internal combustion engine vehicles with eligible zero-emission vehicles, and support their operation through the purchase, installation, operation, and maintenance of charging infrastructure (including AC Level 2 and DC fast charging equipment).
- Provide workforce development and training to support the maintenance, charging, and operation of zero-emission vehicles.

- Implement the project in accordance with the final approved workplan, including adherence to all project milestones and timely reporting of any deviations from budget, scope, or objectives, with prior written approval from the EPA required for changes.
- Develop and maintain a comprehensive project schedule with milestone dates, including final design, permitting, contract execution, equipment procurement and delivery, construction, installation, testing, and commissioning.
- Submit all required documentation, including permits, approvals, certifications, and a final commissioning report upon completion.
- Submit required reporting including, quarterly performance reports, subaward monitoring activities, eligibility and scrappage documentation, and annual operational reports for the life of the project (including usage data and downtime analysis).
- Ensure all infrastructure is installed, owned, operated, and maintained in accordance with project requirements, remains operational within SCAQMD boundaries, and is fully functional at the time of inspection and throughout the project life.
- Comply with all applicable regulatory requirements, including AB 841 (Public Utilities Code Section 740.20), requiring EVITP-certified installers unless installed by a qualifying utility.
- Coordinate with SCAQMD for pre- and post-installation inspections and demonstrate full operational capability, including live connection to fueling infrastructure.
- Maintain infrastructure performance by promptly reporting issues to SCAQMD (within 15 days) and resolving them expeditiously; repairing or replacing failed fuel/energy meters as needed; and operating equipment consistent with projected usage and fleet demand.
- Provide SCAQMD and CARB access to operational data throughout the project life, including annual fuel/energy usage.
- Comply with program visibility and identification requirements, including permanent display of SCAQMD decals on funded equipment; and affix decals provided by ZESBI to zero emission school buses.
- Provide detailed documentation of all expenses at any time throughout the project.
- Allow state or granting agencies, or their representatives, upon written request, reasonable access to and inspection of all project records during the agreement term and for five years after, unless notified beforehand that a longer retention period is required.
- Include the project in audits when requested, and require the same audit rights in all subawards or subcontracts.

File #: Rep-209-25/26, **Version:** 1
In Control: Transportation Services

Agenda Date: 5/12/2026

Attachments:

None

Submitted:

04/29/26

File #: Rep-209-25/26, **Version:** 1
In Control: Transportation Services

Agenda Date: 5/12/2026

RESPECTFULLY SUBMITTED,



ANDRÉS E. CHAIT
 Acting Superintendent

APPROVED BY:



PEDRO SALCIDO
 Deputy Superintendent
 Business Services and Operations

APPROVED BY:



JAIIME TORRENS
 Senior Advisor to the Superintendent
 Office of the Superintendent

APPROVED & PRESENTED BY:



KRISZTINA TOKES
 Chief Facilities Executive
 Facilities Services Division

✓ Approved as to form.

APPROVED & PRESENTED BY:



CHRISTOS CHRYSILIOU
 Chief Eco-Sustainability Officer
 Eco-Sustainability Office

APPROVED & PRESENTED BY:



DANIEL KANG
 Director
 Transportation Services

REVIEWED BY:



DEVORA NAVERA REED
 General Counsel

REVIEWED BY:



KURT E. JOHN
 Deputy Chief Financial Officer

✓ Approved as to form.

✓ Approved as to budget impact statement.

[Return to Order of Business](#)

TAB 17



Board of Education Report

File #: Rep-402-25/26, **Version:** 1
In Control: Charter Schools Division

Agenda Date: 5/12/2026

Approval of the Renewal Petition for Colfax Charter Elementary (Affiliated Charter School) [PUBLIC HEARING]

Charter Schools Division

Brief Description:

(Approval of the Renewal Petition for Colfax Charter Elementary) Recommends approval of the renewal petition for Colfax Charter Elementary, a High performing, Conversion Affiliated charter school, located in Board District 3 and Region North, for six (6) years, beginning July 1, 2026, until June 30, 2032, to serve up to 786 students in grades TK-5 in each year of the charter term.

Action Proposed:

Approve the renewal petition for Colfax Charter Elementary (“Charter School”), a Conversion Affiliated charter school, located in Board District 3 and Region North, for six (6) years, beginning July 1, 2026, until June 30, 2032, to serve up to 786 students in grades TK-5 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:

Colfax Charter Elementary is a TK-5 school currently serving 778 students on a District facility at 4935 Colfax Ave., Valley Village, CA, 91601 in Board District 3 and Region North. Colfax Charter Elementary was originally approved by the LAUSD Board of Education on July 8, 2008. On April 3, 2018, the charter school was renewed for a five-year term to serve 679 students in grades TK-5. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Colfax Charter Elementary expires June 30, 2026.

On February 12, 2026, Colfax Charter Elementary submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its affiliated charter school. The 90-day statutory timeline for Board action on this petition runs through May 13, 2026.

An initial Public Hearing was held on March 10, 2026.

Based on a comprehensive review and assessment of Charter School’s renewal petition application and its record of performance, staff has determined that Charter School has met the requirements for renewal and therefore recommends approval of the renewal petition.

Statutory Framework and Criteria for Renewal:

A charter school must demonstrate that it is eligible for a renewal of its charter by meeting specific renewal

criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

Criterion 1: The Charter Schools Act provides that renewals are governed by the standards and criteria described in Education Code section 47605 applicable to initial petitions. The first criterion considered in reviewing a renewal petition requires an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether the charter school is demonstrably unlikely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions. (The Board may not consider the community impact analysis or District fiscal analysis in determining whether to grant or deny a renewal petition).

Criterion 2: The Board is required to consider the charter school's performance on the California School Dashboard accountability indicators. Education Code sections 47607 and 47607.2 prescribe three-tiers of performance classification in which a charter school falls within one of the following categories - "high," "middle," or "low." The three-tier classification considers a charter school's performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic performance.

Criterion 3: Notwithstanding Criterion 1 and 2, the Board must also consider whether the charter school's enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607(e).) Additionally, the Board considers whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. (Ed. Code, § 47607(e).)

Expected Outcomes:

Charter School is expected to operate its school in a manner consistent with Board action, policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms and conditions set forth in Charter School's petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the charter petition.

Board Options and Consequences:

"Yes" - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2026.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall

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designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 402, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

Policy Implications:

All provisions in the Affiliated FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the Affiliated FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the Affiliated FSDRL shall be updated accordingly.

Budget Impact:

As an affiliated charter school, Colfax Charter Elementary is part of the District for purposes of special education.

As an affiliated charter, all revenues generated by the school will be received by LAUSD. The District will allocate school resources in the same manner as it does a non-charter school except as otherwise specified in the statute and in applicable District policies.

Student Impact:

As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Equity Impact:

Not applicable

Issues and Analysis:

If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:

Attachment A- Staff Assessment and Recommendation Report
 Attachment B- Colfax Charter Elementary Data Set
 Attachment C- Desegregation Impact Statement

Petition will be available prior to the board meeting at the following link:

<https://drive.google.com/drive/folders/16fLSQYiDpTAq4wPXP3cPau5YnsDA0evI?usp=sharing>

Submitted:

04/16/26

File #: Rep-402-25/26, **Version:** 1
In Control: Charter Schools Division

Agenda Date: 5/12/2026

RESPECTFULLY SUBMITTED,


 ANDRÉS E. CHAIT
 Acting Superintendent

APPROVED BY:


 CAROLYN SPAHT GONZALEZ
 Chief of Staff

REVIEWED BY:


 DEVORA NAVERA REED
 General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

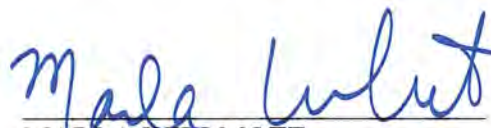

 JOSÉ COLE-GUTIÉRREZ
 Senior Executive Director of Strategy
 Division of Data, Strategy, and Innovation

REVIEWED BY:


 KURT E. JOHN
 Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:


 MARLA WILLMOTT
 Director
 Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT

RENEWAL PETITION

Board of Education Report 402-25/26

May 12, 2026

School Name:	Colfax Charter Elementary (Affiliated Charter School)			BOARD IS REQUIRED TO TAKE ACTION BY: May 13, 2026
Type of Charter School:	Conversion Affiliated Charter School			
Charter Operator	Los Angeles Unified School District			
Location Code:	3164			
Type of Site(s):	District Site			
Site Address(es):	4935 Colfax Ave., Valley Village, CA 91601			
Board District(s):	3	Region(s):	North	
Grade Levels Served:	TK-5	Current Enrollment:	778	
Grade Levels Authorized in Current Charter:	TK-5	Approved Enrollment in Current Charter:	679	
CONSIDERATION:	Renewal			
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	High Performing			
STAFF RECOMMENDATION:	Approval for a six (6)-year term (2026-2032)			
PROPOSED BENCHMARKS:	None			

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Colfax Charter Elementary (“Colfax” or “Charter School”), located in Board District 3 and Region North, for a term of six (6) years, beginning July 1, 2026, until June 30, 2032, to serve up to 786 students in grades TK-5 in each year of the charter term. Please note, for all District affiliated charter schools, the District determines each school’s operational capacity annually in accordance with District policy.

Pursuant to applicable law, charter schools classified as High performing may be renewed for a term of five (5), six (6), or seven (7) years. To help determine the recommended term length in these cases, staff considers various factors related to the charter school's operations and performance during the term of the charter, as noted in the *LAUSD Policy and Procedures for Charter Schools*. Specific factors related to the charter school’s performance and operations during the term of the charter include, but are not limited to, the following:

- Ratings on the Annual Performance-Based Oversight Visit Report in the areas of Governance; Student Achievement and Educational Performance; Organizational Management, Programs and Operations; and Fiscal Operations for the previous two years, and no significant unresolved issues, including, but not limited to, Notices to Cure;
- Additional academic considerations (i.e., numerically significant subgroup performance);
- Equity and access for families and pupils;
- School culture and climate; and
- Consideration of qualifying as High Performing under Criterion 1 or Criterion 2

As staff considered Colfax Charter Elementary's renewal petition and record, staff recommends a term length of six years.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).)
These criteria have been determined not to be bases for denial.
- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable?
These criteria have been determined not to be bases for denial.
- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).)
These criteria have been determined not to be bases for denial.

Charter Petition Requirement:

Consistent with Education Code section 47611.5, the petition contains a declaration that the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter School for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.

- Does the petition contain a declaration of whether or not the Los Angeles Unified School District shall be deemed the exclusive public employer of the employees of the charter school?
This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Colfax Charter Elementary
Initial Authorization:	On July 8, 2008, Colfax Charter Elementary was authorized by the LAUSD Board of Education to serve 500 students in grades K-5.
Most Recent Renewal	The charter was renewed on April 3, 2018, for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 679 students in grades TK-5. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Colfax Charter Elementary expires June 30, 2026.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Colfax Charter Elementary submitted its renewal petition application on February 12, 2026. The 90-day statutory timeline for Board action on the petition runs through May 13, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Colfax Charter Elementary implements the District's Master Plan for English Learners and Standard English Learners.
Special Education SELPA	As a District-affiliated charter school, Colfax Charter Elementary is a member of the LAUSD SELPA.

B. Charter School Operator

As a District-affiliated charter school, Colfax Charter Elementary is subject to the governance and control of the LAUSD Board of Education.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Colfax Charter Elementary has been identified by the state as a High performing charter school. The recommendation for renewal has considered the schoolwide performance

and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard.

Please see the Colfax Charter Elementary data set.

b. Measurements of Academic Performance on the California School Dashboard

The California School Dashboard displays performance for eight state measures. The Performance Level, or color, is based on two factors. The current year data for the measure (Status) and the difference between current year and prior year data (Change). The point at which these two levels intersect on the five-by-five table determines the color. From highest to lowest, the Performance Levels are Blue, Green, Yellow, Orange, and Red. Below, the 2023, 2024, and 2025, Dashboard Performance Levels (colors) are provided.

Colfax Charter Elementary Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2022-2023	Green	Blue	Not Applicable	No Performance Color	Not Applicable	Yellow	Not Applicable	Yellow
2023-2024	Blue	Blue	No Performance Color	No Performance Color	Not Applicable	Green	Not Applicable	Blue
2024-2025	Blue	Green	Blue	No Performance Color	Not Applicable	Orange	Not Applicable	Blue

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

c. English Language Arts Indicator

In 2023, 2024, and 2025 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was higher than the state for All Students, and higher than the state for all four numerically significant student groups.

Colfax Charter Elementary - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Green	66.9	-9.2	Orange	-13.6	Higher
Latino	Met	Green	41.2	-7.2	Orange	-40.2	Higher
Two or More Races	Met	No Performance Color	56.9	-13.3	Green	24.3	Higher
White	Met	Green	80.2	-6.5	Green	20.8	Higher
Socioeconomically Disadvantaged	Met	Green	39.7	-9.1	Orange	-42.6	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

Colfax Charter Elementary - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Blue	70.3	3.5	Orange	-13.2	Higher
Latino	Met	Green	39.4	-1.8	Orange	-39.3	Higher

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
Two or More Races	Met	Blue	81.4	24.6	Green	24.3	Higher
White	Met	Blue	81.7	1.5	Green	19.2	Higher
Socioeconomically Disadvantaged	Met	Blue	46.5	6.8	Orange	-40.9	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

Colfax Charter Elementary - English Language Arts Indicator - 2024-2025

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Blue	76.2	5.9	Yellow	-8.1	Higher
Latino	Met	Blue	45.0	5.6	Yellow	-33.7	Higher
Two or More Races	Met	Blue	83.7	2.3	Green	29.4	Higher
White	Met	Blue	87.7	6.0	Green	23.8	Higher
Socioeconomically Disadvantaged	Met	Green	42.4	-4.2	Yellow	-35.3	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

d. Math Indicator

In 2023, 2024, and 2025 in Math, the charter school's DFS was higher than the state for All Students, and higher than the state for all four numerically significant student groups.

Colfax Charter Elementary - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Blue	53.7	-2.5	Orange	-49.1	Higher
Latino	Met	Green	34.5	-0.5	Orange	-80.8	Higher
Two or More Races	Met	No Performance Color	50.5	-26.2	Yellow	-7.4	Higher
White	Met	Blue	60.9	0.0	Yellow	-11.1	Higher
Socioeconomically Disadvantaged	Met	Green	32.5	2.8	Yellow	-80.8	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

Colfax Charter Elementary - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Blue	63.8	10.0	Orange	-47.6	Higher
Latino	Met	Blue	36.0	1.5	Orange	-79.2	Higher
Two or More Races	Met	Blue	66.4	15.9	Yellow	-5.3	Higher
White	Met	Blue	77.5	16.6	Yellow	-10.3	Higher

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
Socioeconomically Disadvantaged	Met	Blue	45.3	12.7	Orange	-78.2	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

Colfax Charter Elementary - Math Indicator - 2024-2025

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Green	58.4	-5.4	Yellow	-42.4	Higher
Latino	Met	Green	30.0	-6.0	Yellow	-73.6	Higher
Two or More Races	Met	Blue	74.5	8.1	Green	-0.7	Higher
White	Met	Green	71.5	-6.0	Green	-6.2	Higher
Socioeconomically Disadvantaged	Met	Green	31.2	-14.1	Yellow	-72.9	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

e. Science Indicator

In 2024 and 2025 in Science, the charter school's Science Points (SPs) were higher than the state for All Students, and higher than the state for both numerically significant student groups.

Colfax Charter Elementary - Science Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Science Points	Charter Change	State Color	State Science Points	Charter to State Comparison
All Students	Met	No Performance Color	71.2	-0.3	No Performance Color	51.2	Higher
White	Met	No Performance Color	75.2	-2.9	No Performance Color	58.8	Higher
Socioeconomically Disadvantaged	Met	No Performance Color	69.1	-7.5	No Performance Color	45.6	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

Colfax Charter Elementary - Science Indicator - 2024-2025

Student Group	Charter Participation Rate	Charter Color	Science Points	Charter Change	State Color	State Science Points	Charter to State Comparison
All Students	Met	Blue	70.9	-0.3	Yellow	52.6	Higher
White	Met	Green	72.3	-2.9	Green	60.2	Higher
Socioeconomically Disadvantaged	Met	Green	61.6	-7.5	Yellow	47.1	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

f. English Learner Progress Indicator

In 2023, 2024, and 2025 on the English Learner Progress Indicator (ELPI), the charter did not have a performance level due to the low number of English Learners, but the charter school's English Learner Progress Rate was higher than the state.

Colfax Charter Elementary - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	No Performance Color	66.7%	--	Yellow	48.7%	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

Colfax Charter Elementary - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	No Performance Color	93.8%	27.1%	Orange	45.7%	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

Colfax Charter Elementary - English Learner Progress Indicator - 2024-2025

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	No Performance Color	84.6%	-9.1%	Yellow	46.4%	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

g. College/Career Indicator

Not applicable

h. Chronic Absenteeism Indicator

In 2023 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was lower than the state for All Students, and for five of seven numerically significant student groups. In 2024 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was lower than the state for All Students, and for all six numerically significant student groups. In 2025 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was lower than the state for All Students, and for five of six numerically significant student groups.

i. Graduation Indicator [HS only]

Not applicable

j. Suspension Rate Indicator

In 2023, 2024, and 2025, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for all numerically significant student groups.

k. Dashboard Local Indicators

Staff also considered the Local Indicators (e.g., Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) which have all been reported as "Met" in 2023, 2024 and 2025.

1. Additional Information

This charter school was selected for the 2025 California Distinguished Schools Program.

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District's Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Colfax Charter Elementary outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2023-2024	<i>Accomplished</i>
2024-2025	<i>Accomplished</i>
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	<i>Accomplished</i>
2024-2025	<i>Accomplished</i>
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	<i>Accomplished</i>
2024-2025	<i>Accomplished</i>
Concerns	No unresolved issues pending

VI. FISCAL MANAGEMENT AND PERFORMANCE

As an affiliated charter school, the District is responsible for the fiscal management of Colfax Charter Elementary.

Colfax Charter Elementary

Board District: 3 | Region: North | Location Code: 3164

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "--" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
Student Group	Dashboard 2023								Dashboard 2024								Dashboard 2025							
	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	313	66.9	-9.2	Declined	Green	-13.6	Higher	99%	340	70.3	3.5	Increased	Blue	-13.2	Higher	100%	347	76.2	5.9	Increased	Blue	-8.1	Higher
Asian	93%	14	54.6	-58.6	Declined Significantly	--	61.8	--	93%	14	87.9	33.2	Increased Significantly	--	60.7	--	100%	16	108.9	21.1	Increased Significantly	--	61.9	--
English Learner	100%	19	-13.2	-44.0	Declined Significantly	--	-67.7	--	100%	20	4.9	18.1	Increased Significantly	--	-67.6	--	100%	14	1.9	-3.0	Declined	--	-59.9	--
Latino	100%	78	41.2	-7.2	Declined	Green	-40.2	Higher	99%	90	39.4	-1.8	Maintained	Green	-39.3	Higher	100%	89	45.0	5.6	Increased	Blue	-33.7	Higher
Socioeconomically Disadvantaged	100%	84	39.7	-9.1	Declined	Green	-42.6	Higher	99%	111	46.5	6.8	Increased	Blue	-40.9	Higher	99%	116	42.4	-4.2	Declined	Green	-35.3	Higher
Students with Disabilities	97%	29	-53.1	0.4	Maintained	--	-96.3	--	86%	27	-59.0	-5.9	Declined	--	-95.6	--	100%	27	-6.3	52.6	Increased Significantly	--	-89.4	--
Two or More	100%	30	56.9	-13.3	Declined	--	24.3	Higher	100%	32	81.4	24.6	Increased Significantly	Blue	24.3	Higher	100%	31	83.7	2.3	Maintained	Blue	29.4	Higher
White	100%	173	80.2	-6.5	Declined	Green	20.8	Higher	98%	182	81.7	1.5	Maintained	Blue	19.2	Higher	100%	178	87.7	6.0	Increased	Blue	23.8	Higher

Data Sources: California School Dashboard Research data files.

Colfax Charter Elementary

Board District: 3 | Region: North | Location Code: 3164

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "—" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
Student Group	Dashboard 2023								Dashboard 2024								Dashboard 2025							
	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	313	53.7	-2.5	Maintained	Blue	-49.1	Higher	99%	341	63.8	10.0	Increased	Blue	-47.6	Higher	100%	347	58.4	-5.4	Declined	Green	-42.4	Higher
Asian	93%	14	75.6	-3.3	Declined	--	50.8	--	93%	14	51.7	-23.9	Declined Significantly	--	49.5	--	100%	16	69.4	17.7	Increased Significantly	--	51.9	--
English Learner	100%	19	-2.8	26.3	Increased Significantly	--	-93.4	--	100%	21	36.8	39.6	Increased Significantly	--	-93.4	--	100%	14	37.1	0.3	Maintained	--	-86.1	--
Latino	100%	78	34.5	-0.5	Maintained	Green	-80.8	Higher	99%	90	36.0	1.5	Maintained	Blue	-79.2	Higher	100%	89	30.0	-6.0	Declined	Green	-73.6	Higher
Socioeconomically Disadvantaged	100%	84	32.5	2.8	Maintained	Green	-80.8	Higher	99%	112	45.3	12.7	Increased	Blue	-78.2	Higher	99%	116	31.2	-14.1	Declined	Green	-72.9	Higher
Students with Disabilities	97%	29	-43.1	-4.5	Declined	--	-127.3	--	86%	27	-75.6	-32.5	Declined Significantly	--	-124.3	--	100%	27	-26.8	48.9	Increased Significantly	--	-120.7	--
Two or More	100%	30	50.5	-26.2	Declined Significantly	--	-7.4	Higher	100%	32	66.4	15.9	Increased Significantly	Blue	-5.3	Higher	100%	31	74.5	8.1	Increased	Blue	-0.7	Higher
White	100%	173	60.9	0.0	Maintained	Blue	-11.1	Higher	98%	183	77.5	16.6	Increased Significantly	Blue	-10.3	Higher	100%	178	71.5	-6.0	Declined	Green	-6.2	Higher

Data Sources: California School Dashboard Research data files.

Colfax Charter Elementary

Board District: 3 | Region: North | Location Code: 3164

CA School Dashboard: Academic Performance - Science

This report shows the performance levels for the Science Indicator for all student groups in grades 5, 8, and once during high school. It also shows the participation rate, number of students tested, science points (status), and performance level (color) for the 2025 CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with “—” means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Science Indicator is calculated using two components: Science Points (SPs) and participation rate. The California State Board of Education (SBE) adopted a participation rate requirement within the Science Indicator to require LEAs, schools, and student groups to test at least 95 percent of their students. If they fail to meet this target, a Lowest Obtainable Scale Score (LOSS) is assigned to each student needed to bring the participation rate of the LEAs, schools and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the average SPs. If an LEA, school, and/or student group participation rate is 95 percent or above, assigned LOSS is not applied. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Science (Grades 5,8 and Once in HS) Academic Indicator - CA School Dashboard Indicator														
Student Group	Dashboard 2024						Dashboard 2025							
	Part. Rate	Students w/ Scores	Science Points	Color	State Science Points	School vs State	Part. Rate	Students w/ Scores	Science Points	Change	Change Level	Color	State Science Points	School vs State
All Students	99%	106	71.2	--	51.2	Higher	100%	111	70.9	-0.3	Maintained	Blue	52.6	Higher
Latino	100%	26	62.0	--	45.4	--	100%	28	64.4	2.4	Increased	--	47.1	--
Socioeconomically Disadvantaged	100%	39	69.1	--	45.6	Higher	100%	36	61.6	-7.5	Declined Significantly	Green	47.1	Higher
Students with Disabilities	91%	11	45.5	--	36.7	--	100%	9	*	*	*	*	38.3	*
Two or More	100%	14	73.4	--	59.7	--	100%	8	*	*	*	*	61.1	*
White	98%	53	75.2	--	58.8	Higher	100%	60	72.3	-2.9	Declined	Green	60.2	Higher

Data Sources: California School Dashboard Research data files.

Colfax Charter Elementary

Board District: 3 | Region: North | Location Code: 3164

CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "--" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																					
Student Group	Dashboard 2023							Dashboard 2024							Dashboard 2025						
	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	12	66.7%	--	--	--	48.7%	Higher	16	93.8%	27.1	Increased Significantly	--	45.7%	Higher	13	84.6%	-9.1	Declined	--	46.4%	Higher

Student English Language Acquisition Results Summative ELPAC									
End Year	Student Group	School				State of California			
		Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	58.3%	8.3%	16.7%	16.7%	45.7%	2.3%	32.2%	18.3%
2024	EL	93.8%	0.0%	6.3%	0.0%	43.2%	1.9%	34.4%	19.1%
2025	EL	84.6%	0.0%	7.7%	7.7%	44.6%	1.3%	35.5%	17.2%

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard). For each district and school that does not meet the 95 percent target, the minimum number of students needed to reach a participation rate of at least 95 percent is determined. The resulting number of students will be counted as not making progress in the current ELPI Status calculation.

Summative ELPAC Participation Rate Report									
End Year	Student Group	School				State of California			
		Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate	Participation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate	Participation Rate Greater Than 95%
2023	EL	32	32	100%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	--	--	--	--	193,182	202,530	95.4%	Y
2024	EL	23	23	100%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	--	--	--	--	182,603	190,459	95.9%	Y
2025	EL	17	17	100%	Y	947,393	963,338	98.3%	Y
2025	LTEL	--	--	--	--	175,106	181,495	96.5%	Y

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CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "—" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																					
Student Group	Dashboard 2023							Dashboard 2024							Dashboard 2025						
	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	747	18.3%	-1.7	Declined	Yellow	24.3%	Lower	766	7.7%	-10.6	Declined Significantly	Green	18.6%	Lower	792	9.7%	2.0	Increased	Orange	17.1%	Lower
African American/Black	23	21.7%	15.5	Increased	--	36.4%	--	21	4.8%	-17.0	Declined	--	31.3%	--	25	12.0%	7.2	Increased	--	29.8%	--
Asian	34	8.8%	5.0	Increased	--	10.1%	Lower	37	2.7%	-6.1	Declined	Green	7.5%	Lower	35	11.4%	8.7	Increased	Orange	6.7%	Higher
English Learner	34	32.4%	-2.4	Declined	--	26.3%	Higher	28	17.9%	-14.5	Declined	--	20.1%	--	17	29.4%	11.6	Increased	--	18.1%	--
Filipino	15	13.3%	4.2	Increased	--	13.8%	--	18	5.6%	-7.8	Declined	--	9.6%	--	16	0.0%	-5.6	Declined	--	8.4%	--
Latino	185	24.3%	-10.2	Declined Significantly	Yellow	28.4%	Lower	187	16.0%	-8.3	Declined Significantly	Yellow	21.7%	Lower	189	18.0%	1.9	Increased	Orange	20.1%	Lower
Socioeconomically Disadvantaged	205	25.9%	-10.2	Declined Significantly	Yellow	29.9%	Lower	234	15.4%	-10.5	Declined Significantly	Yellow	23.4%	Lower	252	17.5%	2.1	Increased	Orange	21.7%	Lower
Students with Disabilities	59	33.9%	4.1	Increased	Red	33.1%	Higher	65	15.4%	-18.5	Declined	Yellow	26.3%	Lower	69	13.0%	-2.3	Declined	Yellow	24.9%	Lower
Two or More	108	15.7%	-8.6	Declined	Yellow	21.6%	Lower	127	10.2%	-5.5	Declined	Yellow	16.2%	Lower	167	8.4%	-1.9	Declined	Green	14.9%	Lower
White	380	16.8%	1.3	Increased	Orange	18.5%	Lower	374	3.5%	-13.4	Declined Significantly	Blue	13.5%	Lower	358	6.1%	2.7	Increased	Orange	12.2%	Lower

Data Sources: California School Dashboard Research data files.

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CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "—" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																					
Student Group	Dashboard 2023							Dashboard 2024							Dashboard 2025						
	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	749	0.7%	0.5	Increased	Yellow	3.5%	Lower	769	0.1%	-0.5	Declined	Blue	3.2%	Lower	802	0.0%	-0.1	Maintained	Blue	2.9%	Lower
African American/Black	23	0.0%	0.0	Maintained	--	8.8%	--	22	0.0%	0.0	Maintained	--	8.4%	--	25	0.0%	0.0	Maintained	--	7.7%	--
Asian	34	0.0%	0.0	Maintained	--	1.1%	Lower	37	0.0%	0.0	Maintained	Blue	1.0%	Lower	35	0.0%	0.0	Maintained	Blue	1.0%	Lower
English Learner	34	0.0%	0.0	Maintained	--	3.7%	Lower	28	0.0%	0.0	Maintained	--	3.4%	--	20	0.0%	0.0	Maintained	--	3.2%	--
Filipino	15	0.0%	0.0	Maintained	--	1.3%	--	18	0.0%	0.0	Maintained	--	1.2%	--	16	0.0%	0.0	Maintained	--	1.1%	--
Latino	185	0.0%	0.0	Maintained	Blue	3.8%	Lower	188	0.0%	0.0	Maintained	Blue	3.4%	Lower	192	0.0%	0.0	Maintained	Blue	3.0%	Lower
Socioeconomically Disadvantaged	207	1.9%	1.9	Increased	Orange	4.5%	Lower	235	0.4%	-1.5	Declined Significantly	Blue	4.0%	Lower	258	0.0%	-0.4	Declined	Blue	3.6%	Lower
Students with Disabilities	59	3.4%	1.3	Increased	Orange	5.9%	Lower	65	1.5%	-1.9	Declined	Green	5.4%	Lower	71	0.0%	-1.5	Declined	Blue	5.0%	Lower
Two or More	108	1.9%	1.9	Increased	Orange	3.3%	Lower	127	0.0%	-1.9	Declined	Blue	3.0%	Lower	171	0.0%	0.0	Maintained	Blue	2.8%	Lower
White	382	0.8%	0.5	Increased	Yellow	2.9%	Lower	375	0.3%	-0.5	Declined	Blue	2.6%	Lower	361	0.0%	-0.3	Declined	Blue	2.4%	Lower

Data Sources: California School Dashboard Research data files.

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Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group						
Student Group	2023-2024			2024-2025		
	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	751	529,902	5,837,690	774	516,685	5,806,221
F/R Meal	29.0%	80.6%	61.6%	30.7%	81.9%	62.7%
GATE	12.0%	11.6%	N/A	11.9%	13.0%	N/A
English Learner	3.2%	20.1%	18.4%	1.9%	18.6%	17.4%
Foster Youth	0.4%	0.6%	0.5%	0.1%	0.5%	0.5%
Homeless Youth	0.0%	2.1%	3.6%	0.3%	2.7%	4.0%
Socioeconomically Disadvantaged	29.2%	81.3%	62.7%	31.0%	82.4%	63.6%
Students w/ Disabilities	6.3%	14.8%	13.7%	7.4%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	2.8%	7.3%	4.9%	3.2%	7.1%	4.9%
American Indian or Alaska Native	0.1%	0.1%	0.4%	0.1%	0.1%	0.4%
Asian	4.8%	3.4%	9.9%	4.4%	3.3%	10.1%
Filipino	2.4%	1.7%	2.2%	2.1%	1.6%	2.2%
Latino	24.2%	73.8%	56.1%	23.9%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.1%	0.2%	0.4%	0.1%	0.2%	0.4%
White	49.0%	9.8%	20.3%	45.2%	9.7%	20.0%
Two or More Races	9.3%	2.0%	4.6%	9.4%	2.1%	4.8%
Not Reported	7.2%	1.8%	1.1%	11.5%	2.2%	1.2%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesenr.asp>

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Long-Term English Learners (LTEL) and “At-Risk”

Note: The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	0	0.0%	17,921	7.3%	226,508	11.1%	0	0.0%	15,302	6.5%	211,186	10.6%	0	0%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	1	2.3%	17,295	7.1%	144,189	7.1%	1	2.7%	15,717	6.7%	136,188	6.8%	0	0%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	24	55.8%	60,457	24.7%	505,486	24.8%	23	62.2%	60,574	25.7%	519,651	26.0%	15	50%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	1	2.3%	18,850	7.7%	236,319	11.6%	0	0.0%	14,725	6.2%	207,768	10.4%	0	0%	13,775	6.2%	178,306	9.3%
EL Total	26	60.5%	114,523	46.8%	1,112,502	54.5%	24	64.9%	106,318	45.0%	1,074,793	53.8%	15	50%	95,959	43.3%	1,009,030	52.6%
RFEP	17	39.5%	130,377	53.2%	927,694	45.5%	13	35.1%	129,789	55.0%	924,422	46.2%	15	50%	125,465	56.7%	909,298	47.4%
Total Ever EL	43	100.0%	244,900	100.0%	2,040,196	100.0%	37	100.0%	236,107	100.0%	1,999,215	100.0%	30	100%	221,424	100.0%	1,918,328	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/ad/filesltel.asp>

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Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	751			529,902			774			516,685		
Students with Disabilities	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment
Total SWD Enrollment	47	100.0%	6.3%	78,319	100.0%	14.8%	57	100.0%	7.4%	80,505	100.0%	15.6%
High Incidence	29	61.7%	3.9%	52,153	66.6%	9.8%	36	63.2%	4.7%	52,412	65.1%	10.1%
Low Incidence	18	38.3%	2.4%	26,162	33.4%	4.9%	21	36.8%	2.7%	28,084	34.9%	5.4%
Autism	12	25.5%	1.6%	18,713	23.9%	3.5%	17	29.8%	2.2%	20,802	25.8%	4.0%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%
Deafness	0	0.0%	0.0%	188	0.2%	0.0%	0	0.0%	0.0%	178	0.2%	0.0%
Emotional Disturbance	2	4.3%	0.3%	1,148	1.5%	0.2%	0	0.0%	0.0%	1,082	1.3%	0.2%
Established Medical Disability	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	1	0.0%	0.0%
Hard of Hearing	2	4.3%	0.3%	971	1.2%	0.2%	2	3.5%	0.3%	931	1.2%	0.2%
Intellectual Disability	0	0.0%	0.0%	3,393	4.3%	0.6%	0	0.0%	0.0%	3,381	4.2%	0.7%
Multiple Disabilities	0	0.0%	0.0%	965	1.2%	0.2%	0	0.0%	0.0%	1,035	1.3%	0.2%
Other Health Impairment	11	23.4%	1.5%	10,930	14.0%	2.1%	11	19.3%	1.4%	11,596	14.4%	2.2%
Orthopedic Impairment	1	2.1%	0.1%	533	0.7%	0.1%	1	1.8%	0.1%	434	0.5%	0.1%
Specific Learning Disability	11	23.4%	1.5%	29,615	37.8%	5.6%	11	19.3%	1.4%	29,368	36.5%	5.7%
Speech or Language Impairment	7	14.9%	0.9%	11,608	14.8%	2.2%	14	24.6%	1.8%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0.0%	0.0%	66	0.1%	0.0%	0	0.0%	0.0%	66	0.1%	0.0%
Visual Impairment	1	2.1%	0.1%	185	0.2%	0.0%	1	1.8%	0.1%	175	0.2%	0.0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

ATTACHMENT C

**LOS ANGELES UNIFIED SCHOOL DISTRICT****Board of Education Report**

DESEGREGATION IMPACT STATEMENT (DIS)

COLFAX CHARTER ELEMENTARY

BOARD OF EDUCATION REPORT 402 – 25/26

May 12, 2026

- I. Category of Proposed Action:
The proposed action would renew the charter for six (6) years, beginning July 1, 2026 until June 30, 2032 to serve up to 786 students in grades TK-5 in each year of the charter term.
- II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.
- III. Proposed Change:
The approval of this charter petition would renew the charter of Colfax Charter Elementary for six (6) years beginning July 1, 2026 until June 30, 2032.
- IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.
- V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services. Student Integration Services provided feedback for the charter petition to ensure compliance.
- VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:

Christian D. Menendez
CHRISTIAN D. MENDEZ
Senior Coordinator
Charter Schools Division

APPROVED BY:

Keith H. Abrahams, III
KEITH H. ABRAHAMS, III
Executive Director
Student Integration Services

[Return to Order of Business](#)

TAB 18



Board of Education Report

File #: Rep-404-25/26, **Version:** 1
In Control: Charter Schools Division

Agenda Date: 5/12/2026

Approval of the Renewal Petition for Westwood Charter Elementary (Affiliated Charter School) **[PUBLIC HEARING]**

Charter Schools Division

Brief Description:

(Approval of the Renewal Petition for Westwood Charter Elementary) Recommends approval of the renewal petition for Westwood Charter Elementary, a Conversion Affiliated 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 712 students in grades TK-5 in each year of the charter term.

Action Proposed:

Approve the renewal petition for Westwood Charter Elementary (“Charter School”), a Conversion Affiliated 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 712 students in grades TK-5 in each year of the charter term. Please note, for all District affiliated charter schools, the District determines each school’s operational capacity annually in accordance with District policy. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:

Westwood Charter Elementary is a TK-5 school currently serving 669 students on a District facility at 2050 Selby Avenue, Los Angeles, CA, 90025 in Board District 4 and Region West. Westwood Charter Elementary was originally approved by the LAUSD Board of Education on July 26, 1993. On May 1, 2018, the charter school was renewed for a five-year term to serve 852 students in grades TK-5. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Westwood Charter Elementary expires June 30, 2026.

On February 12, 2026, Westwood Charter Elementary submitted its charter renewal petition application to the Charter Schools Division seeking to continue operations of its affiliated charter school. The 90-day statutory timeline for Board action on this petition runs through May 13, 2026.

An initial Public Hearing was held on March 10, 2026.

Based on a comprehensive review and assessment of Charter School’s renewal petition application and its record of performance, staff has determined that Charter School has met the requirements for renewal and therefore recommends approval of the renewal petition.

Statutory Framework and Criteria for Renewal:

A charter school must demonstrate that it is eligible for a renewal of its charter by meeting specific renewal

criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

Criterion 1: The Charter Schools Act provides that renewals are governed by the standards and criteria described in Education Code section 47605 applicable to initial petitions. The first criterion considered in reviewing a renewal petition requires an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether the charter school is demonstrably unlikely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions. (The Board may not consider the community impact analysis or District fiscal analysis in determining whether to grant or deny a renewal petition).

Criterion 2: The Board is required to consider the charter school's performance on the California School Dashboard accountability indicators. Education Code sections 47607 and 47607.2 prescribe three-tiers of performance classification in which a charter school falls within one of the following categories - "high," "middle," or "low." The three-tier classification considers a charter school's performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic performance.

Criterion 3: Notwithstanding Criterion 1 and 2, the Board must also consider whether the charter school's enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607(e).) Additionally, the Board considers whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. (Ed. Code, § 47607(e).)

Expected Outcomes:

Charter School is expected to operate its school in a manner consistent with Board action, policies and requirements, local, state, and federal law including ordinances, statutes, and regulations as well as with the terms and conditions set forth in Charter School's petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the charter petition.

Board Options and Consequences:

"Yes" - If the Board adopts the recommendation of approval of the renewal charter petition, Charter School would be authorized to continue operations as a charter school for the charter term beginning July 1, 2026.

"No" - If the Board does not adopt the recommendation of approval, and instead takes specific action to deny the renewal charter petition, Charter School would not be authorized to continue operations as a charter school. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall

File #: Rep-404-25/26, **Version:** 1
In Control: Charter Schools Division

Agenda Date: 5/12/2026

designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 404, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

Policy Implications:

All provisions in the Affiliated FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the Affiliated FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the Affiliated FSDRL shall be updated accordingly.

Budget Impact:

As an affiliated charter school, Westwood Charter Elementary is part of the District for purposes of special education.

As an affiliated charter, all revenues generated by the school will be received by LAUSD. The District will allocate school resources in the same manner as it does a non-charter school except as otherwise specified in the statute and in applicable District policies.

Student Impact:

As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has met the requirements for charter school approval.

Equity Impact:

Not applicable

Issues and Analysis:

If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:

Attachment A- Staff Assessment and Recommendation Report
 Attachment B- Westwood Charter Elementary Data Set
 Attachment C- Desegregation Impact Statement

Petition will be available prior to the board meeting at the following link:

<https://drive.google.com/drive/folders/1tetTHCk0rlQqnErX82k8QG2437yTHZNR?usp=sharing>

Submitted:

04/16/26

File #: Rep-404-25/26, Version: 1
In Control: Charter Schools Division

Agenda Date: 5/12/2026

RESPECTFULLY SUBMITTED,


ANDRES E. CHAIT
Acting Superintendent

APPROVED BY:


CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:


DEVORA NAVERA REED
General Counsel

☒ Approved as to form.

APPROVED & PRESENTED BY:

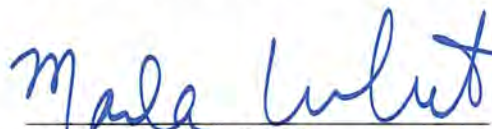

JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Division of Data, Strategy, and Innovation

REVIEWED BY:


KURT E. JOHN
Deputy Chief Financial Officer

☒ Approved as to budget impact statement.

APPROVED & PRESENTED BY:


MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT

RENEWAL PETITION

Board of Education Report 404-25/26
May 12, 2026

School Name:	Westwood Charter Elementary (Affiliated Charter School)			BOARD IS REQUIRED TO TAKE ACTION BY: May 13, 2026
Type of Charter School:	Conversion Affiliated Charter School			
Charter Operator	Los Angeles Unified School District			
Location Code:	7740			
Type of Site(s):	District Site			
Site Address(es):	2050 Selby Avenue, Los Angeles, CA 90025			
Board District(s):	4	Region(s):	West	
Grade Levels Served:	TK-5	Current Enrollment:	669	
Grade Levels Authorized in Current Charter:	TK-5	Approved Enrollment in Current Charter:	852	
CONSIDERATION:	Renewal			
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	High Performing			
STAFF RECOMMENDATION:	Approval for a six (6)-year term (2026-2032)			
PROPOSED BENCHMARKS:	None			

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the renewal petition for Westwood Charter Elementary ("Charter School"), located in Board District 4 and Region West, for a term of six (6) years, beginning July 1, 2026, until June 30, 2032, to serve up to 712 students in grades TK-5 in each year of the charter term. Please note, for all District affiliated charter schools, the District determines each school's operational capacity annually in accordance with District policy.

Pursuant to applicable law, charter schools classified as High performing may be renewed for a term of five (5), six (6), or seven (7) years. To help determine the recommended term length in these cases, staff considers various factors related to the charter school's operations and performance during the term of the charter, as noted in the *LAUSD Policy and Procedures for Charter Schools*. Specific factors related to the charter school's performance and operations during the term of the charter include, but are not limited to, the following:

- Ratings on the Annual Performance-Based Oversight Visit Report in the areas of Governance; Student Achievement and Educational Performance; and Organizational Management, Programs and Operations for the previous two years, and no significant unresolved issues, including, but not limited to, Notices to Cure;
- Additional academic considerations (i.e., numerically significant subgroup performance);
- Equity and access for families and pupils;
- School culture and climate; and
- Consideration of qualifying as High Performing under Criterion 1 or Criterion 2

As staff considered Westwood Charter Elementary's renewal petition and record, staff recommends a term length of six years.

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).) **These criteria have been determined not to be bases for denial.**
- **Criterion 2:** Is the charter school “high,” “middle,” or “low” performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable? **These criteria have been determined not to be bases for denial.**
- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).) **These criteria have been determined not to be bases for denial.**

Charter Petition Requirement:

Consistent with Education Code section 47611.5, the petition contains a declaration that the Los Angeles Unified School District is and shall be the exclusive public school employer of the employees working at or assigned to Charter School for the purposes of the Educational Employment Relations Act (EERA), Chapter 10.7 (commencing with Section 3540) of Division 4 of Title 1 of the Government Code.

- Does the petition contain a declaration of whether or not the Los Angeles Unified School District shall be deemed the exclusive public employer of the employees of the charter school?
This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Westwood Charter Elementary
Initial Authorization:	On July 26, 1993, Westwood Charter Elementary was authorized by the LAUSD Board of Education to serve students in grades K-5.
Most Recent Renewal	The charter was renewed on May 1, 2018 for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 852 students in grades TK-5. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Westwood Charter Elementary expires June 30, 2026.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Westwood Charter Elementary submitted its renewal petition application on February 12, 2026. The 90-day statutory timeline for Board action on the petition runs through May 13, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Westwood Charter Elementary implements the District's Master Plan for English Learners and Standard English Learners.
Special Education SELPA	As a District-affiliated charter school, Westwood Charter Elementary is a member of the LAUSD SELPA.

B. Charter School Operator

As a District-affiliated charter school, Westwood Charter Elementary is subject to the governance and control of the LAUSD Board of Education.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Westwood Charter Elementary has been identified by the state as a High performing charter school. The recommendation for renewal has considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard.

Please see the Westwood Charter Elementary Data Set.

b. Measurements of Academic Performance on the California School Dashboard

The California School Dashboard displays performance for eight state measures. The Performance Level, or color, is based on two factors. The current year data for the measure (Status) and the difference between current year and prior year data (Change). The point at which these two levels intersect on the five-by-five table determines the color. From highest to lowest, the Performance Levels are Blue, Green, Yellow, Orange, and Red. Below, the 2023, 2024, and 2025, Dashboard Performance Levels (colors) are provided.

Westwood Charter Elementary Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2022-2023	Green	Green	Not Applicable	Not Applicable	Not Applicable	Red	Not Applicable	Blue
2023-2024	Green	Blue	No Performance Color	No Performance Color	Not Applicable	Green	Not Applicable	Blue
2024-2025	Blue	Blue	Green	No Performance Color	Not Applicable	Orange	Not Applicable	Green

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

c. English Language Arts Indicator

In 2023, 2024, and 2025 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was higher than the state for All Students, and higher than the state for all numerically significant student groups.

Westwood Charter Elementary - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Green	65.2	-10.1	Orange	-13.6	Higher
Asian	Met	Green	85.8	-20.8	Blue	61.8	Higher
Latino	Met	Green	36.3	-1.4	Orange	-40.2	Higher
Two or More Races	Met	No Performance Color	71.4	-4.7	Green	24.3	Higher
White	Met	Green	68.1	-7.3	Green	20.8	Higher
Socioeconomically Disadvantaged	Met	No Performance Color	24.9	-9.1	Orange	-42.6	Higher

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
Students with Disabilities	Met	Orange	-31.4	-21.7	Red	-96.3	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

Westwood Charter Elementary - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Green	55.2	-10.0	Orange	-13.2	Higher
Asian	Met	Green	77.8	-8.0	Blue	60.7	Higher
Latino	Met	Green	23.0	-13.3	Orange	-39.3	Higher
White	Met	Green	61.2	-6.9	Green	19.2	Higher
Socioeconomically Disadvantaged	Met	Green	18.8	-6.1	Orange	-40.9	Higher
Students with Disabilities	Met	Orange	-37.7	-6.3	Red	-95.6	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

Westwood Charter Elementary - English Language Arts Indicator - 2024-2025

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Blue	64.0	8.8	Yellow	-8.1	Higher
Asian	Met	Green	73.3	-4.5	Blue	61.9	Higher
Latino	Met	Green	23.1	0.1	Yellow	-33.7	Higher
White	Met	Blue	75.5	14.3	Green	23.8	Higher
Socioeconomically Disadvantaged	Met	Green	30.5	11.7	Yellow	-35.3	Higher
Students with Disabilities	Met	Yellow	-11.5	26.2	Orange	-89.4	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

d. Math Indicator

In 2023, 2024, and 2025 in Math, the charter school's DFS was higher than the state for All Students, and higher than the state for all numerically significant student groups.

Westwood Charter Elementary - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Green	62.4	-3.4	Orange	-49.1	Higher
Asian	Met	Green	103.7	-5.5	Blue	50.8	Higher
Latino	Met	Green	28.1	3.7	Orange	-80.8	Higher
Two or More Races	Met	No Performance Color	58.0	2.3	Yellow	-7.4	Higher

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
White	Met	Blue	64.2	-0.4	Yellow	-11.1	Higher
Socioeconomically Disadvantaged	Met	No Performance Color	35.9	16.8	Yellow	-80.8	Higher
Students with Disabilities	Met	Orange	-27.2	-20.5	Orange	-127.3	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

Westwood Charter Elementary - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Blue	61.5	-0.9	Orange	-47.6	Higher
Asian	Met	Green	94.2	-9.5	Blue	49.5	Higher
Latino	Met	Green	14.4	-13.7	Orange	-79.2	Higher
White	Met	Blue	67.9	3.7	Yellow	-10.3	Higher
Socioeconomically Disadvantaged	Met	Green	34.9	-1.0	Orange	-78.2	Higher
Students with Disabilities	Met	Green	-21.0	6.2	Red	-124.3	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

Westwood Charter Elementary - Math Indicator - 2024-2025

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Blue	62.5	1.0	Yellow	-42.4	Higher
Asian	Met	Blue	93.4	-0.8	Blue	51.9	Higher
Latino	Met	Green	4.0	-10.4	Yellow	-73.6	Higher
White	Met	Blue	74.5	6.6	Green	-6.2	Higher
Socioeconomically Disadvantaged	Met	Green	27.9	-6.9	Yellow	-72.9	Higher
Students with Disabilities	Met	Green	-10.1	10.9	Orange	-120.7	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

e. Science Indicator

In 2024 and 2025 in Science, the charter school's Science Points (SPs) were higher than the state for All Students, and all numerically significant student groups.

Westwood Charter Elementary - Science Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Science Points	Charter Change	State Color	State Science Points	Charter to State Comparison
All Students	Met	No Performance Color	74.1	-5.6	No Performance Color	51.2	Higher

Student Group	Charter Participation Rate	Charter Color	Science Points	Charter Change	State Color	State Science Points	Charter to State Comparison
White	Met	No Performance Color	76.5	-3.8	No Performance Color	58.8	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

Westwood Charter Elementary - Science Indicator - 2024-2025

Student Group	Charter Participation Rate	Charter Color	Science Points	Charter Change	State Color	State Science Points	Charter to State Comparison
All Students	Met	Green	68.5	-5.6	Yellow	52.6	Higher
White	Met	Green	72.6	-3.8	Green	60.2	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

f. English Learner Progress Indicator

In 2023, English Learner Progress Indicator (ELPI) data not reportable due to the low number of English Learners. In 2024 and 2025, the charter did not have a performance level due to the low number of English Learners, but the charter school's English Learner Progress Rate was higher than the state.

Westwood Charter Elementary - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	No Performance Color	63.6%	Not Available	Orange	45.7%	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

Westwood Charter Elementary - English Learner Progress Indicator - 2024-2025

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	No Performance Color	75.0%	11.4%	Yellow	46.4%	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

g. College/Career Indicator

Not applicable

h. Chronic Absenteeism Indicator

In 2023 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was lower than the state for All Students and for six of seven numerically significant student groups. In 2024 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was lower than the state for All Students, and for all numerically significant student groups. In 2025 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was lower than the state for All Students, and for five of seven numerically significant student groups.

i. Graduation Indicator [HS only]

Not applicable

j. Suspension Rate Indicator

In 2023, 2024, and 2025, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for all numerically significant student groups.

k. Dashboard Local Indicators

Staff also considered the Local Indicators (e.g., Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) which have all been reported as "Met" in 2023, 2024, and 2025.

l. Additional Information

Not applicable

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District's Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Westwood Charter Elementary outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2023-2024	<i>Accomplished</i>
2024-2025	<i>Accomplished</i>
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	<i>Proficient</i>
2024-2025	<i>Accomplished</i>
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	<i>Accomplished</i>
2024-2025	<i>Accomplished</i>
Concerns	No unresolved issues pending

VI. FISCAL MANAGEMENT AND PERFORMANCEa. Fiscal Condition

As an affiliated charter school, the District is responsible for the fiscal management of Westwood Charter Elementary.

Westwood Charter Elementary

Board District: 4 | Region: West | Location Code: 7740

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "--" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
Student Group	Dashboard 2023								Dashboard 2024								Dashboard 2025							
	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	307	65.2	-10.1	Declined	Green	-13.6	Higher	99%	278	55.2	-10.0	Declined	Green	-13.2	Higher	100%	278	64.0	8.8	Increased	Blue	-8.1	Higher
Asian	100%	46	85.8	-20.8	Declined Significantly	Green	61.8	Higher	100%	37	77.8	-8.0	Declined	Green	60.7	Higher	100%	36	73.3	-4.5	Declined	Green	61.9	Higher
English Learner	100%	11	-9.5	-17.3	Declined Significantly	--	-67.7	--	100%	17	-34.6	-25.2	Declined Significantly	--	-67.6	--	100%	20	0.8	35.4	Increased Significantly	--	-59.9	--
Latino	100%	32	36.3	-1.4	Maintained	Green	-40.2	Higher	97%	37	23.0	-13.3	Declined	Green	-39.3	Higher	100%	35	23.1	0.1	Maintained	Green	-33.7	Higher
Socioeconomically Disadvantaged	100%	42	24.9	-9.1	Declined	--	-42.6	Higher	98%	61	18.8	-6.1	Declined	Green	-40.9	Higher	100%	67	30.5	11.7	Increased	Green	-35.3	Higher
Students with Disabilities	100%	33	-31.4	-21.7	Declined Significantly	Orange	-96.3	Higher	97%	37	-37.7	-6.3	Declined	Orange	-95.6	Higher	98%	45	-11.5	26.2	Increased Significantly	Yellow	-89.4	Higher
Two or More	100%	30	71.4	-4.7	Declined	--	24.3	Higher	100%	23	68.0	-3.3	Declined	--	24.3	--	100%	25	71.9	3.9	Increased	--	29.4	--
White	100%	183	68.1	-7.3	Declined	Green	20.8	Higher	99%	169	61.2	-6.9	Declined	Green	19.2	Higher	99%	160	75.5	14.3	Increased	Blue	23.8	Higher

Data Sources: California School Dashboard Research data files.

Westwood Charter Elementary

Board District: 4 | Region: West | Location Code: 7740

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "—" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																									
Student Group	Dashboard 2023								Dashboard 2024								Dashboard 2025								
	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	
All Students	100%	307	62.4	-3.4	Declined	Green	-49.1	Higher	100%	279	61.5	-0.9	Maintained	Blue	-47.6	Higher	100%	279	62.5	1.0	Maintained	Blue	-42.4	Higher	
Asian	100%	46	103.7	-5.5	Declined	Green	50.8	Higher	100%	37	94.2	-9.5	Declined	Green	49.5	Higher	100%	37	93.4	-0.8	Maintained	Blue	51.9	Higher	
English Learner	100%	11	-11.7	-23.7	Declined Significantly	--	-93.4	--	100%	17	11.1	22.8	Increased Significantly	--	-93.4	--	100%	21	15.3	4.2	Increased	--	-86.1	--	
Latino	100%	32	28.1	3.7	Increased	Green	-80.8	Higher	97%	37	14.4	-13.7	Declined	Green	-79.2	Higher	100%	35	4.0	-10.4	Declined	Green	-73.6	Higher	
Socioeconomically Disadvantaged	100%	42	35.9	16.8	Increased Significantly	--	-80.8	Higher	98%	61	34.9	-1.0	Maintained	Green	-78.2	Higher	99%	66	27.9	-6.9	Declined	Green	-72.9	Higher	
Students with Disabilities	100%	33	-27.2	-20.5	Declined Significantly	Orange	-127.3	Higher	97%	37	-21.0	6.2	Increased	Green	-124.3	Higher	98%	45	-10.1	10.9	Increased	Green	-120.7	Higher	
Two or More	100%	30	58.0	2.3	Maintained	--	-7.4	Higher	100%	23	74.2	16.3	Increased Significantly	--	-5.3	--	100%	25	72.5	-1.7	Maintained	--	-0.7	--	
White	100%	183	64.2	-0.4	Maintained	Blue	-11.1	Higher	100%	170	67.9	3.7	Increased	Blue	-10.3	Higher	100%	161	74.5	6.6	Increased	Blue	-6.2	Higher	

Data Sources: California School Dashboard Research data files.

Westwood Charter Elementary

Board District: 4 | Region: West | Location Code: 7740

CA School Dashboard: Academic Performance - Science

This report shows the performance levels for the Science Indicator for all student groups in grades 5, 8, and once during high school. It also shows the participation rate, number of students tested, science points (status), and performance level (color) for the 2025 CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with “—” means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Science Indicator is calculated using two components: Science Points (SPs) and participation rate. The California State Board of Education (SBE) adopted a participation rate requirement within the Science Indicator to require LEAs, schools, and student groups to test at least 95 percent of their students. If they fail to meet this target, a Lowest Obtainable Scale Score (LOSS) is assigned to each student needed to bring the participation rate of the LEAs, schools and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the average SPs. If an LEA, school, and/or student group participation rate is 95 percent or above, assigned LOSS is not applied. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Science (Grades 5,8 and Once in HS) Academic Indicator - CA School Dashboard Indicator														
Student Group	Dashboard 2024						Dashboard 2025							
	Part. Rate	Students w/ Scores	Science Points	Color	State Science Points	School vs State	Part. Rate	Students w/ Scores	Science Points	Change	Change Level	Color	State Science Points	School vs State
All Students	100%	93	74.1	--	51.2	Higher	100%	102	68.5	-5.6	Declined Significantly	Green	52.6	Higher
Asian	100%	18	76.5	--	66.7	--	100%	10	*	*	*	*	67.0	*
Latino	100%	9	*	*	45.4	*	100%	12	59.1	--	--	--	47.1	--
Socioeconomically Disadvantaged	100%	20	63.6	--	45.6	--	100%	25	63.0	-0.6	Maintained	--	47.1	--
Students with Disabilities	100%	9	*	*	36.7	*	100%	17	55.2	--	--	--	38.3	--
White	100%	55	76.5	--	58.8	Higher	100%	65	72.6	-3.8	Declined	Green	60.2	Higher

Data Sources: California School Dashboard Research data files.

Westwood Charter Elementary

Board District: 4 | Region: West | Location Code: 7740

CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with “—” means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	6	*	*	*	*	48.7%	*	11	63.6%	--	--	--	45.7%	Higher	12	75.0%	11.4	Increased Significantly	--	46.4%	Higher

Student English Language Acquisition Results Summative ELPAC									
End Year	Student Group	School				State of California			
		Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	--	--	--	--	45.7%	2.3%	32.2%	18.3%
2024	EL	63.6%	0%	36.4%	0%	43.2%	1.9%	34.4%	19.1%
2025	EL	75.0%	0%	25.0%	0%	44.6%	1.3%	35.5%	17.2%

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard). For each district and school that does not meet the 95 percent target, the minimum number of students needed to reach a participation rate of at least 95 percent is determined. The resulting number of students will be counted as not making progress in the current ELPI Status calculation.

Summative ELPAC Participation Rate Report									
End Year	Student Group	School				State of California			
		Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate	Participation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate	Participation Rate Greater Than 95%
2023	EL	19	19	100%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	--	--	--	--	193,182	202,530	95.4%	Y
2024	EL	18	18	100%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	--	--	--	--	182,603	190,459	95.9%	Y
2025	EL	27	27	100%	Y	947,393	963,338	98.3%	Y
2025	LTEL	--	--	--	--	175,106	181,495	96.5%	Y

Westwood Charter Elementary

Board District: 4 | Region: West | Location Code: 7740

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "—" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																					
Student Group	Dashboard 2023							Dashboard 2024							Dashboard 2025						
	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	651	13.1%	4.0	Increased Significantly	Red	24.3%	Lower	674	9.8%	-3.3	Declined Significantly	Green	18.6%	Lower	698	11.9%	2.1	Increased	Orange	17.1%	Lower
African American/Black	18	38.9%	5.6	Increased	--	36.4%	--	15	33.3%	-5.6	Declined	--	31.3%	--	16	43.8%	10.4	Increased	--	29.8%	--
Asian	110	9.1%	1.9	Increased	Orange	10.1%	Lower	113	4.4%	-4.7	Declined	Green	7.5%	Lower	115	12.2%	7.7	Increased	Orange	6.7%	Higher
English Learner	32	9.4%	5.5	Increased	--	26.3%	Lower	23	17.4%	8.0	Increased	--	20.1%	--	31	19.4%	2.0	Increased	--	18.1%	Higher
Latino	76	35.5%	8.0	Increased	Red	28.4%	Higher	69	17.4%	-18.1	Declined	Yellow	21.7%	Lower	86	16.3%	-1.1	Declined	Yellow	20.1%	Lower
Socioeconomically Disadvantaged	97	19.6%	-3.9	Declined	Yellow	29.9%	Lower	128	16.4%	-3.2	Declined	Yellow	23.4%	Lower	144	19.4%	3.0	Increased	Orange	21.7%	Lower
Students with Disabilities	63	23.8%	12.5	Increased	Red	33.1%	Lower	76	14.5%	-9.3	Declined	Yellow	26.3%	Lower	87	20.7%	6.2	Increased	Red	24.9%	Lower
Two or More	95	15.8%	10.2	Increased	Orange	21.6%	Lower	124	8.1%	-7.7	Declined	Green	16.2%	Lower	152	11.8%	3.8	Increased Significantly	Red	14.9%	Lower
White	347	7.2%	2.4	Increased	Orange	18.5%	Lower	347	8.9%	1.7	Increased	Orange	13.5%	Lower	323	9.0%	0.0	Maintained	Yellow	12.2%	Lower

Data Sources: California School Dashboard Research data files.

Westwood Charter Elementary

Board District: 4 | Region: West | Location Code: 7740

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "—" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	655	0.0%	-0.4	Declined	Blue	3.5%	Lower	684	0.0%	0.0	Maintained	Blue	3.2%	Lower	705	0.3%	0.3	Increased	Green	2.9%	Lower
African American/Black	21	0.0%	-5.6	Declined	--	8.8%	--	15	0.0%	0.0	Maintained	--	8.4%	--	17	0.0%	0.0	Maintained	--	7.7%	--
Asian	110	0.0%	0.0	Maintained	Blue	1.1%	Lower	116	0.0%	0.0	Maintained	Blue	1.0%	Lower	117	0.0%	0.0	Maintained	Blue	1.0%	Lower
English Learner	32	0.0%	0.0	Maintained	--	3.7%	Lower	24	0.0%	0.0	Maintained	--	3.4%	--	32	0.0%	0.0	Maintained	--	3.2%	Lower
Latino	76	0.0%	0.0	Maintained	Blue	3.8%	Lower	69	0.0%	0.0	Maintained	Blue	3.4%	Lower	87	1.1%	1.1	Increased	Orange	3.0%	Lower
Socioeconomically Disadvantaged	98	0.0%	-1.1	Declined	Blue	4.5%	Lower	129	0.0%	0.0	Maintained	Blue	4.0%	Lower	146	0.0%	0.0	Maintained	Blue	3.6%	Lower
Students with Disabilities	64	0.0%	-1.6	Declined	Blue	5.9%	Lower	76	0.0%	0.0	Maintained	Blue	5.4%	Lower	87	0.0%	0.0	Maintained	Blue	5.0%	Lower
Two or More	96	0.0%	0.0	Maintained	Blue	3.3%	Lower	124	0.0%	0.0	Maintained	Blue	3.0%	Lower	153	0.7%	0.7	Increased	Yellow	2.8%	Lower
White	347	0.0%	-0.5	Declined	Blue	2.9%	Lower	354	0.0%	0.0	Maintained	Blue	2.6%	Lower	325	0.0%	0.0	Maintained	Blue	2.4%	Lower

Data Sources: California School Dashboard Research data files.

Westwood Charter Elementary

Board District: 4 | Region: West | Location Code: 7740

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group						
Student Group	2023-2024			2024-2025		
	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	662	529,902	5,837,690	670	516,685	5,806,221
F/R Meal	18.3%	80.6%	61.6%	19.6%	81.9%	62.7%
GATE	14.2%	11.6%	N/A	14.8%	13.0%	N/A
English Learner	2.9%	20.1%	18.4%	3.6%	18.6%	17.4%
Foster Youth	0.0%	0.6%	0.5%	0.0%	0.5%	0.5%
Homeless Youth	0.0%	2.1%	3.6%	0.1%	2.7%	4.0%
Socioeconomically Disadvantaged	18.4%	81.3%	62.7%	19.9%	82.4%	63.6%
Students w/ Disabilities	8.6%	14.8%	13.7%	9.6%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	2.1%	7.3%	4.9%	2.4%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	16.6%	3.4%	9.9%	16.4%	3.3%	10.1%
Filipino	0.9%	1.7%	2.2%	0.9%	1.6%	2.2%
Latino	10.4%	73.8%	56.1%	12.8%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	51.5%	9.8%	20.3%	46.3%	9.7%	20.0%
Two or More Races	11.2%	2.0%	4.6%	11.0%	2.1%	4.8%
Not Reported	7.3%	1.8%	1.1%	10.1%	2.2%	1.2%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesenr.asp>

Westwood Charter Elementary

Board District: 4 | Region: West | Location Code: 7740

Long-Term English Learners (LTEL) and “At-Risk”

Note: The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	0	0.0%	17,921	7.3%	226,508	11.1%	0	0.0%	15,302	6.5%	211,186	10.6%	0	0.0%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	0	0.0%	17,295	7.1%	144,189	7.1%	1	3.0%	15,717	6.7%	136,188	6.8%	4	9.8%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	26	61.9%	60,457	24.7%	505,486	24.8%	17	51.5%	60,574	25.7%	519,651	26.0%	17	41.5%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	3	7.1%	18,850	7.7%	236,319	11.6%	1	3.0%	14,725	6.2%	207,768	10.4%	3	7.3%	13,775	6.2%	178,306	9.3%
EL Total	29	69.0%	114,523	46.8%	1,112,502	54.5%	19	57.6%	106,318	45.0%	1,074,793	53.8%	24	58.5%	95,959	43.3%	1,009,030	52.6%
RFEP	13	31.0%	130,377	53.2%	927,694	45.5%	14	42.4%	129,789	55.0%	924,422	46.2%	17	41.5%	125,465	56.7%	909,298	47.4%
Total Ever EL	42	100.0%	244,900	100.0%	2,040,196	100.0%	33	100.0%	236,107	100.0%	1,999,215	100.0%	41	100.0%	221,424	100.0%	1,918,328	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/ad/filesltel.asp>

Westwood Charter Elementary

Board District: 4 | Region: West | Location Code: 7740

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	662			529,902			670			516,685		
Students with Disabilities	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment
Total SWD Enrollment	57	100.0%	8.6%	78,319	100.0%	14.8%	64	100.0%	9.6%	80,505	100.0%	15.6%
High Incidence	41	71.9%	6.2%	52,153	66.6%	9.8%	47	73.4%	7.0%	52,412	65.1%	10.1%
Low Incidence	16	28.1%	2.4%	26,162	33.4%	4.9%	17	26.6%	2.5%	28,084	34.9%	5.4%
Autism	15	26.3%	2.3%	18,713	23.9%	3.5%	16	25.0%	2.4%	20,802	25.8%	4.0%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%
Deafness	0	0.0%	0.0%	188	0.2%	0.0%	0	0.0%	0.0%	178	0.2%	0.0%
Emotional Disturbance	0	0.0%	0.0%	1,148	1.5%	0.2%	0	0.0%	0.0%	1,082	1.3%	0.2%
Established Medical Disability	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	1	0.0%	0.0%
Hard of Hearing	1	1.8%	0.2%	971	1.2%	0.2%	1	1.6%	0.1%	931	1.2%	0.2%
Intellectual Disability	0	0.0%	0.0%	3,393	4.3%	0.6%	0	0.0%	0.0%	3,381	4.2%	0.7%
Multiple Disabilities	0	0.0%	0.0%	965	1.2%	0.2%	0	0.0%	0.0%	1,035	1.3%	0.2%
Other Health Impairment	11	19.3%	1.7%	10,930	14.0%	2.1%	16	25.0%	2.4%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0.0%	0.0%	533	0.7%	0.1%	0	0.0%	0.0%	434	0.5%	0.1%
Specific Learning Disability	16	28.1%	2.4%	29,615	37.8%	5.6%	14	21.9%	2.1%	29,368	36.5%	5.7%
Speech or Language Impairment	14	24.6%	2.1%	11,608	14.8%	2.2%	17	26.6%	2.5%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0.0%	0.0%	66	0.1%	0.0%	0	0.0%	0.0%	66	0.1%	0.0%
Visual Impairment	0	0.0%	0.0%	185	0.2%	0.0%	0	0.0%	0.0%	175	0.2%	0.0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

ATTACHMENT C

**LOS ANGELES UNIFIED SCHOOL DISTRICT****Board of Education Report**

DESEGREGATION IMPACT STATEMENT (DIS)

WESTWOOD CHARTER ELEMENTARY

BOARD OF EDUCATION REPORT 404 – 25/26

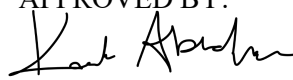
May 12, 2026

- I. Category of Proposed Action:
The proposed action would renew the charter for six (6) years, beginning July 1, 2026 until June 30, 2032 to serve up to 712 students in grades TK-5 in each year of the charter term.
- II. Summary Description of Current District Practice:
Charter schools are schools of choice by legislation and are open to any student in the State of California. Charter schools are granted renewal for single charter status for a minimum period of two years to a maximum of seven (7) years, depending on the state's classification of High, Middle or Low for a charter school's performance pursuant to applicable law. Low performing charter schools may be renewed for a period of two years, Middle performing charter schools for five years, and High performing charter schools may receive a term of five, six or seven years. It should be noted, however, that although State legislation allows students to attend a charter school from any area in the state, the Los Angeles Unified School District (LAUSD) is under Court Order, Crawford v. LAUSD, which applies to all schools within or chartered through the LAUSD. Any modifications to the Court-Ordered Integration Program must first be approved by Student Integration Services.
- III. Proposed Change:
The approval of this charter petition would renew the charter of Westwood Charter Elementary for six (6) years beginning July 1, 2026 until June 30, 2032.
- IV. Effects of This Proposal:
The Los Angeles Unified School District (LAUSD) does not guarantee availability of Court-ordered Integration funding. The charter school will be responsible for maintaining the Court Order and providing information requested by the LAUSD as set forth in the Charter petition. Modifications or school decisions cannot negatively impact or cause additional costs to the Court-ordered Integration budget.
- V. Analyze the Impact of This Proposal on Integration, Desegregation, Re-segregation and/or Segregation:
If the Charter goals are met, there should be positive results on the five (5) Harms of Racial Isolation which are low academic achievement, low self-esteem, lack of access to post-secondary opportunities, interracial hostility and intolerance, and overcrowded conditions. The Court-ordered Integration Program for participating students will operate under various Court Orders for schools within the Los Angeles Unified School District. Any modification of the Court-ordered Integration Program must first be approved by Student Integration Services. Student Integration Services provided feedback for the charter petition to ensure compliance.
- VI. If proposed action affects negatively any desegregation program, list other option(s) identified:
If the District Court-ordered Integration Guidelines are followed, there will not be a negative effect on the District's Court-ordered Integration Program.

PREPARED BY:


 JOSÉ SALAS
 Specialist
 Charter Schools Division

APPROVED BY:


 KEITH H. ABRAHAMS, III
 Executive Director
 Student Integration Services

[Return to Order of Business](#)

TAB 19



Board of Education Report

File #: Rep-407-25/26, **Version:** 1
In Control: Charter Schools Division

Agenda Date: 5/12/2026

Approval of the Proposed Material Revisions for the Five (5) Charter Schools Operated by Citizens of the World Charter Schools - Los Angeles

Charter Schools Division

Brief Description:

(Approval of the Proposed Material Revisions for the five (5) charter schools operated by Citizens of the World Charter Schools - Los Angeles) Recommends approval of the material revisions for the five (5) Start-Up Independent charter schools operated by Citizens of the World Charter Schools - Los Angeles, to change their governance structure to reflect the removal of Citizens of the World Charter Schools as the sole statutory member of the Citizens of the World Charter Schools - Los Angeles nonprofit corporation.

Action Proposed:

Approve the material revisions for the five (5) Start-Up Independent charter schools operated by Citizens of the World Charter Schools - Los Angeles ("Charter Schools"), to change their governance structure to reflect the removal of Citizens of the World Charter Schools as the sole statutory member of the Citizens of the World Charter Schools - Los Angeles nonprofit corporation.

Background:

Citizens of the World Charter Schools - Los Angeles is a California nonprofit public benefit corporation that operates five (5) LAUSD-authorized charter schools. On December 10, 2025, Citizens of the World Charter Schools - Los Angeles amended its bylaws to reflect the removal of Citizens of the World Charter Schools as its sole statutory member and adopted five (5) separate resolutions to request to materially revise Charter Schools' operative charters to change the governance structure to remove the sole statutory member. In the requests for the material revisions, Citizens of the World Charter Schools - Los Angeles states that the intent of the organization is, "to formalize its full control over its own operations, separating from a national organization that had the authority to influence its Board of Directors."

On February 10, 2026, the Charter Schools Division commenced processing the complete material revision applications for the five (5) Charter Schools listed below.

Charter School	Location Code	Site Address	Grades	Term	Board District	LAUSD Region
Citizens of the World Charter School East Valley	2487	12020 Burbank Blvd., Valley Village 91607	TK-5	2020-2028	3	North

File #: Rep-407-25/26, **Version:** 1
In Control: Charter Schools Division

Agenda Date: 5/12/2026

Charter School	Location Code	Site Address	Grades	Term	Board District	LAUSD Region
Citizens of the World Charter School Hollywood	2160	1316 N. Bronson Ave., Los Angeles 90028 (Prop 39 co-location with Joseph Le Conte Middle)	TK-5	2020-2028	5	West
Citizens of the World Charter School Mar Vista	2262	(1) 11561 Gateway Blvd., Los Angeles 90064 (2) 11518 West Pico Blvd., Los Angeles 90064	TK-8	2018-2026*	4	West
Citizens of the World Charter School Silver Lake	2260	(1) 110 N. Coronado St., Los Angeles 90026 (2) 2301 Beverly Blvd., Los Angeles 90057	TK-8	2025-2030	2	East
Citizens of the World Charter School West Valley	2466	7911 Winnetka Ave., Winnetka, 91306	TK-5	2020-2028	3	North

*On November 17, 2025, Citizens of the World Charter School Mar Vista was renewed for a six-year term, beginning July 1, 2026, until June 30, 2032.

Academic Performance

The five (5) Charter Schools are all classified by the state as Middle performing, as of January 7, 2026. Overall, Charter Schools' Dashboard performance was higher than the state in ELA, Math, and Science, but lower than the state on the English Language Progress Indicator (ELPI). Please see Attachment A - Citizens of the World CMO Data Set.

Annual Oversight Results

In accordance with Education Code section 47604.32, the District's Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following four categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for the five (5) Citizen of the World - Los Angeles charter schools' outcomes on their annual oversight evaluation reports for the last two years.

1	Citizens of the World Charter School East Valley	2023-2024	2024-2025
	Governance	3	4
	Student Achievement and Educational Performance	3	3
	Organizational Management, Programs, and Operations	3	4
	Fiscal Operations	2*	3
* Primary reason for the rating of 2 was negative net assets resulting from the implementation of Accounting Standards Codification (ASC) 842, which requires organizations to recognize leases on the balance sheet.			

2	Citizens of the World Charter School Hollywood	2023-2024	2024-2025
	Governance	4	4
	Student Achievement and Educational Performance	3	3
	Organizational Management, Programs, and Operations	3	4
	Fiscal Operations	3	3

3	Citizens of the World Charter School Mar Vista	2023-2024	2024-2025
	Governance	4	4
	Student Achievement and Educational Performance	3	4
	Organizational Management, Programs, and Operations	4	4
	Fiscal Operations	3	3

4	Citizens of the World Charter School Silver Lake	2023-2024	2024-2025
	Governance	3	4
	Student Achievement and Educational Performance	2*	3
	Organizational Management, Programs, and Operations	3	4
	Fiscal Operations	3	3
*Primary reason for the rating of 2 was an average of applicable indicators.			

5	Citizens of the World Charter School West Valley	2023-2024	2024-2025
	Governance	3	4
	Student Achievement and Educational Performance	No Rating*	3
	Organizational Management, Programs, and Operations	3	4
	Fiscal Operations	3	3
*No Rating was issued as the school did not have 2023 CA School Dashboard academic performance data.			

Based on a comprehensive review of the material revision application and supporting documentation, staff has determined that Charter Schools have met the standards and criteria set forth in Education Code section 47605 (see Ed. Code, §47607(b)) and therefore recommends approval of the material revisions of the charters.

Expected Outcomes:

Charter Schools are expected to operate in a manner consistent with Board action, policies and requirements, and local, state, and federal law including ordinances, statutes, and regulations as well as with the terms and conditions set forth in Charter Schools' petitions. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the charter petitions.

Board Options and Consequences:

"Yes" - If the Board adopts the recommendation of approval of the material revisions of the charters, Charter Schools would continue to operate as charter schools, as amended, for the remainder of the charter terms.

“No” - If the Board does not adopt the recommendation of approval of the material revisions of the charters, and instead takes specific action to deny the proposed material revisions of the charters, Charter Schools would continue to operate under the terms of their current charters consistently with the Board’s action and direction.

Policy Implications:

All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:

State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school’s fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school’s LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school’s charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with applicable legal, District and charter requirements.

Charter Schools have selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter Schools’ fair share contribution to special education will be 10% of the charter school’s AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. These amounts will be paid from respective Charter Schools’ Local Control Funding Formula (“LCFF”) funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amounts withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter Schools do not spend their allocation of special education funds during a fiscal year of the respective charter petition periods, the allocation of special education funds to Charter Schools for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter Schools may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District’s available resources.

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Any change in the Option election that occurs during Charter Schools' charter terms shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:

As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's request for material revision of the charter and its record of performance, staff has determined that Charter Schools have met the requirements for approval of the material revisions.

Equity Impact:

Not applicable

Issues and Analysis:

If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda as consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:

Attachment A- Citizens of the World CMO Data Set
 Attachment B- Material Revision

Budget will be available prior to the board meeting at the following link:

https://drive.google.com/drive/folders/1PJyfGEQEIO59R5_SPz71VyS9_STVaE3u?usp=sharing

Submitted:

04/16/26

File #: Rep-407-25/26, **Version:** 1
In Control: Charter Schools Division

Agenda Date: 5/12/2026

RESPECTFULLY SUBMITTED,


ANDRES E. CHAIT
 Acting Superintendent

APPROVED BY:


CAROLYN SPAHT GONZALEZ
 Chief of Staff

REVIEWED BY:

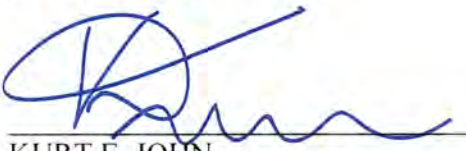

DEVORA NAVERA REED
 General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:

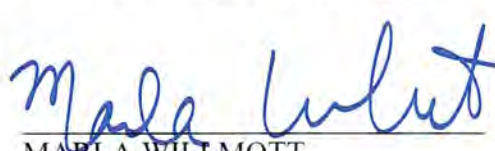

JOSÉ COLE-GUTIÉRREZ
 Senior Executive Director of Strategy
 Division of Data, Strategy, and Innovation

REVIEWED BY:


KURT E. JOHN
 Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:


MARLA WILLMOTT
 Director
 Charter Schools Division

ATTACHMENT A

Citizens of the World CMO vs State Comparison

Academic Performance Medians- English Language Arts

2022-2023 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	CITIZENS OF THE WORLD CMO Number of Students with Scores	CITIZENS OF THE WORLD CMO Median Color	CITIZENS OF THE WORLD CMO Median (DFS)	State Number of Students with Scores	State Color	State (DFS)	Comparison (DFS)
All Students	1,026	Yellow	9.6	2,979,436	Orange	-13.6	Higher
Asian	31	Green	54.9	293,513	Blue	61.8	Lower
Black or African American	80	Orange	-28.7	150,225	Orange	-59.6	Higher
Latino	432	Orange	-17.9	1,676,468	Orange	-40.2	Higher
Two or More Races	31	Green	44.9	131,218	Green	24.3	Higher
White	254	Blue	48.1	606,054	Green	20.8	Higher
English Learner	182	Orange	-31.8	747,678	Orange	-67.7	Higher
Socioeconomically Disadvantaged	526	Orange	-13.8	1,880,388	Orange	-42.6	Higher
Students with Disabilities	142	Orange	-55.9	425,890	Red	-96.3	Higher

Data Sources: California School 2023 Dashboard Research data files.

2023-2024 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	CITIZENS OF THE WORLD CMO Number of Students with Scores	CITIZENS OF THE WORLD CMO Median Color	CITIZENS OF THE WORLD CMO Median (DFS)	State Number of Students with Scores	State Color	State (DFS)	Comparison (DFS)
All Students	1,072	Yellow	2.3	2,961,600	Orange	-13.2	Higher
Black or African American	84	Green	-10.2	147,055	Orange	-58.9	Higher
Latino	448	Orange	-29.6	1,662,471	Orange	-39.3	Higher
Two or More Races	36	Green	42.2	136,025	Green	24.3	Higher

2023-2024 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	CITIZENS OF THE WORLD CMO Number of Students with Scores	CITIZENS OF THE WORLD CMO Median Color	CITIZENS OF THE WORLD CMO Median (DFS)	State Number of Students with Scores	State Color	State (DFS)	Comparison (DFS)
White	306	Green	37.9	596,977	Green	19.2	Higher
English Learner	185	Orange	-50.1	748,700	Orange	-67.6	Higher
Socioeconomically Disadvantaged	617	Orange	-24.6	1,918,343	Orange	-40.9	Higher
Students with Disabilities	158	Red	-85.3	437,683	Red	-95.6	Higher

Data Sources: California School 2025 Dashboard Research data files.

2024-2025 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	CITIZENS OF THE WORLD CMO Number of Students with Scores	CITIZENS OF THE WORLD CMO Median Color	CITIZENS OF THE WORLD CMO Median (DFS)	State Number of Students with Scores	State Color	State (DFS)	Comparison (DFS)
All Students	1,141	Green	7.4	2,955,483	Yellow	-8.1	Higher
Black or African American	83	Orange	-17.8	144,153	Yellow	-51.3	Higher
Latino	509	Orange	-25.8	1,661,135	Yellow	-33.7	Higher
Two or More Races	30	No Color	13.0	138,918	Green	29.4	Lower
White	309	Green	32.3	586,006	Green	23.8	Higher
English Learner	194	Yellow	-43.2	782,925	Yellow	-59.9	Higher
Socioeconomically Disadvantaged	744	Orange	-15.3	1,934,593	Yellow	-35.3	Higher
Students with Disabilities	136	Orange	-47.6	451,804	Orange	-89.4	Higher

Data Sources: California School 2024 Dashboard Research data files.

Citizens of the World CMO vs State Comparison

Academic Performance Medians- Math

2022-2023 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	CITIZENS OF THE WORLD CMO Number of Students with Scores	CITIZENS OF THE WORLD CMO Median Color	CITIZENS OF THE WORLD CMO Median (DFS)	State Number of Students with Scores	State Color	State (DFS)	Comparison (DFS)
All Students	1,024	Yellow	-9.2	2,971,540	Orange	-49.1	Higher
Asian	31	Blue	50.4	293,243	Blue	50.8	Lower
Black or African American	80	Yellow	-63.0	149,395	Red	-104.5	Higher
Latino	431	Yellow	-39.9	1,672,093	Orange	-80.8	Higher
Two or More Races	31	Green	17.7	130,854	Yellow	-7.4	Higher
White	253	Green	29.3	604,308	Yellow	-11.1	Higher
English Learner	181	Orange	-47.0	746,373	Orange	-93.4	Higher
Socioeconomically Disadvantaged	524	Orange	-32.4	1,874,805	Yellow	-80.8	Higher
Students with Disabilities	141	Orange	-67.3	425,256	Orange	-127.3	Higher

Data Sources: California School 2023 Dashboard Research data files.

2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	CITIZENS OF THE WORLD CMO Number of Students with Scores	CITIZENS OF THE WORLD CMO Median Color	CITIZENS OF THE WORLD CMO Median (DFS)	State Number of Students with Scores	State Color	State (DFS)	Comparison (DFS)
All Students	1,077	Yellow	-10.1	2,995,905	Orange	-47.6	Higher
Black or African American	83	Yellow	-47.0	146,687	Red	-102.2	Higher
Latino	449	Orange	-51.2	1,686,212	Orange	-79.2	Higher
Two or More Races	36	Green	8.5	135,850	Yellow	-5.3	Higher
White	308	Green	26.4	599,961	Yellow	-10.3	Higher

2023-2024 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	CITIZENS OF THE WORLD CMO Number of Students with Scores	CITIZENS OF THE WORLD CMO Median Color	CITIZENS OF THE WORLD CMO Median (DFS)	State Number of Students with Scores	State Color	State (DFS)	Comparison (DFS)
English Learner	189	Orange	-61.4	788,814	Orange	-93.4	Higher
Socioeconomically Disadvantaged	620	Orange	-46.0	1,944,582	Orange	-78.2	Higher
Students with Disabilities	157	Red	-83.3	437,276	Red	-124.3	Higher

Data Sources: California School 2025 Dashboard Research data files.

2024-2025 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator							
Student Group	CITIZENS OF THE WORLD CMO Number of Students with Scores	CITIZENS OF THE WORLD CMO Median Color	CITIZENS OF THE WORLD CMO Median (DFS)	State Number of Students with Scores	State Color	State (DFS)	Comparison (DFS)
All Students	1,146	Green	-3.9	2,981,506	Yellow	-42.4	Higher
Black or African American	82	Orange	-56.4	143,849	Orange	-95.8	Higher
Latino	514	Yellow	-33.8	1,676,404	Yellow	-73.6	Higher
Two or More Races	30	No Color	19.8	138,848	Green	-0.7	Higher
White	310	Green	33.0	587,996	Green	-6.2	Higher
English Learner	202	Yellow	-47.0	814,445	Yellow	-86.1	Higher
Socioeconomically Disadvantaged	749	Yellow	-28.6	1,955,915	Yellow	-72.9	Higher
Students with Disabilities	136	Orange	-71.8	449,429	Orange	-120.7	Higher

Data Sources: California School 2024 Dashboard Research data files.

Citizens of the World CMO vs State Comparison

Academic Performance Medians- English Learner Progress Indicator

2022-2023 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
Student Group	CITIZENS OF THE WORLD CMO Number of EL Students with a Performance Level in Both the Current and Prior Year	CITIZENS OF THE WORLD CMO Median Color	CITIZENS OF THE WORLD CMO Percentage of English Learner making progress towards English proficiency	State Number of EL Students with a Performance Level in Both the Current and Prior Year	State Color	State Percentage of English Learner making progress towards English proficiency	Comparison (DFS)
English Learner	171	Orange	48.1%	829,209	Yellow	48.7%	Lower

Data Sources: California School 2023 Dashboard Research data files.

2023-2024 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
Student Group	CITIZENS OF THE WORLD CMO Number of EL Students with a Performance Level in Both the Current and Prior Year	CITIZENS OF THE WORLD CMO Median Color	CITIZENS OF THE WORLD CMO Percentage of English Learner making progress towards English proficiency	State Number of EL Students with a Performance Level in Both the Current and Prior Year	State Color	State Percentage of English Learner making progress towards English proficiency	Comparison (DFS)
English Learner	164	Green	58.7%	796,176	Orange	45.7%	Higher

Data Sources: California School 2025 Dashboard Research data files.

2024-2025 English Learner Progress Indicator Medians - CA School Dashboard Indicator							
Student Group	CITIZENS OF THE WORLD CMO Number of EL Students with a Performance Level in Both the Current and Prior Year	CITIZENS OF THE WORLD CMO Median Color	CITIZENS OF THE WORLD CMO Percentage of English Learner making progress towards English proficiency	State Number of EL Students with a Performance Level in Both the Current and Prior Year	State Color	State Percentage of English Learner making progress towards English proficiency	Comparison (DFS)
English Learner	174	Red	42.5%	777,537	Yellow	46.4%	Lower

Data Sources: California School 2024 Dashboard Research data files.

Citizens of the World CMO vs State Comparison

Academic Performance Medians – Science Indicator

2023-2024 Science Indicator Medians - CA School Dashboard Indicator							
Student Group	CITIZENS OF THE WORLD CMO Number of students	CITIZENS OF THE WORLD CMO Median Color	CITIZENS OF THE WORLD CMO Science Points	State Number of students	State Color	State Science Points	Comparison (DFS)
All Students	330	No Color	58.1	1,322,197	No Color	51.2	Higher
Latino	130	No Color	49.1	746,018	No Color	45.4	Higher
English Learner	30	No Color	39.1	303,052	No Color	39.0	Higher
Socioeconomically Disadvantaged	210	No Color	50.9	854,866	No Color	45.6	Higher
Students with Disabilities	31	No Color	43.1	184,628	No Color	36.7	Higher

Data Sources: California School 2025 Dashboard Research data files.

2024-2025 Science Indicator Medians - CA School Dashboard Indicator							
Student Group	CITIZENS OF THE WORLD CMO Number of students	CITIZENS OF THE WORLD CMO Median Color	CITIZENS OF THE WORLD CMO Science Points	State Number of students	State Color	State Science Points	Comparison (DFS)
All Students	349	Yellow	56.3	1,314,581	Yellow	52.6	Higher
Latino	142	Orange	46.5	744,349	Yellow	47.1	Lower
White	34	No Color	63.8	259,989	Green	60.2	Higher
English Learner	37	Yellow	43.8	321,660	Yellow	41.1	Higher
Socioeconomically Disadvantaged	229	Yellow	51.2	860,090	Yellow	47.1	Higher
Students with Disabilities	38	Orange	40.2	187,605	Orange	38.3	Higher

Data Sources: California School 2024 Dashboard Research data files.

Citizens of the World CMO vs State Comparison

Academic Performance Medians – Chronic Absenteeism

2022-2023 Chronic Absenteeism Indicator Medians - CA School Dashboard Indicator							
Student Group	CITIZENS OF THE WORLD CMO Number of students enrolled who meet criteria	CITIZENS OF THE WORLD CMO Median Color	CITIZENS OF THE WORLD CMO Chronic Absenteeism Percentage	State Number of students enrolled who meet criteria	State Color	State Chronic Absenteeism Percentage	Comparison (DFS)
All Students	2,429	Red	32.0%	3,989,291	Yellow	24.3%	Higher
Asian	115	Orange	14.0%	394,124	Yellow	10.1%	Higher
Black or African American	169	Orange	40.8%	199,965	Yellow	36.4%	Higher
Latino	997	Yellow	38.9%	2,229,431	Yellow	28.4%	Higher
Two or More Races	219	Red	23.5%	237,115	Yellow	21.6%	Higher
White	780	Red	23.9%	810,349	Yellow	18.5%	Higher
English Learner	273	Orange	34.3%	936,912	Yellow	26.3%	Higher
Socioeconomically Disadvantaged	1,153	Yellow	39.0%	2,544,027	Yellow	29.9%	Higher
Students with Disabilities	339	Orange	34.9%	587,635	Yellow	33.1%	Higher

Data Sources: California School 2023 Dashboard Research data files.

2023-2024 Chronic Absenteeism Indicator Medians - CA School Dashboard Indicator							
Student Group	CITIZENS OF THE WORLD CMO Number of students enrolled who meet criteria	CITIZENS OF THE WORLD CMO Median Color	CITIZENS OF THE WORLD CMO Chronic Absenteeism Percentage	State Number of students enrolled who meet criteria	State Color	State Chronic Absenteeism Percentage	Comparison (DFS)
All Students	2,640	Yellow	20.6%	4,004,495	Yellow	18.6%	Higher
Asian	88	Green	8.9%	404,058	Green	7.5%	Higher
Black or African American	212	Orange	30.8%	197,123	Yellow	31.3%	Lower
Filipino	33	No Color	18.2%	83,951	Green	9.6%	Higher
Latino	1,069	Yellow	31.9%	2,237,126	Yellow	21.7%	Higher

2023-2024 Chronic Absenteeism Indicator Medians - CA School Dashboard Indicator							
Student Group	CITIZENS OF THE WORLD CMO Number of students enrolled who meet criteria	CITIZENS OF THE WORLD CMO Median Color	CITIZENS OF THE WORLD CMO Chronic Absenteeism Percentage	State Number of students enrolled who meet criteria	State Color	State Chronic Absenteeism Percentage	Comparison (DFS)
Two or More Races	282	Yellow	15.5%	246,068	Yellow	16.2%	Lower
White	856	Yellow	18.2%	802,899	Yellow	13.5%	Higher
English Learner	267	Orange	31.1%	915,502	Yellow	20.1%	Higher
Socioeconomically Disadvantaged	1,380	Yellow	27.5%	2,608,713	Yellow	23.4%	Higher
Students with Disabilities	373	Orange	27.5%	616,200	Yellow	26.3%	Higher

Data Sources: California School 2025 Dashboard Research data files.

2024-2025 Chronic Absenteeism Indicator Medians - CA School Dashboard Indicator							
Student Group	CITIZENS OF THE WORLD CMO Number of students enrolled who meet criteria	CITIZENS OF THE WORLD CMO Median Color	CITIZENS OF THE WORLD CMO Chronic Absenteeism Percentage	State Number of students enrolled who meet criteria	State Color	State Chronic Absenteeism Percentage	Comparison (DFS)
All Students	2,605	Yellow	20.7%	3,980,860	Yellow	17.1%	Higher
Asian	67	Green	2.7%	412,525	Green	6.7%	Lower
Black or African American	222	Orange	24.0%	192,785	Orange	29.8%	Lower
Latino	1,145	Yellow	23.3%	2,223,716	Orange	20.1%	Higher
Two or More Races	280	Orange	17.5%	251,620	Yellow	14.9%	Higher
White	752	Orange	18.0%	785,002	Yellow	12.2%	Higher
English Learner	238	Orange	23.4%	836,550	Yellow	18.1%	Higher
Socioeconomically Disadvantaged	1,556	Yellow	25.2%	2,613,205	Orange	21.7%	Higher
Students with Disabilities	425	Orange	18.5%	645,186	Orange	24.9%	Lower

Data Sources: California School 2024 Dashboard Research data files.

Citizens of the World CMO vs State Comparison

Academic Performance Medians – Suspension Indicator

2022-2023 Suspension Rate Indicator Medians - CA School Dashboard Indicator							
Student Group	CITIZENS OF THE WORLD CMO Number of students	CITIZENS OF THE WORLD CMO Median Color	CITIZENS OF THE WORLD CMO Percentage of students suspended at least once	State Number of students	State Color	State Percentage of students suspended at least once	Comparison (DFS)
All Students	2,481	Orange	1.9%	6,019,472	Orange	3.5%	Lower
Asian	116	Orange	1.8%	582,802	Green	1.1%	Higher
Black or African American	210	Red	3.0%	308,426	Red	8.8%	Lower
Filipino	32	No Color	0.0%	134,975	Green	1.3%	Lower
Latino	1,012	Yellow	1.1%	3,375,948	Orange	3.8%	Lower
Two or More Races	223	Orange	0.0%	329,799	Orange	3.3%	Lower
White	794	Yellow	1.7%	1,235,033	Yellow	2.9%	Lower
English Learner	277	Orange	3.2%	1,210,425	Orange	3.7%	Lower
Socioeconomically Disadvantaged	1,176	Yellow	2.4%	3,792,885	Orange	4.5%	Lower
Students with Disabilities	347	Red	3.4%	874,795	Orange	5.9%	Lower

Data Sources: California School 2023 Dashboard Research data files.

2023-2024 Suspension Rate Indicator Medians - CA School Dashboard Indicator							
Student Group	CITIZENS OF THE WORLD CMO Number of students	CITIZENS OF THE WORLD CMO Median Color	CITIZENS OF THE WORLD CMO Percentage of students suspended at least once	State Number of students	State Color	State Percentage of students suspended at least once	Comparison (DFS)
All Students	2,714	Green	1.5%	6,021,915	Green	3.2%	Lower
Asian	89	Green	1.5%	595,552	Blue	1%	Higher
Black or African American	223	Green	3.2%	303,232	Orange	8.4%	Lower
Filipino	39	Orange	2.6%	132,528	Green	1.2%	Higher

2023-2024 Suspension Rate Indicator Medians - CA School Dashboard Indicator							
Student Group	CITIZENS OF THE WORLD CMO Number of students	CITIZENS OF THE WORLD CMO Median Color	CITIZENS OF THE WORLD CMO Percentage of students suspended at least once	State Number of students	State Color	State Percentage of students suspended at least once	Comparison (DFS)
Latino	1,096	Yellow	0.9%	3,380,960	Green	3.4%	Lower
Two or More Races	288	Green	2.0%	342,270	Green	3.0%	Lower
White	877	Green	1.6%	1,215,894	Green	2.6%	Lower
English Learner	270	Orange	3.4%	1,184,673	Green	3.4%	Same
Socioeconomically Disadvantaged	1,421	Yellow	2.2%	3,919,858	Green	4.0%	Lower
Students with Disabilities	380	Orange	4.9%	903,052	Yellow	5.4%	Lower

Data Sources: California School 2025 Dashboard Research data files.

2024-2025 Suspension Rate Indicator Medians - CA School Dashboard Indicator							
Student Group	CITIZENS OF THE WORLD CMO Number of students	CITIZENS OF THE WORLD CMO Median Color	CITIZENS OF THE WORLD CMO Percentage of students suspended at least once	State Number of students	State Color	State Percentage of students suspended at least once	Comparison (DFS)
All Students	2,687	Green	1.1%	5,961,200	Green	2.9%	Lower
Asian	68	Green	1.3%	605,500	Blue	1.0%	Higher
Black or African American	232	Green	2.2%	296,802	Yellow	7.7%	Lower
Latino	1,178	Green	1.1%	3,340,229	Green	3.0%	Lower
Two or More Races	287	Blue	0.0%	352,098	Yellow	2.8%	Lower
White	777	Green	1.9%	1,186,375	Green	2.4%	Lower
English Learner	246	Green	2.6%	1,088,254	Yellow	3.2%	Lower
Socioeconomically Disadvantaged	1,594	Green	1.7%	3,916,348	Green	3.6%	Lower
Students with Disabilities	437	Green	2.4%	931,470	Yellow	5.0%	Lower

Data Sources: California School 2024 Dashboard Research data files.

MATERIAL REVISION TO CHARTERS OF CITIZENS OF THE WORLD CHARTER SCHOOLS – LOS ANGELES

This material revision to the charters of the 5 (five) charter schools, currently operated by Citizens of the World Charter Schools – Los Angeles (“CWC LA”) is made between the Los Angeles Unified School District (“District” or “LAUSD”), a California public school district, and CWC LA, a California non-profit public benefit corporation, operating 5 (five) District-Board of Education (“Board”) authorized California public charter schools (individually “Charter School” or collectively “CWC LA Charter Schools” or “Charter Schools”). District and CWC LA are also referred to collectively as “Parties.” The Parties wish to revise the respective operative charters (collectively “Charters” and/or individually “Charter”) of those 5 (five) CWC LA Charter Schools (“Material Revision”).

This Material Revision is to be read in conjunction with and shall expressly revise the Charters of following CWC-LA Charter Schools approved by the LAUSD Board on **the respective dates indicated in** their current, individual operative Charters **and applicable extended terms pursuant to** Education Code section 47607.4¹:

1. Citizens of the World Charter School East Valley
2. Citizens of the World Charter School Hollywood
3. Citizens of the World Charter School Mar Vista
4. Citizens of the World Charter School Silver Lake
5. Citizens of the World Charter School West Valley (or CWC 5)

The effective date of this Material Revision is the date of approval by the Board and shall be implemented starting in the 2025-2026 academic school year. This Material Revision is based upon the following factual recitals:

RECITALS

A. **WHEREAS**, the approval of charter schools is governed by the Charter Schools Act of 1992, as subsequently amended, Education Code sections 47600 et seq;

B. **WHEREAS**, as set forth in Education Code section 47607, material revisions of charters are governed by the standards and criteria described in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed;

C. **WHEREAS**, the District’s Charter Schools Division (“CSD”) must determine whether the Charter, as materially revised, would be reasonably comprehensive, educationally sound, and not demonstrably unlikely to be successfully implemented;

¹ “Notwithstanding the renewal process and criteria established in Sections 47605.9, 47607, and 47607.2 or any other law, effective July 1, 2021, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year.”

D. **WHEREAS**, a material revision includes, but is not necessarily limited to, any change that would significantly alter a charter school's mission, vision, educational philosophy, educational program, governance, or organizational structure;

E. **WHEREAS**, the Charter Schools are governed, operated and managed by CWC LA. The Charters describe a governance structure which identifies Citizens of the World Charter Schools (“CWCS” or “CWCS national”) as the sole statutory member of CWC LA with specified rights and controls associated with board members’ selection process;

F. **WHEREAS**, when the corporation’s articles of incorporation or bylaws give members certain voting rights, they are called statutory members;

G. **WHEREAS**, by way of example, statutory members have the right to vote for the corporation’s directors, to vote on the manner in which the corporation’s assets will be disposed upon dissolution or merger, or to vote on changes to the articles of incorporation or bylaws. (Corp. Code, § 5056 (a).);

H. **WHEREAS**, any expulsion, suspension or termination procedure of a statutory member must be set forth in the corporation’s articles of incorporation or bylaws;

I. **WHEREAS**, an amendment to the articles or bylaws to terminate all or a class of members must meet the requirements of Corporation Code section 5342;

J. **WHEREAS**, any amendment that is adopted after compliance with specified requirements will terminate the rights members have as members. (Corp. Code, § 5056.);

K. **WHEREAS**, the Charter Schools’ governing board convened a meeting on December 10, 2025 and adopted 5 (five) separate resolutions, Board Resolution #7f, #7g, #7h, # 7i and #7j (“Resolutions #7f to #7j”) to materially revise the Charters to reflect change in the governance structure each of the individual Charter by “removing the sole statutory member of CWC LA....”. Resolutions #7f to #7j are attached herewith collectively as **Attachment A** and part of this Material Revision;

L. **WHEREAS**, the Charter Schools’ governing board also adopted an amended bylaws of CWC LA on December 10, 2025 (“Amended Bylaws”) reflecting the removal of CWCS as the sole statutory member of CWC LA. The Amended Bylaws is attached herewith as **Attachment B** and part of this Material Revision;

M. **WHEREAS**, on January 23, 2026, CWC LA filed a Certificate of Amendment of Articles of Incorporation, reflecting that “Article IV of the Articles of Incorporation is amended to read that: “This Corporation shall have no members.” The Certificate of Amendment, referenced as File No.: BA20260183212, is incorporated by reference as part of this Amendment;

N. **WHEREAS**, based on the 5 (five) separate correspondences for each of the Charter Schools submitted to the District on or about January 29, 2026 in support of this Material Revision (“January 2026 Correspondences”), the Charter Schools explained that: “There were historical reasons for this structure, including but not limited to a shared educational program and branding among charter schools in California and outside the state”,

and that “CWC LA desires to operate completely independently of its former [sole statutory] member, and recognizes that the District has routinely questioned the current governance structure.” The January 2026 Correspondences are attached herewith collectively as **Attachment C** and part of this Material Revision;

O. **WHEREAS**, the District deems changes to the governance and/or corporate structure and affiliations including, but not limited to changes to the articles of incorporation of the entity managing the charter school, including the addition or deletion of any related or affiliated corporations, or sole statutory members as constituting a material revision pursuant to California law and *LAUSD Policy and Procedures for Charter Schools* (“LAUSD Policy”); and

P. **WHEREAS**, the Parties agree to materially revise the Charter to reflect the changes above, LAUSD Policy and applicable state and federal laws;

NOW, THEREFORE, in consideration of the following terms and conditions, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

MATERIAL REVISION

1. The Parties incorporate the above Recitals as if fully restated in this Material Revision.
2. **Governance Structure**: The Charters shall be revised to reflect that CWCS’s sole statutory membership of CWC LA has been terminated and must be consistent with Corporations Code section 5342. The Charters shall be revised to reflect that CWC LA’s affiliation with CWCS or CWCS national, including any existing affiliation agreement(s), management agreement(s) or service agreement(s), are effectively terminated.

To the extent applicable, the organizational charts in each of the Charters shall be revised to remove any reference to CWCS as a sole statutory member of CWC LA.

The Charters shall reflect that the operative corporate bylaws is the current Amended Bylaws of CWC LA executed on December 10, 2025.

3. **Material Revision Contingent Upon CWC LA Meeting All Applicable Requirements**: This Material Revision is contingent upon CWC LA meeting all applicable requirements including the requirements that statutory members cannot be abolished without their consent, and member rights may not be adversely affected without proper notice and due process. (Corp. Code, § 5342.)

4. **Budget**: All prior budgets and cash flow projections submitted for the Charter Schools shall be replaced by the Charter Schools’ revised budget(s), financial and cash flow projections incorporated and attached herewith as **Attachment D** and incorporated by reference and part of this Material Revision.

5. **Updated District Required Language**: The Charters shall be revised, where applicable, to update and incorporate the Board of Education approved “Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and

Material Revisions updated November 2024”, attached herewith as **Attachment E** and incorporated by reference as part of this Material Revision.

6. The Charter Schools warrant that it is operated by a non-profit corporation in good standing in the State of California.

7. All other provisions set forth in the Charters shall remain in effect and enforceable.

8. The Parties agree that should any of the provisions of this Material Revision be judicially determined to be invalid or unenforceable, the remaining provisions shall continue in full force and effect.

9. The Parties agree to cooperate fully in the execution of any and all other documents and/or additional actions necessary and/or appropriate to give full force and effect to the terms, provisions, and intent of this Material Revision.

10. The individuals signing this Material Revision warrant that they are authorized to do so, and further, that they are authorized to make the promises in this Material Revision on behalf of the respective Parties.

IN WITNESS WHEREOF, the Parties hereto have caused this Material Revision to be duly executed and delivered in their respective names by their authorized representatives as of the date set forth below.

DATED: _____, 2026

CITIZENS OF THE WORLD CHARTER SCHOOLS – LOS ANGELES

By: _____

Title: _____

Authorized Representative of Citizens of the World Charter Schools – Los Angeles

DATED: _____, 2026

LOS ANGELES UNIFIED SCHOOL DISTRICT

By: _____

Title: _____

Authorized Representative of Los Angeles Unified School District

Attachments:

A. CWC LA Resolutions #7f to #7j

B. CWC LA Amended Bylaws

- C. CWC LA January 2026 Correspondences
- D. Updated Charter Schools' Budget, Financial, and Cash Flow Projections.
- E. Federal, State, and District Required Language for Independent Charter School Petitions (New and Renewal) and Material Revisions updated November 2024.

[Return to Order of Business](#)

TAB 20



Board of Education Report

File #: Rep-408-25/26, **Version:** 1
In Control: Charter Schools Division

Agenda Date: 5/12/2026

Approval of the Proposed Material Revision for Extera Public School No. 2

Charter Schools Division

Brief Description:

(Approval of the Proposed Material Revision for Extera Public School No. 2) Recommends approval of the material revision for Extera Public School No. 2, a Middle performing, Start-Up Independent charter school, currently located in Board District 2 and Region East,

to transfer governance, operations, and management to Green Dot Public Schools; and revise related charter elements and provisions.

Action Proposed:

Approve the material revision of the charter for Extera Public School No. 2 (“Charter School”), a Start-Up Independent charter school, to join Green Dot Public Schools, such that Green Dot Public Schools would govern, operate, and manage Extera Public School No. 2 along with Green Dot Public School’s fourteen (14) other LAUSD-authorized charter schools. Extera Public School No. 2 specifically seeks to revise its charter governance structure and related charter elements and provisions.

Extera Public Schools, the California nonprofit public benefit corporation that holds the charter under the ultimate direction of the board of directors, seeks the proposed material revision to help ensure the charter school’s fiscal stability and reduce operational costs as a member of a larger charter school network. Extera Public Schools operates one other LAUSD-authorized charter school, named Extera Public. Per the school’s leadership, the organization plans to self-close Extera Public at the end of the 2025-2026 school year.

The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

Background:

Extera Public School No. 2 is a TK-5 school currently serving 108 students on a District facility at 4112 E. Olympic Blvd., Los Angeles, CA, 90023 in Board District 2 and Region East. Extera Public School No. 2 was approved by the LAUSD Board of Education on January 15, 2013. On December 5, 2017, the charter school was renewed for a five-year term to serve up to 432 students in grades TK-5.

Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Extera Public School No. 2 was set to expire June 30, 2026.

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Most recently, the charter was renewed on November 17, 2025, for a five-year term (July 1, 2026 - June 30, 2031). Charter School requested as part of its renewal a reduction in its enrollment capacity to serve up to 245 students in grades TK-5.

On February 9, 2026, the Charter Schools Division commenced processing of Extera Public School No. 2's complete material revision. Extera Public School No. 2 seeks to revise its current charter.

Based on a comprehensive review of the material revision application and supporting documentation, staff has determined that the charter school has met the standards and criteria set forth in Education Code section 47605 (see Ed. Code, §47607(b)) and therefore recommends approval of the material revision of the charter.

Expected Outcomes:

Charter School is expected to operate its school in a manner consistent with Board action, policies and requirements, and local, state, and federal law including ordinances, statutes, and regulations as well as with the terms and conditions set forth in Charter School's petition. The measurable pupil outcomes and method by which pupil progress toward outcomes will be measured are set forth in the charter petition.

Board Options and Consequences:

"Yes" - If the Board adopts the recommendation of approval of the material revision of the charter, Charter School would continue to operate as a charter school, as amended, commencing on July 1, 2026.

"No" - If the Board does not adopt the recommendation of approval of the material revision of the charter, and instead takes specific action to deny the proposed material revision of the charter, Charter School would continue to operate under the terms of its current charter consistently with the Board's action and direction.

Policy Implications:

All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:

State income and various other income sources to the District are reduced when current District students enroll at a charter school, and comparable or offsetting expenditure reduction may not occur in such cases. Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will continue to monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with applicable legal, District and charter requirements.

Charter School has selected to join the LAUSD Special Education Local Planning Area (SELPA) Option 3. Charter School's fair share contribution to special education will be 10% of the charter school's AB 602 (rate includes Base, Cost-of-Living Adjustment (COLA), and Growth/Decline reduced by the amount withheld for Program Specialist/Regionalized Services) and Federal IDEA revenues. This amount will be paid from Charter School's Local Control Funding Formula ("LCFF") funds or other unrestricted revenue sources and will be allocated to support the existing District-wide administration of special education supports and services. The amount withheld by the District from the Program Specialist/Regionalized Services in fiscal year will continue to be withheld and adjusted annually for COLA. An additional 10% of special education revenues will be retained by the District and allocated as directed by the Advisory Board and members of the LAUSD SELPA Option 3, with the leadership of the Director, Charter Operated Programs. These funds will be used to support the personnel for the members of the LAUSD SELPA Option 3; build management and operating procedures to create an infrastructure to support schools in meeting the needs of students with mild to severe disabilities; and, to create and implement new programs that serve students in charter schools. If Charter School does not spend their allocation of special education funds during a fiscal year of the charter petition period, the allocation of special education funds to Charter School for the next fiscal year will be reduced in an amount equal to the unspent special education funds of the previous fiscal year.

In addition to the payments required under this option, Charter School may request specific special education related services from the District through fee-for-service arrangements that will reflect the calculated cost of the requested services and will be contingent on the District's available resources.

Any change in the Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in a Memorandum of Understanding (MOU) between the charter school and the District. The new Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:

As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3). Based on a comprehensive review and assessment of Charter School's request for material revision of the charter and its record of performance, staff has determined that Charter School has met the requirements for approval of the material revision.

Equity Impact:

Not applicable

Issues and Analysis:

If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda as consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

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Attachments:

Attachment A- Staff Assessment and Recommendation Report

Attachment B- Extera Public School No. 2 Data Set

Attachment C- Green Dot Public Schools Data Set

Attachment D- Material Revision

Budget will be available prior to the board meeting at the following link:

[<https://drive.google.com/drive/folders/1MzXEgtvdEoeEYQ7ytZziVFnx5W8_DRfA?usp=sharing>](https://drive.google.com/drive/folders/1MzXEgtvdEoeEYQ7ytZziVFnx5W8_DRfA?usp=sharing)

Submitted:

04/20/26

File #: Rep-408-25/26, **Version:** 1
In Control: Charter Schools Division

Agenda Date: 5/12/2026

RESPECTFULLY SUBMITTED,


 ANDRES E. CHAIT
 Acting Superintendent

APPROVED BY:


 CAROLYN SPAHT GONZALEZ
 Chief of Staff

REVIEWED BY:


 DEVORA NAVERA REED
 General Counsel

☒ Approved as to form.

APPROVED & PRESENTED BY:

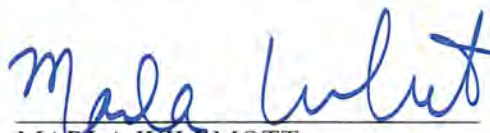

 JOSÉ COLE-GUTIÉRREZ
 Senior Executive Director of Strategy
 Division of Data, Strategy, and Innovation

REVIEWED BY:


 KURT E. JOHN
 Deputy Chief Financial Officer

☒ Approved as to budget impact statement.

APPROVED & PRESENTED BY:


 MARLA WILLMOTT
 Director
 Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT

REQUEST FOR MATERIAL REVISION OF CHARTER

Board of Education Report 408-25/26

May 12, 2026

School Name:	Extera Public School No. 2		
Type of Charter School:	Start-Up Independent Charter School		
Charter Operator	Extera Public Schools		
Location Code:	2272		
Type of Site(s):	District - Proposition 39 Co-Location		
Site Address(es):	4112 E. Olympic Blvd., Los Angeles, CA 90023 (Eastman Ave EL Campus)		
Board District(s):	2	Region(s):	East
Grade Levels Served:	TK-5	Current Enrollment:	108
Grade Levels Authorized in Current Charter:	TK-5	Approved Enrollment in Current Charter:	432 (Please see “Most Recent Renewal” in section below for additional information)
CONSIDERATION:	Material Revision to Transfer, Governance, Operations, and Management to Green Dot Public Schools.		
CDE PERFORMANCE LEVEL: (PER CDE’S 2026 CLASSIFICATION)	Middle Performing		
CURRENT CHARTER TERM	2018-2026 ¹		
STAFF RECOMMENDATION:	Approval		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends approval of the proposed material revision of the charter for Extera Public School No. 2 (“EPS2” or “Charter School”), a TK-5 school located in Board District 2 and Region East, to join Green Dot Public Schools (“Green Dot”), such that Green Dot would govern, operate, and manage EPS2 with Green Dot’s fourteen (14) other LAUSD-authorized charter schools. EPS2 specifically seeks to revise its charter’s governance structure and related charter elements and provisions.

Extera Public Schools, the California nonprofit public benefit corporation that holds the charter under the ultimate direction of the board of directors, seeks the proposed material revision to help ensure the charter school’s fiscal stability and reduce operational costs as a member of a larger charter school

¹ On November 17, 2025, the LAUSD Board of Education renewed Extera Public School No. 2’s charter for a five-year term to serve up to 245 students in grades TK-5.

network. Extera Public Schools operates one other LAUSD-authorized charter school, named Extera Public. Per the school's leadership, the organization plans to self-close Extera Public school at the end of the 2025-2026 school year.

Green Dot is a California nonprofit public benefit corporation that operates fourteen (14) LAUSD-authorized charter schools:

School Name	Location Code	Grade Levels	Board District	Region
Alain Leroy Locke College Preparatory Academy	8087	9-12	7	South
Animo Ellen Ochoa Charter Middle	5182	6-8	3	East
Animo Florence-Firestone Charter Middle	7582	6-8	7	South
Animo Jackie Robinson High	8818	9-12	5	East
Animo James B. Taylor Charter Middle	5183	6-8	7	South
Animo Jefferson Charter Middle	5981	6-8	5	East
Animo Legacy Charter Middle	5181	6-8	1	South
Animo Mae Jemison Charter Middle	5217	6-8	7	South
Animo Pat Brown	8504	9-12	7	South
Animo Ralph Bunche Charter High	8817	9-12	5	East
Animo South Los Angeles Charter	8505	9-12	1	South
Animo Venice Charter High	8503	9-12	4	West
Animo Watts College Preparatory Academy	8822	9-12	7	South
Oscar De La Hoya Animo Charter High	8827	9-12	2	East

II. STANDARDS AND CRITERIA FOR MATERIAL REVISIONS

Material revisions are governed by the same standards and criteria that apply to new petitions (See Ed. Code, §§47605 and 47607). If the material revision contains a request to expand to one or more additional sites, or to add grade levels, staff must also determine whether the charter school is demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate. (See Ed. Code, § 47605(c)(7); Ed. Code, § 47607(a)(3) and (4)), and whether LAUSD is positioned to absorb the fiscal impact of the charter school expansion. (See Ed. Code, § 47605(c)(8); Ed. Code § 47607(a)(3) and (4).) Based on a comprehensive review of the material revision application, staff has determined that the charter school has met the standards and criteria for approval [described in Education Code section 47605] or were determined not to be a basis for denial of the material revision application. Staff analysis includes the following:

- Does the petition, as revised, include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition?
These criteria have been determined not to be bases for denial.
- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
This requirement has been determined not to be a basis for denial.
- Is the charter school demonstrably unlikely to serve the interests of the entire community in which the school is proposing to locate? (Ed. Code, § 47605(c)(7).)
This criterion has been determined not to be a basis for denial.

- Is the school district positioned to absorb the fiscal impact of the proposed charter school? (Ed. Code, § 47605(c)(8).)

This criterion has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. Charter Details

	Extera Public School No. 2
Initial Authorization:	On January 15, 2013, Extera Public School No. 2 was authorized by the LAUSD Board of Education to serve 432 students in grades K-5.
Most Recent Renewal	The charter was renewed on December 5, 2017 for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 432 students in grades TK-5. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Extera Public School No. 2 expires June 30, 2026. Most recently, the charter was renewed on November 17, 2025, for a five-year term (July 1, 2026 - June 30, 2031). Charter School requested as part of its renewal a reduction in its enrollment capacity to serve up to 245 students in grades TK-5.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Material Revision Application:	The processing of Extera Public School No. 2 complete material revision application commenced on February 9, 2026. Pursuant to the <i>LAUSD Policy and Procedures for Charter Schools</i> , the 120-day timeline (for presenting the material revision once processing commences) runs through June 9, 2026.
Master Plan for English Learners and Standard English Learners:	Extera Public School No. 2 implements its own Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Extera Public School No. 2 participates in LAUSD Special Education Local Plan Area (SELPA) Option 3.

B. Charter School Operator

Extera Public School No. 2 is operated by Extera Public Schools, a California nonprofit public benefit corporation that also operates one other LAUSD-authorized charter school.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

Extera Public School No. 2 has been identified by the state as a Middle performing charter school. Please see discussion of the charter school's record of academic performance below.

Please see the Extera Public School No. 2 data set.

Measurements of Academic Performance on the California School Dashboard

The California School Dashboard displays performance for eight state measures. The Performance Level, or color, is based on two factors. The current year data for the measure (Status) and the difference between current year and prior year data (Change). The point at which these two levels intersect on the five-by-five table determines the color. From highest to lowest, the Performance Levels are Blue, Green, Yellow, Orange, and Red. Below, the 2023, 2024, and 2025, Dashboard Performance Levels (colors) are provided.

Extera Public School No. 2

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2022-2023	Orange	Yellow	Not Applicable	Orange	Not Applicable	Orange	Not Applicable	Orange
2023-2024	Yellow	Yellow	No Performance Color	Orange	Not Applicable	Yellow	Not Applicable	Blue
2024-2025	Yellow	Orange	--	Blue	Not Applicable	Yellow	Not Applicable	Blue

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

-- Not numerically significant

b. English Language Arts Indicator

In 2023, 2024, and 2025 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was lower than the state for All Students, and higher than the state for all numerically significant student groups.

Extera Public School No. 2 - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-38.2	-14.3	Orange	-13.6	Lower
Latino	Met	Orange	-37.6	-14.1	Orange	-40.2	Higher
English Learner	Met	Orange	-63.3	-28.0	Orange	-67.7	Higher
Socioeconomically Disadvantaged	Met	Orange	-38.2	-14.5	Orange	-42.6	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

Extera Public School No. 2 - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-32.9	5.3	Orange	-13.2	Lower

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
Latino	Met	Yellow	-34.0	3.7	Orange	-39.3	Higher
English Learner	Met	Yellow	-44.2	19.1	Orange	-67.6	Higher
Socioeconomically Disadvantaged	Met	Yellow	-32.9	5.3	Orange	-40.9	Higher
Students with Disabilities	Met	No Performance Color	-57.6	15.8	Red	-95.6	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

Extera Public School No. 2 - English Language Arts Indicator - 2024-2025

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-27.4	5.5	Yellow	-8.1	Lower
Latino	Met	Yellow	-27.4	6.5	Yellow	-33.7	Higher
English Learner	Met	Yellow	-37.4	6.8	Yellow	-59.9	Higher
Socioeconomically Disadvantaged	Met	Yellow	-27.4	5.5	Yellow	-35.3	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

c. Math Indicator

In 2023, 2024, and 2025 in Math, the charter school's DFS was higher than the state for All Students, and higher than the state for all numerically significant student groups.

Extera Public School No. 2 - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-45.5	9.1	Orange	-49.1	Higher
Latino	Met	Yellow	-45.2	9.1	Orange	-80.8	Higher
English Learner	Met	Orange	-51.0	-1.4	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Yellow	-45.5	9.2	Yellow	-80.8	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

Extera Public School No. 2 - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-29.7	15.8	Orange	-47.6	Higher
Latino	Met	Yellow	-29.6	15.6	Orange	-79.2	Higher
English Learner	Met	Yellow	-41.9	9.0	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Yellow	-29.7	15.8	Orange	-78.2	Higher
Students with Disabilities	Met	No Performance Color	-61.3	-23.3	Red	-124.3	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

Extera Public School No. 2 - Math Indicator - 2024-2025

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-35.7	-6.1	Yellow	-42.4	Higher
Latino	Met	Orange	-35.7	-6.1	Yellow	-73.6	Higher
English Learner	Met	Orange	-40.4	1.5	Yellow	-86.1	Higher
Socioeconomically Disadvantaged	Met	Orange	-35.7	-6.1	Yellow	-72.9	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

d. Science Indicator

In 2024 in Science, the charter school's Science Points (SPs) were lower than the state for All Students, and higher than the state for all numerically significant student groups. In 2025 in Science, data was not numerically significant.

Extera Public School No. 2 – Science Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Science Points	Charter Change	State Color	State Science Points	Charter to State Comparison
All Students	Met	No Performance Color	48.9	4.6	No Performance Color	51.2	Lower
Latino	Met	No Performance Color	48.9	4.6	No Performance Color	45.4	Higher
Socioeconomically Disadvantaged	Met	No Performance Color	48.9	4.6	No Performance Color	45.6	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

e. English Learner Progress Indicator

In 2023 and 2024 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was lower than the state. In 2025 on the ELPI, the charter school's English Learner Progress Rate for the English Learner was higher than the state's rates.

Extera Public School No. 2- English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	47.7%	-16.3%	Yellow	48.7%	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

Extera Public School No. 2- English Learner Progress Indicator – 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	40.5%	-7.3%	Orange	45.7%	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

Extera Public School No. 2- English Learner Progress Indicator - 2024-2025

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Blue	56.1%	15.6%	Yellow	46.4%	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

f. College/Career Indicator

Not applicable

g. Chronic Absenteeism Indicator

In 2023 and 2024 on the Chronic Absenteeism Indicator, the charter schools rate of chronic absenteeism was higher than the state for All Students and lower than the state for all numerically significant student groups. In 2025 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was lower than the state for All Students, and for all numerically significant student groups.

h. Graduation Indicator [HS only]

Not applicable

i. Suspension Rate Indicator

In 2023, 2024, and 2025, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for all numerically significant student groups.

j. Dashboard Local Indicators

Staff also considered the Local Indicators (e.g., Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) which have all been reported as "Met" in 2023, 2024, and 2025.

k. Additional Information

As Extera Public School No. 2's proposal involves Green Dot Public Schools as a successor organization to govern, operate, and manage Extera Public School No. 2, Charter Schools Division ("CSD") staff conducted a combined Capacity Interview with both Extera Public School No. 2 and Green Dot leadership. Representatives from both organizations noted their shared vision and their projected mutual benefit as rationale for their proposed governance change (e.g., EPS2 being part of a larger charter organization for greater fiscal stability and support; Green Dot pursuing an elementary school option for students).

The Capacity Interview focused on the capacity of Green Dot to operate an elementary school as they currently only operate schools which serve middle and high school grades. Green Dot and EPS2 leaders shared that should the proposed material revision be approved, their intention is to retain Extera Public Schools staff and principal to facilitate the transition and ensure students continue to receive the educational program and teaching that they have experienced at EPS2. The lead petitioner reported that Green Dot Public Schools has made employment offers to current Extera Public Schools employees in order to staff EPS2 in the following academic year and that those employees will be union eligible and will have bargaining unit representation in accordance with Green Dot Public Schools labor agreements with Asociación de Maestros Unidos and Ánimo Classified Employees Association. Additionally, EPS2 leadership shared that it plans to locate to a private site, within the community, in the 2026-2027 school year.

A summary of Green Dot Public Schools' median performance is provided below.

2024-2025 Academic Performance Medians – CA School Dashboard

CA School Dashboard Indicator	Green Dot Number of Students with Scores	Green Dot Median Color	Green Dot Median (DFS)	State Number of Students with Scores	State (DFS)	Comparison (DFS)
English Language Arts	3,862	Yellow	-0.6	2,955,483	-8.1	Higher
Math	3,870	Yellow	-90.4	2,981,506	-42.4	Lower

Data Sources: California School 2024 Dashboard Research data files.

CA School Dashboard Indicator	Green Dot Number of students	Green Dot Median Color	Green Dot Science Points	State Number of students	State Science Points	Comparison (Science Points)
Science	2,189	Green	50.5	1,314,581	52.6	Lower

Data Sources: California School 2024 Dashboard Research data files.

CA School Dashboard Indicator	Green Dot Number of EL Students with a Performance Level in Both the Current and Prior Year	Green Dot Median Color	Green Dot Percentage of English Learner making progress towards English proficiency	State Number of EL Students with a Performance Level in Both the Current and Prior Year	State Percentage of English Learner making progress towards English proficiency	Comparison (Percentage)
ELPI	1,131	Green	55.4%	777,537	46.4%	Higher

Data Sources: California School 2024 Dashboard Research data files.

CA School Dashboard Indicator	Green Dot Number of students	Green Dot Median Color	Green Dot Percentage of prepared students	State Number of students	State Percentage of prepared students	Comparison (Percentage)
College / Career	1,298	Green	60.1%	497,814	51.7%	Higher

Data Sources: California School 2024 Dashboard Research data files.

Staff reviewed the Median record of performance for the fourteen (14) LAUSD-authorized charter schools currently manage by Green Dot on the applicable 2025 California School Dashboard Academic indicators compared to state averages. This comparison indicated that the Green Dot Median outperformed the state in three of the five indicators (ELA, ELPI, and College/Career) and were lower in Math and Science.

V. ANNUAL PERFORMANCE-BASED OVERSIGHT VISIT RESULTS

In accordance with Education Code section 47604.32, the District's Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following four categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*. Please see below for Extera Public School No. 2 outcomes on its annual oversight evaluation reports for the last two years.

a. Governance

Oversight Ratings/Concerns	
2023-2024	<i>Proficient</i>
2024-2025	<i>Proficient</i>
Concerns	No unresolved issues pending

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	<i>Proficient</i>
2024-2025	<i>Proficient</i>
Concerns	No unresolved issues pending

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	<i>Proficient</i>
2024-2025	<i>Accomplished</i>
Concerns	No unresolved issues pending

d. Fiscal Operations

Oversight Ratings/Concerns	
2023-2024	<i>Developing</i>
2024-2025	<i>Proficient</i>
Concerns	The rating of <i>Developing</i> in 2023-2024 was primarily due to a material weakness cited in Extera Public Schools' 2022-2023 independent audit report related to Financial Statement Preparation - Restatement. Extera Public Schools took action to address this audit finding, which did not recur in the charter operator's 2024-2025 independent audit report.

LAUSD-authorized Green Dot charter schools' outcomes on the annual oversight evaluation reports for the last two years are included in the table below.

2023-2024 and 2024-2025 Green Dot Public Schools' Annual Performance-Based Oversight Visit Results					
School Name	Year	Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
Alain Leroy Locke College Preparatory Academy	2023-2024	3, <i>Proficient</i>	1, <i>Unsatisfactory</i>	3, <i>Proficient</i>	4, <i>Accomplished</i>
	2024-2025	3, <i>Proficient</i>	1, <i>Unsatisfactory</i>	3, <i>Proficient</i>	4, <i>Accomplished</i>
Animo Ellen Ochoa Charter Middle	2023-2024	4, <i>Accomplished</i>	3, <i>Proficient</i>	3, <i>Proficient</i>	3, <i>Proficient</i>
	2024-2025	4, <i>Accomplished</i>	3, <i>Proficient</i>	4, <i>Accomplished</i>	3, <i>Proficient</i>
Animo Florence-Firestone Charter Middle	2023-2024	4, <i>Accomplished</i>	3, <i>Proficient</i>	4, <i>Accomplished</i>	4, <i>Accomplished</i>
	2024-2025	3, <i>Proficient</i>	2, <i>Developing</i>	3, <i>Proficient</i>	4, <i>Accomplished</i>
Animo Jackie Robinson High	2023-2024	4, <i>Accomplished</i>	3, <i>Proficient</i>	4, <i>Accomplished</i>	4, <i>Accomplished</i>
	2024-2025	4, <i>Accomplished</i>	3, <i>Proficient</i>	4, <i>Accomplished</i>	4, <i>Accomplished</i>
Animo James B. Taylor Charter Middle	2023-2024	3, <i>Proficient</i>	2, <i>Developing</i>	3, <i>Proficient</i>	4, <i>Accomplished</i>
	2024-2025	3, <i>Proficient</i>	2, <i>Developing</i>	3, <i>Proficient</i>	4, <i>Accomplished</i>
Animo Jefferson Charter Middle	2023-2024	3, <i>Proficient</i>	2, <i>Developing</i>	3, <i>Proficient</i>	4, <i>Accomplished</i>
	2024-2025	3, <i>Proficient</i>	2, <i>Developing</i>	4, <i>Accomplished</i>	4, <i>Accomplished</i>
Animo Legacy Charter Middle	2023-2024	3, <i>Proficient</i>	2, <i>Developing</i>	3, <i>Proficient</i>	4, <i>Accomplished</i>
	2024-2025	3, <i>Proficient</i>	1, <i>Unsatisfactory</i>	3, <i>Proficient</i>	4, <i>Accomplished</i>
Animo Mae Jemison Charter Middle	2023-2024	3, <i>Proficient</i>	2, <i>Developing</i>	3, <i>Proficient</i>	4, <i>Accomplished</i>
	2024-2025	3, <i>Proficient</i>	2, <i>Developing</i>	3, <i>Proficient</i>	3, <i>Proficient</i>
Animo Pat Brown	2023-2024	4, <i>Accomplished</i>	3, <i>Proficient</i>	3, <i>Proficient</i>	4, <i>Accomplished</i>

2023-2024 and 2024-2025 Green Dot Public Schools' Annual Performance-Based Oversight Visit Results					
School Name	Year	Governance	Student Achievement and Educational Performance	Organizational Management, Programs, and Operations	Fiscal Operations
	2024-2025	4, Accomplished	3, Proficient	3, Proficient	4, Accomplished
Animo Ralph Bunche Charter High	2023-2024	3, Proficient	2, Developing	3, Proficient	4, Accomplished
	2024-2025	4, Accomplished	3, Proficient	4, Accomplished	4, Accomplished
Animo South Los Angeles Charter	2023-2024	4, Accomplished	3, Proficient	3, Proficient	4, Accomplished
	2024-2025	4, Accomplished	3, Proficient	3, Proficient	4, Accomplished
Animo Venice Charter High	2023-2024	3, Proficient	2, Developing	3, Proficient	4, Accomplished
	2024-2025	3, Proficient	2, Developing	3, Proficient	2, Developing
Animo Watts College Preparatory Academy	2023-2024	4, Accomplished	3, Proficient	3, Proficient	4, Accomplished
	2024-2025	4, Accomplished	3, Proficient	4, Accomplished	4, Accomplished
Oscar De La Hoya Animo Charter High	2023-2024	4, Accomplished	3, Proficient	3, Proficient	4, Accomplished
	2024-2025	4, Accomplished	3, Proficient	3, Proficient	4, Accomplished

VI. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Extera Public School No. 2's fiscal condition is positive.

	2021-2022 (Audited Actuals)	2022-2023 (Audited Actuals)	2023-2024 (Audited Actuals)	2024-2025 (Audited Actuals)	2025-2026 (First Interim)
Net Assets	\$2,297,590	\$2,679,449	\$2,973,750	\$1,348,338	\$1,429,978
Net Income/Loss	\$35,333	\$324,917	\$294,301	(\$1,625,412) ²	\$81,640
Transfers In/Out	\$0	\$0	\$0	\$0	\$0
Prior Year Adjustment(s)	\$0	\$56,942 ¹	\$0	\$0	\$0
Norm Enrollment ^A	279	216	184	120	108

¹ The Prior-Year Adjustment of \$56,942 reported in the 2022-2023 audit report reflected a restatement of previously understated receivables to properly present the net asset balance as of June 30, 2022.

² According to Extera Public Schools, the net loss of (\$1,625,412) reported in Fiscal Year 2024-2025 was primarily due to one-time project expenses incurred from a previously planned purchase and construction of a new private school site. This project did not materialize because Los Angeles County denied the conditional use permit application to rezone the property. The Extera Public Schools Executive Director further noted that the

project expenses were paid from Charter School's fund reserve rather than operating funds. Following the net loss in Fiscal Year 2024-2025, Extera Public School No. 2 reported ending net assets of \$1,348,338 as of June 30, 2025.

^A Extera Public School No. 2 reported 108 Norm Enrollment for Fiscal Year 2025-2026. On November 17, 2025, the LAUSD Board of Education approved Extera Public School No. 2's renewal petition, including a reduction in enrollment capacity from 432 to 245 for the 2026-2031 renewal charter term. The CSD will continue to monitor Charter School's student enrollment and financial condition as part of its oversight process.

b. 2024-2025 Independent Audit Report

Audit Opinion: Unmodified/Unqualified

Material Weaknesses: None Reported

Deficiencies/Findings: None Reported

Lack of a Going Concern: None Reported

c. Other Significant Fiscal Information

The financial condition of Extera Public Schools is summarized in the table below.

Extera Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		<u>Including</u> related parties and charter schools		<u>Excluding</u> related parties and charter schools	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
2	2	\$2,548,822	(\$3,987,114) ³	\$13	\$0

³According to Extera Public Schools' 2024-2025 audited financial report, the total net loss of (\$3,987,114) reflects operating losses from the two charter schools operated by Extera Public Schools totaling (\$1,365,360), as well as an unusual, nonrecurring charge of (\$2,621,754) related to an abandoned or cancelled construction project. Following the net loss in Fiscal Year 2024-2025, Extera Public Schools reported ending net assets of \$2,548,822 as of June 30, 2025.

According to Extera Public Schools, it does not charge management fees to Extera Public Schools' charter schools for administrative services. Instead, the costs of administrative services, such as accounting, budget, human resources, payroll, and technology support, are allocated between the two charter schools based on a pro-rata basis, with a 60/40 split between Extera Public and Extera Public School No. 2, respectively.

The financial condition of Green Dot Public Schools is summarized in the table below.

Green Dot Public Schools					
Source: Independent Audit Report for the Year Ending June 30, 2025					
# of Charter Schools		<u>Including</u> related parties and charter schools		<u>Excluding</u> related parties and charter schools	
Operated	Authorized by LAUSD	Net Assets	Net Income / (Loss)	Net Assets	Net Income / (Loss)
18 ⁴	14 ⁴	\$107,545,561	(\$7,879,195) ⁵	\$21,729,959	(\$1,726,477) ⁵

⁴ Green Dot Public Schools currently operates fourteen (14) LAUSD-authorized schools: Alain Leroy Locke College Preparatory Academy, Animo Ellen Ochoa Charter Middle, Animo Florence-Firestone Charter Middle, Animo Jackie Robinson High, Animo James B. Taylor Charter Middle, Animo Jefferson Charter Middle, Animo Legacy Charter Middle School, Animo Mae Jemison Charter Middle, Oscar De La Hoya Animo Charter High, Animo Pat Brown, Animo Ralph Bunche Charter High, Animo South Los Angeles Charter, Animo Venice Charter High, and Animo Watts College Preparatory Academy. Green Dot Public School operates four (4) additional Southern California schools: Animo Leadership Charter High (authorized by Lennox School District), Animo Inglewood Charter High (authorized by Inglewood Unified School District), Animo City of Champions Charter High (authorized by Los Angeles County Office of Education) and Animo Compton Charter Middle (authorized by Compton Unified School District).

⁵ According to Green Dot Public Schools, the net loss of approximately \$7.9 million (including related parties and charter schools) or \$1.7 million (excluding them) was primarily due to school site losses of \$4.3 million driven by lower-than expected revenue from enrollment and ADA declines for certain Green Dot charter schools. The organization stated that these declines were exacerbated by FY 2024-2025 fires, protests, and ICE-related activities, as well as planned deficits following the exhaustion of Elementary and Secondary School Emergency Relief (ESSER) funds. The Green Dot Public Schools further stated that its Home Office posted a planned \$1.7 million loss attributable to reduced revenue and lower management fees, and an additional \$2.0 million resulted from a one-time write-off of a canceled facility project at one of its charter schools. Following the net loss in Fiscal Year 2024-2025, Green Dot Public Schools reported ending net assets of \$107,545,561 as of June 30, 2025.

Notwithstanding the net losses described above, the transfer of Extera Public School No. 2 to Green Dot Public Schools does not appear likely to raise going concern issues, as both Extera Public Schools and Green Dot Public Schools maintained positive net assets of \$2,548,822 and \$107,545,561, respectively, as of June 30, 2025.

Should this material revision application be approved by the LAUSD Board of Education, the transition includes the transfer of operational control and associated financial responsibilities from Extera Public School No. 2 to Green Dot Public Schools, including applicable assets, liabilities, and fund balances.

Extera Public School No. 2

Board District: 2 | Region: East | Location Code: 2272

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "--" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
	Dashboard 2023								Dashboard 2024								Dashboard 2025							
Student Group	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	118	-38.2	-14.3	Declined	Orange	-13.6	Lower	100%	107	-32.9	5.3	Increased	Yellow	-13.2	Lower	100%	61	-27.4	5.5	Increased	Yellow	-8.1	Lower
English Learner	100%	44	-63.3	-28.0	Declined Significantly	Orange	-67.7	Higher	100%	45	-44.2	19.1	Increased Significantly	Yellow	-67.6	Higher	100%	31	-37.4	6.8	Increased	Yellow	-59.9	Higher
Latino	100%	117	-37.6	-14.1	Declined	Orange	-40.2	Higher	100%	106	-34.0	3.7	Increased	Yellow	-39.3	Higher	100%	61	-27.4	6.5	Increased	Yellow	-33.7	Higher
Socioeconomically Disadvantaged	100%	118	-38.2	-14.5	Declined	Orange	-42.6	Higher	100%	107	-32.9	5.3	Increased	Yellow	-40.9	Higher	100%	61	-27.4	5.5	Increased	Yellow	-35.3	Higher
Students with Disabilities	100%	25	-73.4	-2.0	Maintained	--	-96.3	--	100%	30	-57.6	15.8	Increased Significantly	--	-95.6	Higher	100%	14	-31.3	26.3	Increased Significantly	--	-89.4	--

Data Sources: California School Dashboard Research data files.

Extera Public School No. 2

Board District: 2 | Region: East | Location Code: 2272

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "--" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
Student Group	Dashboard 2023								Dashboard 2024								Dashboard 2025							
	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	118	-45.5	9.1	Increased	Yellow	-49.1	Higher	100%	107	-29.7	15.8	Increased Significantly	Yellow	-47.6	Higher	100%	61	-35.7	-6.1	Declined	Orange	-42.4	Higher
English Learner	100%	44	-51.0	-1.4	Maintained	Orange	-93.4	Higher	100%	45	-41.9	9.0	Increased	Yellow	-93.4	Higher	100%	31	-40.4	1.5	Maintained	Orange	-86.1	Higher
Latino	100%	117	-45.2	9.1	Increased	Yellow	-80.8	Higher	100%	106	-29.6	15.6	Increased Significantly	Yellow	-79.2	Higher	100%	61	-35.7	-6.1	Declined	Orange	-73.6	Higher
Socioeconomically Disadvantaged	100%	118	-45.5	9.2	Increased	Yellow	-80.8	Higher	100%	107	-29.7	15.8	Increased Significantly	Yellow	-78.2	Higher	100%	61	-35.7	-6.1	Declined	Orange	-72.9	Higher
Students with Disabilities	100%	25	-38.0	45.5	Increased Significantly	--	-127.3	--	100%	30	-61.3	-23.3	Declined Significantly	--	-124.3	Higher	100%	14	-36.9	24.4	Increased Significantly	--	-120.7	--

Data Sources: California School Dashboard Research data files.

Extera Public School No. 2

Board District: 2 | Region: East | Location Code: 2272

CA School Dashboard: Academic Performance - Science

This report shows the performance levels for the Science Indicator for all student groups in grades 5, 8, and once during high school. It also shows the participation rate, number of students tested, science points (status), and performance level (color) for the 2025 CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with “--” means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Science Indicator is calculated using two components: Science Points (SPs) and participation rate. The California State Board of Education (SBE) adopted a participation rate requirement within the Science Indicator to require LEAs, schools, and student groups to test at least 95 percent of their students. If they fail to meet this target, a Lowest Obtainable Scale Score (LOSS) is assigned to each student needed to bring the participation rate of the LEAs, schools and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the average SPs. If an LEA, school, and/or student group participation rate is 95 percent or above, assigned LOSS is not applied. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Science (Grades 5,8 and Once in HS) Academic Indicator - CA School Dashboard Indicator														
Student Group	Dashboard 2024						Dashboard 2025							
	Part. Rate	Students w/ Scores	Science Points	Color	State Science Points	School vs State	Part. Rate	Students w/ Scores	Science Points	Change	Change Level	Color	State Science Points	School vs State
All Students	100%	35	48.9	--	51.2	Lower	100%	18	53.6	4.6	Increased	--	52.6	--
Latino	100%	35	48.9	--	45.4	Higher	100%	18	53.6	4.6	Increased	--	47.1	--
Socioeconomically Disadvantaged	100%	35	48.9	--	45.6	Higher	100%	18	53.6	4.6	Increased	--	47.1	--
Students with Disabilities	100%	13	43.8	--	36.7	--	100%	5	*	*	*	*	38.3	*

Data Sources: California School Dashboard Research data files.

Extera Public School No. 2

Board District: 2 | Region: East | Location Code: 2272

CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with “—” means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																					
Student Group	Dashboard 2023							Dashboard 2024							Dashboard 2025						
	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	44	47.7%	-16.3	Declined Significantly	Orange	48.7%	Lower	42	40.5%	-7.3	Declined	Orange	45.7%	Lower	41	56.1%	15.6	Increased Significantly	Blue	46.4%	Higher

Student English Language Acquisition Results Summative ELPAC									
End Year	Student Group	School				State of California			
		Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	47.7%	0%	22.7%	29.5%	45.7%	2.3%	32.2%	18.3%
2024	EL	40.5%	0%	33.3%	26.2%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	--	--	--	--	41.6%	3.4%	28.5%	24.7%
2025	EL	56.1%	0%	34.1%	9.8%	44.6%	1.3%	35.5%	17.2%

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard). For each district and school that does not meet the 95 percent target, the minimum number of students needed to reach a participation rate of at least 95 percent is determined. The resulting number of students will be counted as not making progress in the current ELPI Status calculation.

Summative ELPAC Participation Rate Report									
End Year	Student Group	School				State of California			
		Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate	Participation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate	Participation Rate Greater Than 95%
2023	EL	64	65	98.5%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	--	--	--	--	193,182	202,530	95.4%	Y
2024	EL	55	55	100.0%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	--	--	--	--	182,603	190,459	95.9%	Y
2025	EL	48	48	100.0%	Y	947,393	963,338	98.3%	Y
2025	LTEL	--	--	--	--	175,106	181,495	96.5%	Y

Extera Public School No. 2

Board District: 2 | Region: East | Location Code: 2272

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "—" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																					
Student Group	Dashboard 2023							Dashboard 2024							Dashboard 2025						
	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	225	24.9%	-1.7	Declined	Orange	24.3%	Higher	187	19.3%	-5.6	Declined Significantly	Yellow	18.6%	Higher	126	15.1%	-4.2	Declined	Yellow	17.1%	Lower
English Learner	69	17.4%	-14.1	Declined	Yellow	26.3%	Lower	57	14.0%	-3.4	Declined	Yellow	20.1%	Lower	51	7.8%	-6.2	Declined	Green	18.1%	Lower
Latino	222	25.2%	-1.2	Declined	Orange	28.4%	Lower	184	18.5%	-6.7	Declined Significantly	Yellow	21.7%	Lower	124	15.3%	-3.2	Declined	Yellow	20.1%	Lower
Socioeconomically Disadvantaged	223	25.1%	-1.7	Declined	Orange	29.9%	Lower	187	19.3%	-5.9	Declined Significantly	Yellow	23.4%	Lower	125	14.4%	-4.9	Declined	Yellow	21.7%	Lower
Students with Disabilities	49	28.6%	-0.8	Declined	Orange	33.1%	Lower	41	24.4%	-4.2	Declined	Orange	26.3%	Lower	26	23.1%	-1.3	Declined	--	24.9%	--

Data Sources: California School Dashboard Research data files.

Extera Public School No. 2

Board District: 2 | Region: East | Location Code: 2272

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "—" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																					
Student Group	Dashboard 2023							Dashboard 2024							Dashboard 2025						
	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	225	1.8%	1.1	Increased	Orange	3.5%	Lower	192	0.5%	-1.3	Declined Significantly	Blue	3.2%	Lower	130	0.0%	-0.5	Declined	Blue	2.9%	Lower
English Learner	69	1.4%	-0.7	Declined	Green	3.7%	Lower	59	0.0%	-1.4	Declined	Blue	3.4%	Lower	53	0.0%	0.0	Maintained	Blue	3.2%	Lower
Latino	222	1.8%	1.1	Increased	Orange	3.8%	Lower	189	0.0%	-1.8	Declined Significantly	Blue	3.4%	Lower	128	0.0%	0.0	Maintained	Blue	3.0%	Lower
Socioeconomically Disadvantaged	223	1.8%	1.0	Increased	Orange	4.5%	Lower	191	0.5%	-1.3	Declined Significantly	Blue	4.0%	Lower	127	0.0%	-0.5	Declined	Blue	3.6%	Lower
Students with Disabilities	49	2.0%	0.1	Maintained	Yellow	5.9%	Lower	41	0.0%	-2.0	Declined	Blue	5.4%	Lower	27	0.0%	0.0	Maintained	--	5.0%	--

Data Sources: California School Dashboard Research data files.

Extera Public School No. 2

Board District: 2 | Region: East | Location Code: 2272

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group						
Student Group	2023-2024			2024-2025		
	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	184	529,902	5,837,690	121	516,685	5,806,221
F/R Meal	100.0%	80.6%	61.6%	100.0%	81.9%	62.7%
GATE	0.0%	11.6%	N/A	0.8%	13.0%	N/A
English Learner	30.4%	20.1%	18.4%	38.8%	18.6%	17.4%
Foster Youth	1.6%	0.6%	0.5%	0.8%	0.5%	0.5%
Homeless Youth	0.0%	2.1%	3.6%	0.0%	2.7%	4.0%
Socioeconomically Disadvantaged	100.0%	81.3%	62.7%	100.0%	82.4%	63.6%
Students w/ Disabilities	18.5%	14.8%	13.7%	17.4%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	0.0%	7.3%	4.9%	0.0%	7.1%	4.9%
American Indian or Alaska Native	0.0%	0.1%	0.4%	0.0%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.0%	3.3%	10.1%
Filipino	0.0%	1.7%	2.2%	0.0%	1.6%	2.2%
Latino	98.4%	73.8%	56.1%	98.3%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.0%	0.2%	0.4%	0.0%	0.2%	0.4%
White	1.6%	9.8%	20.3%	1.7%	9.7%	20.0%
Two or More Races	0.0%	2.0%	4.6%	0.0%	2.1%	4.8%
Not Reported	0.0%	1.8%	1.1%	0.0%	2.2%	1.2%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesenr.asp>

Extera Public School No. 2

Board District: 2 | Region: East | Location Code: 2272

Long-Term English Learners (LTEL) and “At-Risk”

Note: The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	0	0.0%	17,921	7.3%	226,508	11.1%	0	0.0%	15,302	6.5%	211,186	10.6%	0	0.0%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	15	12.0%	17,295	7.1%	144,189	7.1%	13	13.8%	15,717	6.7%	136,188	6.8%	4	6.1%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	38	30.4%	60,457	24.7%	505,486	24.8%	36	38.3%	60,574	25.7%	519,651	26.0%	30	45.5%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	9	7.2%	18,850	7.7%	236,319	11.6%	7	7.4%	14,725	6.2%	207,768	10.4%	13	19.7%	13,775	6.2%	178,306	9.3%
EL Total	62	49.6%	114,523	46.8%	1,112,502	54.5%	56	59.6%	106,318	45.0%	1,074,793	53.8%	47	71.2%	95,959	43.3%	1,009,030	52.6%
RFEP	63	50.4%	130,377	53.2%	927,694	45.5%	38	40.4%	129,789	55.0%	924,422	46.2%	19	28.8%	125,465	56.7%	909,298	47.4%
Total Ever EL	125	100.0%	244,900	100.0%	2,040,196	100.0%	94	100.0%	236,107	100.0%	1,999,215	100.0%	66	100.0%	221,424	100.0%	1,918,328	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/ad/filesltel.asp>

Extera Public School No. 2

Board District: 2 | Region: East | Location Code: 2272

Students with Disabilities Report

This report displays the K-12 enrollment and the number of K-12 students with disabilities total, by incidence category, and by eligibility as reported on the Census Day (First Wednesday in October) CALPADS Fall 1 Certified Student Profile List Report (Report 8.1) submitted by Local Education Agencies (LEAs). LEAs are required to "certify" specified data during submission windows. The CDE uses certified data for state and federal reporting and to develop accountability metrics. Once data are certified by an LEA following the close of the Amendment Window, they are "frozen" and cannot be amended. High Incidence is defined as students in the Other Health Impairment, Specific Learning Disability, and Speech or Language Impairment categories. Low Incidence Students are defined as those in the Autism, Deafness, Emotional Disturbance, Hard of Hearing, Intellectual Disability, Multiple Disabilities, Orthopedic Impairment, Traumatic Brain Injury, and Visual Impairment categories.

Special Education Enrollment by Category												
	2023-2024						2024-2025					
	School			Los Angeles Unified			School			Los Angeles Unified		
Total Enrollment	184			529,902			121			516,685		
Students with Disabilities	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment	# of SWD	% of Total SWD	% of Total Enrollment
Total SWD Enrollment	34	100.0%	18.5%	78,319	100.0%	14.8%	21	100.0%	17.4%	80,505	100.0%	15.6%
High Incidence	26	76.5%	14.1%	52,153	66.6%	9.8%	16	76.2%	13.2%	52,412	65.1%	10.1%
Low Incidence	8	23.5%	4.3%	26,162	33.4%	4.9%	5	23.8%	4.1%	28,084	34.9%	5.4%
Autism	7	20.6%	3.8%	18,713	23.9%	3.5%	5	23.8%	4.1%	20,802	25.8%	4.0%
Deaf-Blindness	0	0.0%	0.0%	4	0.0%	0.0%	0	0.0%	0.0%	7	0.0%	0.0%
Deafness	0	0.0%	0.0%	188	0.2%	0.0%	0	0.0%	0.0%	178	0.2%	0.0%
Emotional Disturbance	0	0.0%	0.0%	1,148	1.5%	0.2%	0	0.0%	0.0%	1,082	1.3%	0.2%
Established Medical Disability	0	0.0%	0.0%	0	0.0%	0.0%	0	0.0%	0.0%	1	0.0%	0.0%
Hard of Hearing	1	2.9%	0.5%	971	1.2%	0.2%	0	0.0%	0.0%	931	1.2%	0.2%
Intellectual Disability	0	0.0%	0.0%	3,393	4.3%	0.6%	0	0.0%	0.0%	3,381	4.2%	0.7%
Multiple Disabilities	0	0.0%	0.0%	965	1.2%	0.2%	0	0.0%	0.0%	1,035	1.3%	0.2%
Other Health Impairment	6	17.6%	3.3%	10,930	14.0%	2.1%	4	19.0%	3.3%	11,596	14.4%	2.2%
Orthopedic Impairment	0	0.0%	0.0%	533	0.7%	0.1%	0	0.0%	0.0%	434	0.5%	0.1%
Specific Learning Disability	11	32.4%	6.0%	29,615	37.8%	5.6%	4	19.0%	3.3%	29,368	36.5%	5.7%
Speech or Language Impairment	9	26.5%	4.9%	11,608	14.8%	2.2%	8	38.1%	6.6%	11,448	14.2%	2.2%
Traumatic Brain Injury	0	0.0%	0.0%	66	0.1%	0.0%	0	0.0%	0.0%	66	0.1%	0.0%
Visual Impairment	0	0.0%	0.0%	185	0.2%	0.0%	0	0.0%	0.0%	175	0.2%	0.0%

Data Source: CALPADS 8.1 FALL 1 Certified Report. This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Green Dot Schools vs State Comparison

Academic Performance Medians- English Language Arts

2024-2025 English Language Arts (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator						
School Name	Green Dot Number of Students with Scores	Green Dot Median Color	Green Dot Median (DFS)	State Number of Students with Scores	State (DFS)	Comparison (DFS)
Alain Leroy Locke College Preparatory Academy	239	Orange	-51.5	2,955,483	-8.1	Lower
Animo Ellen Ochoa Charter Middle	259	Green	3.8	2,955,483	-8.1	Higher
Animo Florence-Firestone Charter Middle	424	Orange	-33.0	2,955,483	-8.1	Lower
Animo Jackie Robinson High	148	Green	22.8	2,955,483	-8.1	Higher
Animo James B. Taylor Charter Middle	426	Orange	-60.1	2,955,483	-8.1	Lower
Animo Jefferson Charter Middle	400	Yellow	-49.5	2,955,483	-8.1	Lower
Animo Legacy Charter Middle	795	Yellow	-68.4	2,955,483	-8.1	Lower
Animo Mae Jemison Charter Middle	406	Orange	-65.7	2,955,483	-8.1	Lower
Animo Pat Brown	139	Blue	30.9	2,955,483	-8.1	Higher
Animo Ralph Bunche Charter High	138	Green	27.3	2,955,483	-8.1	Higher
Animo South Los Angeles Charter	141	Green	22.1	2,955,483	-8.1	Higher
Animo Venice Charter High	74	Green	16.1	2,955,483	-8.1	Higher
Animo Watts College Preparatory Academy	129	Yellow	26.5	2,955,483	-8.1	Higher
Oscar De La Hoya Animo Charter High	144	Orange	-4.9	2,955,483	-8.1	Higher
Green Dot Median	3,862	Yellow	-0.6	2,955,483	-8.1	Higher

Data Sources: California School 2024 Dashboard Research data files.

Green Dot Schools vs State Comparison

Academic Performance Medians- Math

2024-2025 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator						
School Name	Green Dot Number of Students with Scores	Green Dot Median Color	Green Dot Median (DFS)	State Number of Students with Scores	State (DFS)	Comparison (DFS)
Alain Leroy Locke College Preparatory Academy	239	Orange	-129.3	2,981,506	-42.4	Lower
Animo Ellen Ochoa Charter Middle	260	Yellow	-46.6	2,981,506	-42.4	Lower

2024-2025 Math (Grades 3-8 and Grade 11) Academic Indicator Medians - CA School Dashboard Indicator						
School Name	Green Dot Number of Students with Scores	Green Dot Median Color	Green Dot Median (DFS)	State Number of Students with Scores	State (DFS)	Comparison (DFS)
Animo Florence-Firestone Charter Middle	419	Orange	-72.9	2,981,506	-42.4	Lower
Animo Jackie Robinson High	148	Yellow	-85.3	2,981,506	-42.4	Lower
Animo James B. Taylor Charter Middle	432	Orange	-101.2	2,981,506	-42.4	Lower
Animo Jefferson Charter Middle	402	Yellow	-86.8	2,981,506	-42.4	Lower
Animo Legacy Charter Middle	796	Orange	-118.1	2,981,506	-42.4	Lower
Animo Mae Jemison Charter Middle	406	Red	-123.1	2,981,506	-42.4	Lower
Animo Pat Brown	139	Yellow	-70.7	2,981,506	-42.4	Lower
Animo Ralph Bunche Charter High	138	Yellow	-110.2	2,981,506	-42.4	Lower
Animo South Los Angeles Charter	142	Yellow	-84.0	2,981,506	-42.4	Lower
Animo Venice Charter High	75	Yellow	-91.7	2,981,506	-42.4	Lower
Animo Watts College Preparatory Academy	129	Yellow	-89.2	2,981,506	-42.4	Lower
Oscar De La Hoya Animo Charter High	145	Yellow	-110.9	2,981,506	-42.4	Lower
Green Dot Median	3,870	Yellow	-90.4	2,981,506	-42.4	Lower

Data Sources: California School 2024 Dashboard Research data files.

Green Dot Schools vs State Comparison

Academic Performance Medians- English Learner Progress Indicator

2024-2025 English Learner Progress Indicator Medians - CA School Dashboard Indicator						
School Name	Green Dot Number of EL Students with a Performance Level in Both the Current and Prior Year	Green Dot Median Color	Green Dot Percentage of English Learner making progress towards English proficiency	State Number of EL Students with a Performance Level in Both the Current and Prior Year	State Percentage of English Learner making progress towards English proficiency	Comparison (Percentage)
Alain Leroy Locke College Preparatory Academy	241	Yellow	36.1%	777,537	46.4%	Lower
Animo Ellen Ochoa Charter Middle	31	Blue	90.3%	777,537	46.4%	Higher
Animo Florence-Firestone Charter Middle	86	Blue	69.8%	777,537	46.4%	Higher
Animo Jackie Robinson High	56	Blue	64.3%	777,537	46.4%	Higher

2024-2025 English Learner Progress Indicator Medians - CA School Dashboard Indicator						
School Name	Green Dot Number of EL Students with a Performance Level in Both the Current and Prior Year	Green Dot Median Color	Green Dot Percentage of English Learner making progress towards English proficiency	State Number of EL Students with a Performance Level in Both the Current and Prior Year	State Percentage of English Learner making progress towards English proficiency	Comparison (Percentage)
Animo James B. Taylor Charter Middle	88	Green	55.7%	777,537	46.4%	Higher
Animo Jefferson Charter Middle	92	Orange	51.1%	777,537	46.4%	Higher
Animo Legacy Charter Middle	149	Yellow	44.3%	777,537	46.4%	Lower
Animo Mae Jemison Charter Middle	69	Green	55.1%	777,537	46.4%	Higher
Animo Pat Brown	25	No Color	44%	777,537	46.4%	Lower
Animo Ralph Bunche Charter High	85	Blue	56.5%	777,537	46.4%	Higher
Animo South Los Angeles Charter	84	Green	52.4%	777,537	46.4%	Higher
Animo Venice Charter High	14	No Color	85.7%	777,537	46.4%	Higher
Animo Watts College Preparatory Academy	48	Blue	60.4%	777,537	46.4%	Higher
Oscar De La Hoya Animo Charter High	63	Green	46%	777,537	46.4%	Lower
Green Dot Median	1,131	Green	55.4%	777,537	46.4%	Higher

Data Sources: California School 2024 Dashboard Research data files.

Green Dot Schools vs State Comparison

Academic Performance Medians- Science Indicator

2024-2025 Science Indicator Medians - CA School Dashboard Indicator						
School Name	Green Dot Number of students	Green Dot Median Color	Green Dot Science Points	State Number of students	State Science Points	Comparison (Science Points)
Alain Leroy Locke College Preparatory Academy	243	Green	46.1	1,314,581	52.6	Lower
Animo Ellen Ochoa Charter Middle	110	Yellow	50.8	1,314,581	52.6	Lower
Animo Florence-Firestone Charter Middle	145	Yellow	47.7	1,314,581	52.6	Lower
Animo Jackie Robinson High	150	Green	52.0	1,314,581	52.6	Lower
Animo James B. Taylor Charter Middle	158	Yellow	44.8	1,314,581	52.6	Lower
Animo Jefferson Charter Middle	158	Yellow	45.1	1,314,581	52.6	Lower
Animo Legacy Charter Middle	301	Orange	40.1	1,314,581	52.6	Lower
Animo Mae Jemison Charter Middle	144	Orange	39.0	1,314,581	52.6	Lower

2024-2025 Science Indicator Medians - CA School Dashboard Indicator

School Name	Green Dot Number of students	Green Dot Median Color	Green Dot Science Points	State Number of students	State Science Points	Comparison (Science Points)
Animo Pat Brown	138	Green	58.3	1,314,581	52.6	Higher
Animo Ralph Bunche Charter High	141	Blue	56.8	1,314,581	52.6	Higher
Animo South Los Angeles Charter	149	Green	52.5	1,314,581	52.6	Lower
Animo Venice Charter High	77	Blue	59.2	1,314,581	52.6	Higher
Animo Watts College Preparatory Academy	130	Green	56.1	1,314,581	52.6	Higher
Oscar De La Hoya Animo Charter High	145	Yellow	50.3	1,314,581	52.6	Lower
Green Dot Median	2,189	Green	50.5	1,314,581	52.6	Lower

Data Sources: California School 2024 Dashboard Research data files.

Green Dot Schools vs State Comparison

Academic Performance Medians- College/Career

2024-2025 College / Career Academic Indicator Medians - CA School Dashboard Indicator

School Name	Green Dot Number of students	Green Dot Median Color	Green Dot Percentage of prepared students	State Number of students	State Percentage of prepared students	Comparison (Percentage)
Alain Leroy Locke College Preparatory Academy	364	Orange	31.9%	497,814	51.7%	Lower
Animo Jackie Robinson High	138	Green	68.8%	497,814	51.7%	Higher
Animo Pat Brown	141	Green	67.4%	497,814	51.7%	Higher
Animo Ralph Bunche Charter High	143	Green	59.4%	497,814	51.7%	Higher
Animo South Los Angeles Charter	135	Green	56.3%	497,814	51.7%	Higher
Animo Venice Charter High	110	Green	60.9%	497,814	51.7%	Higher
Animo Watts College Preparatory Academy	126	Blue	84.1%	497,814	51.7%	Higher
Oscar De La Hoya Animo Charter High	141	Green	58.2%	497,814	51.7%	Higher
Green Dot Median	1,298	Green	60.1%	497,814	51.7%	Higher

Data Sources: California School 2024 Dashboard Research data files.

**MATERIAL REVISION TO CHARTER OF
EXTERA PUBLIC SCHOOL NO. 2**

This Material Revision to the Charter of Extera Public School No. 2 (“Material Revision”) is made between the Los Angeles Unified School District (“District” or “LAUSD”), a California public school district, and Extera Public Schools (“EPS” or “Extera”), a California non-profit public benefit corporation, *currently* operating a California public charter school known as Extera Public School No. 2 (“Charter School” and/or “EPS2”). District and EPS are also referred to collectively as “Parties.”

This Material Revision is to be read in conjunction with and shall expressly revise the charter of EPS2 which was originally authorized by the LAUSD Board of Education (“Board of Education”) on **January 15, 2013** and last renewed on November 17, 2025 for a five-year term beginning July 1, 2026 until June 30, 2031 (“Charter”).

The effective date of this Material Revision is the date of approval by the Board of Education and shall be implemented starting in the 2026-2027 academic year.

This Material Revision is *contingent* upon Charter School and/or EPS meeting all applicable requirements and procedures necessary to transfer the control, operations, governance and/or assets of EPS2 to Green Dot Public Schools (“Green Dot”) including but not limited to, the California Corporations Code and the Charter Schools Act of 1992 (the “Act”), and is based upon the following factual recitals:

RECITALS

A. **WHEREAS**, the approval of charter schools is governed by the Act. (Ed. Code, §§ 47600, et seq);

B. **WHEREAS**, as set forth in Education Code section 47607, material revisions of charters are governed by the standards and criteria described in Section 47605, and shall include, but not be limited to, a reasonably comprehensive description of any new requirement of charter schools enacted into law after the charter was originally granted or last renewed;

C. **WHEREAS**, the District’s Charter Schools Division (“CSD”) must determine whether the Charter, as materially revised, would be reasonably comprehensive, educationally sound, and not demonstrably unlikely to be successfully implemented;

D. **WHEREAS**, a material revision includes, but is not necessarily limited to, any change that would significantly alter a charter school's mission, vision, educational philosophy, educational program, governance, or organizational structure;

E. **WHEREAS**, as set forth in the Charter, EPS2 is authorized to serve students in grades TK through 5 and is currently governed, operated and managed by Extera Public Schools. EPS also operates another LAUSD-authorized charter school, Extera Public, serving students in grades TK through 8;

F. **WHEREAS**, Charter School’s governing board convened a meeting on January 20, 2026 and adopted a Resolution #01.26.01 (“EPS’ Resolution”) to propose materially revising the Charter to reflect changes in Charter School’s governance structure to have Charter School be governed, operated, and managed by Green Dot. The EPS’ Resolution is attached herewith as **Attachment A** and part of this Material Revision;

G. **WHEREAS**, Green Dot is a California non-profit public benefit corporation currently operating 14 (fourteen) LAUSD-authorized independent charter schools that serve students in grades 6 through 12, respectively;

H. **WHEREAS**, Green Dot’s governing board also convened a meeting on January 26, 2026 and adopted a resolution (“Green Dot’s Resolution”), citing EPS’ Resolution “desires to accept operation of [EPS2] beginning July 1, 2026” “contingent upon approval from LAUSD.” Green Dot’s Resolution is attached herewith as **Attachment B** and part of this Material Revision;

I. **WHEREAS**, changes to the governance and/or corporate structure and affiliations of a charter school constitute a material revision pursuant to California law and *LAUSD Policy and Procedures for Charter Schools* (“LAUSD Policy”);

J. **WHEREAS**, based on correspondence submitted to the District on or about January 29, 2026 (“January 2026 Correspondence”) in support of the Material Revision, the Charter School explained that: “... there would be advantages to operating as a member of a larger charter school network, for fiscal stability, to defray operational costs, and to ensure a larger portion of the annual budget is directly supporting classroom instruction and the student experience. The Extera Board and leadership have explored myriad options to ensure students continue to have access to EPS 2’s high-quality academic model. After conducting due diligence, the Board determined that having Green Dot operate and manage the Charter School would be most advantageous to EPS 2 and our students’ and that “...Green Dot has been exploring the feasibility of adding an elementary school to their network.” The January 2026 Correspondence is attached herewith as **Attachment C** and part of this Material Revision;

K. **WHEREAS**, the January 2026 Correspondence also explained that “...many EPS2 families have, for years, chosen to enroll their children in Green Dot schools such as Ánimo Ellen Ochoa Charter Middle School (‘Ánimo Ellen Ochoa’) and Oscar de la Hoya Ánimo Charter High School.”; and

L. **WHEREAS**, the Parties agree to materially revise the Charter to reflect the changes above, LAUSD Policy and applicable state and federal laws.

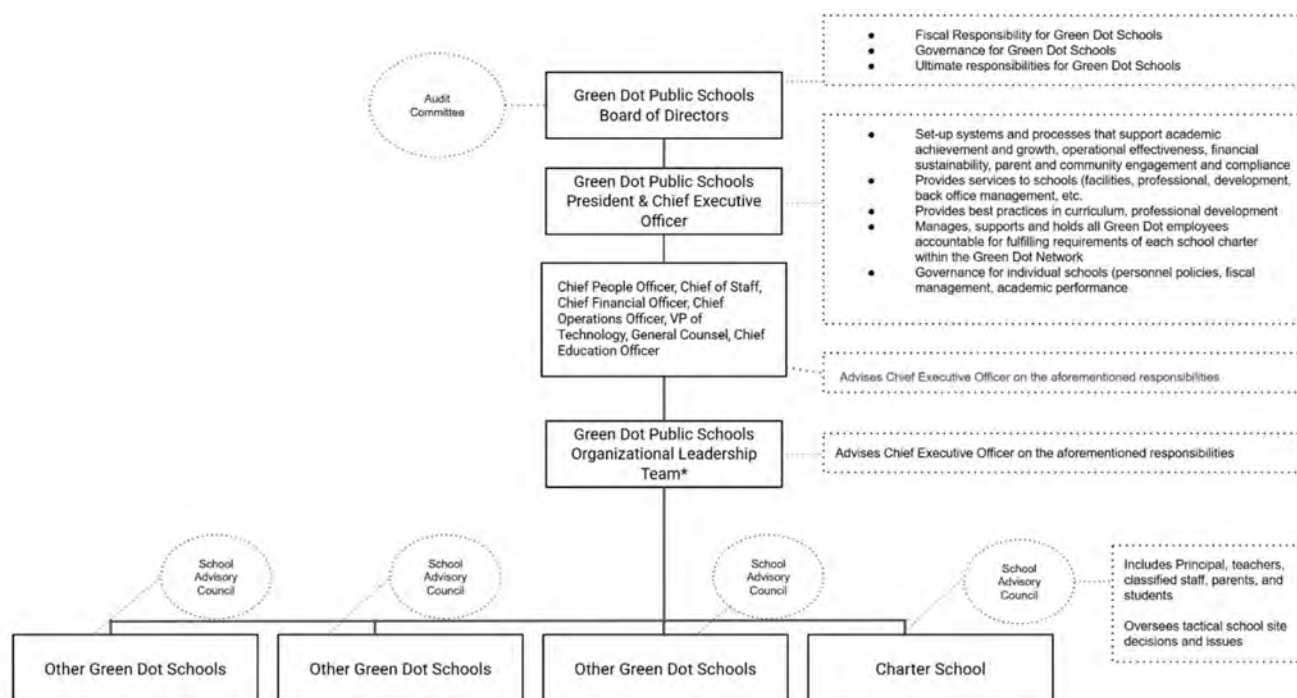
NOW, THEREFORE, in consideration of the following terms and conditions, the receipt and sufficiency of which is hereby acknowledged, the Parties agree as follows:

MATERIAL REVISION

1. The Parties incorporate the above Recitals as if fully restated in this Material Revision.

2. All relevant sections of the Charter shall be revised to reflect the following: Green Dot as the operating entity and governing board of Charter School, any new state and federal laws enacted and/or have taken effect since the last renewal of Charter School's Charter, and alignment with Green Dot's policies and procedures.

3. **Element 4 - Governance:** Element 4 of the Charter shall be deleted and replaced in its entirety to reflect that the operating entity and governing board of the Charter School as Green Dot and adapt to applicable sections in the [last approved] October 14, 2025 LAUSD Board-authorized Green Dot's charter school, Ánimo Ellen Ochoa Charter Middle. In addition, the Organization Chart on page 139 of the Charter shall be deleted and replaced with the following chart below:



The Charter shall be revised to also reflect changes in staffing, some executive-level positions, their position titles, roles and responsibilities.

4. Details of the Material Revisions to the Charter, not categorized in section 2 above, are reflected in the attached revised Charter of EPS2 titled "Material Revision to Renewal [Approved] Petition submitted to the Los Angeles Unified School District Thursday, January 29, 2026", attached herewith as **Attachment D** and incorporated as part of this Material Revision.

5. The changes made to Elements 1, 5, 8, 9, and 10 as identified in Attachment D are not considered material pursuant to LAUSD Policy. These referenced changes are identified in the 2 (two) tabs of the Table of Changes Excel spreadsheet submitted in support of this Material Revision and attached herewith as **Attachment E** and incorporated as part of this Material Revision.

6. **Budget:** All prior budgets and cash flow projections submitted for the Charter School shall be replaced by the Charter School's revised budget(s), financial and cash flow projections incorporated and attached herewith as **Attachment F** and incorporated by reference and part of this Material Revision.

7. The Charter School warrants that it is operated by a non-profit corporation in good standing in the State of California.

8. All other provisions set forth in the Charter shall remain in effect and enforceable.

9. The Parties agree that should any of the provisions of this Material Revision be judicially determined to be invalid or unenforceable, the remaining provisions shall continue in full force and effect.

10. The Parties agree that the approval of this Material Revision shall be contingent upon Charter School and/or EPS meeting all applicable requirements and procedures necessary to transfer the ownership, control, operations, governance and/or assets of EPS2 to Green Dot including but not limited to, the California Corporations Code, and the Act.

11. The Parties agree to cooperate fully in the execution of any and all other documents and/or additional actions necessary and/or appropriate to give full force and effect to the terms, provisions, and intent of this Material Revision.

12. The individuals signing this Material Revision warrant that they are authorized to do so, and further, that they are authorized to make the promises in this Material Revision on behalf of the respective Parties.

IN WITNESS WHEREOF, the Parties hereto have caused this Material Revision to be duly executed and delivered in their respective names by their authorized representatives as of the date set forth below.

DATED: _____, 2026

EXTERA PUBLIC SCHOOLS

By: _____

Title: _____

Authorized Representative of Extera Public Schools

DATED: _____, 2026

LOS ANGELES UNIFIED SCHOOL DISTRICT

By: _____

Title: _____

Authorized Representative of Los Angeles Unified School District

Attachments:

- A.** EPS' Resolution
- B.** Green Dot's Resolution
- C.** EPS' January 2026 Correspondence
- D.** Material Revision to Renewal [Approved] Petition submitted to the Los Angeles Unified School District Thursday, January 29, 2026
- E.** Table of Changes
- F.** Updated EPS2 Budget, Financial, and Cash Flow Projections.

[Return to Order of Business](#)

TAB 21



Board of Education Report

File #: Rep-403-25/26, **Version:** 1
In Control: Charter Schools Division

Agenda Date: 5/12/2026

Denial of the Renewal Petition for Today's Fresh Start Charter School-Los Angeles [PUBLIC HEARING]

Charter Schools Division

Brief Description:

(Denial of the Renewal Petition for Today's Fresh Start Charter School-Los Angeles) Recommends denial of the renewal petition for Today's Fresh Start Charter School-Los Angeles, a Middle performing, Start-Up Independent charter school, located in Board District 1 and Region South, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 342 students in grades TK-8 in each year of the charter term.

Action Proposed:

Adopt the denial of the renewal charter petition for Today's Fresh Start Charter School-Los Angeles ("Charter School"), located in Board District 1 and Region South, and adoption of the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for Today's Fresh Start Charter School-Los Angeles.

Background:

The Compton Unified School District Board of Trustees is currently the chartering authorizer of Today's Fresh Start-Compton, a TK-8 span school currently serving 374 students on two private (non-District owned) facilities at 4476 Crenshaw Blvd., Los Angeles, CA, 90043 in Board District 1 and Region South; and 4513 East Compton Blvd., Compton, CA, 90221 in Compton Unified School District's boundaries. Today's Fresh Start-Compton was originally approved by the Compton Unified School District Board of Trustees on July 14, 2015, to serve 715 students in grades K-8. On December 20, 2017, the charter school was renewed by the Compton Unified School District Board of Trustees for a five-year term. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Today's Fresh Start-Compton expires June 30, 2026.

The charter for Today's Fresh Start-Compton was renewed by the Compton Unified School District Board of Trustees on March 10, 2026 to operate at 4513 East Compton Blvd., Compton, CA, 90221., for a five-year term (July 1, 2026-June 30, 2031) to serve up to 220 students in grades TK-8.

A charter school that established one site outside the boundaries of the school district, but within the county in which that school district is located before January 1, 2020, 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.

- (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.
 (Ed. Code, §47605(a)(5)(A))

In this case, Today's Fresh Start (a California non-profit public benefit corporation that operates both Today's Fresh Start Charter School-Los Angeles and Today's Fresh Start-Compton) seeks authorization by the LAUSD Board via this renewal petition application to continue operating at 4476 Crenshaw Blvd. pursuant to Education Code section 47605(a)(5)(A). Please note that Charter School may be required to have one or more of its sites [4476 Crenshaw Blvd., and 4513 East Compton Blvd] become a separately authorized charter school to comply with Education Code section 47605(a)(5)(A). (Ed. Code, § 47654.)

On March 5, 2026, Today's Fresh Start Charter School-Los Angeles submitted its charter renewal petition application to the Charter Schools Division seeking to continue operating as an independent charter school at 4476 Crenshaw Blvd., Los Angeles, CA, 90043. The 90-day statutory timeline for Board action on this petition runs through June 3, 2026.

An initial Public Hearing was held on April 21, 2026.

Based on a review and assessment of Charter School's renewal petition application including Today's Fresh Start's record of performance and other publicly available information, staff has determined that Charter School has not met the requirements set forth in Education Code sections 47605, 47607 and/or 47607.2 and therefore recommends denial of the renewal petition.

Due Diligence:

Current Today's Fresh Start Charter School-Los Angeles governing board members completed questionnaires so the District may assess whether any conflicts of interest arise based on the information provided. A confidential due diligence review of the charter school and its governing organization, school leader and financial manager, was performed by the Office of the Inspector General, and to the extent any material concerns were identified by the Office of the Inspector General, such information was forwarded to District staff for further assessment.

Statutory Framework and Criteria for Renewal:

A charter school must demonstrate that it is eligible for a renewal of its charter by meeting specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

Criterion 1: The Charter Schools Act provides that renewals are governed by the standards and criteria described in Education Code section 47605 applicable to initial petitions. The first criterion considered in reviewing a renewal petition requires an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education Code section 47605(e); and
- Whether the charter school is demonstrably unlikely to successfully implement the program set forth in

the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions. (The Board may not consider the community impact analysis or District fiscal analysis in determining whether to grant or deny a renewal petition).

Criterion 2: The Board is required to consider the charter school's performance on the California School Dashboard accountability indicators. Education Code sections 47607 and 47607.2 prescribe three-tiers of performance classification in which a charter school falls within one of the following categories - "high," "middle," or "low." The three-tier classification considers a charter school's performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic performance.

Criterion 3: Notwithstanding Criterion 1 and 2, the Board must also consider whether the charter school's enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607(e).) Additionally, the Board considers whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. (Ed. Code, § 47607(e).)

Grounds for Nonrenewal:

Staff of the Charter Schools Division and the Office of the General Counsel reviewed the renewal charter petition application for Today's Fresh Start Charter School-Los Angeles and have assessed that the renewal petition application does not meet the criteria for approval. As fully discussed in the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for Today's Fresh Start Charter School-Los Angeles, based on review of the petition and supporting documentation, staff has determined, that Charter School has not met the requirements set forth in Education Code sections 47605, 47607, and/or 47607.2, and therefore recommends denial of the renewal petition.

Expected Outcomes:

Denial will prevent Today's Fresh Start from continuing its operations as a charter school at 4476 Crenshaw Blvd., Los Angeles, CA, 90043.

Board Options and Consequences:

"Yes" - If the Board adopts the recommendation of denial and the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for Today's Fresh Start Charter School-Los Angeles, Today's Fresh Start would not be authorized to continue operating at 4476 Crenshaw Blvd., Los Angeles, CA, 90043 as a charter school. Charter School's current charter expires on June 30, 2026. The petitioners may appeal a denial to Los Angeles County Board of Education. If the petition is approved on appeal by the Los Angeles County Board of Education, Charter School would be authorized by the Los Angeles County Board of Education. If the Los Angeles County Board of Education denies the renewal petition, the petitioners may appeal that denial to the California State Board of Education. If the denial of the renewal petition is reversed by the California State Board of Education, the California State Board of Education shall designate, in consultation with the petitioners, either the LAUSD Board or the Los Angeles County Board of Education as the chartering authority. This Board Report No. 403-25/26, accompanying documents, and transcript of the Board meeting, shall constitute the Board of Education's adopted written findings of fact for the denial of Charter School renewal petition.

"No" - If the Board does not adopt the recommendation of denial of the charter petition and the attached Findings of Fact in Support of Denial of the Renewal Charter Petition for Today's Fresh Start Charter School-

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In Control: Charter Schools Division

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Los Angeles, and instead takes specific action to approve the renewal charter petition, Charter School would be authorized to continue operating at 4476 Crenshaw Blvd., Los Angeles, CA, 90043, as a charter school under the terms of the approved renewal petition for a five (5) year period beginning July 1, 2026. Within 30 days, the Board requires that the school submit to the Charter Schools Division a revised renewal charter petition that is consistent with and meets all applicable legal and LAUSD requirements, including but not limited to a reasonably comprehensive description of all fifteen required elements and current Federal, State, District Required Language.

Policy Implications:

All provisions in the FSDRL shall be consistent with and be governed by all applicable legal and District policy requirements. To the extent any inconsistency may exist between any provision contained in the FSDRL and any applicable legal and District policy requirement, those applicable legal and District policy requirements shall control and the FSDRL shall be updated accordingly.

Budget Impact:

The Local Control Funding Formula (LCFF) and various other income sources of the District are reduced when current District students enroll at a charter school, and corresponding reduction in expenditures may not occur in such cases. If the Board adopts staff recommendation of denial of the petition, the action will not have a budget impact. If the Board does not adopt the staff denial recommendation and the petition is approved, the impact on the budget will be commensurate with the terms of the specific Special Education Local Plan Area (SELPA) Memorandum of Understanding (MOU) (Option 1, 2, or 3) executed by the charter school and the District, if applicable.

Under Education Code section 47604(d), a chartering authority that grants a charter to a charter school to be operated as or by a nonprofit public benefit corporation is not liable for the debts or obligations of the charter school or for claims arising from the performance of acts, errors, or omissions by the charter school, if the chartering authority has complied with all oversight responsibilities required by law including, but not limited to, those required by Education Code section 47604.32 and Education Code section 47605(m). As the chartering authority, the District will monitor and evaluate the charter school's fiscal condition and operations, and management of public funds, including review of all legally required fiscal reports, and the annual update of the charter school's LCAP. (Ed. Code, §§ 47604.32, 47604.33, 47606.5.) Any significant modifications to the charter school's charter or operations that raise financial implications would require a material revision prior to implementation. Charter schools are expected to secure and maintain all insurance coverage consistent with all applicable legal, District and charter requirements.

Charter School has chosen to remain with a non-LAUSD SELPA of which it is currently a participating member. Should Charter School subsequently elect to be part of the LAUSD SELPA, any Option election that occurs during Charter School's charter term shall be mutually agreed upon and addressed in an MOU between the Charter School and the District. The Option election shall be effective on July 1 of the next school year with the corresponding fair share contribution.

Student Impact:

As stated in the LAUSD Policy and Procedures for Charter Schools, "[W]hen the LAUSD Board authorizes and oversees a charter school, it establishes a relationship to advance its vision and mission and to accelerate gains in academic achievement and accountability for all of its students and public schools," (Policy, p.3).

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Based on a comprehensive review and assessment of Charter School's renewal petition application, staff has determined that Charter School has not met the requirements for charter school approval and therefore recommends denial of the renewal petition.

Equity Impact:

Not applicable

Issues and Analysis:

If all applicable pending issues, including but not limited to special education requirements, special education local planning area (SELPA) requirements, governance, fiscal and facilities matters, are not resolved at the time of the Board meeting, the item may be pulled from the agenda to the extent consistent with the Charter Schools Act and the LAUSD Policy and Procedures for Charter Schools.

Attachments:

Attachment A- Staff Assessment and Recommendation Report

Attachment B- Today's Fresh Start-Compton Data Set

Attachment C- Findings of Fact in Support of Denial of the Charter Petition for Today's Fresh Start Charter School-Los Angeles

Budget and Petition will be available prior to the board meeting at the following link:

[<https://drive.google.com/drive/folders/1nCZklciP38ntmOkpGfWH3CEddOJlgt7A?usp=sharing>](https://drive.google.com/drive/folders/1nCZklciP38ntmOkpGfWH3CEddOJlgt7A?usp=sharing)

Submitted:

04/20/26

RESPECTFULLY SUBMITTED,



ANDRES E. CHAIT
Acting Superintendent

APPROVED BY:



CAROLYN SPAHT GONZALEZ
Chief of Staff

REVIEWED BY:



DEVORA NAVERA REED
General Counsel

✓ Approved as to form.

APPROVED & PRESENTED BY:



JOSÉ COLE-GUTIÉRREZ
Senior Executive Director of Strategy
Division of Data, Strategy, and Innovation

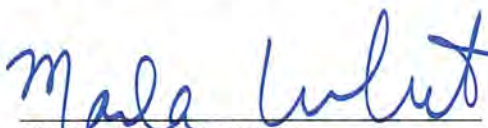
REVIEWED BY:



KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.

APPROVED & PRESENTED BY:



MARLA WILLMOTT
Director
Charter Schools Division

STAFF ASSESSMENT AND RECOMMENDATION REPORT

RENEWAL PETITION

Board of Education Report 403-25/26
May 12, 2026

School Name:	Today's Fresh Start Charter School-Los Angeles		BOARD IS REQUIRED TO TAKE ACTION BY: June 3, 2026
Type of Charter School:	Start-Up Independent Charter School		
Charter Operator	Today's Fresh Start		
Location Code:	Not applicable		
Type of Site(s):	Private		
Site Address(es):	4476 Crenshaw Boulevard, Los Angeles, CA 90043		
Board District(s):	1	Region(s):	South
Grade Levels Served:	TK-8	Current Enrollment:	374 (Per 2025 CA School Dashboard)
Grade Levels Authorized in Current Charter:	TK-8	Approved Enrollment in Current Charter:	715
CONSIDERATION:	Renewal		
CDE PERFORMANCE CATEGORY: (PER CDE'S 2026 CLASSIFICATION)	Middle Performing		
STAFF RECOMMENDATION:	Denial		
PROPOSED BENCHMARKS:	None		

STAFF ASSESSMENT

I. ACTION PROPOSED

Staff recommends denial of the renewal petition for Today's Fresh Start Charter School-Los Angeles ("TFSCS-LA" or "Charter School"), located in Board District 1 and Region South, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 342 students in grade TK-8 in each year of the charter term.

The Compton Unified School District ("CUSD") Board of Trustees is currently the chartering authorizer of Today's Fresh Start-Compton ("TFS-Compton"), currently operating and located at 4513 E. Compton Blvd., Compton, CA 90221 ("Compton Site") and 4476 Crenshaw Blvd., Los Angeles, CA 90043 ("Vernon Site").

Per statute, a charter school that established one site outside the boundaries of the school district, but within the county in which that school district is located before January 1, 2020, 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.

- (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.

(Ed. Code, §47605(a)(5)(A))

In this case, Today's Fresh Start [California nonprofit public benefit corporation that operates both TFSCS-LA and TFS-Compton] seeks authorization by the LAUSD Board via this renewal petition application to continue operating at the Vernon Site pursuant to Education Code section 47605(a)(5)(A). Please note that Today's Fresh Start may be required to have one or more of its sites [Compton Site and Vernon Site] become a separately authorized charter school to comply with Education Code section 47605(a)(5)(A). (Ed. Code, § 47654.)

II. RENEWAL REQUIREMENTS

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2, and 47611.5.

Criteria for Charter School Renewal and Grounds for Nonrenewal

As part of staff's holistic review of the renewal petition application, the charter school must be determined to be eligible for renewal of its charter under the specific renewal criteria outlined in the Charter Schools Act. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

- **Criterion 1:** Does the renewal petition include a sound educational program, a reasonably comprehensive description of the 15 elements required for petitions, an affirmation of each of the conditions described in Education Code section 47605(e), and are petitioners demonstrably unlikely to successfully implement the program set forth in the petition? (Ed. Code, § 47607(b).) For reasons more fully set forth in the *Findings of Fact in Support of Denial of the Renewal Charter Petition for Today's Fresh Start Charter School-Los Angeles*, these criteria have been determined to be bases for denial.
- **Criterion 2:** Is the charter school "high," "middle," or "low" performing? (see Ed. Code, §§ 47607(c), 47607.2(a), and 47607.2(b).) Has the charter school attained measurable increases in academic achievement schoolwide and for numerically significant student groups served by the charter school, and does the charter school have strong postsecondary outcomes, if applicable? **These criteria have been determined not to be bases for denial.**
- **Criterion 3:** Is the charter school serving all pupils who wish to attend, or does the charter school have substantial fiscal or governance issues? (Ed. Code, § 47607(e).) **These criteria have been determined not to be bases for denial.**

Charter Petition Requirement:

In accordance with Education Code section 47611.5, a charter school charter shall contain a declaration regarding whether or not the charter school shall be deemed the exclusive public school employer of the employees at the charter school for the purposes of Section 3540.1 of the Government Code, and that declaration shall not be materially inconsistent with the charter.

- Does the petition contain a declaration of whether or not the charter school shall be deemed the exclusive public employer of the employees of the charter school?
This requirement has been determined not to be a basis for denial.

III. GENERAL SCHOOL INFORMATION

A. School History

	Today's Fresh Start Charter School-Los Angeles
Initial Authorization:	On July 14, 2015, Today's Fresh Start-Compton was authorized by the Compton Unified School District Board of Trustees to serve 715 students in grades K-8.
Most Recent Renewal	The charter was renewed by CUSD Board of Trustees on December 20, 2017 for a five-year term (July 1, 2018-June 30, 2023) to serve up to 715 students in grades TK-8. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, the charter term for Today's Fresh Start-Compton expires June 30, 2026.
Approved Material Revisions of Current Charter:	Not applicable
Board Benchmarks in Current Charter Term:	Not applicable
Submission of Renewal Petition Application:	Today's Fresh Start Charter School-Los Angeles submitted its renewal petition application on March 5, 2026. The 90-day statutory timeline for Board action on the petition runs through June 3, 2026.
Concurrent Request for Material Revision:	Not applicable
Master Plan for English Learners and Standard English Learners:	Today's Fresh Start Charter School-Los Angeles proposes to implement the District's Master Plan for English Learners and Standard English Learners.
Special Education SELPA	Today's Fresh Start-Compton participates in El Dorado County Special Education Local Plan Area (SELPA). Today's Fresh Start Charter School-Los Angeles proposes to participate in El Dorado County SELPA.

B. Charter School Operator

Charter School is operated by Today's Fresh Start, a California nonprofit public benefit corporation.

IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

a. Summary

As a renewing school, Today's Fresh Start-Compton (which includes both the Compton Site and the Vernon Site) has a record of performance and has been identified by the state as a Middle performing charter school. Staff considered the schoolwide performance and performance of numerically significant student groups and the state and local indicators reported on the California School Dashboard.

Overall, Today's Fresh Start-Compton's Dashboard performance was higher than the state in ELA, Math, and Science, but lower on the English Language Progress Indicator (ELPI).

Please see the Today's Fresh Start-Compton data set.

b. Measurements of Academic Performance on the California School Dashboard

The California School Dashboard displays performance for eight state measures. The Performance Level, or color, is based on two factors. The current year data for the measure (Status) and the difference between current year and prior year data (Change). The point at which these two levels intersect on the five-by-five table determines the color. From highest to lowest, the Performance Levels are Blue, Green, Yellow, Orange, and Red. Below, the 2023, 2024, and 2025, Dashboard Performance Levels (colors) are provided.

Today's Fresh Start- Compton Dashboard Indicators

School Year	ELA	Math	Science	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2022-2023	Orange	Yellow	Not Applicable	Orange	Not Applicable	Yellow	Not Applicable	Red
2023-2024	Yellow	Yellow	No Performance Color	Orange	Not Applicable	Yellow	Not Applicable	Blue
2024-2025	Yellow	Yellow	Blue	Blue	Not Applicable	Yellow	Not Applicable	Blue

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

c. English Language Arts Indicator

In 2023 and 2024 in English Language Arts (ELA), the charter school's Distance from Standard (DFS) was lower than the state for All Students, and higher than the state for four of five numerically significant student groups. In 2025 in ELA, the charter school's DFS was lower than the state for All Students, and higher than the state for all five numerically significant student groups.

Today's Fresh Start- Compton - English Language Arts Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Orange	-36.0	2.4	Orange	-13.6	Lower
Black or African American	Met	Yellow	-49.3	5.5	Orange	-59.6	Higher
Latino	Met	Orange	-18.6	-3.4	Orange	-40.2	Higher
English Learner	Met	Yellow	-8.6	12.4	Orange	-67.7	Higher
Socioeconomically Disadvantaged	Met	Orange	-36.4	0.8	Orange	-42.6	Higher
Students with Disabilities	Met	Orange	-99.8	6.4	Red	-96.3	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

Today's Fresh Start- Compton - English Language Arts Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-29.9	6.1	Orange	-13.2	Lower
Black or African American	Met	Yellow	-35.5	13.8	Orange	-58.9	Higher
Latino	Met	Orange	-24.0	-5.4	Orange	-39.3	Higher
English Learner	Met	Orange	-53.1	-44.5	Orange	-67.6	Higher
Socioeconomically Disadvantaged	Met	Yellow	-30.5	5.9	Orange	-40.9	Higher
Students with Disabilities	Met	Red	-97.6	2.1	Red	-95.6	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

Today's Fresh Start- Compton - English Language Arts Indicator - 2024-2025

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-23.1	6.8	Yellow	-8.1	Lower
Black or African American	Not Met	Yellow	-31.0	4.5	Yellow	-51.3	Higher
Latino	Met	Yellow	-19.2	4.8	Yellow	-33.7	Higher
English Learner	Met	Yellow	-42.7	10.4	Yellow	-59.9	Higher
Socioeconomically Disadvantaged	Met	Yellow	-22.7	7.8	Yellow	-35.3	Higher
Students with Disabilities	Met	Yellow	-63.8	33.8	Orange	-89.4	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

d. Math Indicator

In 2023 and 2024 in Math, the charter school's DFS was lower than the state for All Students, and higher than the state for four of five numerically significant student groups. In 2025 in Math, the charter school's DFS was lower than the state for All Students, and higher than the state for all five numerically significant student groups.

Today's Fresh Start- Compton - Math Indicator - 2022-2023

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-77.6	3.8	Orange	-49.1	Lower
Black or African American	Met	Yellow	-91.4	4.2	Red	-104.5	Higher
Latino	Met	Orange	-59.6	1.8	Orange	-80.8	Higher
English Learner	Met	Orange	-62.1	0.0	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Orange	-77.8	2.6	Yellow	-80.8	Higher
Students with Disabilities	Met	Orange	-151.6	4.6	Orange	-127.3	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

Today's Fresh Start- Compton - Math Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-58.9	18.7	Orange	-47.6	Lower
Black or African American	Met	Yellow	-80.3	11.1	Red	-102.2	Higher
Latino	Met	Yellow	-34.3	25.3	Orange	-79.2	Higher
English Learner	Met	Yellow	-53.5	8.6	Orange	-93.4	Higher
Socioeconomically Disadvantaged	Met	Yellow	-61.0	16.8	Orange	-78.2	Higher
Students with Disabilities	Met	Orange	-138.8	12.8	Red	-124.3	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

Today's Fresh Start- Compton - Math Indicator - 2024-2025

Student Group	Charter Participation Rate	Charter Color	Charter Math (DFS)	Charter Change	State Color	State Math (DFS)	Charter to State Comparison (DFS)
All Students	Met	Yellow	-49.3	9.6	Yellow	-42.4	Lower
Black or African American	Not Met	Yellow	-67.3	13.0	Orange	-95.8	Higher
Latino	Met	Orange	-33.2	1.2	Yellow	-73.6	Higher
English Learner	Met	Orange	-54.4	-0.9	Yellow	-86.1	Higher
Socioeconomically Disadvantaged	Met	Yellow	-49.4	11.6	Yellow	-72.9	Higher
Students with Disabilities	Met	Orange	-104.1	34.7	Orange	-120.7	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

e. Science Indicator

In 2024 in Science, the charter school's Science Points (SPs) were lower than the state for All Students, and higher than the state for two of three numerically significant student groups. In 2025 in Science, the charter school's SPs were higher than the state for All Students, and higher than the state for all three numerically significant student groups.

Today's Fresh Start- Compton - Science Indicator - 2023-2024

Student Group	Charter Participation Rate	Charter Color	Science Points	Charter Change	State Color	State Science Points	Charter to State Comparison
All Students	Met	No Performance Color	46.2	10.0	No Performance Color	51.2	Lower
Black or African American	Met	No Performance Color	43.1	13.2	No Performance Color	41.4	Higher
Latino	Met	No Performance Color	52.1	3.9	No Performance Color	45.4	Higher
Socioeconomically Disadvantaged	Met	No Performance Color	45.3	10.6	No Performance Color	45.6	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

Today's Fresh Start- Compton - Science Indicator - 2024-2025

Student Group	Charter Participation Rate	Charter Color	Science Points	Charter Change	State Color	State Science Points	Charter to State Comparison
All Students	Met	Blue	56.1	10.0	Yellow	52.6	Higher
Black or African American	Met	Blue	56.3	13.2	Orange	43.4	Higher
Latino	Met	Green	56.0	3.9	Yellow	47.1	Higher
Socioeconomically Disadvantaged	Met	Blue	55.9	10.6	Yellow	47.1	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

f. English Learner Progress Indicator

In 2023 on the English Learner Progress Indicator (ELPI), the charter school's English Learner Progress Rate was lower than the state. In 2024 on the ELPI, the charter school's English Learner Progress Rates for the English Learner and Long-term English Learner student groups were lower than the state. In 2025 on the ELPI, the charter school's English Learner Progress Rate was higher than the state.

Today's Fresh Start- Compton - English Learner Progress Indicator - 2022-2023

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Not Met	Orange	46.3%	-8.7%	Yellow	48.7%	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

Today's Fresh Start- Compton - English Learner Progress Indicator - 2023-2024

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Orange	41.0%	-5.3%	Orange	45.7%	Lower
Long-Term English Learner	Met	No Performance Color	36.4%	-10.3%	Orange	45.8%	Lower

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

Today's Fresh Start- Compton - English Learner Progress Indicator - 2024-2025

Student Group	Charter ELPAC Participation Rate	Charter Color	Charter EL Progress Rate	Charter Change	State Color	State EL Progress Rate	Charter to State Comparison
English Learner	Met	Blue	66.7%	25.6%	Yellow	46.4%	Higher

Data Sources: CA School Dashboard Research Files (<https://www.cde.ca.gov/ta/ac/cm/dashboardresources.asp?tabsection=3>)

g. College/Career Indicator

Not applicable

h. Chronic Absenteeism Indicator

In 2023, 2024, and 2025 on the Chronic Absenteeism Indicator, the charter school's rate of chronic absenteeism was higher than the state for All Students and for all six numerically significant student groups.

i. Graduation Indicator [HS only]

Not applicable

j. Suspension Rate Indicator

In 2023, the charter school's percentage of students suspended at least once was higher than the state for All Students, and for four of six numerically significant student groups. In 2024, and 2025, the charter school's percentage of students suspended at least once was lower than the state for All Students, and for all six numerically significant student groups.

k. Dashboard Local Indicators

Staff also considered the Local Indicators (e.g., Basic: Teachers, Instructional Materials, Facilities; Implementation of Academic Standards; Parent and Family Engagement; Local Climate Survey; Access to a Broad Course of Study) which have all been reported as "Met" in 2023, 2024 and 2025.

l. Additional Information

The charter for Today's Fresh Start-Compton was renewed by the Compton Unified School District Board of Trustees on March 10, 2026 to operate at the Compton Site, for a five-year term (July 1, 2026-June 30, 2031) to serve up to 220 students in grades TK-8.

V. ANNUAL PERFORMANCE-BASED OVERSIGHT RESULTS

In accordance with Education Code section 47604.32, the District's Charter Schools Division (CSD) conducts at least one school site visit each year where the CSD evaluates charter school performance in the following four categories: Governance; Student Achievement and Educational Performance; Organizational Management, Programs, and Operations; and Fiscal Operations. Charter schools are rated in each category based on information and evidence gathered at the time of the annual performance-based oversight visit following a four-point rubric: (4) *Accomplished*, (3) *Proficient*, (2) *Developing*, and (1) *Unsatisfactory*.

Today's Fresh Start-Compton has been overseen by the Compton Unified School District, as its chartering authorizer since the inception of Today's Fresh Start-Compton in 2015. LAUSD requested Charter School's records from CUSD. As of the writing of this report, the District has

not received the sought records, therefore, LAUSD was unable to review any documents related to CUSD's oversight of the charter school for the current charter term.

VI. FISCAL MANAGEMENT AND PERFORMANCE

a. Fiscal Condition

Today's Fresh Start-Compton's net assets were reported as positive in its 2023-2024 independent audit report, the most current and only audit report that LAUSD was able to locate. This audit was included in CUSD's board meeting agenda dated February 10, 2026. The auditor noted, "The statements presented are for [Today's Fresh Start-Compton] only, which serves an operating unit of Today's Fresh Start and are not intended to be a complete presentation of [Today's Fresh Start-Compton] financial position or results of operations." It is unclear whether consolidated financial statements were issued.

Staff requested that CUSD (current chartering authorizer) provide Today's Fresh Start-Compton's full oversight file including its financial records (covering the past nine (9) years), all audited financial statements, enrollment data broken down by grade level, IRS Forms 990, the 2025-2026 Budget First Interim, and Second Interim financial reports. To date, the District has not obtained the sought oversight file.

The Financial Highlights table below summarizes Today's Fresh Start-Compton's financial data based on the above-mentioned 2023-2024 independent audit report.

FINANCIAL HIGHLIGHTS	
	2023-2024 (Audited Actuals)
Ending Net Assets	\$10,521,779
Net Income / (Loss)	(\$2,311,586)
Transfers In / Out	\$0
Prior Year Adjustment(s)	\$0
Cash and Cash Equivalents	\$11,463,783
Unrestricted Net Assets	\$10,521,799
FINANCIAL RATIO ANALYSIS	
Fund Reserve (Reserve for Economic Uncertainty) (Unrestricted Net Assets/Total Expenditures) <i>3% - 5% and greater is recommended (depending on the school's ADA)</i>	94.68%
Cash Reserve Level (Cash Balance/Total Expenditures) <i>5% and greater is recommended</i>	103.15%
Current Ratio (Working Capital Ratio) (Current Assets/Current Liabilities) <i>At least 1.2 or 120% is recommended</i>	269.77%
Debt Ratio (Total Liabilities/Total Assets) <i>Lower than 1.0 or 100% is recommended</i>	39.36%

b. 2023-2024 Independent Audit Report

Audit Opinion: Unmodified/Unqualified
 Material Weaknesses: None Reported
 Deficiencies/Findings: None Reported
 Lack of a Going Concern: None Reported

As noted above, 2023-2024 Independent Audit Report was the most current and only audit report that LAUSD was able to locate and review.

c. Other Significant Fiscal Information

The five (5)-year budget and cash flow projections submitted with the renewal petition application to LAUSD reflect positive ending net assets and net income each year. However, as detailed in *Findings of Fact in Support of Denial of the Renewal Charter Petition for Today's Fresh Start Charter School-Los Angeles*, Charter School presented an unreasonable and unrealistic financial plan in support of its renewal petition application.

Today's Fresh Start-Compton

Board District: 1 | Region: South | Location Code: TBD | CDS Code: 19734370132845

CA School Dashboard: Academic Performance - English Language Arts

This report shows the performance levels for the English Language Arts Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "—" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

ELA (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
Student Group	Dashboard 2023								Dashboard 2024								Dashboard 2025							
	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	287	-36.0	2.4	Maintained	Orange	-13.6	Lower	99%	262	-29.9	6.1	Increased	Yellow	-13.2	Lower	97%	240	-23.1	6.8	Increased	Yellow	-8.1	Lower
African American/Black	99%	158	-49.3	5.5	Increased	Yellow	-59.6	Higher	98%	144	-35.5	13.8	Increased	Yellow	-58.9	Higher	94%	121	-31.0	4.5	Increased	Yellow	-51.3	Higher
English Learner	100%	63	-8.6	12.4	Increased	Yellow	-67.7	Higher	100%	46	-53.1	-44.5	Declined Significantly	Orange	-67.6	Higher	100%	40	-42.7	10.4	Increased	Yellow	-59.9	Higher
Homeless Youth	100%	17	-10.6	44.0	Increased Significantly	--	-67.9	--	100%	21	4.3	15.0	Increased Significantly	--	-70.4	--	100%	25	-11.9	-16.2	Declined Significantly	--	-68.9	--
Latino	100%	116	-18.6	-3.4	Declined	Orange	-40.2	Higher	100%	109	-24.0	-5.4	Declined	Orange	-39.3	Higher	100%	111	-19.2	4.8	Increased	Yellow	-33.7	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	11	-101.1	-49.9	Declined Significantly	--	-109.6	--	100%	9	*	*	*	*	-104.5	*
Socioeconomically Disadvantaged	100%	278	-36.4	0.8	Maintained	Orange	-42.6	Higher	99%	248	-30.5	5.9	Increased	Yellow	-40.9	Higher	97%	226	-22.7	7.8	Increased	Yellow	-35.3	Higher
Students with Disabilities	100%	59	-99.8	6.4	Increased	Orange	-96.3	Lower	100%	53	-97.6	2.1	Maintained	Red	-95.6	Lower	98%	50	-63.8	33.8	Increased Significantly	Yellow	-89.4	Higher

Data Sources: California School Dashboard Research data files.

Today's Fresh Start-Compton

Board District: 1 | Region: South | Location Code: TBD | CDS Code: 19734370132845

CA School Dashboard: Academic Performance - Math

This report shows the performance levels for the Mathematics Academic Performance Indicator for all student groups in grades 3-8 and 11. It also shows the participation rate, number of students tested, DFS (status), and performance level (color) for three consecutive years of the CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "—" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Every Student Succeeds Act requires districts and schools to test at least 95 percent of all students and student groups in English Language Arts and Mathematics. It also requires states to factor the participation rate into the Academic Indicator. For any local educational agency (LEA), school, or student group with less than 95 percent of students tested, the ESSA requires a penalty to be applied to the Academic Indicator. To meet this federal requirement, California assigns the Lowest Obtainable Scale Score (LOSS) to each student needed to bring the participation rate of the school, district, and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the Distance from Standard (DFS). When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Math (Grades 3-8 and Grade 11) Academic Indicator - CA School Dashboard Indicator																								
Student Group	Dashboard 2023								Dashboard 2024								Dashboard 2025							
	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State	Part. Rate	Students w/ Scores	DFS	Change	Change Level	Color	State DFS	School vs State
All Students	100%	287	-77.6	3.8	Increased	Yellow	-49.1	Lower	99%	262	-58.9	18.7	Increased Significantly	Yellow	-47.6	Lower	97%	240	-49.3	9.6	Increased	Yellow	-42.4	Lower
African American/Black	99%	158	-91.4	4.2	Increased	Yellow	-104.5	Higher	98%	144	-80.3	11.1	Increased	Yellow	-102.2	Higher	93%	121	-67.3	13.0	Increased	Yellow	-95.8	Higher
English Learner	100%	63	-62.1	0.0	Maintained	Orange	-93.4	Higher	100%	46	-53.5	8.6	Increased	Yellow	-93.4	Higher	100%	41	-54.4	-0.9	Maintained	Orange	-86.1	Higher
Homeless Youth	100%	17	-54.6	16.5	Increased Significantly	--	-101.3	--	100%	21	-21.5	33.2	Increased Significantly	--	-106.0	--	100%	25	-38.4	-16.9	Declined Significantly	--	-102.8	--
Latino	100%	116	-59.6	1.8	Maintained	Orange	-80.8	Higher	100%	109	-34.3	25.3	Increased Significantly	Yellow	-79.2	Higher	100%	112	-33.2	1.2	Maintained	Orange	-73.6	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	11	-195.5	-69.3	Declined Significantly	--	-163.5	--	100%	9	*	*	*	*	-158.9	*
Socioeconomically Disadvantaged	100%	278	-77.8	2.6	Maintained	Orange	-80.8	Higher	99%	248	-61.0	16.8	Increased Significantly	Yellow	-78.2	Higher	96%	226	-49.4	11.6	Increased	Yellow	-72.9	Higher
Students with Disabilities	100%	59	-151.6	4.6	Increased	Orange	-127.3	Lower	100%	53	-138.8	12.8	Increased	Orange	-124.3	Lower	96%	49	-104.1	34.7	Increased Significantly	Orange	-120.7	Higher

Data Sources: California School Dashboard Research data files.

Today's Fresh Start-Compton

Board District: 1 | Region: South | Location Code: TBD | CDS Code: 19734370132845

CA School Dashboard: Academic Performance - Science

This report shows the performance levels for the Science Indicator for all student groups in grades 5, 8, and once during high school. It also shows the participation rate, number of students tested, science points (status), and performance level (color) for the 2025 CA Dashboard. Performance Levels (colors) have five possible values (Red, Orange, Yellow, Green, Blue). A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "--" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported. Note: Charter Schools are treated as schools (not LEAs) when it comes to reporting Foster Youth and Homeless student groups. Charter schools will need at least 30 or more Foster Youth, or 30 or more Homeless youth, to receive a status level for each student group. The Science Indicator is calculated using two components: Science Points (SPs) and participation rate. The California State Board of Education (SBE) adopted a participation rate requirement within the Science Indicator to require LEAs, schools, and student groups to test at least 95 percent of their students. If they fail to meet this target, a Lowest Obtainable Scale Score (LOSS) is assigned to each student needed to bring the participation rate of the LEAs, schools and/or student group to 95 percent. The LOSS assigned to each of these students who did not test will be used in calculating the average SPs. If an LEA, school, and/or student group participation rate is 95 percent or above, assigned LOSS is not applied. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Science (Grades 5,8 and Once in HS) Academic Indicator - CA School Dashboard Indicator														
Student Group	Dashboard 2024						Dashboard 2025							
	Part. Rate	Students w/ Scores	Science Points	Color	State Science Points	School vs State	Part. Rate	Students w/ Scores	Science Points	Change	Change Level	Color	State Science Points	School vs State
All Students	98%	95	46.2	--	51.2	Lower	99%	73	56.1	10.0	Increased Significantly	Blue	52.6	Higher
African American/Black	97%	61	43.1	--	41.4	Higher	97%	33	56.3	13.2	Increased Significantly	Blue	43.4	Higher
English Learner	100%	18	50.4	--	39.0	--	100%	10	*	*	*	*	41.1	*
Latino	100%	31	52.1	--	45.4	Higher	100%	38	56.0	3.9	Increased	Green	47.1	Higher
Socioeconomically Disadvantaged	98%	91	45.3	--	45.6	Lower	99%	69	55.9	10.6	Increased Significantly	Blue	47.1	Higher
Students with Disabilities	100%	18	37.5	--	36.7	--	100%	15	43.0	5.5	Increased Significantly	--	38.3	--

Data Sources: California School Dashboard Research data files.

Today's Fresh Start-Compton

Board District: 1 | Region: South | Location Code: TBD | CDS Code: 19734370132845

CA School Dashboard: English Learner Progress Indicator (ELPI)

This report shows the percentage of current English learner (EL) students making progress towards English language proficiency at their school for all student groups in grades 1-12. The English Learner Progress Indicator (ELPI) relies on the results of the Summative English Language Proficiency Assessment (ELPAC), including Summative Alternate ELPAC results, to determine EL student progress. For the EL students taking the Summative ELPAC, those who increase an ELPI level or maintain ELPAC Level 4 are counted as making progress towards English language proficiency. ELPI Change measures the rate at which schools are improving their ability to move their EL students towards English language proficiency. It is the difference between the prior year Status and the current year Status. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "--" means that data is not currently available. For student groups with less than 30 students and scores in the current and prior year, status is reported, but performance level (color) is not reported.

Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

English Learner Progress Indicator (ELPI) - CA School Dashboard Indicator																					
Student Group	Dashboard 2023							Dashboard 2024							Dashboard 2025						
	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State	Students	ELPI	Change	Change Level	Color	State ELPI	School vs State
English Learner	41	46.3%	-8.7	Declined	Orange	48.7%	Lower	39	41.0%	-5.3	Declined	Orange	45.7%	Lower	45	66.7%	25.6	Increased Significantly	Blue	46.4%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	11	36.4%	-10.3	Declined Significantly	--	45.8%	Lower	8	*	*	*	*	49.1%	*

Student English Language Acquisition Results Summative ELPAC									
End Year	Student Group	School				State of California			
		Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level	Progressed at Least One ELPI Level	Maintained ELPI Level 4	Maintained ELPI Level 1, 2L, 2H, 3L, 3H	Decreased at Least One ELPI Level
2023	EL	46.3%	0%	24.4%	29.3%	45.7%	2.3%	32.2%	18.3%
2024	EL	41.0%	0%	41.0%	17.9%	43.2%	1.9%	34.4%	19.1%
2024	LTEL	36.4%	0%	18.2%	45.5%	41.6%	3.4%	28.5%	24.7%
2025	EL	66.7%	0%	24.4%	8.9%	44.6%	1.3%	35.5%	17.2%
2025	LTEL	--	--	--	--	46.1%	2.4%	28.2%	21.6%

Districts and schools that do not meet the 95 percent participation rate on the Summative ELPAC and Summative Alternative ELPAC and have at least 30 EL students enrolled during the testing window (February 1 to May 31) will receive a modified ELPI rate on the California School Dashboard (Dashboard). For each district and school that does not meet the 95 percent target, the minimum number of students needed to reach a participation rate of at least 95 percent is determined. The resulting number of students will be counted as not making progress in the current ELPI Status calculation.

Summative ELPAC Participation Rate Report									
End Year	Student Group	School				State of California			
		Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate	Participation Rate Greater Than 95%	Students Tested During Testing Window	Students Enrolled During Testing Window	Participation Rate	Participation Rate Greater Than 95%
2023	EL	59	59	100.0%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	10	10	100.0%	Y	193,182	202,530	95.4%	Y
2024	EL	59	60	98.3%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	6	6	100.0%	Y	182,603	190,459	95.9%	Y
2025	EL	53	53	100.0%	Y	947,393	963,338	98.3%	Y
2025	LTEL	5	5	100.0%	Y	175,106	181,495	96.5%	Y

Today's Fresh Start-Compton

Board District: 1 | Region: South | Location Code: TBD | CDS Code: 19734370132845

CA School Dashboard: Chronic Absenteeism

This report shows the percentage of students in Kindergarten through grade eight who were absent 10 percent or more of the school year for all student groups in grades TK-8. Please note that good performance on the Chronic Absenteeism indicator means having the lowest percentage of students chronically absent in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "—" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status is reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Chronic Absenteeism - CA School Dashboard Indicator																					
	Dashboard 2023							Dashboard 2024							Dashboard 2025						
Student Group	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State	Students	Chronic Absenteeism	Change	Change Level	Color	State Chronic Absenteeism	School vs State
All Students	478	52.3%	-8.4	Declined Significantly	Yellow	24.3%	Higher	443	45.6%	-6.7	Declined Significantly	Yellow	18.6%	Higher	397	41.6%	-4.0	Declined Significantly	Yellow	17.1%	Higher
African American/Black	261	54.0%	-11.1	Declined Significantly	Yellow	36.4%	Higher	243	49.0%	-5.1	Declined Significantly	Yellow	31.3%	Higher	213	52.1%	3.1	Increased Significantly	Red	29.8%	Higher
English Learner	60	41.7%	-10.1	Declined	Orange	26.3%	Higher	62	41.9%	0.3	Maintained	Red	20.1%	Higher	59	23.7%	-18.2	Declined	Orange	18.1%	Higher
Homeless Youth	33	51.5%	-2.7	Declined	--	38.7%	Higher	33	39.4%	-12.1	Declined	Orange	32.7%	Higher	46	50.0%	10.6	Increased	Red	30.7%	Higher
Latino	199	50.8%	-3.1	Declined Significantly	Yellow	28.4%	Higher	183	42.6%	-8.1	Declined Significantly	Yellow	21.7%	Higher	170	28.8%	-13.8	Declined Significantly	Yellow	20.1%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	11	27.3%	3.7	Increased	--	23.9%	--	9	*	*	*	*	22.5%	*
Socioeconomically Disadvantaged	467	52.5%	-8.1	Declined Significantly	Yellow	29.9%	Higher	426	46.0%	-6.5	Declined Significantly	Yellow	23.4%	Higher	377	41.6%	-4.4	Declined Significantly	Yellow	21.7%	Higher
Students with Disabilities	91	51.6%	-2.0	Declined	Orange	33.1%	Higher	74	44.6%	-7.1	Declined	Orange	26.3%	Higher	76	42.1%	-2.5	Declined	Orange	24.9%	Higher

Data Sources: California School Dashboard Research data files.

Today's Fresh Start-Compton

Board District: 1 | Region: South | Location Code: TBD | CDS Code: 19734370132845

CA School Dashboard: Suspension Rate Indicator

This report shows the number of students who have been suspended at least once in the school year for all student groups in grades TK-12. A student is counted as suspended in the suspension rate only once regardless of multiple suspensions or multiple days of suspension. Please note that good performance on the Suspension Rate Indicator means having the lowest percentage of students suspended in the current year. A single asterisk (*) shows that the student group has fewer than 11 students and is not reported for privacy reasons. A cell with "--" means that data is not currently available. For student groups with less than 30 students with scores in the current and prior year, status and change are reported, but no performance level (color) will be reported. When comparing school to state, only numerically significant student groups of 30 or more will be compared for accountability purposes.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Suspension Rate Indicator - CA School Dashboard Indicator																					
Student Group	Dashboard 2023							Dashboard 2024							Dashboard 2025						
	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State	Students	Suspension Rate	Change	Change Level	Color	State Suspension Rate	School vs State
All Students	490	6.5%	4.8	Increased Significantly	Red	3.5%	Higher	455	0.9%	-5.7	Declined Significantly	Blue	3.2%	Lower	408	0.0%	-0.9	Declined	Blue	2.9%	Lower
African American/Black	267	7.9%	5.5	Increased Significantly	Red	8.8%	Lower	249	1.6%	-6.3	Declined Significantly	Green	8.4%	Lower	222	0.0%	-1.6	Declined Significantly	Blue	7.7%	Lower
English Learner	63	7.9%	7.9	Increased	Red	3.7%	Higher	62	0.0%	-7.9	Declined	Blue	3.4%	Lower	60	0.0%	0.0	Maintained	Blue	3.2%	Lower
Homeless Youth	33	6.1%	6.1	Increased	--	6.5%	Lower	35	0.0%	-6.1	Declined	Blue	5.7%	Lower	48	0.0%	0.0	Maintained	Blue	5.1%	Lower
Latino	205	4.4%	4.0	Increased Significantly	Red	3.8%	Higher	188	0.0%	-4.4	Declined Significantly	Blue	3.4%	Lower	171	0.0%	0.0	Maintained	Blue	3.0%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	11	0.0%	-22.2	Declined	--	8.1%	--	9	*	*	*	*	7.0%	*
Socioeconomically Disadvantaged	479	6.3%	4.5	Increased Significantly	Red	4.5%	Higher	435	0.9%	-5.3	Declined Significantly	Blue	4.0%	Lower	387	0.0%	-0.9	Declined	Blue	3.6%	Lower
Students with Disabilities	93	6.5%	4.5	Increased	Red	5.9%	Higher	76	0.0%	-6.5	Declined	Blue	5.4%	Lower	78	0.0%	0.0	Maintained	Blue	5.0%	Lower

Data Sources: California School Dashboard Research data files.

Today's Fresh Start-Compton

Board District: 1 | Region: South | Location Code: TBD | CDS Code: 19734370132845

Enrollment Report

This report displays CALPADS K-12 enrollment number and percentages of select student groups. Annual enrollment consists of the number of students primarily enrolled on Census Day (the first Wednesday in October). This information was submitted by local educational agencies (LEAs) and charter schools to the California Department of Education (CDE) as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS). These data were reviewed and certified in CALPADS as being accurate by authorized district or school personnel. In order to certify data in CALPADS, authorized district or charter school personnel are required to review the accuracy of all data associated with the applicable CALPADS submission. The CDE collects some data on GATE programs through the CALPADS; however, this information is submitted by LEAs on a voluntary basis and it wouldn't necessarily be accurate as per CDE.

Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

Enrollment by Ethnicity and Student Group						
Student Group	2023-2024			2024-2025		
	School	Los Angeles Unified	State of California	School	Los Angeles Unified	State of California
Enrollment	409	529,902	5,837,690	374	516,685	5,806,221
F/R Meal	94.9%	80.6%	61.6%	93.0%	81.9%	62.7%
GATE	N/A	11.6%	N/A	N/A	13.0%	N/A
English Learner	11.7%	20.1%	18.4%	15.2%	18.6%	17.4%
Foster Youth	1.2%	0.6%	0.5%	0.3%	0.5%	0.5%
Homeless Youth	7.1%	2.1%	3.6%	10.2%	2.7%	4.0%
Socioeconomically Disadvantaged	95.4%	81.3%	62.7%	93.0%	82.4%	63.6%
Students w/ Disabilities	16.9%	14.8%	13.7%	16.8%	15.6%	14.2%
Migrant Youth	0.0%	0.2%	0.8%	0.0%	0.2%	0.8%
African American/Black	54.5%	7.3%	4.9%	51.9%	7.1%	4.9%
American Indian or Alaska Native	1.5%	0.1%	0.4%	1.1%	0.1%	0.4%
Asian	0.0%	3.4%	9.9%	0.0%	3.3%	10.1%
Filipino	0.2%	1.7%	2.2%	0.3%	1.6%	2.2%
Latino	41.8%	73.8%	56.1%	44.4%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.5%	0.2%	0.4%	0.5%	0.2%	0.4%
White	0.2%	9.8%	20.3%	0.0%	9.7%	20.0%
Two or More Races	1.2%	2.0%	4.6%	1.9%	2.1%	4.8%
Not Reported	0.0%	1.8%	1.1%	0.0%	2.2%	1.2%

N/A: The CDE does not publish centralized, statewide Gifted and Talented Education (GATE) data.

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/sd/sd/filesenr.asp>

Today's Fresh Start-Compton

Board District: 1 | Region: South | Location Code: TBD | CDS Code: 19734370132845

Long-Term English Learners (LTEL) and “At-Risk”

Note: The “EL Total” column in this report displays the summed total of the disaggregated English Learner (EL) data in the four columns under the “English Learners” heading. The “Total (Ever-EL)” column displays the summed total of the data in the “RFEP” column plus the data in the four columns under the “English Learners” heading OR the data in the “EL Total” column, but not both. The percent values displayed in this report are calculated as a percent of the “Total (Ever-EL)” which fully and more accurately considers what happens to all EL students over time, including those who are Reclassified Fluent English Proficient (RFEP). Source: Data collected by the California Department of Education (CDE) through the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, and testing vendor. Aggregate data files are provided by the CDE – Data Reporting Office at <http://www.cde.ca.gov/ds/sd/filesenr.asp> and California School Dashboard System of Support <https://www.cde.ca.gov/ta/ac/cm/>. Please note: There may be slight differences with some of the information in this report and with what is displayed in Dataquest and California School Dashboard due to changes in file modifications such as Date Modified, Date Posted, other data updates by the testing vendor and updates in CALPADS.

	2022-2023						2023-2024						2024-2025					
	School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California		School		Los Angeles Unified		State of California	
English Learners	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
LTEL 6+ Years	11	9.1%	17,921	7.3%	226,508	11.1%	7	6.5%	15,302	6.5%	211,186	10.6%	5	4.8%	13,052	5.9%	198,853	10.4%
At-Risk 4-5 Years	5	4.1%	17,295	7.1%	144,189	7.1%	2	1.9%	15,717	6.7%	136,188	6.8%	5	4.8%	11,406	5.2%	115,009	6.0%
EL 0-3 Years	25	20.7%	60,457	24.7%	505,486	24.8%	27	25.0%	60,574	25.7%	519,651	26.0%	40	38.1%	57,726	26.1%	516,862	26.9%
EL 4+ Years & Not At-Risk or LTEL	10	8.3%	18,850	7.7%	236,319	11.6%	12	11.1%	14,725	6.2%	207,768	10.4%	7	6.7%	13,775	6.2%	178,306	9.3%
EL Total	51	42.1%	114,523	46.8%	1,112,502	54.5%	48	44.4%	106,318	45.0%	1,074,793	53.8%	57	54.3%	95,959	43.3%	1,009,030	52.6%
RFEP	70	57.9%	130,377	53.2%	927,694	45.5%	60	55.6%	129,789	55.0%	924,422	46.2%	48	45.7%	125,465	56.7%	909,298	47.4%
Total Ever EL	121	100.0%	244,900	100.0%	2,040,196	100.0%	108	100.0%	236,107	100.0%	1,999,215	100.0%	105	100.0%	221,424	100.0%	1,918,328	100.0%

Data Source: Data Quest, Student and School Downloadable Data Files <https://www.cde.ca.gov/ds/ad/filesltel.asp>

ATTACHMENT C

**FINDINGS OF FACT IN SUPPORT OF DENIAL OF THE
RENEWAL CHARTER PETITION FOR
TODAY'S FRESH START CHARTER SCHOOL – LOS ANGELES
BY THE LOS ANGELES UNIFIED SCHOOL DISTRICT**

BOARD OF EDUCATION REPORT

May 12, 2026

I. INTRODUCTION

On March 5, 2026, Today's Fresh Start Charter School-Los Angeles ("Charter School" or "Petitioners")¹ submitted a renewal petition ("Renewal Petition") to the Charter Schools Division ("CSD") of the Los Angeles Unified School District ("LAUSD" or "District"), seeking to renew its charter to serve up to 342 students in grades TK-8 for a five-year term, July 1, 2026, to June 30, 2031. (See Exhibit 1, Today's Fresh Start Charter School-Los Angeles Renewal Petition). Today's Fresh Start currently operates on a private site (non-District owned facility) located at 4476 Crenshaw Blvd., Los Angeles, CA, 90043 ("Vernon Site"), which is served by Board District 1 and Region South. Charter School's performance classification is designated as Middle performing.

On July 14, 2015, the Compton Unified School District Board of Trustees ("CUSD Board") approved Today's Fresh Start's new petition for a five-year term from July 1, 2015, through June 30, 2020, allowing it to locate and operate a charter school at the Vernon Site. The CUSD Board was expected to oversee Today's Fresh Start's operations at the Vernon Site. On December 20, 2017, the CUSD Board approved Today's Fresh Start's renewal for a five-year renewal term from July 1, 2018, to June 30, 2023. Pursuant to Education Code section 47607.4, all charter schools whose term expires on or between January 1, 2022, and June 30, 2025, inclusive, shall have their term extended by two years, and all charter schools whose term expires on or between January 1, 2024, and June 30, 2027, inclusive, shall have their term extended by one additional year. Thus, by operation of law, Today's Fresh Start's charter allowing it to operate at the Vernon Site expires on June 30, 2026.² The CUSD Board is currently the chartering authorizer of the sites located at the Compton Site and the Vernon Site under the name Today's Fresh Start-Compton.³

Pursuant to statute, a charter school that established one site outside the boundaries of the school district, but within the county in which that school district is located before January 1, 2020, 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.

¹ Today's Fresh Start is a California nonprofit public benefit corporation that operates both Today's Fresh Start Charter School-Los Angeles and Today's Fresh Start-Compton..

² On March 10, 2026, CUSD Board approved Petitioners' renewal for a five-year term from July 1, 2026 to June 30, 2031 to operate at 4513 Compton Blvd., Compton, CA 90021 ("Compton Site").

³ The LAUSD Board is not currently, and has never been, the chartering authorizer of any charter school operated by Today's Fresh Start.

(Ed. Code, §47605(a)(5)(A).)

In this case, Today's Fresh Start seeks authorization by the LAUSD Board via this Renewal Petition application to continue operating at 4476 Crenshaw Blvd. pursuant to Education Code section 47605(a)(5)(A). Please note that Today's Fresh Start may be required to have one or more of its sites [Compton Site and Vernon Site] become a separately authorized charter school to comply with Education Code section 47605(a)(5)(A). (Ed. Code, § 47654.)

Pursuant to the Charter Schools Act (Ed. Code, § 47600 *et seq.*) and the adopted *LAUSD Policy and Procedures for Charter Schools* ("LAUSD policy" or "District policy"), LAUSD's Board of Education ("Board") has 90 days upon receipt of the renewal petition to either grant or deny the renewal petition unless an extension of an additional 30 days is mutually agreed upon by the parties. No later than 60 days following receipt of the renewal petition, the LAUSD Board must hold an initial public hearing to consider the level of support for the renewal petition by teachers employed by the District, other employees of the District, and parents. At the second public hearing, at which the Board will either grant or deny the charter, the petitioner shall have equivalent time and procedures to present evidence and testimony to respond to District staff's recommendation and findings. The LAUSD Board must publish all staff recommendations, including the recommended findings regarding the renewal petition, at least 15 days before the public hearing at which the LAUSD Board will either grant or deny the renewal petition.

The District evaluates renewal petitions in accordance with the standards and criteria specified in the Charter Schools Act. Based on a review of the Renewal Petition application including Today's Fresh Start's record of performance and other publicly available information, as described in greater detail below, District staff has determined that Charter School has not met the requirements set forth in Education Code sections 47605, 47607, 47607.2 and/or 47611.5, and therefore recommends denial of the renewal petition.

II. CRITERIA FOR RENEWAL AND GROUNDS FOR NONRENEWAL

Upon submission, District staff comprehensively reviews each renewal petition application to determine whether the charter school has met the requirements for renewal set forth in Education Code sections 47605, 47607, 47607.2 and 47611.5. The renewal criteria prescribed in Education Code sections 47607 and 47607.2 requires a three-pronged analysis:

Criterion 1:

The Charter Schools Act provides that renewals are governed by the standards and criteria described in Education Code section 47605 applicable to initial petitions. The first criterion considered in reviewing a renewal petition requires an analysis of the following:

- Whether the petition includes a sound educational program;
- Whether the petition contains a reasonably comprehensive description of the 15 elements required for petitions;
- Whether the petition contains an affirmation of each of the conditions described in Education

Code section 47605(e); and

- Whether the charter school is likely to successfully implement the program set forth in the petition. Education Code section 47607(b) provides that renewals are governed by the standards and criteria described in section 47605 applicable to initial petitions.

While Criterion 1 is similar to the criteria for a new petition, for renewal petitions, there is more information and data regarding past performance since the initial petition for establishment of the charter school was granted. Thus, soundness of the educational program and capacity for implementation are assessed through the past performance of the existing charter school as indicators of likely future performance, including any applicable benchmarks that have been established. The LAUSD Board will examine the charter school's record in four key areas of charter school performance:

- 1) Governance
- 2) Student Achievement and Educational Performance
- 3) Organizational Management, Programs and Operations
- 4) Fiscal Operations

As part of its analysis, the LAUSD Board is to assess the extent to which charter school governing board members and staff have successfully implemented the terms of their charter, addressed deficiencies, and demonstrated capacity to continue to do so in the future based on evidence of past performance.⁴

Criterion 2:

The LAUSD Board is required to consider the charter school's performance on the California School Dashboard accountability indicators. Education Code sections 47607 and 47607.2 prescribe three-tiers of performance classification in which a charter school falls within one of the following categories - "high," "middle," or "low" performing. The state will publish an annual list of charter schools and their performance classification.

The three-tier classification considers a charter school's performance on the California School Dashboard accountability indicators, with an emphasis on the measurements of academic performance. "Measurements of academic performance" refers to the state indicators included on the California School Dashboard that are based on statewide assessments in the California Assessment of Student Performance and Progress System (CAASPP), or any successor system, English Learner Progress Indicator (ELPI), or any successor system, and the College/Career Indicator (CCI). A charter school submitting a renewal petition should include in its application all evidence and data related to the charter school's performance on the California School Dashboard.

⁴ See LAUSD policy, pp. 28-29.

Middle Performing Charter Schools

For all charter schools that do not meet the High performing or Low performing criteria, the LAUSD Board shall consider the charter school under Middle performing criteria. (Ed. Code, § 47607.2(b).) Pursuant to Education Code section 47607.2(b), the LAUSD Board shall consider the following:

- (1) The schoolwide performance and performance of all student groups of pupils served by the charter school on both the state and local indicators on the California School Dashboard;
- (2) The LAUSD Board shall provide greater weight to the performance on measurements of academic performance on the California School Dashboard;

The LAUSD Board may deny a renewal of a Middle performing charter school pursuant to Education Code section 47607.2(b) upon making each of the following written factual findings:

- (1) The charter school has failed to meet or make sufficient progress toward meeting standards that provide a benefit to pupils of the school;
- (2) The closure of the charter school is in the best interest of the pupils; and
- (3) The decision provided greater weight to the performance on the measurements of academic performance.

When determining whether to deny a renewal petition under prong 1 or 2, LAUSD will consider the full oversight record of the charter school, providing greater weight to performance on the measurements of academic performance. This consideration will include a comparison to Resident Schools' performance on the measurements of academic performance (e.g., reclassification rates, Long-Term English Learner (LTEL) rates, and percentage of students Met or Exceeded Standards as measured on the CAASPP as compared to the state averages, California School Dashboard data, four-year cohort graduation rates). A list of Resident Schools is generated, based on students' addresses as reported in CALPADS. For schools within an LAUSD "Zone of Choice," all the schools that the students could have potentially attended will be used to calculate a Resident Schools Median (RSM).

For a charter renewed as a Middle performing charter school, the LAUSD Board shall grant a renewal for a period of five years. (Ed. Code, § 47607.2(b).)⁵

Criterion 3:

Notwithstanding Criterion 1 and 2, the LAUSD Board will also consider whether the charter school's enrollment or dismissal practices are discriminatory as grounds for nonrenewal. (Ed. Code, § 47607(e).) Additionally, the LAUSD Board shall consider whether the charter school has substantial fiscal or governance factors as grounds for nonrenewal. (*Id.*)

⁵ See LAUSD policy, pp. 35-37.

Specifically, the LAUSD Board may deny renewal of any charter petition, regardless of whether the charter school satisfies the High, Middle, or Low performing criteria, upon a finding that either:

- (1) The charter school is demonstrably unlikely to successfully implement the program set forth in the renewal petition due to either:
 - (a) Substantial fiscal factors, or
 - (b) Substantial governance factors.

Pursuant to the District Policy, substantial fiscal factors may include, but are not limited to, issues related to the charter school's fiscal solvency, mismanagement of funds, cash flow concerns, or outstanding financial liabilities owed to the District and/or others (e.g., contractual obligations, judgments/settlements, unpaid bills or debts, fee-for-service arrangements, facilities related costs, Prop. 39 over-allocated space reimbursements, etc.). Substantial governance factors may include, but are not limited to, issues related to the retention of faculty (such as school leadership and teachers) which rise to the level of disruption of delivery of educational programs; conflicts of interest; or, violations of the Brown Act or California Public Records Act.

- (2) The charter school is not serving the pupils who wish to attend.

Upon a finding that the charter school is not serving all pupils who wish to attend, LAUSD must identify evidence supporting this finding, including aggregate data reflecting pupil enrollment patterns at the charter school. (Ed. Code, § 47607(d).)⁶

Prior to a nonrenewal determination pursuant to number 1 or 2 noted above, LAUSD shall provide the charter school with at least 30 days' notice of the alleged violation and provide the charter school with a reasonable opportunity to cure the violation, including providing an opportunity for the charter school to present a proposed corrective plan. (Ed. Code, § 47607(e).) After providing notice of the alleged violation and reasonable opportunity to cure the violation, the LAUSD Board may deny a renewal petition if it finds that either:

- 1) The corrective action proposed by the charter school has been unsuccessful, or
- 2) The violations are sufficiently severe and pervasive as to render a corrective action plan unviable.

III. FINDINGS OF FACT IN SUPPORT OF DENIAL OF CHARTER RENEWAL

As noted above, the LAUSD Board is not, and has never been, the chartering authorizer of any charter school operated by Today's Fresh Start. As such, in effort to gain further clarity of Charter School's educational or instructional program (including student academic performance), operations, governance, and fiscal management, Staff requested that CUSD (current chartering authorizer) provide Today's Fresh Start-Compton's full oversight file to the District for review and assessment. However, to date, the District has not obtained the sought oversight file from

⁶ See LAUSD policy, pp. 37-38.

Today's Fresh Start-Compton's current chartering authorizer.

Notwithstanding the above, based on a review of Charter School's Renewal Petition application including Today's Fresh Start's record of performance and other publicly available information pertaining to Petitioners' past history of involvement in charter schools or other education agencies (public or private), District staff recommends that the LAUSD Board **deny** the Renewal Petition and adopt these *Findings of Fact In Support of Denial of the Renewal Charter Petition for Today's Fresh Start Charter School – Los Angeles* based on the following ground(s):

- o Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition. (Ed. Code § 47605(c)(2).) (Criterion 1); and

The Renewal Petition does not contain reasonably comprehensive descriptions of all required elements. (Ed. Code, § 47605(c)(5).) (Criterion 1)

A. Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition (Ed. Code, § 47605(c)(2)), as indicated by the following findings:

In evaluating whether a petitioner is demonstrably unlikely to successfully implement⁷ the program set forth in the renewal petition, the LAUSD Board assesses a variety of factors, including but not limited to, petitioner's past history of involvement in charter schools or other education agencies (public or private), as one the LAUSD Board would regard as unsuccessful; and the financial and operational plan for the charter school.⁸ Based on the grounds and analyses set forth below, the Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition. (Ed. Code, § 47605(c)(2).)

1. Petitioners Have a Past History of Unsuccessfully Operating a Charter School and a State-Funded Preschool

In reviewing the past history of a charter operator, it is appropriate to review the history of Charter School itself as well as the record of performance of Today's Fresh Start that will operate Charter School: Petitioners operated a charter school that has been revoked by a chartering authority; has a pattern and history of notices to cure, notices of violation, or corrective actions from a chartering authority or a government agency; and operated an educational entity (public or private) that has been cited by a government agency and/or closed down. This past history raises questions whether Petitioners can successfully implement the program set forth in the Renewal Petition, including the areas of curriculum, instruction, assessment, governance and/or business management.

⁷ The policy for "demonstrably unlikely to successfully implement the program" includes factors and guidance promulgated by the State Board of Education. See Title 5 California Code of Regulations, section 11967.5.1.

⁸ See LAUSD policy, pgs. 12-13.

a. Questionable Operations of Golden Day Schools, Inc.

The binding appellate case entitled *Golden Day Schools, Inc. v. Office of Administrative Hearings* (2017) 8 Cal.App.5th 1012 (the “Appeal”), outlines the following facts and legal conclusions below:

Golden Day Schools, Inc., is a nonprofit corporation (“Golden Day”) founded by Clark Parker that provided children from low-income families with daycare, education, and social development since 1968. At the time, the sites were owned by Clark Parker and his wife, Jeanette Parker (one of the Petitioners in the subject Renewal Petition). The Parkers leased certain sites to Golden Day, which in turn subleased four classrooms to Today's Fresh Start, operated by Jeanette Parker. At that time, both Parkers were members of Golden Day's board of directors. (*Id.* at 1018.)

Beginning around 1971, Golden Day began contracting with the CDE to receive funds necessary to provide childcare services to eligible children in areas of South Central Los Angeles. The two contracts at issue during that time involved the fiscal/school years of 2006-2007 and 2007-2008. (*Id.*) Under those contracts, the CDE advanced to Golden Day \$4,324,098 for fiscal year 2006-2007 and \$4,519,980 for fiscal year 2007-2008. Golden Day agreed to abide by the “Funding Terms and Conditions” incorporated into the contracts, which, in turn, incorporated applicable statutory and regulatory provisions. (*Id.*)

In 2008, the CDE conducted a performance review of Golden Day, building upon Golden Day's audits, for the purpose of determining whether Golden Day operated the child care and development programs in compliance with applicable laws, regulations, and agreement terms and conditions for the period July 1, 2006 through June 30, 2008. (*Id.* at 1018-19.) The review was prompted by the CDE's concerns over the validity of parent employment records necessary to establish eligibility for funding. The review consisted of the CDE's representatives visiting Golden Day's sites, interviewing employees and staff, and examining nearly all of Golden Day's business records, including inventory, payroll, invoices, receipts, checks, student sign in/out sheets, time cards and journal entries. (*Id.* at 1019.)

At the end of the process, the CDE notified Golden Day of its conclusion that “Golden Day failed to meet the minimum contractual requirements for compliance, did not have effective internal controls over its fiscal and program operations, and charged a significant amount of non-reimbursable and unallowable expenditures to the child development program.” (*Id.* at 1019.) The CDE made nine specific findings regarding various issues and sought to recoup \$3,257,732 for the period between July 1, 2006, and June 30, 2008. (*Id.*)

The CDE determined that a significant proportion of the funds it had provided to Golden Day were not being spent on reasonable expenses for eligible children and sought recoupment of those amounts.

Golden Day appealed the CDE's determination through several administrative

proceedings before the Office of Administrative Hearings and a writ action, all culminating in the Appeal.

The Court concluded in the Appeal that substantial evidence supported the findings of the administrative law judge (ALJ) and the trial court that the CDE was allowed to recoup (i) costs for commingling eligible and noneligible students, (ii) certain payroll costs for employees who also worked at a charter school on some of the same sites, and (iii) various nonreimbursable costs. (*Id.* at 1017.)

As a significant finding established by the Court, Golden Day wrongfully sought reimbursement from the CDE for 48 employees that were actually employees of Today's Fresh Start. In relation to these findings, the Court specifically stated that: "As a result, the Department 'determined that \$930,657 in payroll costs relating to Today's Fresh Start were inappropriately charged to the child development program for the period July 1, 2006 through June 30, 2008.'" (*Id.* at 1028.)

The above findings and Court ruling present very serious concerns regarding the Parkers' operations of Golden Day and call into question whether Petitioners, inclusive of Jeanette Parker, would appropriately expend public/educational/charitable funds for Charter School students. Accordingly, this past history raises questions whether Petitioners can successfully implement the program set forth in the Renewal Petition, including the areas of curriculum, instruction, assessment, governance and/or business management.

The LAUSD Board of Education Report 027-15/16 (*See* Exhibit 2, LAUSD Denial of New Petition Today's for Fresh Start Adams Hyde Park),⁹ and the attached Exhibits, outline other facts regarding Golden Day's operations and grounds for denial which are hereby incorporated into this denial finding by this reference.

b. Petitioners' Previous Charter Under LACOE Board's Authorization Was Revoked

The Los Angeles County Office of Education (LACOE) Board authorized a Today's Fresh Start charter school in 2003, renewed that charter school in 2005, and then, revoked that charter school in 2007. The LACOE Board revoked Today's Fresh Start's charter school based on several violations discussed in California Supreme Court's decision, *Today's Fresh Start, Inc. v. Los Angeles County Office of Education* (2013) 57 Cal.4th 197. The California Supreme Court upheld the 2007 LACOE Board revocation. The violations which led to the revocation by the LACOE Board included failing to properly administer state testing; violation of governance requirements applicable to charter schools; failure to meet pupil outcomes; and violations of law. (*Id.* at 208-10.) The LACOE Board also addressed concerns that Today's Fresh Start's board members were not protecting public funds and were using their positions improperly for their own personal enrichment. (*Id.* at 208.) Thus, Today Fresh Start's prior revocation by the LACOE Board illustrates the organization's unsuccessful history.

⁹ On September 1, 2015, the LAUSD Board of Education denied Today's Fresh Start's petition to establish a new charter school, named Today's Fresh Start Adams Hyde Park. Exhibit 2 presents the denial findings that the LAUSD Board of Education adopted in that matter pursuant to applicable requirements.

The LAUSD Board of Education Report 027-15/16 (*See Exhibit 2, LAUSD Denial of New Petition Today's for Fresh Start Adams Hyde Park*), and the attached Exhibits, detail the facts regarding the LACOE Board's revocation proceedings and grounds for denial which are hereby incorporated into this denial finding by this reference.

c. Today's Fresh Start Inglewood's Nonrenewal

In 2019, Today's Fresh Start Inglewood submitted its renewal petition to Inglewood Unified School District ("Inglewood USD") for consideration. After Inglewood USD denied Today's Fresh Start Inglewood's charter renewal petition, Today's Fresh Start Inglewood's appealed that denial to the LACOE Board for consideration. The LACOE Board denied the renewal petition on appeal around January 2020.

Today's Fresh Start Inglewood appealed to the State Board of Education (SBE). On or around July 2020, the SBE unanimously denied Today's Fresh Start Inglewood's renewal petition because, among other reasons, the organization's county charter was revoked in 2007 and its operational history exhibited "ambiguity, self-dealings, and a lack of transparency." The lacking merits of Today's Fresh Start Inglewood's renewal petition was established by three separate administrative bodies. (*See Exhibit 3, SBE Denial of Renewal Petition for Today's Fresh Start Inglewood*)

d. Two Current Today's Fresh Start Board Members Governed the Organization During Questionable Past History

Two of the four current Today's Fresh Start Board members served on that governing body for an extended period particularly during some of the events and/or questionable history noted in sections a-c above. (*See Exhibit 4, Today's Fresh Start Board Member Resumes.*) These Today's Fresh Start governing board members may not possess the capacity to govern a successful charter school in the future based on evidence of past performance of the organization.

Therefore, as reflected in **sections a-d** above, the Petitioners are demonstrably unlikely to successfully implement the program set forth in the Renewal Petition. (Ed. Code, § 47605(c)(2).)

2. Charter School's Historical Under-Enrollment and Declining Student Enrollment Trend

Today's Fresh Start-Compton's historical enrollment data indicates that the charter school has been consistently under-enrolled, in comparison with the projected enrollment outlined in its operative charter. Additionally, Today's Fresh Start-Compton has experienced a steady decline in enrollment since Fiscal Year 2019-2020.

The table below summarizes Today’s Fresh Start-Compton’s historical enrollment¹⁰ and projected enrollment provided in its operative charter since Fiscal Year 2018-2019, demonstrating that the charter school has been under-enrolled for six of the eight fiscal years. This reduced enrollment directly decreases revenue, as the Local Control Funding Formula (“LCFF”) funding is directly tied to enrollment and Average Daily Attendance (“ADA”). As explained further in **Section 3** below, while the charter school projects a significant enrollment increase, Petitioners do not present a reasonable and realistic financial plan given that Today’s Fresh Start-Compton has shown a consistent pattern of under-enrollment and a multi-year decline in student numbers.

Historical Enrollment Trend Table

Grade Level	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025	2025-2026
TK ¹	N/A	N/A	N/A	N/A	N/A	7	4	0 ²
K	73	71	48	51	36	33	24	32 ²
1	58	86	58	43	52	34	40	29
2	74	73	82	54	41	47	38	34
3	75	79	76	68	41	40	50	34
4	75	81	88	67	64	36	39	54
5	80	88	82	70	53	58	39	35
6	64	81	68	62	57	51	48	31
7	57	72	87	53	57	53	49	51
8	38	56	72	69	43	50	43	45
TOTAL	594	687	661	537	444	409	374	345
Increase/ (Decrease) in Enrollment from Prior Year	N/A	93	(26)	(124)	(93)	(35)	(35)	(29)
Enrollment Growth (%)	N/A	15.7%	(3.8%)	(18.8%)	(17.3%)	(7.9%)	(8.6%)	(7.8%)
Projected Enrollment in the Operative Charter	715	715	715	715	715	715	715	715
Under-Enrollment	(121)	(28)	(54)	(178)	(271)	(306)	(341)	(370)
Under-Enrollment %	(16.9%)	(3.9%)	(7.6%)	(24.9%)	(37.9%)	(42.8%)	(47.7%)	(51.7%)
¹ Prior to FY 2023-2024, TK (Traditional Kindergarten) and K (Kindergarten) counts might have been reported together. Therefore, the K counts (if applicable) may include the TK counts for the school years prior to 2023-2024. ² Charter School’s budget submitted with the renewal petition to LAUSD did not provide a breakdown for TK and K enrollment data.								

¹⁰ Sources: Enrollment data for all school years presented in the table were obtained from the CDE’s DataQuest webpage (<https://statics.teams.cdn.office.net/evergreen-assets/safelinks/2/atp-safelinks.html>), with the exception of the 2025-2026 school year, for which the enrollment data were obtained from the budget submitted with the renewal petition to LAUSD.

3. Unreliable and Unrealistic Petition Budget and Cash Flow Projections

Petitioners have presented an unreasonable and unrealistic financial plan in support of Today's Fresh Start Charter School-Los Angeles' Renewal Petition application.

o Unrealistic Enrollment Projections:

The budget submitted with the Renewal Petition relies on overly optimistic enrollment assumptions and revenue projections that are not supported by the charter school's historical performance trends. Despite a consistent pattern of under-enrollment and a multi-year decline in student numbers (as described in **Section 2** above), Charter School projects a significant enrollment increase. Petitioners did not provide supporting documentation detailing how Charter School intends to achieve the increased enrollment projections for the proposed charter term, which directly drive the projected revenue increases. This raises significant concerns regarding the reasonableness and reliability of Charter School's enrollment and revenue assumptions, which may result in overstated revenues, potential budget shortfalls, and fiscal instability during the proposed charter term.

Additionally, for purposes of comparison with the charter school's historical enrollment data, District staff have summarized and combined the enrollment projections for both the Compton Site and Vernon Site below, which is based on the renewal petitions submitted to CUSD and LAUSD, respectively, for which a site-level breakdown is not available.

Table 1: Renewal Enrollment Projections Submitted to CUSD

Grade	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
TK/K	58	20	20	20	20
1	20	60	20	20	20
2	20	20	60	20	20
3	20	20	20	60	20
4	20	20	20	20	60
5	18	20	20	20	20
6	16	16	20	20	20
7	16	16	16	20	20
8	16	16	16	16	20
Totals	204	208	212	216	220

Table 2: Renewal Enrollment Projections Submitted to LAUSD

Grade	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
TK/K	40	50	50	50	60
1	30	40	40	40	40
2	25	30	40	40	40
3	33	25	30	40	40
4	32	33	25	30	40
5	52	32	33	25	30
6	33	52	32	33	25
7	25	33	52	32	33
8	47	25	33	52	32
Totals	317	320	335	342	340

Table 3: Combined Renewal Projections Submitted to CUSD and LAUSD (Table 1 and 2) and 2025-2026 Enrollment Data

Grade	2025-2026 Enrollment¹¹	Year 1 2026-27	Year 2 2027-28	Year 3 2028-29	Year 4 2029-30	Year 5 2030-31
TK/K	32	98	70	70	70	80
1	29	50	100	60	60	60
2	34	45	50	100	60	60
3	34	53	45	50	100	60
4	54	52	53	45	50	100
5	35	70	52	53	45	50
6	31	49	68	52	53	45
7	51	41	49	68	52	53
8	45	63	41	49	68	52
Combined Totals	345	521	528	547	558	560
Increase in Enrollment from Prior Year	N/A	176	7	19	11	2
Enrollment Growth (%)	N/A	51.0%	1.3%	3.6%	2.0%	0.4%

Based on the combined projected enrollment of 521 to 560 students for the charter school's proposed renewal term compared to the charter school's

¹¹ The 2025-2026 enrollment data were included in the budget submitted with the Renewal Petition to LAUSD without the site-level breakdown.

historical enrollment trends noted above, Petitioners' projected enrollment appears unreasonable and overly optimistic. Over the most current five (5) years, Today's Fresh Start-Compton's student enrollment declined by 192 students (or 35.8%), from 537 in Fiscal Year 2021-2022 to 345 in Fiscal Year 2025-2026 for both the Compton site and Vernon site. Despite this trend, Today's Fresh Start Charter School-Los Angeles projects 521 students for Fiscal Year 2026-2027, an increase of 176 students (or 51.0%), without providing supporting documentation or underlying assumptions explaining how this growth will be achieved. The foregoing raises concerns regarding the reasonableness of a calculated budget for the renewal charter term.

O Incorrect Fund Balances for Fiscal Years 2029-2030 and 2030-2031

Petitioners' budget contains apparent errors or inconsistencies between the beginning fund balance for Fiscal Year 2029–2030 and the ending fund balance for Fiscal Year 2028–2029. As a result, the ending net assets for Fiscal Years 2029–2030 and 2030–2031 are understated by approximately \$1.9 million. These inconsistencies materially affect the projected fund balances for these two school years, and thus, raise concerns about the reliability of Petitioners' budget projections.

B. The Renewal Petition does not contain reasonably comprehensive descriptions of all required elements. (Ed. Code, § 47605 (c)(5).) (Criterion 1)

A renewal petition must contain a reasonably comprehensive description of each of the 15 elements required by Education Code section 47605(c)(5). Reasonably comprehensive descriptions are expected to be substantive, address all aspects of the elements, and be specific to the renewal petition being proposed. The Renewal Petition does not contain reasonably comprehensive descriptions in compliance with the law. (*See Exhibit 1, Today's Fresh Start Charter Renewal Petition.*)

1. Employee Qualifications (Element 5)

Petitioners' budget includes an Executive Assistant (EA) at 0.5 Full Time Equivalent (FTE) with a salary of \$103,905, equivalent to \$207,810 on a full-time (1.0 FTE) basis. This EA position is the second highest paid employee based on Charter School's budget assumptions; however, the EA position does not appear to be included in the charter petition staffing plan, inclusive of job description and minimum and desirable qualifications. Petitioners are asked to identify key staff positions and detail the specific, high-level qualifications required for those roles to ensure effective leadership and instruction, and the omission of this information raises concerns about the comprehensiveness of the petition, and whether the expenditures for the position are justified.

2. Suspension and Expulsion Procedures (Element 10)

The Renewal Petition does not sufficiently describe the suspension and expulsion appeals process to ensure a consistent impartial process is in place. Consistent with applicable authorities and requirements, charter schools are expected to establish and implement policies and procedures to ensure full compliance with federal and state laws and regulations regarding the discipline of students. Here, the Renewal Petition fails to include necessary provisions outlining how it plans to provide due process rights regarding suspensions and expulsions that specifically includes a student's right to appeal. Thus, the Renewal Petition fails to examine the procedures a charter school must follow when suspending or expelling a student under applicable requirements.

IV. RECOMMENDATION

Based on the foregoing, District staff recommends that the LAUSD Board deny Charter School's Renewal Petition. The recommendation for denial is based on findings that Petitioners are demonstrably unlikely to successfully implement the educational program set forth in the Renewal Petition. Additionally, the recommendation for denial is based on District staff findings that the Renewal Petition does not contain reasonably comprehensive descriptions of all fifteen required elements.

In order to deny the Renewal Petition on the grounds set forth above, the LAUSD Board must make written findings setting forth specific facts to support the denial of the Renewal Petition. (Ed. Code § 47605(c).) Should the LAUSD Board decide to deny renewal of the Charter School's charter, District staff recommends that the Board adopt these *Findings of Fact in Support of Denial of the Renewal Charter Petition for Today's Fresh Start Charter School – Los Angeles* as the Board's written findings of fact in support of the denial.

Exhibits are available for perusal at the following link:

https://drive.google.com/drive/folders/1lcORn8tdGpeWnoPhEBztGBzdK_jlVS0Q?usp=sharing

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TAB 22



Board of Education Report

File #: Res-058-25/26, **Version:** 1**Agenda Date:** 5/12/2026**In Control:** Board of Education

Dr. Rivas - Honoring Robert Vargas: Advancing Arts Education, Cultural Identity, and Community Expression for the Next Generation (Res-058-25/26) (Noticed April 21, 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.

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TAB 23



Board of Education Report

File #: Res-059-25/26, **Version:** 2

Agenda Date: 5/12/2026

In Control: Board of Education

Ms. Griego, Dr. Rivas, Ms. Ortiz-Franklin - Wellness Without Silos: Advancing Student Wellness Through Integrated School Culture and Wellness Teams and Expanded Professional Learning (Res-059-25/26) (Noticed May 12, 2026)

Whereas, Given that 1 in 5 students have a mental health diagnosis, 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, psychiatric social workers, and other 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 school mental health initiatives, Community-Based Safety programs, and other preventative measures such as All Schools Safe education modules;

Whereas, The School Mental Health department provides support services at a holistic three-tier intervention level, ranging from school-wide, targeted/selected, and intensive individual support levels of services, that further support school climate and safety;

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 multiple a number of divisions and programs like the Black Student Achievement Plan (BSAP), School Mental Health, SEL Unit, and departments within the Student Support and Attendance (SSA) branch, including the Human Relations, Diversity and Equity Division (HRDE) Department, and the SEL Unit PBIS/Restorative Practices (PBIS/RP) Department;

Whereas, In 2022, the District directed every school to establish a PBIS/RP team comprising administrators, operations staff, educators, behavioral experts, family and community representation, and high school students, and further directed required such teams to implement the Multi-Tiered Systems of Support (MTSS) framework to address student behavior and conduct, and utilize the Tiered Fidelity Inventory (TFI) to assess its implementation;

Whereas, Systems of Support Advisors (SOSAs) operate under a central structure offering region-based supports to their respective schools for the implementation of PBIS/RP aligned with MTSS. Despite this, the number of SOSAs has been reduced significantly in recent years;

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 cross-divisional 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, and school culture as a key pillar of the 2027-2030 Strategic Plan by interweaving PBIS/RP, social emotional learning, community-based safety, school-based mental health, 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 provide ~~prioritize~~ professional development choice board options that support student mental health, wellness, academic climate, 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; The District shall ensure that these priorities are reflected across the range of choice board offerings and will include, but not be limited to, professional development opportunities provided through BSAP, PBIS/RP department, HRDE department, School Mental Health, SEL Unit, and other teams that support student mental health, wellness, and school culture;~~

Resolved further, That the District will provide trainings/professional development to centrally funded community/parent representatives, at a minimum, on the topics related to SEL, PBIS/RP, anti-bias, school culture, mental health and wellness; and make available these trainings to other parents and volunteers through the Family Academy;

Resolved further, That the District shall explore developing and/or adopting a ~~trauma assessment~~ system or equity index to evaluate the level of trauma in school communities, and consider how its utilization can serve to proactively deploy non-law enforcement staff and resources to support concentration of need in an equitable and preventative way, rather than relying solely on post-incident responses that may criminalize or delay outcomes;

Resolved further, That the District will leverage research, expert recommendations, and input from educators in the development of the Board's goal for the Social Emotional Learning metric ~~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, and 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, further, that the District will increase awareness of its goals related to student mental health and wellness, and school culture by sharing with the Local School Leadership Council, School Site Council, English Learner Advisory Committee, and other school-based decision-making bodies, a comprehensive list of positions that support these efforts; and by integrating topics such as social-

emotional learning, mental health and wellness, and school culture into their meeting agendas and content;

Resolved further, That by August 2026, the District will develop a reference guide ~~policy~~ to ensure alignment, coherence, and effective coordination of existing school-site teams and structures, staff, and community partners responsible for student mental health, wellness, and school culture. The reference guide will define ~~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 and staff, 2) being responsible for presenting school culture and wellness goal(s) to the Local School Leadership Council, School Site Council, English Leadership Council, and other school-based decision-making bodies 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)

Resolved, further, That the District will increase awareness of the role of SOSAs with supporting school culture, implementing PBIS/RP and MTSS-aligned practices, and will assist schools and principals with understanding how they can connect with their SOSAs for support with strengthening their existing school-site teams; and, be it finally

Resolved, That schools will be encouraged to post their annual goals related to student wellness, social-emotional development, mental health, and school culture on the School Dashboard.

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TAB 24



Board of Education Report

File #: Res-061-25/26, **Version:** 2

Agenda Date: 5/12/2026

In Control: Board of Education

Ms. Ortiz Franklin, Ms. Gonez - Public Schools Over Private Loopholes: Working Together for the Revenue our Students Deserve (Res-061-25/26) (Noticed April 21, 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-~~ Widespread labor- and community- led efforts in 2020 ~~at the local and state levels~~ to increase revenue for public education through the unsuccessful voter-led ballot initiative, Measure EE in 2019 and Proposition 15 "Schools and Communities First" in 2020, ~~these campaigns~~ represents a 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 efforts 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 expenditure and Assembly Bill 1790 (Connolly) which would eliminate the “water’s-edge” tax loophole and require multinational corporations to pay California taxes based on their worldwide income starting in 2028;

Resolved further, That the Board affirms its support for proposed state legislation that may increase school funding, and directs the Office of Governmental Relations to monitor, provide updates, and adjust positions as aligned with Los Angeles Unified Advocacy Agenda on relevant legislation, 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 AB 2526 (Muratsuchi), which would add students who are eligible for the California Alternative Assessment to the special education “low-incidence” funding formula, thereby increasing special education funding for school districts serving this student population. 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 and others to advocate for increased public education revenue by:

- Creating a Public Education Revenue Task Force to propose strategies and act on solutions, and take action, as permissible and feasible to implement. The Task Force shall be led by the Office of Governmental Relations, and composed of no more than one representative from and selected by each labor partners bargaining unit who agreeing to participate, and an equal number of District-appointed members (which may be experts, staff, charter school partners, and/or community members). Any District or labor partner staff supporting the Task Force administratively or on an as-needed basis shall not count towards the number of “officially” appointed members. The viability of and outcomes from the Task Force shall be assessed

- annually to determine whether the Task Force shall continue into the next school year in its current form, and shall be designed to sunset no later than three years after establishment, ~~and~~
- Engaging with other school districts and statewide and local education associations to support revenue generating efforts including but not limited to those of the UnRig CA Coalition, and
 - Participating in joint advocacy letters and meetings with ~~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 informational update on the proposed November 2026 ballot initiatives relevant to this issue. ~~and opportunities for the Board of Education to support them.~~

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TAB 25



Board of Education Report

File #: Res-062-25/26, **Version:** 1**Agenda Date:** 5/12/2026**In Control:** Board of Education

Ms. Newbill, Mr. Schmerelson, Ms. Griego - Recognizing May as Mental Health Awareness Month and Focusing on Student Mental Health (Res 062-25/26) (Waiver of Board Rule 72)

Whereas, The Los Angeles Unified School District has a goal of reaching 100 percent graduation and must provide a learning environment that promotes social-emotional learning and support for students and adults;

Whereas, Childhood and adolescence are critical times for physical and mental development, and the development of good mental health is important for overall good health and well-being throughout the lifespan;

Whereas, While approximately 1 in 5 children have a diagnosable mental disorder and approximately 1 in 10 children have a serious emotional or behavioral disorder that is severe enough to cause substantial impairment in functioning at home, at school, or in the community;

Whereas, Chronic absenteeism in students is strongly linked to mental health challenges, with studies showing that students with poor mental health are more likely to be absent from school. Conversely, chronic absenteeism can also exacerbate or trigger mental health issues, creating a cycle of negative consequences;

Whereas, A screening of 572 District students revealed that 88 percent reported experiencing three or more traumatic events, with 55 percent showing symptoms of Post Traumatic Stress Disorder (PTSD), depression, or anxiety, according to the L.A. Trust for Children's Health;

Whereas, The District partners with the L.A. Trust for Children's Health to advance a comprehensive, school-based approach to student wellness, including the coordination of physical and mental health services, data-informed decision-making, and the expansion of Wellness Centers that improve access to mental health supports for students and families;

Whereas, It is currently estimated that 70 to 80 percent of children with mental health disorders may not receive any care at all.;

Whereas, In 2021, the Centers for Disease Control and Prevention's Youth Risk Behavior Surveillance System for District students indicated that 42 percent of high school students reported a prolonged sense of sadness or hopelessness every day for two or more continuous weeks; 22 percent of middle school and 18 percent of high school students seriously considered attempting suicide; and over 9 percent of middle school and 10 percent of high school students attempted suicide;

Whereas, The District envisions an environment where every student has equitable access to timely, effective, and culturally responsive mental health and wellness services seamlessly integrated into the

school community;

Whereas, The District's Student and Family Wellness Hotline, which was created during the pandemic to provide families continued access to wellness services, received over 35,000 calls between April 2020 and June 2022 for a wide range of supports, including mental health, attendance and enrollment, access to basic needs, specialized student programs and immunization information;

Whereas, Schools serve as vital gateways to connecting students and families with mental health services. By fostering strong partnerships with over 60 community mental health agencies, including the District's School Mental Health Clinics and Wellness Centers, the District can ensure that students and their families have easy access to support;

Whereas, Families can call the Student and Family Wellness Hotline at 213-241-3840 to get access to mental health services, and other essential school and community resources. The wellness line is open weekdays from 8-4:30pm and closed on major holidays;

Whereas, As part of the 2022-26 Strategic Plan, the District called for prioritizing telehealth programs, allowing students to connect to health care professionals through video conferencing technology and the District began offering telehealth services to its schools in the fall 2023;

Whereas, Families can directly refer their children to our School Mental Health Clinics and Wellness Centers for individual, family, and group counseling services. These services are available both in-person and through telehealth; and

Whereas, Each District Region is supported by a mental health team, including Psychiatric Social Workers (PSWs) based on most school campuses. These professionals are ready to assist families in accessing mental health services both at their child's school and within their community; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby declares May as Mental Health Awareness Month and directs the Superintendent and District staff, to inform families of the resources and activities available through the District promoting education and awareness of the mental health needs of our students and families;

Resolved further, That in no later than 120 days, the District will provide the Board with an update on all the mental health resources and programs available to support students and families; including but not limited to, school specific supports, telemental health, and wellness center/clinic resources, and will include a plan on how to communicate with students and families about these resources;

Resolved further, That the District expand collaboration with the L.A. Trust for Children's Health and other community partners to strengthen data integration efforts, including through the Data Exchange, to enable secure and responsible data sharing to improve care coordination, identify student needs, and streamline the delivery of mental health and wellness services for students and families across school communities;

Resolved further, That the District will implement the following hiring changes for non-centrally/regionally funded psychiatric social workers and pupil services and attendance counselors (PSAs):

- Principals will have greater autonomy to directly select candidates for the position from the qualified hiring pool, interview, and submit the hiring paperwork to the regional or central office,
- In the instance of budget limitations, principals from two or more schools will be encouraged to cooperate with each other, combining their funding to hire PSWs/PSAs,
- Principals will develop and execute the schedule for their newly hired PSWs/PSAs, ensuring their schools receive the predetermined hour allocation,
- Regional or central offices will not deter or impede with the hiring and/or scheduling of these positions, unless directly requested by the principals or as a result of any legal permissions;

Resolved further, That the District will work to clarify protocols in the instance schools did not receive all the previously purchased service hours, and change policies wherever appropriate including, but not limited to, reimbursement directly back to the schools for hours not serviced through a districtwide bulletin, distributed to all principals, administrators, directors, board members, school site councils, and whomever appropriate; and, be it finally

Resolved, That beginning in the 2026-2027 school year, the District will begin tracking the number of caseloads by all centrally and non-centrally funded PSWs, such that this data will be aggregated per school, and available on a monthly basis and will be reported at the next school experience survey update to the Board.

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TAB 26



Los Angeles Unified School District

377

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: ROC-013-25/26, **Version:** 1

Agenda Date: 5/12/2026

In Control: Board of Education

Report of Correspondence

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

May 12, 2026

REPORT OF CORRESPONDENCE

The following correspondence addressed to the Board of Education is submitted with the recommended Disposition, “Refer to Superintendent for referral to Office of the General Counsel to take all steps necessary to protect the interests of the Board of Education, including assignment to outside counsel; Controller to draw warrants in such amounts as may be necessary for the payment of costs and fees upon invoices as approved by the Office of the General Counsel”:

FROM	LEGAL ACTION
1. C&B Law Group LLP	Summons & Complaint for Damages: 1) Negligence; 2) Negligence (Gov. Code §§ 815.2, 820); Case No. 26STCV08871; Superior Court of the State of California, County of Los Angeles; Henry Dale Moore, an individual, Plaintiff, v. Los Angeles Unified School District, a governmental entity; and Does 1 through 20, inclusive, Defendants.
2. Chat Law Group, LLP	Summons & Complaint: 1) Negligence; 2) Premises Liability; and; 3) Dangerous Condition of Public Property (Gov. Code § 815 <i>et seq.</i>); Case No. 26CHCV01529; Superior Court of the State of California for the County of Los Angeles; Sinai Flores, an individual, Plaintiff, v. Los Angeles Unified School District, a Public Entity; and Does 1 to 50, Inclusive, Defendants.
3. Downtown L.A. Law Group	Summons & Complaint: 1) Premises Liability; Case No. 26STCV08656; Superior Court of California, County of Los Angeles; Sandra Ruiz, an individual, Plaintiff, v. Los Angeles Unified School District, et al., Defendants.
4. Downtown L.A. Law Group	Summons & Complaint for Damages: 1) Negligent Failure to Supervise [Cal. Govt. Code § 815.2]; Case No. 26STCV08387; Superior Court of California, County of Los Angeles; X.T., a minor, by and through his GAL Deanna Garcia, Plaintiff, v. Los Angeles Unified School District, and Does 1-50, inclusive, Defendants.
5. Downtown L.A. Law Group	Summons & Complaint for Damages: 1) Negligent Failure to Supervise (Cal. Govt. Code Section 815.2); Case No. 26NWCV01056; Superior Court of California, County of Los Angeles; Savannah Nolasco, a minor, by and through her GAL Tania Nolasco, Plaintiff, v. Los Angeles Unified School District, and Does 1-50, inclusive, Defendants.

6. Downtown L.A. Law Group
Summons & Complaint for Damages: 1) Assault; 2) Battery; 3) Intentional Infliction of Emotional Distress; 4) Negligent Hiring, Supervision & Retention of an Unfit Employee; 5) Negligence; Case No. 26SMCV00261; Superior Court of California, County of Los Angeles; Tyler Holiday, a minor, by and through his GAL Phyliscia Thomas, Plaintiff, v. Los Angeles Unified School District, and Does 1-50, inclusive, Defendants.
7. Downtown L.A. Law Group
Summons & Complaint for Damages: 1) Assault; 2) Battery; 3) Intentional Infliction of Emotional Distress; 4) Negligent Hiring, Supervision & Retention of an Unfit Employee; 5) Negligence; Case No. 26SMCV00809; Superior Court of California, County of Los Angeles; Steven Helmy, a minor, by and through his GAL Hanoona Wahba, Plaintiff, v. Los Angeles Unified School District, a public entity; and Does 1-50, inclusive, Defendants.
8. Downtown L.A. Law Group
Summons & Complaint for Damages: 1) Negligent Failure to Supervise (Cal. Govt. Code Section 815.2); Case No. 26STCV11314; Superior Court of the State of California for the County of Los Angeles; David Tatum, a minor, by and through his GAL, Chamoney Tatum, Plaintiff, v. Los Angeles Unified School District, a Public Entity; and Does 1 to 50, Inclusive, Defendants.
9. Downtown L.A. Law Group
Summons & Complaint for Damages: 1) Assault; 2) Battery; 3) Intentional Infliction of Emotional Distress; 4) Negligent Hiring, Supervision & Retention of an Unfit Employee; 5) Negligence; Case No. 26STCV11087; Superior Court of the State of California for the County of Los Angeles; Mason Lopez, a minor, by and through his GAL, Adres Lopez, Plaintiff, v. Los Angeles Unified School District, a Public Entity; and Does 1 to 50, Inclusive, Defendants.
10. Education Media LLC
Summons & Second Amended Complaint for Damages: 1) Inverse Condemnation (Cal. Const. art. I. § 19); 2) Breach of Implied-in-Fact Contract; 3) Promissory Estoppel; 4) Quantum Meruit; 5) Unjust Enrichment; 6) Misappropriation of Trade Secrets (Civ. Code § 3426 et seq.); 7) Breach of Written Settlement Agreement; 8) Intentional Interference with Prospective Economic Advantage; 9) Breach of Mandatory Duty (Government Code § 815.6); 10) Retaliation and Race Discrimination in Violation of FEHA (Gov. Code §§ 12940(h) and 12940(a)); 11) False Claims Act Retaliation (Gov. Code § 12653); Case No. 25STCV35625; Superior Court of California, County of Los Angeles; Robyn Charles as an

Assignee of Education Media LLC, Plaintiff(s), v. Los Angeles Unified School District, and Does 1 through 10, inclusive, Defendant(s).

11. Gould Grieco & Hensley

Summons & Complaint for Damages: 1) Negligence; 2) Negligent Hiring, Supervision, and Retention; 3) Negligent Failure to Warn, Train, or Educate; 4) Negligent Supervision of a Minor; 5) Negligent Infliction of Emotional Distress; 6) Breach of Mandatory Duty; 7) Battery; 8) Sexual Battery; 9) False Imprisonment; 10) Intentional Infliction of Emotional Distress; Case No. 26STCV13029; Superior Court of the State of California, County of Los Angeles; Tyler Wise, an individual, Plaintiff, v. Los Angeles Unified School District, a public entity; and Does 1 through 50, Defendants.

12. Law Office of Jonathan B. Ambaye

Summons & Verified Complaint for Damages: 1) Disability Discrimination (FEHA); 2) Race Discrimination (FEHA); 3) Hostile Work Environment (FEHA); 4) Retaliation (FEHA); 5) Retaliation [Labor Code § 1102.5]; 6) Failure to Engage in the Interactive Process in Violation of FEHA; 7) Failure to Prevent Discrimination/Harassment (FEHA); 8) Wrongful Termination in Violation of Public Policy – Cal. Const., Art. I; 9) Negligent Hiring and Retention; Amount demanded exceeds \$35,000; Case No. 26STCV07264; Superior Court for the State of California, County of Los Angeles – Unlimited Jurisdiction; Jason Hicks, an individual, Plaintiff, v. Los Angeles Unified School District, et al., and Does 1 to 50, inclusive, Defendants.

13. Law Offices of Carl D. Barnes

Summons & Complaint for Personal Injuries and Damages; Case No. 25TRCV04334; Superior Court of the State of California, County of Los Angeles; Joshua Gabriel Cazares-Hernandez, a minor, by and through his GAL, Gabriela Hernandez-Trujillo, an individual, Plaintiff, v. Los Angeles Unified School District, and Does 1 through 50, inclusive, Defendants.

14. Law Offices of Scott B. Ayers

Summons & Plaintiff's Complaint for Relief Under the Individuals with Disabilities Education Act (20 U.S.C. § 1400 et seq.); Case No. 2:26-cv-02469-PA (SKx); United States District Court for the Central District of California; J.L., a minor, by and through her mother, Ashley Solis, Plaintiff, v. Los Angeles Unified School District, et al. Defendants.

15. Manly Stewart Finaldi
Summons & Plaintiff's Complaint for Damages for: 1) Intentional Infliction of Emotional Distress; 2) Negligence; Negligent Supervision; Negligent Retention/Hiring; Negligent Failure to Warn, Train or Educate; 3) Sexual Battery; 4) Sexual Assault; Case No. 26STCV07751; Superior Court of the State of California, County of Los Angeles, Central District; John MCJ Doe, an individual, John MMJ Doe, an individual, Jane MID Doe, an individual, an individual, John MEA Doe, an individual, Jane MAN Doe, an individual, and Jane MMM Doe an individual, Plaintiffs, v. Los Angeles Unified School District, a California Local Public Entity; and Does 1-50, Defendants.
16. Michael B. Goldstein, ALC
Summons & Complaint for Damages: 1) Negligence; 2) Negligent Hiring, Retention, Supervision, Training; Case No. 26TRCV00268; Superior Court of California, County of Los Angeles - Southwest District; Liam Stewart, a minor, by and through his GAL Tajanay Hampton, Plaintiff, v. Los Angeles Unified School District, and Does 1-50, inclusive, Defendants.
17. Prestige Law Firm
Summons & Complaint for Damages: 1) For Statutory Liability For Damages (Civ. Code Section 3333) For Personal Injuries against Public Entities and Employees (Gov. Code Section 815.2; 2) Negligent Hiring, Supervision, or Retention of Employees; 3) Battery; 4) Assault; Case No. 26NNCV02157; Superior Court of the State of California, County of Los Angeles; Aiden Josiah Montes De Oca, a minor, by and through GAL Alejandro Montes De Oca Segovia, an individual, Plaintiff, v. Los Angeles Unified School District, and Does 1 through 100, inclusive, Defendants.
18. Schwimer Weinstein LLP
Summons & Complaint for Personal Injuries & Jury Demand: 1) Negligence; 2) Government Tort Liability [*Gov. Code* §§ 815.2(a), 815.4, 820(a)]; Case No. 26NWCV01038; Superior Court of California, County of Los Angeles – Southeast District; Ortencia Lopez, an individual; Plaintiff, v. Los Angeles Unified School District, a governmental entity; and Does 1 through 50, inclusive; Defendants.
19. Slater Slater Schulman
Summons & Complaint for Personal Injuries and Damages from Childhood Sexual Abuse; Case No. 26LBCV00533; Superior Court of the State of California, County of Los Angeles; John Doe I.R., an individual, Plaintiff, v. Los Angeles Unified School District, and Does 1 through 60, inclusive, Defendants.

20. Slater Slater Schulman, LLP
Summons & Complaint for Personal Injuries and Damages from Childhood Sexual Abuse; Case No. 26STCV10213; Superior Court of California, County of Los Angeles; Jane Roe J.L., Jane Roe M.A., Jane L.R. #2, Jane Roe S.R. #2, John Roe A.A., Jane Roe S.M., Jane Roe S.F., Jane Roe A.A., individuals, et al., Plaintiff, v. Los Angeles Unified School District, a public entity; Mark Berndt, an individual, and Does 1 through 60, inclusive, Defendants.
21. Taylor & Ring
Summons & Complaint for Damages Arising from Childhood Sexual Abuse; Case No. 26STCV11714; Superior Court of the State of California for the County of Los Angeles; Jane Doe, an individual, Plaintiff, v. Los Angeles Unified School District, an entity of unknown form; and Does 1 through 60, Defendants.
22. The Zalkin Law Firm
Summons & Complaint: 1) Negligence/Failure to Protect; 2) Negligent Supervision; 3) Negligent Hiring/ Retention/ Supervision; 4) Negligent Failure to Warn, Train, or Educate; 5) Sexual Battery of a Minor (Civ. Cod § 1708.5.5); 6) Intentional Infliction of Emotional Distress; 7) Sexual Harassment (Ed. Cod. § 220, et seq.); Case No. 26STCV12149; Superior Court of the State of California for the County of Los Angeles; John ZGLD Roe, Jane ZKLG Roe, Jane ZRLG Roe, John ZBLM Roe, John ZJLR Roe, Jane ZRLR Roe, Jane ZYLR Roe, Jane ZNLS Roe, John ZELL Roe, Jane ZLLS Roe, John ZJLA Roe, Plaintiff, v. Los Angeles Unified School District, et al. Defendants.
23. Young, Minney & Corr, LLP
Verified Petition for Peremptory Writ of Mandate (C.C.P. Section 1085); Case No. 26STCP01499; Superior Court of California, County of Los Angeles; Green Dot Public Schools, v. Los Angeles Unified School District, a public entity; Andres Chait, a public entity; and Does 1-50, inclusive, Defendants.

The recommended disposition of the following item is “Refer to Superintendent for referral to the Office of the Risk Management and Insurance Services”:

<u>No.</u>	<u>Received From</u>	<u>Type of Damage</u>	<u>Claimant</u>	<u>Date of Damage</u>
24.	Adron Duell	Damages	Adron Duell	03-25-26
25.	Brittany Farias Mendez & Sanchez	Damages	Bella Escobar	11-20-25 & 03-06-26
26.	Eddie Tehrani State Law Firm, APC.	Damages	Bentley C. Mom-Parker (Minor)	10-29-25
27.	Bree Acosta	Damages	Bree Acosta	02-17-26
28.	Brenda Sadeghi	Damages	Brenda Sadeghi	12-22-25 to present
29.	Brittany Dragicevich	Damages	Brittany Dragicevich	03-26-26
30.	Jirji, Chau & Rodriguez, LLP	Damages	C.R.	Between 08-14-25 and present
31.	Cristina Santiago	Damages	Cristina Santiago	Multiple dates provided
32.	Darra Bishop	Damages	Darra Bishop	Multiple dates provided
33.	Jong-Hyok Kim	Damages	Eric Kim	03-05-26
34.	Heidi Austria	Damages	Hunter Austria	03-18-26
35.	Shanon Trygstad Trygstad, Schwab & Trygstad, A Law Corporation	Damages	Jason Benoit, Ryan Huikon Kang & Evan Benoit	Multiple dates provided

36.	Caleb Blumenshine Downtown L.A. Law Group	Damages	Jim Liang	10-17-25 2:00PM
37.	Jeanette Wells Lipton	Damages	Joshua Cortez Lipton	10-16-25
38.	Caleb Blumenshine Downtown L.A. Law Group	Damages	Kayshawn Howard	10-15-25
39.	Caleb Blumenshine Downtown L.A. Law Group	Damages	Kayshawn Howard	10-14-25 *Amended
40.	Jazmine Gomez Downtown L.A. Law Group	Damages	Kayshawn Howard	10-15-25
41.	Lauren Yoon	Damages	Ki Jae Bruce Lee	11-17-25
42.	Sarah Duke, Mother and Parent of Lena Lewis	Damages	Lena Lewis by & through her mother Sarah Duke	Multiple dates provided
43.	Khalif Jackson Law Offices of H.A. Jackson	Damages	Levi Betancourt	10-09-25
44.	Elizabeth Buluran	Damages	Noah Grayson Buluran	03-02-26
45.	Emily Ruby, Esq.	Damages	Olivia Perry	10-15-25
46.	Tumanyan Law Firm, PC	Damages	Sarah Huezo	Multiple dates provided
47.	Sharvae Collins	Damages	Sharvae Collins, on behalf of minor Destiny Strawder	02-19-26
48.	Marisol Ramirez Downtown L.A. Law Group	Damages	Travis Hatfield	10-13-25

49.	Madrid Law Firm, A Professional Law Corporation	Damages	Two officers at the federal detention center in Los Angeles	02-13-26
50.	Scott Oeser	Damages	William Paul Oeser	10-03-25
51.	Yuan San Ryan	Damages	William Ryan (known as Finn)	03-05-26
52.	Allstate Northbrook Indemnity Company	Vehicle Damages	Allstate a/s/o Andrea Calderon	12-08-25
53.	Angelica Tellez	Vehicle Damages	Angelica Tellez	01-20-26
54.	Christopher Koonce	Vehicle Damages	Christopher Koonce	03-17-26
55.	Jessica Ventura	Vehicle Damages	Concepcion Ventura	04-17-26
56.	Dezhi Lu	Vehicle Damages	Dezhi Lu	10-22-25
57.	Diana Quiroga	Vehicle Damages	Diana Quiroga	03-26-26
58.	Gary O. Williams Infinity Insurance Company	Vehicle Damages	Evelyn Hernandez	03-18-26
59.	Rashida Harris Bell Subrogation Services	Vehicle Damages	Geico Ins co Shari Benson	12-11-24
60.	Dawn Botwinick	Vehicle Damages	Interinsurance Exchange of the Automobile Club a/s/o Sherice Clay	03-04-26
61.	Irma Rodriguez	Vehicle Damages	Irma Rodriguez	02-04-26

62.	Aram Bagrazyan Dordulian Law Group	Vehicle Damages	Julia Jauregui	11-14-25
63.	Lourdes Vallin	Vehicle Damages	Lourdes Vallin	03-17-26
64.	Michelle Bonilla	Vehicle Damages	Michelle Bonilla	02-20-26
65.	Stephanie Rivera Law Offices of Edward Shkolnikov	Vehicle Damages	Mohammad Amiri	12-02-25
66.	Megan McCullough United Financial Casualty Company	Vehicle Damages	United Financial Casualty Company a/s/o Jimenez Katty	01-28-25
67.	N/A	Vehicle Damages	Victor Lopez	03-25-26
68.	Yongyan Chen	Vehicle Damages	Yongyan Eva Chen	04-22-26

[Return to Order of Business](#)

TAB 27



Los Angeles Unified School District

388

333 South Beaudry Ave,
Los Angeles, CA 90017

Board of Education Report

File #: Min-003-25/26, **Version:** 1

Agenda Date: 5/12/2026

In Control: Board of Education

Minutes for Board Approval

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

REGULAR MEETING MINUTES

Including Closed Session Items

333 South Beaudry Avenue, Board Room
1208 Magnolia Avenue, Gardena, CA 90247
9945 Laurel Canyon Blvd., Pacoima, CA 91331
10:00 a.m., Wednesday, March 11, 2026

The Los Angeles Board of Education acting as the Governing Board of the Los Angeles Unified School District met in regular session on Wednesday, March 11, 2026, at the Administrative Offices, Board Room, 333 South Beaudry Avenue, Los Angeles, California.

Michael A. McLean, Executive Officer of the Board called the meeting to order at 10:03 a.m.

The following Board Members were present: Ms. Sherlett H. Newbill, Mr. Nick Melvoin, Ms. Tanya Ortiz Franklin and Board President Scott Schmerelson.

Acting Superintendent Andres Chait was present.

Dr. Rocio Rivas arrived at 10:09 a.m.

Ms. Karla Griego and Ms. Kelly Gonez arrived at 10:10 a.m.

CLOSED SESSION ITEMS (Purpose and Authority)

Mr. McLean announced that the following items would be discussed in closed session:

1. Student Discipline Matters (Education Code Section 48918[c][f])
2. Personnel (Government Code Section 54957)

Public Employee Discipline/Dismissal/Release

Acting Superintendent's Evaluation

Public Employment

Acting General Superintendent
Inspector General

3. Conference with Legal Counsel

Pending Litigation (Government Code Section 54956.9(d)(1))

Jane LMA Doe v. Los Angeles Unified School District, et al.
Los Angeles Superior Court Case No. 22NWCV01690

1776 Project Foundation v. Alberto M. Carvalho, et al.
United States District Court Case No. 2:26-cv-00548

Gabriella Charter Schools v. California Department of Education,
Los Angeles Unified School District, et al.
Los Angeles Superior Court Case No. 25STCP04289

4. Conference with Labor Negotiators (Government Code Section 54957.6)

Negotiator: Ms. Murphy

Employee Organizations:

Associated Administrators of Los Angeles/ Teamsters 2010
California School Employees Association
Los Angeles County Building and Construction Trades Council
Los Angeles School Police Association
Los Angeles School Police Management Association
Service Employees International Union, SEIU Local 99
Teamsters
United Teachers Los Angeles
District Represented Employees and Contract Management Personnel

Negotiator: Ms. Navera Reed

Unrepresented Employees:

Acting General Superintendent
Inspector General

PUBLIC COMMENT

Tab 2. Personnel (Government Code Section 54957)

- David Tokofsky, Community Member

Tab 4. Conference with Labor Negotiators (Government Code Section 54957.6)

- Juan Mangandi, Community Member

The following speakers addressed the Board on the subjects indicated:

General Public Comment

- | | |
|---|--|
| • Maria Luisa Palma, Oleada, Inc. | Second interim budget discussion |
| • Dylan Marder, Community Member | Concerns regarding technology in the classroom |
| • Monica Arrazola, Parent | School safety |
| • Claire Marder, Member, Schools Beyond Screens | Concerns regarding technology in the classroom |
| • Mike Pearl, Parent | Concerns regarding technology in the classroom |
| • Katie Pace, Parent | Concerns regarding technology in the classroom |
| • Diana Guillen, Community Member | Concerns regarding various topics |

- | | |
|---|--|
| • Kristina Brown, Parent | Concerns regarding technology in the classroom |
| • Thakur Singh, Student | Virtual Academy independent graduation |
| • Jamila, Student | Virtual Academy independent graduation |
| • Kristhofer, Student | Virtual Academy independent graduation |
| • Deanna Eichenstein, Schools Beyond Screen | Concerns regarding technology in the classroom |
| • Deanna, Student | Virtual Academy independent graduation |
| • Johana Galdamez, Student | Virtual Academy independent graduation |
| • Maria Daisy Ortiz, Community Member | Concerns regarding technology in the classroom |

- - -

The Board recessed the public portion of the closed session meeting at 10:46 a.m. Closed session discussion began at 10:58 a.m. and ended at 4:31 p.m. The following Board Members were present: Ms. Sherlett H. Newbill, Dr. Rocío Rivas, Mr. Nick Melvoin, Ms. Karla Griego, Ms. Kelly Gonez, Ms. Tanya Ortiz Franklin and Board President Scott Schmerelson. Acting Superintendent Andres Chait was present.

- - -

The Board reconvened the public portion of the closed session meeting at 4:38 p.m.

The following Board Members were present: Ms. Newbill, Mr. Melvoin, Ms. Griego, and Mr. Schmerelson.

Dr. Rivas, Ms. Gonez, and Ms. Ortiz Franklin were absent.

Mr. McLean announced the following reportable actions resulting from the closed session discussion:

- The Board of Education approved the expulsion of the students in case numbers 034-25/26, 035-25/26, 036-25/26, 037-25/26, 038-25/26, 039-25/26, 040-25/26, 041-25/26, 042-25/26, 043-25/26, 044-25/26, with the recommended dispositions.

The vote was 7 ayes.

- The Board of Education approved the conditional enrollment of the students in case numbers 017A-25/26, and 018A-25/26, with the recommended dispositions.

The vote was 7 ayes.

- The Board of Education authorized the dismissal of 3 Classified employees, and 1 Certificated employee.

The vote was 7 ayes.

- The Board of Education authorized the settlement in the case of Jane LMA Doe. v. Los Angeles Unified School District, et al. (LASC Case No. 22NWCV01690). Terms and conditions will be available upon the finalization of the agreement.

The vote was 7 ayes.

ADJOURNMENT

On general consent, the meeting adjourned at 4:40 p.m.

APPROVED BY THE BOARD:

SCOTT SCHMERELSON
PRESIDENT

MICHAEL A. MCLEAN
EXECUTIVE OFFICER OF THE BOARD

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

REGULAR BOARD MEETING MINUTES

Including Closed Session Items

333 South Beaudry Avenue, Board Room
 1208 Magnolia Avenue, Gardena, CA 90247
 9945 Laurel Canyon Blvd., Pacoima, CA 91331
 10:00 a.m., Wednesday, October 15, 2025

The Los Angeles Board of Education acting as the Governing Board of the Los Angeles Unified School District met in regular session on Wednesday, October 15, 2025, at the Administrative Offices, Board Room, 333 South Beaudry Avenue, Los Angeles, California.

Michael A. McLean, Executive Officer of the Board of Education, called the meeting to order at 10:02 a.m.

The following Board Members were present: Ms. Sherlett H. Newbill, Dr. Rocío Rivas, Mr. Nick Melvoin, and Board President Scott Schmerelson.

Superintendent Alberto M. Carvalho was also present.

Ms. Karla Griego arrived at 10:08 a.m.

Ms. Kelly Gonez arrived at 10:10 a.m.

Ms. Tanya Ortiz Franklin was absent.

CLOSED SESSION ITEMS (Purpose and Authority)

Mr. McLean announced that the following items would be discussed in closed session:

1. Student Discipline Matters (Education Code Section 48918[c][f])
2. Personnel (Government Code Section 54957)

Public Employee Discipline/Dismissal/Release

Superintendent's Evaluation

Public Employment

Inspector General

Evaluation of Executive Officer of the Board of Education

3. Conference with Legal Counsel

Pending Litigation (Government Code Section 54956.9[d][1])

Jane Doe 7096 v. Los Angeles Unified School District et al.
Los Angeles Superior Court Case No. 23NWCv02830

J.S., et al. v. Los Angeles Unified School District
Los Angeles Superior Court Case No. 23STCV31916

Jane Doe v. Los Angeles Unified School District, et al.
Los Angeles Superior Court Case No. 21STCV14132

Jane Doe v. Los Angeles Unified School District, et al.
Los Angeles Superior Court Case No. 21STCV26350

A.H. v. Los Angeles Unified School District et. al.
Los Angeles Superior Court Case No. 22STCV06484

Anticipated Litigation (Government Code Section 54956.9[d][4])

2 Cases

4. Conference with Labor Negotiators (Government Code Section 54957.6)

Negotiator: Dr. Murphy
Employee Organizations:

Associated Administrators of Los Angeles/ Teamsters 2010
California School Employees Association
Los Angeles County Building and Construction Trades Council
Los Angeles School Police Association
Los Angeles School Police Management Association
Service Employees International Union, SEIU Local 99
Teamsters
United Teachers Los Angeles
District Represented Employees and Contract Management Personnel

PUBLIC COMMENT

The following speakers addressed the Board on the subjects indicated:

Tab 2: Personnel (Government Code Section 54957)

- David Tokofsky, Community Member

General Public Comment

- | | |
|---------------------------------------|---|
| • Joel Ball, Community Member | Los Angeles fire communities |
| • Thelma Waxman, Brentwood HOA | Safety problems along North Canter Avenue |
| • Karina Lopez, Parent | Election of Ms. Daisy Ortiz |
| • Maria Daisy Ortiz, Community Member | Technological guardrails and oversight for student issued devices |

- | | |
|-----------------------------------|--|
| • Concerned Parent | Various concerns- teacher contracts, student achievement |
| • Maria Luisa Palma, Oleada, Inc. | Leadership accountability |
| • Victoria Irigoyen, Parent | Personal matter |

- - -

The Board recessed the public portion of the closed session meeting at 10:25 a.m. Closed session discussion began at 10:35 a.m. and ended at 4:59 p.m. The following Board Members were present: Ms. Newbill, Dr. Rivas, Mr. Melvoin, Ms. Griego, Ms. Gonez, Ms. Ortiz Franklin and Board President Schmerelson.

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The Board reconvened the public portion of the closed session meeting at 5:04 p.m.

The following Board Members were present: Ms. Newbill, Dr. Rivas, Ms. Griego, and Board President Schmerelson.

Ms. Gonez, Mr. Melvoin and Ms. Ortiz Franklin were absent.

Mr. McLean announced the following reportable actions resulting from the closed session discussion:

- The Board of Education approved the expulsion of students in case numbers, 006-25/26, 011-25/26, 012-25/26, and 013-25/26, with the recommended dispositions.

The vote was 7 ayes.

- The Board of Education approved the conditional enrollment of the students in case numbers 006A-25/26, 007A-25/26 and 008A-25/26, with the recommended dispositions.

The vote was 7 ayes.

- The Board of Education denied the enrollment of students in case numbers 009A-25/26, and 010A-25/26, with the recommended dispositions.

The vote was 7 ayes.

- The Board of Education authorized the dismissal of 1 Certificated employee and 1 Classified employee.

The vote was 7 ayes.

- The Board of Education authorized the 45-day notification of the Inspector General per Education Code Section 35031.

The vote was 7 ayes.

- The Board of Education authorized the settlement in the case of Jane Doe 7096 v. Los Angeles Unified School District et al. Terms and conditions will be available upon the finalization of the agreement.

The vote was 7 ayes.

- The Board of Education authorized the settlement in the case J.S., et al. v. Los Angeles Unified School District. Terms and conditions will be available upon the finalization of the agreement.

The vote was 7 ayes.

- The Board of Education authorized the settlement in the case of Jane Doe v. Los Angeles Unified School District, et al., Los Angeles Superior Court Case No. 21STCV14132. Terms and conditions will be available upon the finalization of the agreement.

The vote was 7 ayes.

- The Board of Education authorized the settlement in the case of Jane Doe v. Los Angeles Unified School District, et al., Los Angeles Superior Court Case No. 21STCV26350. Terms and conditions will be available upon the finalization of the agreement.

The vote was 7 ayes.

- The Board of Education authorized the settlement in the case of A.H. v. Los Angeles Unified School District et al. Terms and conditions will be available upon the finalization of the agreement.

The vote was 7 ayes.

- The Board of Education authorized the filing of a lawsuit against Ironshore Specialty Insurance Company for, among other things, a breach of contract.

The vote was 7 ayes.

- The Board of Education authorized joining as Amicus Curiae in the case of Perdomo v. Vasquez, United States Court of Appeals Ninth Circuit (Case No. 25-4312).

The vote was 7 ayes.

ADJOURNMENT

The meeting was adjourned at 5:06 p.m.

APPROVED BY THE BOARD:

SCOTT SCHMERELSON
PRESIDENT

MICHAEL A. MCLEAN
EXECUTIVE OFFICER OF THE BOARD

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

SPECIAL MEETING MINUTES
 333 South Beaudry Avenue, Board Room
 9:00 a.m., Tuesday, November 17, 2025

The Los Angeles Board of Education acting as the Governing Board of the Los Angeles Unified School District met in special session on Tuesday, November 17, 2025, at the Administrative Offices, Board Room, 333 South Beaudry Avenue, Los Angeles, California.

Michael A. McLean, Executive Officer of the Board, called the meeting to order at 9:07 a.m.

The following Board Members were present: Ms. Sherlett Newbill, Dr. Rocío Rivas, Mr. Nick Melvoin, Ms. Karla Griego, Ms. Kelly Gonez, Ms. Tanya Ortiz Franklin, and Board President Scott Schmerelson.

Superintendent Alberto M. Carvalho was present.

CONSENT ITEMS

Items for action below to be adopted by a single vote:

NEW BUSINESS FOR ACTION

- TAB 1. BOARD OF EDUCATION REPORT NO. 122-25/26
Approval of the Renewal Petition for Accelerated Charter Elementary
- TAB 2. BOARD OF EDUCATION REPORT NO. 125-25/26
Approval of the Renewal Petition for Citizens of the World Charter School Marvista
- TAB 3. BOARD OF EDUCATION REPORT NO. 133-25/26
Approval of the Renewal Petition for ICEF Vista Middle Academy
- TAB 4. BOARD OF EDUCATION REPORT NO. 132-25/26
Approval of the Renewal Petition for ICEF Vista Elementary Academy
- TAB 5. BOARD OF EDUCATION REPORT NO. 124-25/26
Approval of the Renewal Petition for CATCH Prep Charter High Inc.
- TAB 6. BOARD OF EDUCATION REPORT NO. 128-25/26
Approval of the Renewal Petition for Extera Public School No. 2
- TAB 7. BOARD OF EDUCATION REPORT NO. 127-25/26
Approval of the Renewal Petition for Equitas Academy 5
- TAB 8. BOARD OF EDUCATION REPORT NO. 129-25/26
Approval of the Renewal Petition for High Tech LA

- TAB 9. BOARD OF EDUCATION REPORT NO. 130-25/26
Approval of the Renewal Petition for High Tech LA Middle
- TAB 10. BOARD OF EDUCATION REPORT NO. 135-25/26
Approval of the Renewal Petition for Magnolia Science Academy 4
- TAB 11. BOARD OF EDUCATION REPORT NO. 138-25/26
Approval of the Renewal Petition for Pacoima Charter Elementary
- TAB 12. BOARD OF EDUCATION REPORT NO. 140-25/26
Approval of the Renewal Petition for Rise Kohyang Elementary
- TAB 13. BOARD OF EDUCATION REPORT NO. 141-25/26
Approval of the Renewal Petition for Stella Middle Charter Academy
- TAB 14. BOARD OF EDUCATION REPORT NO. 142-25/26
Approval of the Renewal Petition for STEM Preparatory Elementary
- TAB 15. BOARD OF EDUCATION REPORT NO. 143-25/26
Approval of the Proposed Material Revision for STEM Preparatory Elementary
- TAB 16. BOARD OF EDUCATION REPORT NO. 144-25/26
Approval of the Renewal Petition for Valley International Preparatory High
- TAB 17. BOARD OF EDUCATION REPORT NO. 145-25/26
Approval of the Renewal Petition for Valor Academy High
- TAB 18. BOARD OF EDUCATION REPORT NO. 146-25/26
Approval of the Renewal Petition for Wallis Annenberg High
- TAB 19. BOARD OF EDUCATION REPORT NO. 131-25/26
Approval of the Renewal Petition for ICEF Innovation Los Angeles Charter
- TAB 20. BOARD OF EDUCATION REPORT NO. 126-25/26
Approval of the Renewal Petition for City Language Immersion Charter
- TAB 21. BOARD OF EDUCATION REPORT NO. 123-25/26
Approval of the Renewal Petition for Camino Nuevo High #2
- TAB 22. BOARD OF EDUCATION REPORT NO. 137-25/26
Approval of the Renewal Petition for New Los Angeles Charter

Mr. McLean read the following public hearing statements for Tabs 1-14 and Tabs 16-25:

Before action is taken on the following Board Reports, a public hearing must be held.

This constitutes a public hearing on:

- Accelerated Charter Elementary
- Citizens of the World Charter School Mar Vista
- ICEF Vista Middle Academy
- ICEF Vista Elementary Academy
- CATCH Prep Charter High, Inc.
- Extera Public School No. 2
- Equitas Academy 5
- High Tech LA
- High Tech LA Middle
- Magnolia Science Academy 4
- Pacoima Charter Elementary
- Rise Kohyang
- Stella Middle Charter Academy
- STEM Preparatory Elementary
- Valley International Preparatory High
- Valor Academy High
- Wallis Annenburg High
- ICEF Innovation Los Angeles Charter
- Petition for City Language Immersion Charter
- Camino Nuevo High #2
- New Los Angeles Charter
- Ingenium Charter Middle
- Matrix for Success Academy
- PREPA TEC – Los Angeles

A maximum of 15 individuals who wish to address the Board on each of the items will be heard. Those who wish to speak should sign up online. Speakers will be called by name.

Following public speakers, the Board will be taking action on these reports. Petitions denied may be submitted directly to the Los Angeles County Office of Education or directly to the State for action.

Ms. Gonez moved to adopt the consent items. Dr. Rivas seconded the motion.

On roll call vote the consent items were adopted. The vote was 7 ayes.

Before proceeding, Mr. McLean corrected a procedural oversight. The Board took action on the consent calendar without first allowing for public comment on those items, as required. He reopened the consent calendar for the limited purpose of receiving public comment and will retake the action.

All speakers waived their time to speak on consent items except for the following:

- David Tokofsky, Community Member

Ms. Gonez moved to adopt the consent items. Mr. Melvoin seconded the motion.

On roll call vote, the consent items were adopted. The vote was 7 ayes.

NEW BUSINESS FOR ACTION

TAB 23. BOARD OF EDUCATION REPORT NO. 134-25/26
Denial of the Renewal Petition for Ingenium Charter Middle School (ICMS)

Mr. Schmerelson moved to adopt the report. Ms. Gonez seconded the motion.

The following speakers addressed the Board:

- Bill Toomey, Superintendent
- Alyson Bobadilla, Student
- Dr. Julie Troletti, Principal
- Irlanda Gonzalez, Director, Recruitment and Development
- Leroy Collins, Teacher
- Sarai Aguerta, Student
- Jovanna Ledesma, Director, Educational Programs & Accountability
- David Aspacha, Teacher
- Nicole Downes, Vice Chair President, ICMS Board of Directors
- Maria Rosa, Parent
- Edith Murillo, Parent
- Erica Hansen, Member, ICMS Board of Directors
- Geneva Perry, Counselor
- Jessica Ray, Chair, ICMS Board of Directors
- Arleta Albarran, Chief of Schools

Marla Wilmont, Director, Charter Schools Division, and Jose Cole Gutierrez, Senior Executive Director of Strategy, Office of the Chief of Staff, and Ingenium Charter Middle School staff responded to questions from Board Members.

Remarks were heard from Mr. Melvoin and Dr. Rivas.

Following discussion and on roll call vote the report was adopted. The vote was 5 ayes, 1 no, Ms. Gonez, and 1 absent, Ms. Ortiz Franklin.

Later in the meeting Ms. Ortiz Franklin recorded a no vote.

The final vote was 5 ayes, 2 noes, Ms. Gonez and Ms. Ortiz Franklin.

TAB 24. BOARD OF EDUCATION REPORT NO. 136-25/26
Denial of the Renewal Petition for Matrix for Success Academy

Ms. Gonez moved to adopt the report. Dr. Rivas seconded the motion.

The following speakers addressed the Board:

- Cesar Lopez, Founder and Executive Director
- Margaret Woelke, Executive Director
- Mark Ellsworth, Teacher
- Rachel Livingston, Chief Program Officer for the Fulfillment Fund
- Mariyah Williams, Student
- John Garret, Teacher
- Brenda Esparza, Coordinator for Student Services
- Yesenia Requesnes, Parent
- Adrian Gonzalez, Teacher
- Jerry Ann Rosa, Counselor
- Anissa Guillen, Student
- Lauren Slack, Teacher
- Christian Jarrillo, Student
- John Johnson, Teacher
- Dr. Rochelle Brooks, Principal

Marla Wilmont, Director, Charter Schools Division, and Jose Cole Gutierrez, Senior Executive Director of Strategy, Office of the Chief of Staff, and Matrix for Success Academy staff responded to questions from Board Members.

Remarks were heard from Ms. Ortiz Franklin and Dr. Rivas.

Following discussion and on roll call vote the report was adopted. The vote was 4 ayes, 2 noes, Mr. Melvoin and Ms. Ortiz Franklin, and 1 abstention, Ms. Gonez.

TAB 25. BOARD OF EDUCATION REPORT NO. 139-25/26
Denial of the Renewal Petition for PREPA TEC - Los Angeles

Ms. Gonez moved to adopt the report. Mr. Schmerelson seconded the motion.

The following speakers addressed the Board:

- Rachel Villalobos, Superintendent of Instruction
- Christina Johnson, Reading Intervention
- Cassandra Brunette, Literacy Coach
- Taylor Evans, Principal
- Esther Cuevas, Parent
- Marissa Rascon, Director of Expanded Learning
- Mark Newall, Community Member
- Carla Sanchez, Community Member

Marla Wilmont, Director, Charter Schools Division, and Jose Cole Gutierrez, Senior Executive Director of Strategy, Office of the Chief of Staff, provided the Board with an overview of charter recommendations for denial.

Ms. Wilmont responded to a question from Mr. Schmerelson.

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

PUBLIC HEARINGS

TAB 26 CHARTER PETITIONS FOR PUBLIC HEARING (013-25/26)

Mr. McLean read the following public hearing statement:

Before action is taken on the following, a public hearing must be held.

This constitutes a public hearing on:

- N.E.W. Academy of Science and Arts
- New Horizons Charter Academy
- N.E.W. Academy Canoga Park
- Goethe International Charter
- Aspire Titan Academy
- New Millennium Secondary
- Port of Los Angeles High

A maximum of 20 individuals who wish to address the Board on the item will be heard. Those who wish to speak should sign up online. Speakers will be called by name.

Following speakers the Board will be taking action on the charter petitions at a subsequent meeting.

The following Speakers addressed the Board:

- Keith Dell'Aquila, California Charter Schools Association
- Mary Jane Liverpool, Principal, Port of Los Angeles High School
- Maria Jesus Ruiz, Aspire Public Schools
- Richard Thomas, Executive Director, Principal, New Horizons Charter Academy
- Tim Dikdan, Principal, Port Los Angeles High School
- Marisela Barreno, Parent Representative, New Academy of Science and Arts
- Yesenia Martinez, Parent
- Carmen Pastor, Parent, New Academy of Science and Arts
- Patricia Reid, Parent New Academy Canoga Park
- Dr. Darrick Rice, Executive Director, Principal, New Millenium Secondary School
- Sujata Alagh, Teacher, New Horizon Charter Academy
- Yohannes Loulsegued, Goethe International Charter School
- Martinelle Allen, Teacher, Goethe International Charter School

ADJOURNMENT

By general consent, the meeting adjourned at 1:31 p.m.

APPROVED BY THE BOARD:

SCOTT M. SCHMERELSON
PRESIDENT

MICHAEL A. MCLEAN
EXECUTIVE OFFICER OF THE BOARD

ew

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

REGULAR MEETING MINUTES

Including Closed Session Items

333 South Beaudry Avenue, Board Room
 1208 Magnolia Avenue, Gardena, CA 90247
 9945 Laurel Canyon Blvd., Pacoima, CA 91331
 10:00 a.m., Wednesday, June 4, 2025

The Los Angeles Board of Education acting as the Governing Board of the Los Angeles Unified School District met in regular session on Wednesday, June 4, 2025, at the Administrative Offices, Board Room, 333 South Beaudry Avenue, Los Angeles, California.

Mr. Michael A. McLean, Executive Officer of the Board of Education, called the meeting to order at 10:00 a.m.

The following Board Members were present: Ms. Sherlett H. Newbill, Mr. Nick Melvoin, Ms. Kelly Gonez, and Board President Scott Schmerelson.

Dr. Rocío Rivas arrived at approximately 10:01 a.m.

Ms. Tanya Ortiz Franklin arrived at approximately 10:04 a.m.

Ms. Karla Griego approved at approximately 10:22 a.m.

Superintendent Alberto M. Carvalho arrived at approximately 10:09 a.m.

CLOSED SESSION ITEMS (Purpose and Authority)

Mr. McLean announced that the following items would be discussed in closed session:

1. Personnel (Government Code Section 54957)

Public Employee Discipline/Dismissal/Release

Public Employment

Director of Facilities Maintenance and Operations
 Chief Procurement Officer
 Chief of Police
 Chief of Transitional Programs
 Deputy Chief Financial Officer
 Deputy Director of Facilities Program Support Services
 Senior Director, Office of the Deputy Superintendent, Business Services and
 Operations
 Chief Eco-Sustainability Officer

Regional Superintendent (3)
 Deputy General Counsel
 Chief Information Officer
 Director of Transportation
 Senior Administrator, Enterprise Applications
 Executive Officer of the Board of Education
 Chief Executive to the General Counsel
 General Counsel
 Deputy Chief Facilities Executive
 Chief Human Resources Officer
 Chief Facilities Executive

Superintendent's Evaluation

2. Conference with Legal Counsel

Pending Litigation (Government Code Section 54956.9[d][1])

Doe, John J.V. v. Doe 1, et al.

Los Angeles Superior Court Case No. 22STCV35384

Orrostieta, et al. v. Los Angeles Unified School District, et al.

Los Angeles Superior Court Case No. 24CMCV00402

Kim, Kun Hyong v. Los Angeles Unified School District, et al.

Los Angeles Superior Court Case No. 23STCV10226

Jimenez Martinez, Ana v. Los Angeles Unified School District, et al.

Los Angeles Superior Court Case No. 24STCV11864

Doe, John v. Los Angeles Unified School District

Los Angeles Superior Court Case No. 24STCV02045

Bobadilla v. Los Angeles Unified School District

Los Angeles Superior Court Case No. 23STCV04210

Cordova, Daksha v. Olimpio Casillas, et al.

Los Angeles Superior Court Case No. 23STCV14086

Perez, Elena v. Los Angeles Unified School District, et al.

Los Angeles Superior Court Case No. 22STCV38594

H.W. v. Los Angeles Unified School District, et al.

Los Angeles Superior Court Case No. 23STCV25056

Romero, Alba, et al. v. Los Angeles Unified School District

Los Angeles Superior Court Case No. 23STCV12791

Jackson, Darrylzette v. Los Angeles Unified School District

Los Angeles Superior Court Case No. 23STCV18752

Fleming, Cicely v. Los Angeles Unified School District
 Los Angeles Superior Court Case No. 21STCV11014

Anticipated Litigation (Government Code Section 54956.9[d][4])

1 case

3. Conference with Labor Negotiators (Government Code Section 54957.6)

Negotiator: Dr. Murphy

Employee Organizations:

Associated Administrators of Los Angeles/ Teamsters 2010
 California School Employees Association
 Los Angeles County Building and Construction Trades Council
 Los Angeles School Police Association
 Los Angeles School Police Management Association
 Service Employees International Union, SEIU Local 99
 Teamsters
 United Teachers Los Angeles
 District Represented Employees and Contract Management Personnel

Negotiator: Ms. Navera Reed

Unrepresented Employees:

Director of Facilities Maintenance and Operations
 Chief Procurement Officer
 Chief of Police
 Chief of Transitional Programs
 Deputy Chief Financial Officer
 Deputy Director of Facilities Program Support Services
 Senior Director, Office of the Deputy Superintendent, Business Services and
 Operations
 Chief Eco-Sustainability Officer
 Regional Superintendent (3)
 Deputy General Counsel
 Chief Information Officer
 Director of Transportation
 Senior Administrator, Enterprise Applications
 Executive Officer of the Board of Education
 Chief Executive to the General Counsel
 General Counsel
 Deputy Chief Facilities Executive
 Chief Human Resources Officer
 Chief Facilities Executive

PUBLIC COMMENT

The following speakers addressed the Board on the subjects indicated:

Tab 1: Personnel

- Gabriela Isita, Parent
- Erlinda Morita, Parent
- Concerned LAUSD Educator

Tab 2: Conference with Legal Counsel

- David Tokofsky, Community Member

Tab 3: Conference with Labor Negotiators

- Diana Guillen, Parent
- Juan Mangani, Community Member

General Public Comment

- | | |
|---|--|
| • Marily Olmos, Special Education Teacher | Consideration of Special Education students is essential for the reinstatement of 5 th grade at 24 th Street Elementary School |
| • Maria Luisa Palma, Community Member | Student safety |
| • Esther Meza, Parent | Consideration of Special Education students is essential for the reinstatement of 5 th grade at 24 th Street Elementary School |
| • Cindy Carrera, Parent | Consideration of Special Education students is essential for the reinstatement of 5 th grade at 24 th Street Elementary School |
| • Graciela Navarrette, Parent | Student safety |
| • Leidy Cabrera, Parent | Consideration of Special Education students is essential for the reinstatement of 5 th grade at 24 th Street Elementary School |
| • Irene Quintero, Parent | Student safety |
| • Isabel Gonzalez, Parent | Student safety |
| • Maria Daisy Ortiz, Community Member | Student safety |
| • Jamila, Student | Support for teachers engaged in remote teaching |
| • Kristhofer, Student | Support for teachers engaged in remote teaching |
| • Thakur Sing, Student | Support for teachers engaged in remote teaching |
| • Brianna Hernandez, Student | Support for teachers engaged in remote teaching |
| • Kassandra Carrillo, Student | Support for teachers engaged in remote teaching |
| • Abigail De La Torre, Student | Support for teachers engaged in remote teaching |
| • Adrian Carter, 24 th Street Elementary | Continued challenges with the Charter School at 24 th Street Elementary School |

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The Board recessed the public portion of the closed session meeting at 10:55 a.m. Closed session discussion began at 11:00 a.m. and ended at 3:34 p.m. The following Board Members were present: Ms. Newbill, Dr. Rivas, Mr. Melvoin, Ms. Griego, Ms. Gonez, Ms. Ortiz Franklin, and Board President Schmerelson.

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The Board reconvened the public portion of the closed session meeting at 3:40 p.m.

The following Board Members were present: Ms. Newbill, Dr. Rivas, Ms. Griego, Mr. Schmerelson.

Ms. Ortiz Franklin was present via Zoom.

Mr. Melvoin and Ms. Gonez were absent.

Mr. McLean announced the following reportable actions resulting from the closed session discussion:

- The Board of Education authorized the non-reelection of 1 Certificated Probationary Employee. The vote was 5 ayes, 2 absent, Ms. Gonez and Mr. Melvoin.
- The Board of Education authorized the non-reelection of 1 Certificated Probationary Employee. The vote was 4 ayes, 1 noe, Ms. Newbill, and 2 absent, Ms. Gonez and Mr. Melvoin.
- The Board of Education authorized the dismissal of 1 Certificated employee. The vote was 7 ayes.

Public Employment:

- The Board of Education appointed Dennis Bradburn to the position of Director of Facilities Maintenance and Operations with a term beginning on June 4, 2025, and ending June 30, 2027.
- The Board of Education appointed Matthew Friedman to the position of Chief Procurement Officer with a term beginning on June 4, 2025, and ending June 30, 2027.
- The Board of Education appointed Aaron Piszewicz to the position of Chief of Police with a term beginning on October 31, 2024, and ending June 30, 2026.
- The Board of Education appointed Pia Sadaqatmal to the position of Chief of Transitional Programs with a term beginning on June 4, 2025, and ending June 30, 2027.
- The Board of Education appointed Lourdes Ramirez-Ortiz to the position of Regional Superintendent with a term beginning on July 1, 2025, and ending June 30, 2027.
- The Board of Education appointed Kurt E. John to the position of Deputy Chief Financial Officer with a term beginning on July 14, 2025, and ending June 30, 2027.
- The Board of Education appointed Chris Alejo to the position of Deputy Director of Facilities Program Support Services with a term beginning on July 1, 2025, and ending June 30, 2026.

- The Board of Education appointed Patricia Chambers to the position of Senior Director, Office of the Deputy Superintendent, Business Services and Operations with a term beginning on July 1, 2025, and ending June 30, 2027.
- The Board of Education appointed Christos Chrysiliou to the position of Chief Eco-Sustainability Officer with a term beginning on July 1, 2025, and ending June 30, 2027.
- The Board of Education appointed Denise Collier to the position of Regional Superintendent with a term beginning on July 1, 2025, and ending June 30, 2027.
- The Board of Education appointed Deneen Cox to the position of Deputy General Counsel with a term beginning on July 1, 2025, and ending June 30, 2027.
- The Board of Education appointed Soheil Katal to the position of Chief Information Officer with a term beginning on July 1, 2025, and ending June 30, 2027.
- The Board of Education appointed Daniel Kang to the position of Director of Transportation with a term beginning on July 1, 2025, and ending June 30, 2027.
- The Board of Education appointed Douglas Le to the position of Senior Administrator, Enterprise Applications with a term beginning on June 4, 2025, and ending June 30, 2027.
- The Board of Education appointed Michael A. McLean to the position of Executive Officer of the Board of Education with a term beginning on July 1, 2025, and ending June 30, 2028.
- The Board of Education appointed Alexander Molina to the position of Chief Executive to the General Counsel with a term beginning on July 1, 2025, and ending June 30, 2027.
- The Board of Education appointed Devora Navera Reed to the position of General Counsel with a term beginning on July 1, 2025, and ending June 30, 2027.
- The Board of Education appointed Alix Walsh O'Brien to the position of Deputy Chief Facilities Executive with a term beginning on July 1, 2025, and ending June 30, 2027.
- The Board of Education appointed Francisco Serrato to the position of Chief Human Resources Officer with a term beginning on July 1, 2025, and ending June 30, 2027.
- The Board of Education appointed Andre Spicer to the position of Regional Superintendent with a term beginning on July 1, 2025, and ending June 30, 2027.
- The Board of Education appointed Anahid K. Tokes to the position of Chief Facilities Executive with a term beginning on July 1, 2025, and ending June 30, 2027.

Terms and conditions will be made available upon finalization of the agreements.
The vote for each position was 7 ayes.

- The Board of Education authorized the settlement in the case John J.V. Doe v. Doe 1, et al. Los Angeles Superior Court Case No. 22STCV35384.

- The Board of Education authorized the settlement in the case Orrostieta, et al. v. Los Angeles Unified School District, et al., Los Angeles Superior Court Case No. 24CMCV00402.
- The Board of Education authorized the settlement in the case Kun Hyong Kim v. Los Angeles Unified School District, et al. , Los Angeles Superior Court Case No. 23STCV10226
- The Board of Education authorized the settlement in the case Ana Jimenez Martinez v. Los Angeles Unified School District, et al., Los Angeles Superior Court Case No. 24STCV11864.
- The Board of Education authorized the settlement in the case John Doe v. Los Angeles Unified School District, Los Angeles Superior Court Case No. 24STCV02045
- The Board of Education authorized the settlement in the case Daksha Cordova v. Olimpio Casillas, et al., Los Angeles Superior Court Case No. 23STCV14086.
- The Board of Education authorized the settlement in the case Alba Romero et al. v. Los Angeles Unified School District, Los Angeles Superior Court Case No. 23STCV12791.
- The Board of Education authorized the settlement in the case Jackson, Darrylzette v. Los Angeles Unified School District, Los Angeles Superior Court Case No. 23STCV18752.
- The Board of Education authorized the settlement in the case Fleming, Cicely v. Los Angeles Unified School District, Los Angeles Superior Court Case No. 21STCV11014.

Terms and conditions will be available upon the finalization of the agreements.
The vote for each case was 7 ayes.

ADJOURNMENT

On general consent, the meeting adjourned at 3:47 p.m.

APPROVED BY THE BOARD:

SCOTT SCHMERELSON
PRESIDENT

MICHAEL A. MCLEAN
EXECUTIVE OFFICER OF THE BOARD

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

REGULAR MEETING MINUTES

333 South Beaudry Avenue, Board Room
 1208 Magnolia Avenue, Gardena, CA 90247
 9945 Laurel Canyon Blvd, Pacoima, CA 91331
 10:00 a.m., Tuesday, January 27, 2026

The Los Angeles Board of Education acting as the Governing Board of the Los Angeles Unified School District met in regular session on Tuesday, January 27, 2026, at the Administrative Offices, Board Room, 333 South Beaudry Avenue, Los Angeles, California.

Michael A. McLean, Executive Officer of the Board, called the meeting to order at 11:26 a.m.

The following Board Members were present: Ms. Sherlett H. Newbill, Dr. Rocío Rivas, Mr. Nick Melvoin, Ms. Karla Griego, Ms. Kelly Gonez, Ms. Tanya Ortiz Franklin, and Board President Scott Schmerelson.

Student Board Member Jerry Yang was present.

Superintendent Alberto M. Carvalho was present.

A video was presented in which students from 4th Street Primary Center and Dual Language Academy led the Pledge of Allegiance.

A video reading of the LAUSD Land Acknowledgment was shared.

BOARD PRESIDENT'S REPORTS

LABOR PARTNERS

Adriana Salazar, President of Teamsters Local 572, discussed the Health Benefits Agreement that the Board approved last month. She also addressed the ongoing contract negotiations with LAUSD and the recruitment and retention of LAUSD employees.

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Board President Schmerelson modified the Order of Business.

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SUPERINTENDENT'S REPORTS

Remarks were heard from Superintendent Carvalho regarding the devastating Los Angeles wildfires that occurred in January 2025. He noted that Marquez Charter Elementary students have returned to a beautiful campus, while Palisades Charter Elementary students continue to receive quality education at their co-located site, Brentwood Elementary. Additionally, students at Palisades Charter High students have returned to their schools.

He shared a brief video expressing gratitude to the community and all partnered organizations who

helped rebuild hope, along with numerous companies, foundations and individuals.

Board President Schmerelson resumed the Order of Business.

BOARD PRESIDENT'S REPORTS (continued)

COMMITTEE CHAIR REPORTS

Dr. Rivas reported on the January 20, 2026, Committee of the Whole meeting.

CONSENT ITEMS

Items for action below to be adopted by a single vote:

NEW BUSINESS FOR ACTION

- TAB 2: Board of Education Report No. 274-25/26
Report of Cash Disbursements, Request to Reissue Expired Warrants, and Report of Corporate Credit Card Charges
- TAB 3: Board of Education Report No. 216-25/26
Approval to Update the Certification of Signatures for Fiscal Year 2025-26
- TAB 5: Board of Education Report No. 252-25/26
Provisional Internship Permit
- TAB 6: Board of Education Report No. 270-25/26
Authorization to Negotiate and Enter into Agreements with Los Angeles Neighborhood Initiative for the Construction of a Greening Project at Baldwin Hills Elementary School
- TAB 7: Board of Education Report No. 271-25/26
Authorization to Negotiate and Execute an Agreement with Ocean Charter School for the Installation of a Solar Panels Project
- TAB 11: Board of Education Report No. 291-25/26
Compliance With Requirement of Local Bond Measures for Biennial Compensation Survey
- TAB 13: Board of Education Report No. 276-25/26
Approval of the Renewal Petition for KIPP Academy of Innovation
- TAB 14: Board of Education Report No. 277-25/26
Approval of the Renewal Petition for KIPP Iluminar Academy
- TAB 15: Board of Education Report No. 278-25/26
Approval of the Renewal Petition for KIPP Los Angeles College Preparatory

- TAB 16: Board of Education Report No. 279-25/26
Approval of the Renewal Petition for KIPP Raíces Academy
- TAB 17: Board of Education Report No. 280-25/26
Approval of the Renewal Petition for KIPP Vida Preparatory Academy

BOARD MEMBER RESOLUTIONS FOR ACTION

- TAB 18: Ms. Newbill, Dr. Rivas, Mr. Melvoin, Ms. Griego, Ms. Gonez, Ms. Ortiz Franklin, Mr. Schmerelson, Mr. Yang – Celebration of Black History Month 2026 (Res-031-25/26)
(Noticed December 16, 2025)

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.

RESOLUTIONS REQUESTED BY OFFICE OF THE BOARD SECRETARIAT

TAB 21: Appointment of Member to the School Construction Bond Citizens' Oversight Committee (Jason Peterson) (Bd Sec Res-009-25/26)

Resolved, That the Governing Board of the Los Angeles Unified School District appoints Mr. Jason Peterson, as the nominee of the Los Angeles County Federation of Labor, AFL-CIO, as an alternate member to the School Construction Bond Citizens' Oversight Committee for a two-year term commencing immediately; and the District's Ethics Office received Mr. Peterson's conflict of interest statement certifying, among other things, that Mr. Peterson is not an employee, official, vendor, contractor, or consultant of the District.

CORRESPONDENCE AND PETITIONS

TAB 23. Report of Correspondence (ROC-007-25/26)

Mr. McLean read the following public hearing statement for Tabs 13 through 17.

Before action is taken on the following Board Reports, a public hearing must be held.

This constitutes a public hearing on:

KIPP Academy of Innovation
 KIPP Iluminar Academy
 KIPP Los Angeles College Preparatory
 KIPP Raíces Academy
 KIPP Vida Preparatory Academy

A maximum of 15 individuals who wish to address the Board on each of the items will be heard. Those who wish to speak should sign up online. Speakers will be called by name.

The following speakers addressed the Board on Consent Items:

BOARD OF EDUCATION REPORT NO. 276-25/26

Approval of the Renewal Petition for KIPP Academy of Innovation

All speakers waived their time to speak.

BOARD OF EDUCATION REPORT NO. 277-25/26

Approval of the Renewal Petition for KIPP Iluminar Academy

All speakers waived their time to speak.

BOARD OF EDUCATION REPORT NO. 278-25/26

Approval of the Renewal Petition for KIPP Los Angeles College Preparatory

All speakers waived their time to speak.

BOARD OF EDUCATION REPORT NO. 279-25/26

Approval of the Renewal Petition for KIPP Raíces Academy

All speakers waived their time to speak.

BOARD OF EDUCATION REPORT NO. 280-25/26

Approval of the Renewal Petition for KIPP Vida Preparatory Academy

All speakers waived their time to speak.

BOARD MEMBER RESOLUTION FOR ACTION:

Ms. Newbill, Dr. Rivas, Mr. Melvoin, Ms. Griego, Ms. Gonez, Ms. Ortiz Franklin, Mr. Schmerelson, Mr. Yang – Celebration of Black History Month 2026 (Res-031-25/26) (Noticed December 16, 2025)

Prior to hearing from speakers concerning the resolution, Ms. Newbill shared remarks. Additionally, remarks were heard from Dr. Rivas and Ms. Griego.

- Irene Rivera, ACLU, Southern California

Mr. Melvoin moved that the Consent Items be adopted. Dr. Rivas seconded the motion, which on roll call vote was adopted, 6 ayes, 1 absent, Ms. Ortiz Franklin.

Mr. Yang recorded an advisory vote of aye.

Later in the meeting, Ms. Ortiz Franklin recorded an aye vote.

The final vote was 7 ayes.

NEW BUSINESS FOR ACTION

TAB 1. BOARD OF EDUCATION REPORT NO. 273-25/26
Donations of Money to the District

Karla Estrada, Deputy Superintendent of Instruction, responded to questions from Ms. Newbill.

The following speaker addressed the board:

- David Tokofsky, Community Member

Ms. Gonez moved that the report be adopted. Ms. Newbill seconded the motion.

On roll call vote, the report was adopted, 6 ayes, 1 absent, Ms. Ortiz Franklin.

Mr. Yang recorded an advisory vote of aye.

Later in the meeting, Ms. Ortiz Franklin recorded an aye vote.

The final vote was 7 ayes.

TAB 4. BOARD OF EDUCATION REPORT NO. 251-25/26
Approval of Routine Personnel Actions

Karla Estrada, Deputy Superintendent of Instruction, responded to a question from Ms. Newbill. *Staff will follow up in response to additional questions posed by Ms. Newbill.*

Mr. Schmerelson expressed his thanks to the Personnel Commission for changing the title of Library Aide to Library Technician.

Ms. Gonez moved that the report be adopted. Mr. Schmerelson seconded the motion.

On roll call vote, the report was adopted, 5 ayes, 2 absent, Mr. Melvoin and Ms. Ortiz Franklin.

Mr. Yang recorded an advisory vote of aye.

Later in the meeting, Ms. Ortiz Franklin and Mr. Melvoin recorded aye votes.

The final vote was 7 ayes.

TAB 8. BOARD OF EDUCATION REPORT NO. 285-25/26
Emergency Closure of Garfield Senior High School and Monterey Continuation High School; Request for Allowance of Attendance Due to Emergency Condition; Payment of Employees

Dr. Debra Bryant, Executive Director, School Operations, responded to questions from Dr. Rivas.

Ms. Gonez moved that the report be adopted. Mr. Schmerelson seconded the motion.

On roll call vote, the report was adopted, 5 ayes, 2 absent, Mr. Melvoin and Ms. Ortiz Franklin.

Mr. Yang recorded an advisory vote of aye.

Later in the meeting, Ms. Ortiz Franklin and Mr. Melvoin recorded aye votes.

The final vote was 7 ayes.

TAB 9. BOARD OF EDUCATION REPORT NO. 215-25/26
Approval of Procurement Actions

The following speakers addressed the Board:

- Rachelle Tunstall, Zum School Bus Services
- Maria Luisa Palma, Oleada, Inc.

Ms. Gonez moved that the report be adopted. Mr. Schmerelson seconded the motion.

Daniel Kang, Director of Transportation, responded to questions from Ms. Griego.

Ms. Griego requested staff provide what the cost would be for the District, if the employees and school buses were in-house, rather than contracting services out.

Pedro Salcido, Deputy Superintendent, Business Services and Operations, responded to questions from Ms. Griego.

Ms. Gonez requested that staff provide a year-over-year analysis since the District expanded the hours for bus drivers and implemented a training program. She indicated that it would be beneficial to assess the effectiveness of these initiatives, specifically whether the supports and training provided by the District are resulting in an increase in the hiring of bus drivers for LAUSD. And, as Mr. Salcido mentioned, while working on transportation for all and optimizing bus routes for greater student utilization, it is essential to leverage the available resources and consider how this initiative aligns with our workforce and the necessary infrastructure to accommodate the growing transportation demands of our students. More detailed information would be helpful, especially as the District is developing a new strategic plan. Additionally, how does this align with the District's ongoing discussions with labor partners regarding the hiring of additional bus drivers for LAUSD.

On roll call vote, the report was adopted, 7 ayes, with the following exception:

- Ms. Gonez voted no on Attachment B, Item I, Zum Services, LA Inc., and voted yes on the other items.

Mr. Yang recorded an advisory vote of aye.

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Mr. McLean modified the Order of Business to allow action on a time certain item.
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BOARD MEMBER RESOLUTIONS FOR ACTION

TAB 19. Ms. Newbill, Mr. Schmerelson, Dr. Rivas, Mr. Melvoin, Ms. Griego, Ms. Gonez, Ms. Ortiz Franklin, Mr. Yang – Opposing the Unlawful Transfer of U.S. Department of Education Functions to Other Federal Agencies (Res-034-25/26) (Noticed December 16, 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.

Remarks were heard from Ms. Newbill, and co-sponsor, Mr. Schmerelson regarding the resolution.

Mr. Schmerelson introduced a representative for Senator Lena A. Gonzalez, California Senator of the 33rd District. Anthony Regina, District representative for Senator Lena A. Gonzalez, spoke in strong support of the resolution.

Remarks were heard from co-sponsor Dr. Rivas.

Remarks were heard from Mr. Yang.

Remarks were heard from Ms. Griego.

Mr. Melvoin moved that the resolution be adopted. Dr. Rivas seconded the motion.

On roll call vote, the resolution was adopted, 6 ayes, 1 absent, Ms. Gonez.

Mr. Yang recorded an advisory vote of aye.

- - -

Mr. McLean resumed the Order of Business.

- - -

NEW BUSINESS FOR ACTION (continued)

TAB 10. BOARD OF EDUCATION REPORT NO. 120-25/26
Approval of Facilities Contracts Actions

Matthew Friedman, Chief Procurement Officer, responded to questions from Ms. Newbill and Mr. Melvoin.

Dr. Rivas moved that the report be adopted. Mr. Schmerelson seconded the motion.

On roll call vote, the report was adopted, 6 ayes, 1 absent, Ms. Gonez.

Mr. Yang recorded an advisory vote of aye.

TAB 12. BOARD OF EDUCATION REPORT NO. 282-25/26
Proposition 39 Charter Facilities Compliance for the 2026-2027 School Year - Finding
and Written Statements of Reasons Why Certain Charter Schools Cannot be
Accommodated on a Single School Site, and Determination of Necessity to Move

The following speakers addressed the Board:

- Keith Dell'Aquila, on behalf of Charter Public Schools

- - -

Board President Schmerelson passed the gavel to Dr. Rivas.

- - -

Dr. Rivas moved that the report be adopted. Ms. Newbill seconded the motion.

José Cole Gutiérrez, Senior Executive Director of Strategy, Office of the Chief of Staff, responded to questions from Dr. Rivas.

Jeanette Borden, Charter Schools Operations Manager, Charter Schools Division, responded to questions from Ms. Griego.

On roll call vote, the report was adopted, 4 ayes, 3 absent, Ms. Gonez, Ms. Ortiz Franklin, Mr. Schmerelson.

Mr. Yang recorded an advisory vote of aye.

Later in the meeting Mr. Schmerelson and Ms. Ortiz Franklin recorded aye votes.

The final vote was 6 ayes, 1 absent, Ms. Gonez.

BOARD MEMBER RESOLUTIONS FOR ACTION (continued)

TAB 20. Ms. Newbill, Dr. Rivas, Mr. Melvoin, Ms. Ortiz Franklin, Mr. Schmerelson, Mr. Yang – Recognizing January as Human Trafficking Awareness Month and Affirming Support for Student Safety and Prevention (Res-037-25/26) (Waiver of Board Rule 72)

Whereas, Human trafficking is a serious violation of human rights and a crime that involves the exploitation of individuals through force, fraud, or coercion for labor or sexual purposes;

Whereas, The State of California consistently ranks among the states with the highest reported cases of human trafficking, including cases involving minors and youth;

Whereas, The Los Angeles Unified School District recognizes January as Human Trafficking Awareness Month to raise public awareness, promote prevention efforts, and support survivors;

Whereas, Trafficking is happening in our K-12 schools, affecting students in middle and high school, who are groomed, recruited, and exploited often without anyone noticing;

Whereas, Traffickers connect with students through apps like Snapchat, Instagram, and Tik Tok, presenting themselves as romantic interest, modeling agents, or job recruiters;

Whereas, Children and adolescents are particularly vulnerable to human trafficking due to factors such as homelessness, foster care involvement, online exploitation, social isolation, economic instability, and lack of access to trusted adults;

Whereas, Schools play a critical role in the prevention of human trafficking by providing safe learning environments, promoting student awareness, fostering healthy relationships, and connecting students and families with support services;

Whereas, Educators, counselors, administrators, and school staff are often among the first trusted adults who may observe warning signs of exploitation and are uniquely positioned to respond in a trauma-informed and supportive manner; and

Whereas, Raising awareness about human trafficking supports student well-being, aligns with social-emotional learning goals, and reinforces the District's commitment to student safety, equity, and dignity; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District affirms its commitment to protecting students from exploitation by supporting age-appropriate, trauma-informed education focused on personal safety, healthy relationships, digital citizenship, help-seeking behaviors and data collection;

Resolved further, That the District encourages professional learning opportunities for staff to recognize indicators of human trafficking and to respond appropriately in

accordance with state law and mandated reporting requirements;

Resolved further, That the District encourages collaboration with families, community organizations, and public agencies to promote awareness, prevention, and access to resources for students who may be vulnerable or at risk; and, be it finally

Resolved, That the Board reaffirms its commitment to providing a safe, inclusive, and supportive educational environment where all students are treated with dignity and empowered to seek help without fear or stigma.

Remarks were heard from Ms. Newbill regarding the resolution.

- - -

Board President Schmerelson assumed the Chair.

- - -

Ms. Newbill introduced Hydee Feldstein Soto, Los Angeles City Attorney, who shared remarks in support of the resolution.

Remarks were heard from Mr. Schmerelson.

Ms. Feldstein Soto responded to comments by Ms. Newbill.

Remarks were heard from Dr. Rivas.

Remarks were heard from Ms. Griego.

Pedro Salcido, Deputy Superintendent, Business Services & Operations, responded to questions from Ms. Griego.

Remarks were heard from Mr. Melvoin in support of the resolution.

Remarks were heard from Mr. Yang.

Ms. Feldstein Soto responded to comments by Mr. Yang.

The following speaker addressed the Board:

- Diana Guillen, Parent

Mr. Schmerelson moved a waiver of Board Rule 72 to allow action on Res-037-25/26. Ms. Newbill seconded the motion.

On roll call vote, the motion was adopted, 4 ayes, 3 absent, Dr. Rivas, Ms. Gonez, Ms. Ortiz Franklin.

Mr. Yang recorded an advisory vote of aye.

Mr. Schmerelson moved that the resolution be adopted. Ms. Newbill seconded the motion.

On roll call vote, the resolution was adopted, 4 ayes, 3 absent, Dr. Rivas, Ms. Gonez, Ms. Ortiz Franklin.

Mr. Yang recorded an advisory vote of aye.

Later in the meeting Ms. Ortiz Franklin and Dr. Rivas recorded aye votes on the waiver and the action.

The final vote was 6 ayes, 1 absent, Ms. Gonez.

MISCELLANEOUS BUSINESS

TAB 22. Adoption of the Updated 2025-2026 LAUSD Committee Meeting Schedule (044-25/26)

Mr. McLean announced an amendment to reschedule the School Climate and Safety Committee meeting on February 26, 2026, from 1:00 PM to 2:00 PM.

Several board members left the dais.

Mr. McLean paused the meeting to determine the presence of a quorum.

Mr. McLean proceeded with the meeting upon the establishment of a quorum.

Mr. McLean reiterated the amendment to the Committee Meeting Schedule.

Mr. Melvoin moved that the item be adopted as amended. Mr. Schmerelson seconded the motion.

On roll call vote, the item was adopted as amended, 4 ayes, 3 absent, Dr. Rivas, Ms. Gonez, Ms. Ortiz Franklin.

Mr. Yang recorded an advisory vote of aye.

Later in the meeting Dr. Rivas and Ms. Ortiz Franklin recorded aye votes.

The final vote was 6 ayes, 1 absent, Ms. Gonez.

Later in the meeting, the following speaker addressed the Board:

- Maria Daisy Ortiz, Community member

- - -

Mr. McLean modified the Order of Business.

- - -

SPECIAL REPORTS

TAB 25. Receipt of the Annual Comprehensive Financial Report 2024-2025 (037-25/26)

Pedro Salcido, Deputy Superintendent, Business Services & Operations, provided highlights of the report.

Joe Moussa, Audit Partner, Simpson and Simpson CPAS, provided a brief presentation on the findings of their audit. The presentation highlighted the auditor's responsibilities, provided a high level executive

summary of the audit results, and outlined three key components: the financial statement audit, the federal compliance audit, and the state compliance audit.

The board members engaged in a discussion and raised questions regarding the presentation, which were addressed by Mr. Moussa, Superintendent Carvalho, and Soheil Katal, Chief Information Officer, Information Technology Services Division.

- - -

Mr. McLean resumed the Order of Business.

- - -

PUBLIC HEARINGS

TAB 24. Charter Petitions for Public Hearing (040-25/26)

Grover Cleveland Charter High (Board District 3, Region North, Middle performing) Consideration of the level of support for a renewal affiliated conversion charter petition requesting to serve up to 2,786 students (current enrollment 2,642) in grades 9-12 with a proposed term of 2026-2031 and a proposed location of 8140 Vanalden Avenue, Reseda, CA 91335.

Aspire Junior Collegiate Academy (Board District 5, Region East, Middle performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 330 students (current enrollment 314) in grades TK-5 with a proposed term of 2026-2031 and a proposed location of 6724 S. Alameda St., Huntington Park, CA 90255.

Aspire Centennial College Preparatory Academy (Board District 5, Region East, Middle performing) Consideration of the level of support for a renewal start-up independent charter petition requesting to serve up to 570 students (current enrollment 520) in grades 6-8 with a proposed term of 2026-2031 and a proposed location of 2079 Saturn Avenue, Huntington Park, CA, 90255.

Alain Leroy Locke College Preparatory Academy (Board District 7, Region South, Middle performing) Consideration of the level of support for a renewal conversion independent charter petition requesting to serve up to 1,800 students (current enrollment 996) in grades 9-12 with a proposed term of 2026-2031 and a proposed location of 325 E. 111th St. Los Angeles, CA 90061.

Mr. McLean read the following statement:

This constitutes a public hearing on:

- Grover Cleveland Charter High
- Aspire Junior Collegiate Academy
- Aspire Centennial College Preparatory Academy
- Alain Leroy Locke College Preparatory Academy

A maximum of 15 individuals who wish to address the Board on the item will be heard. Those who wish to speak should sign up online. Speakers will be called by name.

The following speakers addressed the Board:

- Janneth Johnson-Smith, Green Dot Public Schools
- Belen Ramirez, Locke College Preparatory Academy
- Gordon Gibbings, Green Dot Public Schools
- Noemi Covarrubias, The Children's Institute
- Alma Viera, Parent
- Tony Ginn, Locke College Preparatory Academy
- Natalie Dixon, Parent
- Maria Hernandez, Parent

The Board will be taking action on the charter petitions at a subsequent meeting.

- - -

Mr. McLean paused the meeting at 2:48 p.m. in order to facilitate general public comment at approximately 3:30 p.m.

- - -

- - -

Mr. McLean resumed the meeting at 3:13 p.m.

- - -

GENERAL PUBLIC COMMENT

The following speakers addressed the Board on the subjects indicated:

Gilbert Lopez, Student	Protection for students of color
Amber Sealey, Parent	Negative impact of technology in schools
Felix Maxwell, Student	Protection for students from ICE
Janay Tyler, Community Member	Community Based Safety programs
Tre'niece Thomas, Student	Safe passage programs
Ezekiel Getachew, Student	Funding for the Black Student Achievement Plan
Sasha Degood, Student	Holocaust education
Isabel Gonzalez, Parent	The need for Psychiatric Social Workers
Jennifer Lupo, Parent	Lack of Psychiatric Social Workers in schools
Layla, Student	Community Based Safety programs
Lucas Shane, Student	Expand antisemitism education in the District

ADJOURNMENT

Mr. Melvoin moved that the meeting be adjourned in memory of Emily Beutner, daughter of Austin Beutner, former LAUSD Superintendent. Dr. Rivas moved that the meeting be adjourned in the memory of Mayra Jimenez, Teacher, Wilshire Park Elementary.

The meeting adjourned at 3:47 p.m.

APPROVED BY THE BOARD:

SCOTT SCHMERELSON
PRESIDENT

MICHAEL A. MCLEAN
EXECUTIVE OFFICER OF THE BOARD

11

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

REGULAR MEETING MINUTES

Including Closed Session Items

333 South Beaudry Avenue, Board Room
1208 Magnolia Avenue, Gardena, CA 90247
9945 Laurel Canyon Blvd., Pacoima, CA 91331
10:00 a.m., Wednesday, February 11, 2026

The Los Angeles Board of Education acting as the Governing Board of the Los Angeles Unified School District met in regular session on Wednesday, February 11, 2026, at the Administrative Offices, Board Room, 333 South Beaudry Avenue, Los Angeles, California.

Executive Officer of the Board Michael A. McLean called the meeting to order at 10:03 a.m.

The following Board Members were present: Ms. Sherlett H. Newbill, Dr. Rocio Rivas, Mr. Nick Melvoin, Ms. Karla Griego, Ms. Kelly Gonez, Ms. Tanya Ortiz Franklin and Board President Scott Schmerelson.

Superintendent Alberto M. Carvalho was present.

CLOSED SESSION ITEMS (Purpose and Authority)

Mr. McLean announced that the following items would be discussed in closed session:

1. Student Discipline Matters (Education Code Section 48918[c][f])
2. Personnel (Government Code Section 54957)

Public Employee Discipline/Dismissal/Release

Superintendent's Evaluation

3. Conference with Legal Counsel

Pending Litigation (Government Code Section 54956.9[d][1])

Jane MCB Doe, et al. v. Los Angeles Unified School District, et al.
Los Angeles Superior Court Case No. 25STCV05375

4. Conference with Labor Negotiators (Government Code Section 54957.6)

Negotiator: Dr. Murphy

Employee Organizations:

Associated Administrators of Los Angeles/ Teamsters 2010
California School Employees Association

Los Angeles County Building and Construction Trades Council
 Los Angeles School Police Association
 Los Angeles School Police Management Association
 Service Employees International Union, SEIU Local 99
 Teamsters
 United Teachers Los Angeles
 District Represented Employees and Contract Management Personnel

Negotiator: Ms. Navera Reed

Unrepresented Employees:

Conversion of Senior Management Contracts

Classified

Deputy Director of Facilities Program Support Services
 Deputy Director of Facilities Project Execution
 Associate General Counsel II (5)
 Deputy Chief Information Security Officer
 Deputy Director of Facilities Planning and Development
 Deputy Director of Facilities Project Execution

Certificated

Executive Director, Student Integration Services
 Executive Director, Federal & State Education Programs
 Executive Director, Adult and Career Education
 Executive Director, Special Education
 Executive Director, Multilingual and Multicultural Education
 Executive Director, Secondary Education
 Senior Director, School Culture, Climate and Safety

PUBLIC COMMENT

The following speakers addressed the Board on the subjects indicated:

General Public Comment

- | | |
|---|--|
| • Dr. Peter Watts, Watts of Power Foundation | Recruitment of black educators in the District |
| • Liat Shiloah, Watts of Power Foundation | Recruitment of black educators in the District |
| • Siray Rogers, Watts of Power Foundation | Recruitment of black educators in the District |
| • Maria Luisa Palma, Oleada, Inc. | Support of school police on school campuses |
| • Alejandra Castañeda, School Volunteer | Parent Involvement |
| • Sandra Martinez Roe, Schools Beyond Screens | Concerns regarding technology in the classroom |
| • Kristina Brown, Parent | Concerns regarding technology in the classroom |
| • Todd Grabarsky, Parent | LAUSD Responsible Use Policy |
| • D'Antonie Dixon, Watts of Power Foundation | Recruitment of black educators |
| • Dr. Deanna Eichenstein, Parent | Invest in teachers over technology |
| • Diana Guillen, Parent | Student safety |
| • Carol Landaverde, Parent | Student safety |
| • Dolores Gomez, Parent | Concerns at Maywood Elementary |

- Anya Meksin, Schools Beyond Screen
- Bridie Lee, Community Member
- Andrea Self, Parent
- Ivan Ulloa, Parent
- Daniel T. Mackenzie, Parent

Concerns regarding technology in the classroom
 Concerns regarding technology in the classroom
 Disturbing content on school issued devices
 Concern at Fullbright Elementary
 Concerns about increase use of screentime in schools

- - -

The Board recessed the public portion of the closed session meeting at 10:52 a.m. Closed session discussion began at 11:00 a.m. and ended at 3:17 p.m. The following Board Members were present: Ms. Newbill, Dr. Rivas, Mr. Melvoin, Ms. Griego, Ms. Gonez, Ms. Ortiz Franklin and Board President Schmerelson.

- - -

The Board reconvened the public portion of the closed session meeting at 3:20 p.m.

The following Board Members were present: Ms. Newbill, Mr. Melvoin, Ms. Ortiz Franklin, and Mr. Schmerelson.

Dr. Rivas, Ms. Griego, and Ms. Gonez were absent.

Mr. McLean announced the following reportable actions resulting from the closed session discussion:

- The Board of Education approved the expulsion of the students in case numbers 031-25/26 and 032-25/26 with the recommended dispositions.

The vote was 6 ayes, and one noe, Board President Schmerelson.

- The Board of Education approved the expulsion of the student in case number 033-25/26 with the recommended disposition.

The vote was 7 ayes.

- The Board of Education approved the conditional enrollment of the students in case numbers 015A-25/26, 016A-25/26, with the recommended disposition.

The vote was 7 ayes.

- The Board of Education authorized the dismissal of 3 Classified employees, 2 Certificated employees, and the demotion of one principal.

The vote was 7 ayes.

- The Board of Education authorized the settlement in the case of Jane MCB Doe, et al. v. Los Angeles Unified School District, et al. (Los Angeles Superior Court Case No. 25STCV05375). Terms and conditions will be available upon the finalization of the agreement.

The vote was 7 ayes.

- The Board of Education authorized the following conversion of Senior Management Contracts to regular Senior Management Contract positions:

- - -

Mr. McLean acknowledged for the record that Ms. Gonez was presently in attendance.

- - -

Classified

- Deputy Director of Facilities Program Support Services
- Deputy Director of Facilities Project Execution
- Associate General Counsel II (5)
- Deputy Chief Information Security Officer
- Deputy Director of Facilities Planning and Development
- Deputy Director of Facilities Project Execution

Certificated

- Executive Director, Student Integration Services
- Executive Director, Federal & State Education Programs
- Executive Director, Adult and Career Education
- Executive Director, Special Education
- Executive Director, Multilingual and Multicultural Education
- Executive Director, Secondary Education
- Senior Director, School Culture, Climate and Safety

The vote was 7 ayes.

- The Board of Education authorized the non-reelection of 31 probationary 2 certificated employees.

The vote was 7 ayes.

ADJOURNMENT

On general consent, the meeting adjourned at 3:23 p.m.

APPROVED BY THE BOARD:

SCOTT SCHMERELSON
PRESIDENT

MICHAEL A. MCLEAN
EXECUTIVE OFFICER OF THE BOARD

[Return to Order of Business](#)

TAB 28



Board of Education Report

File #: Rep-413-25/26, **Version:** 1

Agenda Date: 5/12/2026

In Control: School Operations

Renaming of Middle College High School

Division of School Operations

Brief Description:

(Renaming of Middle College School High School) Recommends approval of renaming the school to Dr. George J. McKenna III Middle College High School.

Action Proposed:

Approval of the renaming of Middle College High School to Dr. George J. McKenna III Middle College High School consistent with BUL-5549.4 (Naming/Renaming Schools, Buildings, Fields, and Other Spaces on Campus). This school is in Board District 1, Region South.

Background:

Middle College High School is located in the heart of the West Athens community, an area that has been central to Dr. McKenna's work. Dr. George J. McKenna III has served the West Athens community for over 40 years in a variety of influential roles, most recently as a Los Angeles Unified School District Board Member for District 1. The school principal has stated that renaming Middle College High School would be a meaningful way to honor his extraordinary contributions and ensure that his legacy continues to inspire future students.

Dr. George J. McKenna's legacy is defined by integrity, courage, and a deep dedication to educational equity. His leadership has inspired countless educators and opened doors for young people. The school community is enthusiastic about renaming Middle College High School in his honor, and parents, and community members believe this would be a meaningful way to pay tribute to his dedication and passion to the community. Middle College High School takes pride in its commitment to academic excellence, academic rigor, and college readiness and reflects the very values Dr. McKenna has championed throughout his career. Some community members believe it would be a tremendous honor for the school to carry his name and continue his legacy of being student-centered with strong advocacy for educational transformation.

Expected Outcomes:

The school and community voted to change the name of Middle College High School to Dr. George J. McKenna, III Middle College High School.

Board Options and Consequences:

If the Board of Education votes "Yes" the name of the school will change to Dr. George J. McKenna III Middle College High School.

If the Board of Education votes "No" the name of the school will remain Middle College High School.

Policy Implications:

None

File #: Rep-413-25/26, **Version:** 1
In Control: School Operations

Agenda Date: 5/12/2026

Budget Impact:

The total estimated cost to update the school's name is \$16,368. Funding for this project has been fully identified and will be covered through an allocation of \$20,000 from Region South under Program 11141 to support the school's name change.

Student Impact:

Renaming the school would strengthen the connection between the school and the community. The new school name would serve as a lasting reminder of a shared commitment to educational excellence, reflecting the advocacy and legacy of Dr. George J. McKenna III.

Equity Impact:

Non-Applicable

Issues and Analysis:

Non-Applicable

Below is the breakdown of the voting that took place. There was a total of 277 collected ballots.

Proposed School Names	Students	%	Staff	%	Parents	%	Total
Middle College HS	113	78%	5	23%	34	25%	152
Dr. George J. McKenna III Middle College HS	31	22%	15	74%	79	75%	125

Attachments:

None

Submitted:

04/30/26

File #: Rep-413-25/26, Version: 1
In Control: School Operations

Agenda Date: 5/12/2026

RESPECTFULLY SUBMITTED,


ANDRES E. CHAIT
Acting Superintendent

APPROVED & PRESENTED BY:


PEDRO SALCIDO
Deputy Superintendent
Business Services & Operations

REVIEWED BY:


DEVORA NAVERA REED
General Counsel

APPROVED & PRESENTED BY:


DEBRA BRYANT
Acting Chief of School Operations
Division of School Operations

✓ Approved as to form.

REVIEWED BY:


KURT E. JOHN
Deputy Chief Financial Officer

✓ Approved as to budget impact statement.