

**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, April 21, 2026

**Roll Call**

**Pledge of Allegiance**

**Land Acknowledgment**

**Board President's Reports**

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

**Superintendent's Reports**

**Consent Items**

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

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

Providing Public Comment

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

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

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

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

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

- Email all Board Members at [boardmembers@lausd.net](mailto: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](mailto:inspector.general@lausd.net). Reports are confidential and you can remain anonymous if you wish.

#### Attending the Meeting

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

## **New Business for Action**

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

9. Board of Education Report No. 296-25/26  
 Division of Instruction  
 Library and Textbook Support  
 Multilingual Multicultural Education Department  
 (Adoption of Textbooks for Mandarin Dual Language Education (DLE)) Recommends the adoption of Textbooks and Instructional Materials for use in the Mandarin Dual Language Education program, covering grades K-12 and authorization for the Chief Procurement Officer to negotiate and execute a textbook purchase agreement.
  
10. Board of Education Report No. 304-25/26  
 Procurement Services Department  
 (Approval of Procurement Actions) Recommends the ratification of the contract actions taken by the Procurement Services Department within delegated authority as listed in Attachment “A” including the approval of award of Professional Service Contracts not exceeding \$250,000: New Contracts; Contract Amendment; Purchase Orders; Goods and General Services Contracts: Purchase Orders; District Card Transactions; Rental of Facilities; Travel/Conference Attendance; General Stores Distribution Center; and Book/Instructional Material Purchase Orders; and approve Professional Service Contracts (exceeding \$250,000): New Contract; and Goods and General Services Contracts (exceeding \$250,000): New Contracts as listed in Attachment “B.”
  
11. Board of Education Report No. 247-25/26  
 Procurement Services Department – Facilities Contracts  
 (Approval of Facilities Contracts Actions) Recommends the ratification of Procurement Services Division contract actions taken by Facilities Contracts under delegated authority as listed in Attachment “A” including: award of advertised construction contracts; approval of change orders; completion of contracts; award of informal contracts; award of architectural and engineering contracts; extra services / amendments for architectural and engineering contracts; decontamination services amendment and approved proposed contract in Attachment B including Central Manufacturing Kitchen.
  
12. Board of Education Report No. 333-25/26  
 Procurement Services Department – Facilities Contracts  
 (Delegations of Authority for Procurement and Facilities Contracts Amendment) Recommends approval of an amendment to the Procurement and Facilities Contracts Delegations of Authority to update the type and value of construction contract actions that may be exercised under delegated authority, with an effective date of April 21, 2026.
  
13. Board of Education Report No. 303-25/26  
 Division of Special Education  
 Medical Services Division  
 (Update to Delegation of Authority to Negotiate and Execute Nonpublic Agency Master Contracts for Special Education Health and Nursing Services to Increase Aggregate Amount) Recommends approval to update the delegation of authority to negotiate and execute NPA master contracts for Health and Nursing Services with California Department of Education (CDE)-certified Nonpublic Agencies to increase the aggregate amount for the 2025-26 and 2026-27 school years to \$12 million. This aggregate amount will be utilized for health and nursing services as well as for health and special education services.

14. Board of Education Report No. 372-25/26  
Office of Environmental Health and Safety  
(Adoption of the Negative Declaration for the 32<sup>nd</sup> Street USC (32<sup>nd</sup> St./USC) Magnets Major Modernization Project). Recommends review and adoption of the Negative Declaration (ND) for the proposed 32<sup>nd</sup> Street USC Magnets (32<sup>nd</sup> St/USC) Major Modernization Project Project) prepared in compliance with the California Environmental Quality Act (CEQA; Public Resources Code §21000 et seq.) and State CEQA Guidelines (California Code of Regulations, Title 14, Division 6, Chapter 3 §15000 et seq.). Furthermore, the Environmental review of the Project found that there would be no significant impacts as a result of the construction and operation of the Project with the implementation of LAUSD Standard Conditions of Approval.
  
15. Board of Education Report No. 373-25/26  
Facilities Services Division  
(Project Approval for the 32nd Street School USC Magnet Major Modernization Project)  
Recommends approval of the 32nd Street School USC Magnet Major Modernization Project (Project) and authorize staff to execute all reasonable instruments to implement the proposed Project.
  
16. Board of Education Report No. 324-25/26  
Facilities Services Division  
(Consideration of Business Improvement District Renewal and Formation Petitions)  
Recommends to authorize the Chief Facilities Executive and/or her designee to execute petitions and cast the Proposition 218 ballot(s) in support of the renewal of three Business Improvement Districts (BIDs) (Downtown Industrial District, LA Fashion District, and Venice Beach) and the formation of two new Business Improvement Districts (Hooper Commons and MacArthur Park) within the City of Los Angeles (City), conditioned upon the BIDs providing a reduction of at least fifty percent (50%) of the proposed annual assessment amounts, and to execute any other reasonable instruments on behalf of Los Angeles Unified School District (LAUSD or Los Angeles Unified).
  
17. Board of Education Report No. 345-25/26  
Division of School Operations  
(Renaming of San Fernando Middle School) Recommends approval of renaming the school to San Fernando Academy.
  
18. Board of Education Report No. 344-25/26  
Division of School Operations  
(Renaming of Charles Maclay Middle School) Recommends approval of renaming the school to Glenoaks Academy.
  
19. Board of Education Report No. 375-25/26  
Charter Schools Division  
(Approval of the Renewal Petition for Chatsworth Charter High) Recommends approval of the renewal petition for Chatsworth Charter High, a Middle performing, Conversion Affiliated charter school, with a benchmark in the area of academics (ELA for English Learners), located in Board District 3 and Region North, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 2,029 students in grades 9-12 in each year of the charter term.

**PUBLIC HEARING**

## Board Member Resolutions for Action

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

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

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

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

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

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

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

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

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

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

**VERSION 2**

**3:00 PM TIME CERTAIN**

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

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

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

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

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

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

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

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

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

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

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

recommended and maximum amount of total screen time for students on District devices within the school day;

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

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

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

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

- Be informed by research, best practices, and input from independent experts in the field, labor partners, staff, educators, students, and parents and include their recommendations and guardrails for screen time usage by grade level and subject, and student disability category (e.g., no device use during Physical Education courses or differentiated screen time for a student on the autism spectrum);
- Address equity and access considerations and include recommendations and guardrails on the use of laptop carts, one-to-one devices, active screen time, and passive screen time;
- Provide ~~expected and~~ maximum daily and weekly screen time limits for students delineated by grade level (e.g., no more than one hour total a day or 5 total hours per week for 3-5th graders);
- ~~Consider eliminating~~ Eliminate the use of student digital devices—~~including one-to-one tablets and laptops~~—for early education through ~~first second~~ grade, except for District-mandated formative assessments and for students enrolled in LAUSD Virtual Academy;
- Encourage schools to utilize laptop carts and/or computer labs for second through fifth grade, while reducing the use of one-to-one devices;
- ~~Consider prohibiting~~ Prohibit elementary and middle school student device use during passing periods, lunch, and recess with limited exceptions for teacher-approved school work;
- ~~Consider prohibiting and/or limiting~~ Prohibit and/or block student-~~leds~~’ use of YouTube and other video streaming platforms on District provided devices;
- Consider prohibiting and/or blocking the use of non-instructional gaming platforms (e.g., Roblox and Fortnite) on District provided devices and networks and continue to block social media platforms;
- Clarify opt-out procedures for technology use during the school day;
- Ensure equitable access to technology by allowing families to opt in to the use of District-issued devices at home;

- Operationalize how parents and guardians can annually consent/opt-in for each Google application on the Consent to Use Digital Tools form rather than submit a blanket opt-in for all applications listed;
- Encourage the use of paper and pen assignments;
- Provide recommendations and strategies to safely prepare students to utilize and/or create digital tools;
- Develop and share schoolwide guidance outlining best practices for reducing and monitoring student screen time—including systematic coordination among teachers—to prevent excessive cumulative screentime;
- Be reviewed and approved annually at a public meeting of the Board and updated as needed based on new and emerging technology, with the first annual review to include feedback from educators on the rollout and implementation;

Resolved further, That in addition to the policy, the District shall also present a comprehensive itemized report of contracts related to classroom technology—broken down by central office purchased and school purchased—including but not limited to the purchase, maintenance, and upkeep of one-to-one digital devices, software, digital tools, and applications;

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

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

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

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

Resolved, That the District shall provide parents and families with information on the Policy in advance of its implementation, as well as with—tools; and resources associated with the risks of screen addiction, how to combat it, and the importance of digital citizenship and safety, and understanding student performance and growth on mandated online assessments.

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

**VERSION 2**

Whereas, The Los Angeles Unified School District (LAUSD) is committed to serving the needs of its youngest learners and strengthening engagement with families through high quality,

accessible, early education programs for children ages 0-4 and as of the 2025-2026 school year LAUSD serves a total of 14,228 students in Transitional Kindergarten and 10,671 children in our Early Education Centers, California State Pre-School Program and Infant Centers;

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

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

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

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

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

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

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

Whereas, LAUSD maintains an inventory of facilities that could potentially host additional infant centers and early childhood education programs, yet greater coordination is needed to prioritize expansion in communities with the highest need;

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

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

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

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

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

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

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

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

Resolved further, That the Los Angeles Unified School District shall develop a plan ~~to~~ for strategically increasing access to and availability of early childhood education programs ~~by opening new infant centers and early education centers, increasing dual immersion programs and exploring partnerships with external early education providers~~ prioritizing areas that have demand and lack availability;

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

- Reopening of shuttered early education centers and/or opening of new early education centers and/or state preschool programs on elementary campuses, based on unmet community needs and prioritizing access for low-income families;
- Expanding Expansion of infant center programs for children age 0-2, ~~to ensure each board district has an open center by 2028.~~ ensuring at least one program in each board district by 2028, prioritizing center expansion and family enrollment based on greatest need;
- Expansion of ~~D~~ dual language early education programs ~~expansion~~ at Early Education Centers and, additionally, in transitional kindergarten (TK) and/or California State Preschool Programs (CSPP) at elementary schools, ~~such~~ so that every elementary school

with a dual-language program ~~has~~ is connected to a feeder preschool dual-language program, while considering teacher recruitment, training, and credentialing and strategies for program sustainability and expansion;

- Increased and coordinated partnerships with family home providers (including shared professional development opportunities, increased communication, articulation agreements, intercession and before/after school care for TK and CSPP students), aligned with LAUSD Early Education Strategic Plan goals;
- A review of existing external early education providers operating on District facilities to ensure alignment with our programs and assess opportunities for continued or expanded partnership;
- Use of underutilized district spaces by external providers by community-based organizations to provide expanded infant/ toddler opportunities and services for current and future LAUSD families, where District programs currently do not exist;

~~Resolved further, That for each item above, the plan shall consider expected demand and communities without an existing program, current use of sites, required facilities upgrades, operational costs, available funding sources, staffing, and strategic opportunities to co-locate with adult school campuses that provide workforce training pathways for adult students, incorporating these considerations into the recommendations for the Board's consideration.~~

evaluate and incorporate considerations for the following:

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

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

~~Resolved further, That the District shall create an inventory of community based providers and include in the plan strategies for enhanced partnerships with existing external providers, aligned with LAUSD early education goals. Such strategies shall include shared professional development opportunities, increased communication, articulation agreements, and an analysis of potential partnerships with family home providers to support early education students during intercession and before/after school and whether underutilized district spaces could be utilized by community based organizations to provide expanded early education opportunities and services for current and future LAUSD families; and be it finally,~~

Resolved further, That, as it expands programs, the District shall continue developing a family-centered approach to reach and support families beginning at birth, including strengthening its family engagement, potential partnerships with healthcare and community-based organizations,

and distributing culturally and linguistically responsive resources that equip parents, caregivers, and those providing home-based childcare, to support children's development during the earliest years of life, and, be it finally,

Resolved, That the District will report back to the Board within ~~120~~ 150 days with ~~an the~~ Early Education Expansion Plan and implementation framework that includes the above considerations, prioritized sites, timelines, and actionable steps to begin expansion of District programs and potential partnerships with community-based providers.

23. Ms. Ortiz Franklin - LA Unified Commitment Day: Celebrating Postsecondary Pathways for All Students (Res-050-25/26) (Noticed March 10, 2026)

**VERSION 2**

**10:30 AM TIME CERTAIN**

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

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

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

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

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

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

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

Whereas, College Signing Days celebrate graduating seniors who have made the commitment to continue their education in college and encourage early education through 11th grade students

and families to get excited and learn about college and career opportunities;

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

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

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

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

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

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

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

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

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

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

Whereas, The Governor’s Proposed 2026–27 State Budget estimates the 2025–26 Proposition 98 guarantee at \$121.4 billion but proposes to fund only \$115.9 billion, leaving \$5.6 billion owed to schools unappropriated and delaying this obligation to future years, increasing fiscal pressure and using education funding as a short-term budget solution;

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

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

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

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

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

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

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

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

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

Whereas, From April 19 to April 25, 2026, the State of California will observe Adult Education Week, recognizing the unique accomplishments of California Adult Schools;

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

27. Dr. Rivas - Recognizing Missing and Murdered Indigenous Women and Relatives Awareness Day and Advancing Education, Safety, and Justice for Indigenous Communities (Res-057-25/26) (Waiver of Board Rule 72)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Resolved further, That the Board directs the Superintendent or designee to identify opportunities to share culturally respectful, age-appropriate, and trauma-informed educational resources with students and staff that raise awareness about MMIWR and Indigenous communities;

Resolved further, That the Board directs the Superintendent or designee to ensure that any instructional or awareness efforts related to MMIWR are implemented using trauma-informed,

culturally responsive practices that prioritize student well-being, including access to appropriate supports and safeguards when engaging with sensitive content;

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

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

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

28. Ms. Newbill - Celebrating Earth Day and Recognizing April as Earth Awareness Month (Res-060-25/26) (Waiver of Board Rule 72)

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

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

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

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

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

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

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

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

Whereas, Students have demonstrated leadership through participation in campus clean-ups,

recycling programs, climate advocacy, and sustainability clubs; and

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

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

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

### **Board Member Resolutions for Initial Announcement**

29. Dr. Rivas - Honoring Robert Vargas: Advancing Arts Education, Cultural Identity, and Community Expression for the Next Generation (Res-058-25/26) (For Action May 12, 2026)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

30. Ms. Griego, Dr. Rivas – Wellness Without Silos: Advancing Student Wellness Through Integrated School Culture and Wellness Teams and Expanded Professional Learning (Res-059-25/26) (For Action May 12, 2026)

Whereas, Schools have increasingly served as essential access points for social and mental health

services for students and their families;

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

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

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

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

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

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

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

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

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

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

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

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

Whereas, Pillar 2C of the Strategic Plan outlines several strategies aimed to cultivate and model

strong social-emotional skills by: 1) integrating social-emotional learning into instruction and curricula; 2) building the capacity of all adults on campus on the use of PBIS and RP; and 3) developing school awareness and use of practices that support positive individual wellness;

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

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

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

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

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

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

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

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

Resolved further, That the District will compile a comprehensive list of positions that comprise the “Integrated School Culture and Wellness Team” and ensure that Principals, School Site Councils, Local School Leadership Councils, and Parent Councils are fully informed and educated about the roles, responsibilities, and ways these positions can contribute to supporting a positive school culture and student wellness; and, be it finally

Resolved, That by August 2026, the District will develop a policy establishing Integrated School Culture and Wellness Teams at each school site, with defined responsibilities that shall include,

but not be limited to 1) being locally led and developed by the principal, 2) being responsible for presenting school culture and wellness goal(s) to the Local School Leadership Council at the beginning and end of each school year for discussion and assessment; and 3) meeting at least three times annually to review progress and develop strategies to achieve their established goal(s).

31. Ms. Ortiz Franklin - Public Schools Over Private Loopholes: Working Together for the Revenue our Students Deserve (Res-061-25/26) (For Action May 12, 2026)

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

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

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

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

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

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

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

Whereas, In recent years the California state budget has been enacted with fiscal maneuvers that defer or underfund the constitutionally required Proposition 98 guarantee, including \$1.9 billion in 2025-26 and the proposed \$5.6 billion Proposition 98 withholding in the 2026-27 fiscal year away from public school students in TK-12 and community colleges, creating instability and uncertainty for school districts and community schools and limiting their ability to sustain critical services;

Whereas, SEIU California launched the "Unrig California: Stop the Corporate Freeloaders"

campaign to urge state legislators to build a California for shared prosperity and a fair economy through ensuring that corporations pay the taxes they owe by limiting the use of legal tax loopholes; and

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

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

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

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

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

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

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

## Resolutions Requested by the Office of the Board Secretariat

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

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

## Correspondence and Petitions

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

## Public Hearings

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

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

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

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

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

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

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

## **Adjournment**

Please note that the Board of Education may consider at this meeting any item referred from a Board Meeting 5 calendar days prior to this meeting (Education Code 54954.2(b)(3)). The Board of Education may also refer any item on this Order of Business for the consideration of a committee or meeting of the Board of Education.

Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to the Board Secretariat in person or by calling (213) 241-7002.

If you or your organization is seeking to influence an agreement, policy, site selection or any other LAUSD decision, registration may be required under the District's Lobbying Disclosure Code. Please visit <http://ethics.lausd.net/> to determine if you need to register or call (213) 241-3330.

Materials related to an item on this Order of Business distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:  
[https://boe.lausd.org/apps/events/2026/4/21/29778109/?REC\\_ID=29778109&id=0](https://boe.lausd.org/apps/events/2026/4/21/29778109/?REC_ID=29778109&id=0)

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

# **TAB 1**

**Item Withdrawn Prior to Meeting**

# TAB 2



## Board of Education Report

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**File #:** Rep-321-25/26, **Version:** 1  
**In Control:** Business & Finance Division

**Agenda Date:** 4/21/2026

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### **Donations of Money to the District** Finance Division

#### **Brief Description:**

(Donations of Money to the District) Recommends approval of the donation of money to the District totaling \$3,985,211.68.

#### **Action Proposed:**

Approve to accept the donations of money to the District totaling \$3,985,211.68. 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.

#### **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 made to the District.

A "No" vote would cause the non-acceptance of cash 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.

#### **Issues and Analysis:**

The Board shall be approving routine District financial transactions.

**Attachments:**

Attachment A - List of Donations of Money

**Submitted:**

03/23/26


**RESPECTFULLY SUBMITTED,**



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ANDRES E. CHAIT  
Acting Superintendent

**APPROVED & PRESENTED BY:**



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PEDRO SALCIDO  
Deputy Superintendent  
Office of the Deputy Superintendent

**REVIEWED BY:**



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DEVORA NAVERA REED  
General Counsel

Approved as to form.


**APPROVED & PRESENTED BY:**



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SAMAN BRAVO-KARIMI  
Chief Financial Officer  
Finance Division

**REVIEWED BY:**



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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-321-25/26 **Version:** 1 **Agenda Date:** 4/21/2026

**In Control:** Finance Division

Date: 2/18/2026  
Donor: [Canyon School Booster Club](#)  
Donation: \$34,524.00  
For use at: Canyon Charter Elementary, Board District 4, Region West  
Purpose: To provide funding for School Psychologists services.

Date: 2/11/2026  
Donor: [Canyon School Booster Club](#)  
Donation: \$376,715.00  
For use at: Canyon Charter Elementary, Board District 4, Region West  
Purpose: To provide funding for three teacher positions.

Date: 2/3/2026  
Donor: [Parents and Teachers Helping \(P.A.T.H.\)](#)  
Donation: \$160,000.00  
For use at: Castlebay Lane Charter, Board District 3, Region North  
Purpose: To provide funding for 2 Instructional Aides, 2 Campus Aides, 3 Supervision Aides, 30% Office Technician, 18% Building and Grounds Worker.

Date: 2/11/2026  
Donor: [Clover Avenue Elementary School Booster Club](#)  
Donation: \$72,369.00  
For use at: Clover Avenue Elementary, Board District 1, Region West  
Purpose: To provide funding for Instructional Aides, Supervisory Aides, Campus Aides x-time, teacher x-time, and to support other student instructional needs or student related expenses.

Date: 2/18/2026  
Donor: [Friends of Castle Heights](#)  
Donation: \$290,000.00  
For use at: Castle Heights Elementary, Board District 1, Region West  
Purpose: To provide funding for classified staff positions and technology needs.

Date: 2/3/2026  
Donor: [Friends of Micheltorena](#)  
Donation: \$50,485.00  
For use at: Micheltorena Elementary School, Board District 5, Region West  
Purpose: To provide funding for Targeted Student Population (TSP) Coordinator position and differential in SY 2026-27.

Date: 2/10/2026  
Donor: [Friends of Coeur d'Alene Elementary](#)  
Donation: \$320,000.00  
For use at: Coeur d'Alene Avenue Elementary School, Board District 4, Region West  
Purpose: To provide funding for School Supervision Aides, Instructional Aides, Intervention/Prevention Support Coordinator, TSP Coordinator.

Date: 2/11/2026  
Donor: [Friends of Los Angeles Center for Enriched Studies \(LACES\)](#)  
Donation: \$97,659.00  
For use at: LACES, Board District 1, Region West  
Purpose: To provide funding for SY 2026-27 Community Representatives and Campus Aides.

Date: 2/11/2026  
Donor: [Friends of Marquez](#)  
Donation: \$170,366.00  
For use at: Marquez Charter Elementary School, Board District 4, Region West  
Purpose: To provide funding for SY 2026-27 Science Instructor position.

Date: 2/10/2026  
Donor: [Friends of Portola](#)  
Donation: \$27,997.68  
For use at: Portola Middle School, Board District 4, Region North  
Purpose: To provide funding for Chromebooks.

Date: 2/20/2026  
Donor: [Friends of Wonderland](#)  
Donation: \$360,688.00  
For use at: Wonderland Avenue Elementary School, Board District 4, Region West  
Purpose: To provide funding for 6 Teacher Assistants, 1 Education Resource Aide, associated supervision and compensation related costs.

Date: 2/10/2026  
Donor: [Mar Vista School Enrichment Group](#)  
Donation: \$349,301.00  
For use at: Mar Vista Elementary School, Board District 4, Region West  
Purpose: To provide funding for Instructional Coach and 12 Classified Aide positions.

Date: 2/11/2026  
Donor: [Palisades Enrichment Program](#)  
Donation: \$270,625.00  
For use at: Palisades Charter Elementary School, Board District 4, Region West  
Purpose: To provide funding for 2 Class Size Reduction (CSR) Teachers for SY 2026-2027.

Date: 2/10/2026  
Donor: [Playa Vista Education Group](#)  
Donation: \$169,536.00  
For use at: Playa Vista Elementary School, Board District 4, Region West  
Purpose: To provide supplemental funding for Assistant Principal, Campus Aide, Instructional Aides.

Date: 2/10/2026  
Donor: [Richland Booster](#)  
Donation: \$156,419.00  
For use at: Richland Elementary School, Board District 4, Region West  
Purpose: To provide funding for TSP Coordinator and Instructional Aide.

Date: 2/3/2026  
Donor: [Rotary International District 5280](#)  
Donation: \$92,500.00  
For use at: Palisades Charter Elementary School, Board District 4, Region West  
Purpose: To provide funding for Outdoor Classroom Assembly Area.

Date: 2/11/2026  
Donor: [Supporters of Braddock Drive Elementary School \(SBDES\)](#)  
Donation: \$175,438.00  
For use at: Braddock Drive Elementary School and Magnet, Board District 4, Region West  
Purpose: To provide funding for positions, salaries and associated benefits for Braddock Drive Elementary School and Magnet in SY 2026-27.

Date: 2/20/2026  
Donor: [Warner Avenue Foundation](#)  
Donation: \$480,484.00  
For use at: Warner Avenue Elementary School, Board District 4, Region West  
Purpose: To provide funding for CSR teacher, augment funding for Coordinator Position, Supervision Aide, Instructional Coach, Psychiatric Social Worker (PSW).

Date: 2/18/2026  
Donor: [Westwood Involvement Supports Education \(WISE\)](#)  
Donation: \$330,105.00  
For use at: Westwood Charter Elementary School, Board District 4, Region West  
Purpose: To provide funding for Coach, CSR Teacher, 50% Building & Grounds Worker, Toshiba contract.

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

# TAB 3



**Board of Education Report**

**File #:** Rep-322-25/26, **Version:** 1  
**In Control:** Business & Finance Division

**Agenda Date:** 4/21/2026

**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 \$955,548,586.83 made by the District from February 1, 2026, to February 28, 2026.

**Action Proposed:**

1. Ratify cash disbursements totaling \$955,548,586.83, which were made against funds of the District from February 1, 2026, through February 28, 2026. These disbursements are within approved budgeted appropriations and were made in accordance with established Board policies.

- a. "A" Warrants (Payroll) total of \$22,049,170.77.

Warrant Numbers:  
3639736 - 365491

- b. Direct deposit payroll (Automated Clearing House - ACH) total of \$344,841,451.72.

- c. "B" Warrants (Accounts Payable) total of \$64,633,595.65.

Warrant Numbers:

22578176 - 22578331	22601427 - 22601632
22580330 - 22580413	22603495 - 22603642
22582804 - 22582923	22605565 - 22605749
22586044 - 22586188	22608119 - 22608196
22588532 - 22588652	22610539 - 22610712
22590899 - 22591100	22612526 - 22612696
22592630 - 22592766	22615261 - 22615408
22594281 - 22594362	22618157 - 22618292
22597077 - 22597202	22620541 - 22620601
22599580 - 22599675	

- d. Accounts Payable ACH payments total of \$ 524,024,368.69.

**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:**

03/23/26

**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.

# TAB 4



**Board of Education Report**

**File #:** Rep-353-25/26, **Version:** 1

**Agenda Date:** 4/21/2026

**In Control:** Human Resources

**Approval of Routine Personnel Actions**

Human Resources Division

**Brief Description:**

(Approval of Routine Personnel Actions) Recommends approval of 4,922 routine personnel actions (including but not limited to elections, promotions, transfers, leaves, terminations, separations, permits, contracts, and senior management contracts).

**Action Proposed:**

Approve 4,922 routine personnel actions (including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and contracts) according to the following breakdown:

Classified:	2,914
Certificated:	1,674
Unclassified:	330
Retiree Conversion:	4

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: 1904375 to 4191630

ROUTINE PERSONNEL ACTIONS

	Total (this report) (2/1/2026 to 3/8/2026)	Total (Year-to-date)
1. Classified	2,914	48,123
2. Certificated	1,674	59,635
3. Unclassified	330	6,415
4. Retiree Conversion	<u>4</u>	<u>4</u>
<b>TOTAL</b>	<b>4,922</b>	<b>114,177</b>

BREAKDOWN OF ACTIONS:

Actions	Classified	Certificated	Unclassified	Retiree Conv.	Total
Hires	494	152	222	0	868
Leaves/Paid	352	155	0	0	507
Leaves/Unpaid	24	43	0	0	67
Reassignments/Demotions	1	1	0	0	2
Reassignments/Promotions	57	61	0	0	118
Reassignments/Transfers	65	224	1	0	290
Retirements	51	26	0	0	77
Separations/Non-Resignations	273	330	7	4	614
Separations/Resignations	125	30	8	0	163
Other Actions*	1,472	652	92	0	2,216
<b>Total</b>	<b>2,914</b>	<b>1,674</b>	<b>330</b>	<b>4</b>	<b>4,922</b>

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

**Background:**

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

**Expected Outcomes:**

Not applicable

**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.

**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


**Submitted:**

03/26/26

**RESPECTFULLY SUBMITTED,**

  
\_\_\_\_\_  
ANDRÉS 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: 3/16/26**

ADMINISTRATIVE REGULATION: 4214 SAP Transaction #1904375-4191630

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

<b>TRANS#</b>	<b>NAME</b>	<b>FROM CLASS/LOCATION</b>	<b>TO CLASS</b>	<b>LOCATION</b>
<b>COMMENTS:</b>				

**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 (2,914), 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 April 21, 2026, meeting.

The following table represents a breakdown of the new hire, reassignment, and rehire actions for the April 21, 2026, board report for the period of February 1, 2026 to March 8, 2026.

Hire Data:

As presented in the attached table, the total number of classified hire and reassignment actions for the period of February 1, 2026 to March 8, 2026, is 1,353 of which 1,016 (75%) are rehires or reassignments, and 337 (25%) are new hires (comprised of regular/permanent, restricted, returnee retirees, substitutes, and temporary positions). With the exception of 147 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 22 regular/permanent new hires consist of: Assistant Projects Manager, Associate IT Electronics Communication Technician, Building and Grounds Worker (4), Chief of Police, Chief Risk Officer, Deputy Director of Real Estate and Business Development, Engineering Aide (3), Food Service Worker (2), Instructional Aide for Students Who Are Deaf and Hard-of-Hearing-Signing, IT Electronics Communications Technician, Network Systems Engineer, Network Systems Technician, Senior Food Service Worker (2), Sign Language Interpreter, Stock Worker.

The following regular/permanent positions have been filled by promotional employees: Administrative Assistant, Administrative Staff Aide, Asbestos Abatement Assistant, Assistant Plant Manager I (2), Assistant Plant Manager II (3), Building and Grounds Worker, Central Shops Supervisor, Complex Project Manager, Deputy Director of Facilities Maintenance and Operations, Director of Budget Services and Financial Planning, Food Service Manager I (3), Head Stock Clerk, Instructional Aide (Braille), Maintenance Worker, Plant Manager I (3), Plant Manager II, Pool Custodian (5), Senior Electrician, Senior Food Service Worker (2), Special Education Assistant (26).

**Hire Data of All Classified Employees  
From February 1, 2026 to March 8, 2026  
By New Hire, Reassignment, and Rehire**

Classification	Prov	Reg / Perm	Restr	Return Retiree	Subs	Temp 1GXX	Temp	Grand Total
<b>NEW HIRE</b>								
Assistant Projects Manager		1						1
Associate IT Electronics Communication Technician		1						1
Athletics Assistant					25			25
Building and Grounds Worker		4						4
Campus Aide (Male/Restricted)			1					1
Campus Aide (Restricted)			9		1			10
Chief of Police		1						1
Chief Risk Officer		1						1
Communication Support Assistant					3			3
Community Representative C and (Restricted)					1			1
Deputy Director of Real Estate and Business Development		1						1
Design Network Engineer					1			1
Early Education Center Aide I & (Restricted)					36			36
Early Education Center Attendant					1			1
Engineering Aide		3						3
Food Service Worker		2			16			18
Instructional Aide (Literacy) & (Restricted)			1					1
Instructional Aide (Transitional Kindergarten) & (Restricted)					1			1
Instructional Aide for Students Who Are Deaf and Hard-of-Hearing- Signing		1						1
Instructional Aide I & (Restricted)			9					9
IT Electronics Communications Technician		1						1
Network Systems Engineer		1						1
Network Systems Technician		1						1
Out-of-School Program Supervisor and (Restricted)						13		13
Out-of-School Program Worker and (Restricted)						80		80
Parent Resource Liaison					1			1
School Facilities Attendant (Female) (Restricted)					2			2
School Facilities Attendant (Restricted)					2			2
School Supervision Aide and (Restricted)			4		6			10
Senior Food Service Worker		2						2
Sign Language Interpreter		1						1
Special Education Assistant					24			24

Hire Data of All Classified Employees								
From February 1, 2026 to March 8, 2026								
By New Hire, Reassignment, and Rehire								
Classification	Prov	Reg / Perm	Restr	Return Retiree	Subs	Temp 1GXX	Temp	Grand Total
Special Education Trainee					78			78
Stock Worker		1						1
<b>New Hire Total</b>		<b>22</b>	<b>24</b>		<b>198</b>	<b>93</b>		<b>337</b>
REASSIGNMENT								
Administrative Assistant		1					1	2
Administrative Staff Aide		1						1
Asbestos Abatement Assistant		1						1
Assignment Technician		1		1				2
Assistant Plant Manager I		2					1	3
Assistant Plant Manager II		3						3
Associate Civil Engineer	1							1
Associate Computer Applications Specialist							1	1
Associate General Counsel I							1	1
Athletics Assistant					7			7
Benefits Manager	1							1
Building and Grounds Worker		11						11
Campus Aide (Male/Restricted)							1	1
Campus Aide (Restricted)		2	2		1		2	7
Carpenter		1						1
Central Shops Supervisor		1						1
Civil Engineering Designer	1							1
Complex Project Manager		5						5
Deputy Director of Facilities Maintenance and Operations		1						1
Director of Budget Services and Financial Planning		1						1
Early Education Center Aide I & (Restricted)		10	7		2			19
Early Education Center Office Manager	1						1	2
Facilities Project Manager I	3							3
Financial Manager							1	1
Food Production Assistant		1						1
Food Production Supervisor	2							2
Food Service Manager I	24	6					9	39
Food Service Manager II	3	2					4	9
Food Service Manager IV	2	2						4
Food Service Manager V	2						3	5
Food Service Manager VI	1						1	2
Food Service Manager VII		1						1
Food Service Worker	1	41			4			46
Gardener	1							1
Head Stock Clerk		1						1

<b>Hire Data of All Classified Employees</b>								
<b>From February 1, 2026 to March 8, 2026</b>								
<b>By New Hire, Reassignment, and Rehire</b>								
<b>Classification</b>	<b>Prov</b>	<b>Reg / Perm</b>	<b>Restr</b>	<b>Return Retiree</b>	<b>Subs</b>	<b>Temp 1GXX</b>	<b>Temp</b>	<b>Grand Total</b>
Health Care Assistant		5						5
Human Resources Officer		1						1
Instructional Aide (Braille)		1						1
Instructional Aide (Literacy) & (Restricted)			2				1	3
Instructional Aide (Transitional Kindergarten) & (Restricted)			2		1		3	6
Instructional Aide I & (Restricted)		1	3				2	6
Library Technician					1			1
Maintenance Planner	1							1
Maintenance Worker		1						1
Nutrition Specialist		1						1
Office Technician		4			3		1	8
Operations Program Manager		1						1
Out-of-School Program Supervisor and (Restricted)						5		5
Out-of-School Program Worker and (Restricted)						4		4
Paralegal	2							2
Plant Manager I		4					8	12
Plant Manager II		1						1
Plant Manager III							2	2
Plant Manager IV							2	2
Pool Custodian		6						6
Principal Assignment Technician		1						1
Principal Clerk		1						1
Principal Financial Analyst							1	1
School Administrative Assistant		1					5	6
School Climate Advocate & (Restricted)		1	2					3
School Facilities Attendant (Restricted)		1			1			2
Senior Administrative Assistant							1	1
Senior Administrative Assistant, Office of the Superintendent							1	1
Senior Assignment Technician		1						1
Senior Carpenter	1							1
Senior Electrician		2						2
Senior Food Service Training Specialist					1			1
Senior Food Service Worker	18	45					2	65

Hire Data of All Classified Employees								
From February 1, 2026 to March 8, 2026								
By New Hire, Reassignment, and Rehire								
Classification	Prov	Reg / Perm	Restr	Return Retiree	Subs	Temp 1GXX	Temp	Grand Total
Senior IT Infrastructure Project/Program Manager							1	1
Senior Office Technician		1					1	2
Special Education Assistant		114			250		4	368
Special Education Trainee					141			141
Student, Family, and Community Engagement Liaison							3	3
Supervising Assignment Technician		1						1
<b>Reassignment Total</b>	<b>65</b>	<b>290</b>	<b>18</b>	<b>1</b>	<b>412</b>	<b>9</b>	<b>64</b>	<b>859</b>
REHIRE								
Athletics Assistant					4			4
Campus Aide (Restricted)			4					4
Early Education Center Aide I & (Restricted)		1			6			7
Early Education Center Attendant					2			2
Engineering Aide		1						1
Food Service Worker		2			3			5
Instructional Aide (Braille)		1						1
Instructional Aide (Literacy) & (Restricted)			1					1
Instructional Aide (Transitional Kindergarten) & (Restricted)			2		5			7
Instructional Aide I & (Restricted)			1					1
Office Technician					2			2
Out-of-School Program Supervisor and (Restricted)						2		2
Out-of-School Program Worker and (Restricted)						12		12
Pool Custodian		1						1
School Administrative Assistant					1			1
School Facilities Attendant (Male) (Restricted)		1						1
School Facilities Attendant (Restricted)					1			1
School Supervision Aide and (Restricted)			1		1			2
Senior Office Technician					1			1
Special Education Assistant					9			9
Special Education Trainee					92			92
<b>Rehire Total</b>		<b>7</b>	<b>9</b>		<b>127</b>	<b>14</b>		<b>157</b>
<b>GRAND TOTAL</b>	<b>65</b>	<b>319</b>	<b>51</b>	<b>1</b>	<b>737</b>	<b>116</b>	<b>64</b>	<b>1,353</b>

**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 152 certificated new hires during the time period covered by this report and a summary list of hires appears below. The 152 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	2
Arts Education Itinerant Teacher	7
Career Technical Education Teacher	1
Early Childhood Ed Teacher	1
Elementary Teacher	5
Elementary Teacher, Day-to-Day Substitute	90
JROTC Instructor	2
Psychiatric Social Worker	1
School Nurse	13
Secondary Counselor	1
Secondary Teacher	4
Special Education School Occupational Therapist	1
Special Education Teacher	1
Speech & Language Pathologist	6
Teacher Assistant, Degree Track	17

LOS ANGELES UNIFIED SCHOOL DISTRICT  
Human Resources Division

ATTACHMENT D

**ROUTINE PERSONNEL ACTIONS – SENIOR MANAGEMENT**

Approval of contract of employment for Andrés Chait as Acting Superintendent, who was appointed by the Board of Education in closed session on February 27, 2026 (See attached).

**LOS ANGELES UNIFIED SCHOOL DISTRICT  
SENIOR MANAGEMENT CONTRACT  
APPOINTED ON FEBRUARY 27, 2026**

NAME	TITLE	SERVICE	START DATE	END DATE	ANNUAL SALARY	*STEP	AUTO/ALLOWANCE/ OTHER
Chait, Andres E.	Chief of School Operations (Amended as Acting Superintendent)	Certificated	7/01/2024 as Chief of School Operations, 2/27/2026 as Acting Superintendent	6/30/2026	\$278,205.00 as Chief of School Operations \$395,867.00 as Acting Superintendent	Fixed Rate	\$250 per month, and District Vehicle/Driver as Acting Superintendent to attend District Functions

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

# TAB 5



## Board of Education Report

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**File #:** Rep-356-25/26, **Version:** 1

**Agenda Date:** 4/21/2026

**In Control:** Human Resources

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### Approval of Non-Routine Personnel Actions

Human Resources Division

#### **Brief Description:**

(Approval of Non-Routine Personnel Actions) Recommends approval of the demotion of a classified employee from Plant Manager I to Assistant Plant Manager I

#### **Action Proposed:**

Approve Classified employee demotion from Plant Manager I to Assistant Plant Manager I.

#### **Background:**

This report is presented at this Board Meeting for approval of a non-routine personnel action.

#### **Expected Outcomes:**

Not applicable

#### **Board Options and Consequences:**

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

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.

#### **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 - Confidential Documentation


**Submitted:**

03/26/26

**RESPECTFULLY SUBMITTED,**

  
\_\_\_\_\_  
ANDRÉS E. CHAIT  
Acting Superintendent

**APPROVED & PRESENTED BY:**

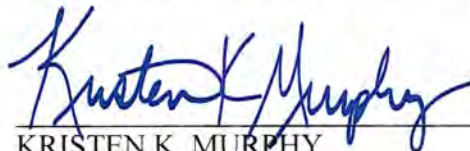
  
\_\_\_\_\_  
FRANCISCO J. SERRATO  
Chief Human Resources Officer  
Human Resources Division

**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  
Approval of Non-Routine Personnel Actions  
Human Resources Division  
BR-356-25/26

**MATERIAL IS  
CONFIDENTIAL**

# TAB 6



## Board of Education Report

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**File #:** Rep-354-25/26, **Version:** 1

**Agenda Date:** 4/21/2026

**In Control:** Human Resources

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### **Provisional Internship Permits**

Human Resources Division

#### **Brief Description:**

(Provisional Internship Permits) Recommends approval of 6 teachers to be employed under the Provisional Internship Permit

#### **Action Proposed:**

Approve request for 6 teachers to be employed under the Provisional Internship Permit pursuant to Title 5 California Code of Regulations, Section 80021.1.

#### **Background:**

The Provisional Internship Permit became effective on July 1, 2005 in anticipation of the phasing out of the former authorizing document. The Provisional Internship Permit is valid for one year and may not be renewed. During the first year of employment, the Provisional Intern teacher must meet all requirements for entrance into an accredited intern program.

The Los Angeles County Office of Education grants authority to the District to employ potential Provisional Interns on a Temporary County Certificate until such time that the Board of Education approves their employment under the Provisional Internship Permit. Commission on Teacher Credentialing (CTC) regulations require that the request to employ Provisional Interns be approved by the Board and submitted to the CTC within three months of the teachers beginning their assignment.

The CTC requires that the governing board be presented with a list of teachers to be employed under the Provisional Internship Permit (Attachment A).

#### **Expected Outcomes:**

The approval of Provisional Internship Permits will enable the District to continue to staff teacher vacancies in shortage subject fields with individuals committed to completing the requirements to enter into an intern program and subsequently earn a full credential.

#### **Board Options and Consequences:**

Approval of Provisional Internship Permits will afford the District the opportunity to hire new multiple subject, special education and music teachers who will be required to follow a prescribed and rigorous pathway that results in the earning of both full state and federal teacher certification.

If the Provisional Internship Permits are not approved, and a full-time teacher cannot be hired, classroom vacancies would be staffed by a series of individuals in possession of only Emergency 30-Day Substitute Teaching Permits. Day-to-day substitutes are not required to be enrolled in a teacher education program, and may only remain in a special education classroom for a maximum of twenty days, after which time they are

deemed by the State as inappropriately assigned.

**Policy Implications:**

This action does not change District policy

**Budget Impact:**

These are contracted full time teachers working under a provisional internship permit. The positions are either norm funded, funded by division of special education or purchased by the school site.

**Student Impact:**

The goal of Human Resources Division is to insure that there is an appropriately authorized teacher in every classroom. In areas of high need such as multiple subject, special education and music teachers where there might be a teacher shortage, the District may approve the use of Provisional Internship Permits, which authorize a teacher candidate to step into the classroom as the teacher of record while they take the necessary steps to enroll in a credential program.

**Equity Impact:**

Not applicable

**Issues and Analysis:**

Not applicable

**Attachments:**

Attachment A - Teachers with Provisional Intern Permits

**Submitted:**

03/26/26

**RESPECTFULLY SUBMITTED,**



ANDRÉS 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.

Teachers with  
Provisional  
Intern Permits

No.	Name	School	Region	BD	Subject	Effective
1	Karla Galindo	Sunny Brae Avenue Elementary	North	3	Multiple Subject	3/12/2026
2	Monica Jimenez Ojeda	Fullbright Avenue Elementary	North	4	Extensive Support Needs & Mild/Moderate Support Needs	2/26/2026
3	Ashley Chavarria	Roy Romer Middle School	North	6	Multiple Subject	2/26/2026
4	Christina Akopian	Erwin Elementary	North	6	Extensive Support Needs & Mild/Moderate Support Needs	3/5/2026
5	Perla Cortes	Herrick Avenue Elementary	North	6	Extensive Support Needs & Mild/Moderate Support Needs	3/9/2026
6	Joshua Trevizo	Arts Instr Program-Itinerant	Related Service	N/A	Music	3/6/2026

# TAB 7



**Board of Education Report**

**File #:** Rep-361-25/26, **Version:** 1

**Agenda Date:** 4/21/2026

**In Control:** Human Resources

**Declaration of Need for Fully Qualified Educators**

Human Resources Division

**Brief Description:**

(Declaration of Need for Fully Qualified Educators) Recommends adoption of a declaration of need for the use of an estimated 743 emergency permits as supplemental authorizations for credentialed teachers in 2026-27. Such authorization is intended to expand instructional opportunities for students, minimize instances of misassignment, and increase the range of subject areas in which certificated staff are legally authorized to provide instruction.

**Action Proposed:**

Adopt the Declaration of Need for Fully Qualified Educators (Attachment A) and authorize the estimated numbers, types, and subject areas of emergency permits that may be required for the upcoming school year. This action also includes specifying the target languages for emergency bilingual authorizations needed to support the District’s dual language programs (Attachment B).

Below is a list of the estimated number of permits being requested under this Declaration of Need:

Document Type	Requested Estimated Number
Emergency Crosscultural, Language, and Academic Development (CLAD) Permit	350
Emergency Bilingual Authorization Permit	50
Emergency Resource Permit	3
Emergency Teacher Librarian Services Permit	50
Emergency Transitional Kindergarten Permit	10
Multiple Subject Limited Assignment Permit	10
Single Subject Limited Assignment Permit	200
Special Education Limited Assignment Permit	70

**Background:**

Senate Bill 435 (Watson), enacted in January 1988 requires school districts that utilize emergency permits to seek the approval of the governing board annually at a public meeting. In November 1993, Senate Bill 148 (Bergeson) and the resulting Title 5 regulations established an additional requirement to this process. School districts are required to annually submit to the Commission on Teacher Credentialing (CTC) a Declaration of Need for Fully Qualified Educators that has been adopted by the local Board of Education. It is important to note that the emergency permits covered by this Declaration of Need are requested as add on authorizations for

fully credentialed teachers. The only exception to this is the Emergency Transitional Kindergarten Permit, which would only be used if there is no available teacher in the District to cover a TK assignment at a particular site. This Declaration does not support the hiring of non-credentialed teachers.

For approximately the past 20 years, a major emphasis has been placed on ensuring that all teachers are appropriately certified to teach English learners (ELs). The progress of this endeavor is exemplified by the drastic reduction in teachers with no EL authorization from over 7,000 in 2005 to approximately 10 K-12 teachers as of March 2026. There are currently 373 teachers with emergency Cross-cultural, Language and Academic Development (CLAD) certificates or emergency Bilingual Cross-cultural, Language and Academic Development (BCLAD) certificates. These teachers are enrolled in classes or taking the appropriate examinations to earn the full EL authorization. The District continues to dismiss teachers who do not take the necessary steps to obtain the EL authorization. Meanwhile, the District continues to support teachers who are in the process of completing coursework or preparing for the exam. The Emergency CLAD and BCLAD permits are the means provided to temporarily certify teachers who are progressing toward full certification.

Additionally, a limited number of emergency permits are used to certify credentialed special education teachers as resource specialists, and credentialed general education teachers as teacher librarians, while they complete the necessary coursework toward additional certification. To date, we have 1 resource specialist permit and 53 teacher librarian emergency permits issued by LAUSD. The Emergency Transitional Kindergarten (ETK) permit is a new permit that the District will be utilizing in emergency situations when a school site is unable to secure an elementary authorized candidate (provisional, intern, or credentialed) to cover their ETK class.

Limited Assignment Permits are requested by school site administrators to authorize credentialed teachers to teach subjects outside of their certification area. Examples of such practice can occur at schools where teachers with practical experience and expertise often teach electives that are related to the school's theme or in elementary and secondary dual language programs. In addition, these permits are also utilized to assist in meeting our special education teacher need. A teacher who is currently credentialed to teach students with Mild/Moderate eligibilities can, through the use of such a permit, earn a legally authorizing document to also serve students with Moderate/Severe (Extensive Support) eligibilities. The teacher shortage in high need general education academic areas has also resulted in the need to utilize these permits, as credentialed teachers pursue coursework or passage of exams to add subject areas to their existing credential(s). Such permits are closely monitored and are only issued at the request of the school principal and with the consent of the teacher. To date, 248 Limited Assignment Permits have been issued. The Limited Assignment Permit requires that the teacher pursue coursework or pass exams in the subject area of the permit in order to qualify for a renewal. The end result is that the teacher will pass the needed coursework and/or exams to add the authorization to their credential.

### **Expected Outcomes:**

Certificated staff serving under one of the legal authorizations referenced in this Declaration of Need will be provided with guidance on how to earn the full authorization so that it can be added to their credential document. This will result in a stronger teaching force and a richer instructional program for our students.

### **Board Options and Consequences:**

Education Code 44300(a)(3) sets forth the requirements for the Declaration of Need and requires the annual justification to be made in the form of a motion adopted by the governing board of the district at a regularly scheduled meeting of the governing board. The motion may not be part of the consent agenda and shall be entered in the minutes of the meeting.

If the Declaration of Need is not adopted, the District will not be able to legally authorize teachers in the various areas referenced. This will potentially result in increased misassignments and less instructional options for our students.

**Policy Implications:**

This action does not change District policy.

**Budget Impact:**

This action does not change District policy.

**Student Impact:**

The goal of the Human Resources Division is to ensure that there is an appropriately authorized teacher in every classroom. The Declaration of Needs affords the District the ability to legally authorize certificated staff in additional subject areas while they pass the coursework and/or exams necessary to add additional authorizations to their credential.

**Equity Impact:**

Not applicable

**Issues and Analysis:**

Not applicable

**Attachments:**

Attachment A- Declaration of Need for Fully Qualified Educators - Form CL-500 5/2024

Attachment B-Target Languages for Bilingual Authorization Permits

Attachment C- LAUSD/University Intern Programs

Attachment D- Authorizations for Single Subject World Language Limited Assignment Permits


**Submitted:**

03/26/26

**RESPECTFULLY SUBMITTED,**

  
\_\_\_\_\_  
ANDRÉS 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.



State of California  
 Commission on Teacher Credentialing  
 Certification Division  
 651 Bannon Street, Suite 601  
 Sacramento, CA 95811

Email: [DON@ctc.ca.gov](mailto:DON@ctc.ca.gov)  
 Website: [www.ctc.ca.gov](http://www.ctc.ca.gov)

## DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: 2026-2027

Revised Declaration of Need for year: \_\_\_\_\_

### FOR SERVICE IN A SCHOOL DISTRICT OR DISTRICT/COUNTY AUTHORIZED CHARTER SCHOOL

Name of District or Charter: Los Angeles Unified School District District CDS Code: 59

Name of County: Los Angeles County CDS Code: 64733

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board/body of the school district or charter school specified above adopted a declaration at a regularly scheduled public meeting held on 4 / 21 / 2026 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2027.

Submitted by (Superintendent, Board Secretary, or Designee):

Andrés E. Chait Acting Superintendent  
*Name* *Signature* *Title*

213-241-8442 213-241-7000 \_\_\_\_\_  
*Fax Number* *Telephone Number* *Date*

Office of the Superintendent, 333 S. Beaudry Ave., 24th Floor, Los Angeles, CA 90017  
*Mailing Address*

Superintendent@lausd.net  
*E-Mail Address*

### FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL AGENCY

Name of County \_\_\_\_\_ County CDS Code \_\_\_\_\_

Name of State Agency \_\_\_\_\_

Name of NPS/NPA \_\_\_\_\_ County of Location \_\_\_\_\_

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on \_\_\_/\_\_\_/\_\_\_, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, \_\_\_\_\_.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

Name	Signature	Title
Fax Number	Telephone Number	Date
Mailing Address		
EMail Address		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

**AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS**

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

<b>Type of Emergency Permit</b>	<b>Estimated Number Needed</b>
CLAD/English Learner Authorization (applicant already holds teaching credential)	350 _____
Bilingual Authorization (applicant already holds teaching credential)	50 _____
List target language(s) for bilingual authorization: <u>See attachment B</u>	
Resource Specialist	3 _____
Teacher Librarian Services	50 _____
Emergency Transitional Kindergarten (ETK)	10 _____

**LIMITED ASSIGNMENT PERMITS**

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas. Additionally, for the Single Subject Limited Assignment Permits estimated, please include the authorization(s) which will be requested:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	10
Single Subject	200
Special Education	70
<b>TOTAL</b>	<b>280</b>

**Authorizations for Single Subject Limited Assignment Permits**

SUBJECT	ESTIMATED NUMBER NEEDED	SUBJECT	ESTIMATED NUMBER NEEDED
Agriculture	1	Mathematics	15
Art	6	Music	15
Business	0	Physical Education	10
Dance	15	Science: Biological Sciences	14
English	20	Science: Chemistry	5
Foundational-Level Math	5	Science: Geoscience	3
Foundational-Level Science	1	Science: Physics	5
Health	57	Social Science	1
Home Economics	1	Theater	10
Industrial & Technology Education	3	World Languages (specify)	13 (see attached)

**EFFORTS TO RECRUIT CERTIFIED PERSONNEL**

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to [www.cde.ca.gov](http://www.cde.ca.gov) for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

**EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL**

Has your agency established a District Intern program?  Yes  No

If no, explain. \_\_\_\_\_

Does your agency participate in a Commission-approved college or university internship program?  Yes  No

If yes, how many interns do you expect to have this year? Approx. 694 (478 DIs and 216 UIs)

If yes, list each college or university with which you participate in an internship program.

**See attachment B**  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If no, explain why you do not participate in an internship program.

\_\_\_\_\_  
\_\_\_\_\_

Target Languages for Bilingual Authorization Permits\*:

1. Arabic
2. Armenian
3. Cantonese
4. French
5. Korean
6. Filipino (Tagalog)
7. Japanese
8. Mandarin
9. Portuguese
10. Russian
11. Spanish
12. Vietnamese
13. Cambodian, Chiu Chow, Thai, Farsi, Hebrew, German and Persian may also be needed on a limited basis.

\*Additional languages may be added based on District need.

**ATTACHMENT C**

<b>Institute of Higher Education</b>	<b>Multiple Subject</b>	<b>Single Subject</b>	<b>Special Education</b>
Academy of Art	X	X	X
Alliant International University	X	X	X
Azusa Pacific University	X	X	X
Biola University	X	X	X
Cal Baptist University	X	X	X
California Lutheran University	X	X	X
California State University, Dominguez Hills	X	X	X
California State University, East Bay	X	X	X
California State University, Fullerton	X	X	X
California State University, Long Beach	X	X	X
California State University, Los Angeles	X	X	X
California State University, Northridge	X	X	X
CalStateTEACH	X	X	X
Claremont Graduate University	X	X	X
Chapman University, Orange		X	X
Concordia University	X	X	X
Los Angeles Pacific University	X	X	X
Loyola Marymount University	X	X	X
Mount Saint Mary's University	X	X	X
National University	X	X	X
Pacific Oaks College	X	X	X
Pepperdine University	X	X	
Reach University	X	X	X
San Diego State University	X	X	X
United States University	X	X	X
UMass Global, Antelope Valley	X	X	X
University of California, Merced	X	X	X
University of La Verne	X	X	X
University of Phoenix	X	X	
University of Redlands	X	X	X
*Additional partnerships can be established			

**AUTHORIZATION(S) FOR SINGLE SUBJECT  
WORLD LANGUAGE LIMITED ASSIGNMENT PERMITS**

**ESTIMATED NUMBER**

World Language: French	3
World Language: Russian	1
World Language: Spanish	4
World Language: ELD	3
World Language: Korean	1
World Language: Mandarin	1

# TAB 8



**Board of Education Report**

**File #:** Rep-320-25/26, **Version:** 1

**Agenda Date:** 4/21/2026

**In Control:** Human Resources

**Ratification of Incentive Grant Awards to LAUSD**

Human Resources Division

**Brief Description:**

(Ratification of Incentive Grant Awards to LAUSD) Recommends ratification of \$2,564,472 in annual grants to the Los Angeles Unified School District awarded by the Commission on Teacher Credentialing and authorization to execute professional services contracts with partners, colleges, and universities.

**Action Proposed:**

- 1) Ratify grant awards of \$2,564,472 annually to the District. The California Commission on Teacher Credentialing has awarded the Los Angeles Unified School District (LAUSD) - Human Resources Division incentive grants which includes:

Grant Type	Number of Grants	Annual Grant/Year
Classified School Employee Teacher Credentialing	1	\$321,600
Diverse Education Leaders Pipeline Initiative (DELPI) - USC	1	\$982,872
Reading and Literacy Added Authorization (RLAA)	1	\$1,260,000
<b>TOTAL</b>	<b>3</b>	<b>\$2,564,472</b>

- 2) Authorize the Chief Procurement Officer or his designee to execute professional services contracts with the partners, colleges, and universities.

**Background:**

Classified School Employee Teacher Credentialing: The State allocated funding for the Classified School Employee Teacher Credentialing Program, known within LAUSD as the Building Our Own Staff as Teachers (BOOST) program. This program addresses the statewide teacher shortage by supporting Local Educational Agencies (LEAs) in recruiting classified employees into teaching careers through financial assistance for undergraduate coursework, teacher preparation, and certification as credentialed California teachers. Currently, 250 classified employees are supported through the BOOST program and since 2018, 136 BOOST members have secured full-time teaching positions.

<b>Grant Title</b>	<b>Grant Number</b>	<b>Participants/Year</b>	<b>Annual Grant/Year</b>
Classified School Employee Teacher Credentialing	21C136	67	\$321,600
<b>TOTAL (2025-26; 1 year)</b>		<b>67</b>	<b>\$321,600</b>

The grant will provide up to \$4,800 per classified employee enrolled in the BOOST program to use for tuition reimbursements and any other education or credentialing expenses. This grant specifically aims to address teacher shortages in STEM, special education, and bilingual education.

The following table includes the number of classified employees supported with grant funding since 2017:

**Classified School Employee Teacher Credentialing Program Participation**

<b>Round</b>	<b>Grant Number</b>	<b>Max Participants*</b>	<b>Grant Awards/Round</b>
Round 2017	C335	45	\$180,000
Round 1	2021C20	100	\$480,000
Round 4	2021C96	100	\$1,440,000
Round 7	2021C126	100	\$960,000
Round 8 (current)	21C136	67	\$321,600
<b>Total</b>			<b>\$3,381,600</b>

\*The number of participants per round fluctuates as new members are accepted on a rolling basis and current members are recommended for a preliminary credential.

Diverse Education Leaders Pipeline Initiative (DELPI) - USC: The Diverse Education Leaders Pipeline Initiative (DELPI) is a California state initiative aimed at training, placing, and retaining diverse and culturally responsive administrators in TK-12 schools to improve student outcomes and meet the needs of California’s education workforce. The grant is in alignment with and supports the District’s Los Angeles Preliminary Administrative Services Credential (LAPASC) program, established to build a pipeline of diverse, equity-focused school leaders prepared to serve LAUSD’s highest- need schools. The District recently launched its fifth cohort of candidates, with approximately 40 teacher leaders enrolled in the program. To date, 33% of the LAPASC graduates are serving in administrative positions.

Grant Title	Grant Number	Participants/Year	Annual Grant/Year
Diverse Education Leaders Pipeline Initiative (DELPI) - USC	23DELPI12	22	\$491,436
<b>TOTAL (2025-2026, 2026- 2027; 2 years)</b>		<b>44</b>	<b>\$982,872</b>

The DELPI grant will support 44 candidates to earn their preliminary administrative service credential when enrolled in the District’s Los Angeles Preliminary Administrative Services Credential (LAPASC) program, which focuses on developing highly qualified equity-focused school leaders committed to serving the District’s highest-need schools. Moreover, through a partnership with the University of Southern California (USC), LAPASC candidates will also participate in professional development through USC’s Race & Equity Center.

Reading and Literacy Added Authorization (RLAA): The Reading and Literacy Supplementary Authorization Incentive Grant Program is a California state initiative aimed at expanding the pool of credentialed teachers with specialized expertise in reading and literacy instruction to address the growing need for literacy-focused educators amid statewide efforts to improve reading proficiency. The program provides funding to support credentialed teachers in obtaining a Reading and Literacy Added Authorization (RLAA) credential issued through the Commission on Teaching Credentialing (CTC). Each year approximately 60 teachers complete the RLAA program. The grant will increase the District’s capacity to serve 70 participants a year.

Grant Title	Grant Number	Participants/Year	Annual Grant/Year
Reading and Literacy Added Authorization (RLAA)	RL08	70	\$420,000
<b>TOTAL (2026-2027, 2027- 2028, 2028 - 2029; 3 years)</b>		<b>210</b>	<b>\$1,260,000</b>

The RLAA grant will provide \$6,000 per participant for three years to support educators in obtaining the RLAA credential, which equips educators with specialized knowledge and skills to effectively support students with reading difficulties. The funds will help the District expand the RLAA program and increase the number of educators who earn their RLAA.

**Expected Outcomes:**

These grants will build educator capacity to deliver high-quality research-based literacy instruction and enable LAUSD to continue building dedicated pipelines of future teachers and administrators committed to ensuring that our students are college-prepared, career-ready, and prepared for the world.

**Board Options and Consequences:**

Ratification of these grants will permit the District to partner with local university partners to offer and support Classified employees seeking to become teachers and offer many credentialing and added authorization programs.

If the grants are not ratified, the State will not release the funds and the District will be unable to partner with local universities to offer these programs, and may likely lose a dedicated pipeline of well-trained, highly

qualified teachers and administrators. In addition, the District would not be able to offer the same level of support and financial assistance to classified employees interested in becoming teachers, which would ultimately reduce the District's ability to decrease the teacher shortage in needed fields such as STEM, special education, bilingual education, visual and performing arts, transitional kindergarten, and physical education.

**Policy Implications:**

This action does not change District policy.

**Budget Impact:**

The grant funds must be administered in accordance with all provisions of state and local laws, regulations, and policies relating to the administration, use, and accounting for public school funds, including, but not limited to, the Education Code of the State of California. The grant will provide up to \$2,564,472 annually in additional funding to the District for the duration of the grants.

**Student Impact:**

Ratification of these grants will enable the District to recruit, hire and train highly qualified teachers and administrators. Increasing the number of credentialed teachers directly benefits student learning and achievement.

Developing strong pipelines is a sustainable strategy for strengthening the educator workforce. Moreover, classified employees often reflect the cultural, linguistic, and lived experiences of the communities they serve and are trusted members of school communities. Supporting their transition into teaching helps build a more diverse educator workforce. By investing in this pathway, the District expands access to the teaching profession for historically underrepresented groups while ensuring long-term stability, equity, and continuity in schools, ultimately benefiting students and the broader school community.

**Equity Impact:**

Classified School Employee Teacher Credentialing Grant:

Component	Score	Score Rationale
<b>Recognition</b>	<b>3</b>	The district strives to recruit and retain a diverse teaching workforce. Ninety-four percent of our current Career Ladder membership comes from underrepresented groups. This allows us to ensure a representative teaching pipeline for our students moving forward.
<b>Resource Prioritization</b>	<b>3</b>	This grant helps prepare teachers in areas of high district need. This grant focuses on preparing teachers in STEM, Special Education, and the ARTS.
<b>Results</b>	<b>3</b>	By recruiting from classified employees who are already familiar with our population, we are supporting employees to become teachers who can best support our students. Oftentimes, they are LAUSD parents and graduates.
<b>TOTAL</b>	<b>9</b>	

DELPI Grant:

Component	Score	Score Rationale
<b>Recognition</b>	<b>3</b>	There is a critical need to equip future school leaders with specialized knowledge and skills to effectively lead our schools. LAUSD’s accredited Los Angeles Preliminary Administrative Services Credential (LAPASC) program addresses this need by preparing teacher leaders to lead with an instructional and equity driven lens. This training ensures future school administrators are prepared to foster equitable learning outcomes from diverse student populations across Los Angeles Unified.
<b>Resource Prioritization</b>	<b>3</b>	The Los Angeles Unified School District (LAUSD) will recruit, select, and support 44 teacher leaders between the 2025-2026 and 2026-2027 school years to complete the LAPASC, advancing school leadership ensuring equitable learning opportunities for all students, especially at priority schools.
<b>Results</b>	<b>3</b>	The data indicates that LAPASC has been effective in diversifying our future school leadership workforce to more closely reflect our diverse school communities. LAPASC candidates have a 100% pass rate on the state’s CalAPA exam and scores that surpass the state average.
<b>TOTAL</b>	<b>9</b>	

RLAA Grant:

Component	Score	Score Rationale
<b>Recognition</b>	<b>3</b>	There us a critical need to equip educators with specialized knowledge and skills to effectively support students with reading difficulties, including dyslexia. LAUSD’s accredited RLAA program addresses this need by preparing credentialed teachers to assess, instruct, and intervene using evidence-based literacy practices. This training ensures teachers are prepared to foster equitable literacy outcomes for diverse student populations across Los Angeles Unified.
<b>Resource Prioritization</b>	<b>3</b>	The Los Angeles Unified School District (LAUSD) will recruit, select, and support 210 teachers between the 2026-2027, 2027-2028 and 2028-2029 school years to complete the Reading and Literacy Added Authorization (RLAA), advancing literacy instruction and ensuring equitable learning opportunities for all students, especially at priority schools.

<b>Component</b>	<b>Score</b>	<b>Score Rationale</b>
<b>Results</b>	<b>3</b>	The Data indicates that the largest number of RLAA completers are working at elementary schools, and the second largest group is the Education Specialist teacher. The LAUSD RLAA supports school teams consisting of teachers and their principals. Principals have indicated that through this collaborative approach literacy scores rose. Through the grant we will be able to continue this program as well as provide the program to individuals who are working at the elementary, middle school and high school level as well.
<b>TOTAL</b>	<b>9</b>	

**Issues and Analysis:**

Not applicable.

**Attachments:**

Attachment A: 21C136 - Classified School Employee Teacher Credentialing Grant Award Letter

Attachment B - 23DELPI12 - Diverse Education Leaders Pipeline Initiative (DELPI) - USC Agreement

Attachment C - RL08 Reading and Literacy Added Authorization (RLAA) Grant Award Letter


**Submitted:**

04/14/26, Revision # 1

**RESPECTFULLY SUBMITTED,**

  
\_\_\_\_\_  
ANDRÉS 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.



## Commission on Teacher Credentialing

651 Bannon Street, Suite 600 Sacramento, CA 95811 (916) 322-6253 Fax (916) 244-0750

<https://www.ctc.ca.gov/>

Office of the Executive Director

January 26, 2026

Francisco Serrato, Ed.D., Los Angeles Unified School District  
333 S. Beaudry Avenue  
Los Angeles, CA 90017

### Notification of Intent to Fund

Classified School Employees Teacher Credentialing Program

Grant Award Number: 21C136

Total Grant Award Amount: \$321,600

Dear Francisco Serrato,

The Commission on Teacher Credentialing (Commission) is pleased to notify you that Los Angeles Unified School District's application for a grant award pursuant to the *Request for Proposals for a California Classified School Employee Teacher Credentialing Program* has been approved for funding. Los Angeles Unified School District will be expected to implement this grant in accordance with the narrative, related activities and timeframe described in your grant application.

Funds allocated for this grant must be encumbered by June 30, 2026, followed by a two-year liquidation period. The grant funds are intended to cover expenses incurred for this program as described in your grant application and are non-renewable. The grant funds must be administered in accordance with all provisions of state and local laws, regulations, and policies relating to the administration, use and accounting for public school funds, including, but not limited to, the Education Code of the State of California. The grant funds must be expended in accordance with the proposed budget provided in your grant application. Los Angeles Unified School District will be responsible for accounting for the grant funds expenditures as indicated in the submitted budgets.

Please note that the authorizing legislation does not require any payback on the part of participants who do not successfully complete the program, nor does it require any matching funds on the part of the grantees. Please also note that for many classified employees who cannot afford to participate in the traditional student teaching approach, connecting these employees with a local Commission-approved Intern program can be a viable way to assist program participants to complete their preparation while providing them the opportunity to continue earning a salary.



## Commission on Teacher Credentialing

651 Bannon Street, Suite 600 Sacramento, CA 95811 (916) 322-6253 Fax (916) 244-0750

<https://www.ctc.ca.gov/>

*Office of the Executive Director*

If Los Angeles Unified School District accepts this grant award and agrees to abide by the grant award terms and conditions as indicated in the Grant Agreement, please sign the first page of the Grant Agreement form using the DocuSign link that was sent to you within two weeks. In addition, please also complete and submit via DocuSign the attached STD 204 form. Please note that the Commission cannot release funds to Los Angeles Unified School District without having the appropriate STD 204 form on file. If you have any questions, please email [ClassifiedGrants@ctc.ca.gov](mailto:ClassifiedGrants@ctc.ca.gov).

Funds to grantees will be distributed in two total payments. The first payment will be ninety percent (90%) of the total grant award amount, and the second payment will be ten percent (10%) of the total grant award amount. The second payment will be provided to grantees after the program has completed its annual activities and submitted its report of outcomes. Grantees do not need wait to receive actual funds in order to begin the planned Classified Grant Program activities as state fiscal processes may take some time in order to process the payment to the LEA.

The initial annual data report will be due to the Commission on **July 17, 2026**. Further information on the outcomes reporting process will be provided at a later date. Grantees must participate in an evaluation to determine the success of the program near completion of all activities relating to this grant and the completed evaluation will be submitted to the Governor and the education policy and fiscal committees of the Assembly and Senate.

We look forward to working with Los Angeles Unified School District on this important effort to grow and develop your LEA's candidates to earn a California teaching credential and help provide additional qualified teachers for California public schools.

Yours truly,


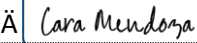

Mary Vixie Sandy, Ed.D.

Executive Director

Commission on Teacher Credentialing

Grant Number: 2023DELPI12

**GRANT AWARD AGREEMENT  
COMMISSION ON TEACHER CREDENTIALING**

<b>GRANTEE LEA NAME &amp; GRANT NUMBER</b>		Los Angeles Unified School District 2023DELPI12	
<b>PROJECT TITLE</b>		Diverse Education Leaders Pipeline Initiative Grant	
<b>PERFORMANCE PERIOD</b>		July 1 <sup>st</sup> , 2024	through June 30 <sup>th</sup> , 2027
Under the terms and conditions of this Agreement, the Grantee agrees to complete the Project as described in the project description, and the State of California, through the Commission on Teacher Credentialing agrees to fund the Project up to the Grant Amount.			
<b>PROJECT DESCRIPTION</b>			
Los Angeles Unified School District is to develop and implement a program to provide support to train, place, and retain diverse and culturally responsive administrators in transitional kindergarten, kindergarten, and grades 1 to 12, inclusive, to improve pupil outcomes and meet the needs of California’s education workforce. The program shall have the following goals: (1) increase the diversity among public school administrators to promote school environments that better represent and reflect the diversity of the pupils served, (2) cultivate culturally responsive public school administrators, (3) build capacity and partnerships between local educational agencies, nonprofit educational service providers, and institutions of higher education to meet the needs of administrator candidates, and (4) increase the quality of school administrators by incorporating culturally diverse practices.			
Project is to be carried out in conformance with the Program Implementation (RFA Question #3) attached as Exhibit A and the Budget (Appendix G) attached as Exhibit B, (hereinafter both exhibits will be referred to as the "Work Plan") and all Agreement provisions as stated herein.			
<b>TOTAL GRANT AMOUNT NOT TO EXCEED</b>		<b>\$982,872.00</b>	
<b>Annual Grant Distribution Amounts</b>			
<b>2024-25</b>		\$0.00	
<b>2025-26</b>		\$491,436.00	
<b>2026-27</b>		\$491,436.00	
The General and Special Provisions attached are made a part of and incorporated into the Agreement.			
<b>Los Angeles Unified School District</b>		<b>Commission on Teacher Credentialing</b>	
333 S. Beaudry Avenue, Los Angeles, CA 90017		651 Bannon Street, Suite 600 Sacramento, CA 95811	
BY (AUTHORIZED SIGNATURE): <small>DocuSigned by:</small>		BY (AUTHORIZED SIGNATURE): <small>Signed by:</small>	
Ä 		Ä 	
PRINTED NAME AND TITLE OF PROJECT REPRESENTATIVE: Ericka King, Senior Contract Administration Manager		PRINTED NAME AND TITLE OF PERSON SIGNING: Cara Mendoza, Ed.D., Administrator	
DATE SIGNED: Aug 14, 2024		DATE SIGNED: Aug 14, 2024	
<b>CERTIFICATION OF FUNDING (FOR STATE USE ONLY)</b>			
GRANT NUMBER 2023D12	ITEM 6360-613-0001	ENY 2023	ACCOUNT 5432000
General Fund (0001) Proposition 98	CHAPTER/ STATUTE 194/23	PROGRAM 5397	RPTG STRUCTURE 63602010
I hereby certify upon my personal knowledge that budgeted funds are available for this encumbrance.			
SIGNATURE OF ACCOUNTING OFFICER 		DATE Sep 2, 2024	

Grant Number: 2023DELPI12

**GRANT AWARD AGREEMENT  
COMMISSION ON TEACHER CREDENTIALING**

**TERMS AND CONDITIONS OF GRANT**

The Grantee shall be responsible for the performance of the work plan as set forth herein below and for the preparation of reports as specified in this Agreement. The Grantee's Project Representative shall promptly notify the State of events or proposed changes that could affect the Work Plan under this Agreement.

**General Provisions**

**A. Definitions**

1. The term "Agreement" as used herein means a grant agreement between the State and Grantee specifying the payment of Grant Amount by the State for the performance of Work Plan within the Project Performance Period by the Grantee.
2. The term "Encumbrance" as used herein means the State's allocation of funding for the grantee.
3. The term "Grant Amount" as used herein means funds allocated to the Grantee in accordance with Senate Bill (SB) 141, Section 112 (Chap. 48, Stats. 2023). Funding is provided in accordance with the Budget Act of 2023 under SB 101, Provision 3 of 6100-488 (Chap. 12, Stats. 2023).
4. The term "Grantee" as used herein means the party described as the Grantee on page one (1) of this Agreement.
5. The term "Institutions of higher education" means the California State University, the University of California, and private regionally accredited institutions of higher education institutions that offer a commission-approved teacher preparation program.
6. The term "Local educational agency" (LEA) means a school district, county office of education, charter school, or a regional occupational center or program operated by a joint powers authority or a county office of education.
7. The term "Program" means the Diverse Education Leaders Pipeline Initiative Grant Program.
8. The term "Project" as used herein means the project described on page one (1) of this Agreement.
9. The term "Project Performance Period" as used herein means the period of time that the Grant Amount is available, and the time in which the Project must be complete, billed, and paid as described on page one (1) of this Agreement.
10. The term "Project Representative" as used herein means the person authorized by the Grantee to be responsible for the Project and can make daily management decisions.

Grant Number: 2023DELPI12

11. The term “State” as used herein means the Commission on Teacher Credentialing.
12. The term “Diverse Education Leaders Pipeline Initiative Grant Program” is a state grant program authorized under SB 141, Section 112 (Chap. 48, Stats. 2023) that provides funding to train, place, and retain diverse and culturally responsive administrators in transitional kindergarten, kindergarten, and grades 1 to 12, inclusive, to improve pupil outcomes and meet the needs of California’s education workforce.
13. The term “Work Plan” means the grant program activities described in the LEA’s application and budget herein attached as exhibits A and B, and as approved by the State.

**B. Project Execution**

1. Grantee agrees to complete the Project in accordance with the time of Project Performance Period, and under the terms and conditions of this Agreement. Extensions may be requested at least 90 days in advance of the date of termination and will be considered in the event of circumstances beyond the control of the Grantee, but in no event subsequent to the end of the Project Performance Period as identified in the Work Plan as the Project’s date of completion.
2. Grantee agrees to submit in writing any deviation from the approved grant application to the State for approval, prior to implementation of changes. The grantee may shift funds between approved budget categories. If the shift exceeds 10 percent of total grant funds, then approval to do so must be given by Commission staff.
3. Grantee agrees to not charge a sponsored candidate a fee to participate in the program.
4. Grantees will be expected to make appropriate yearly progress in implementing the operational plan provided in the funded grant application.
5. Grantees are responsible for responding to the Commission’s requirements for data collection, evaluation, and reporting. Grantees must submit reports annually to the Commission throughout the grant period. Applicants should note that as a condition of receipt of a grant, the LEA grantee must agree to report outcome data when reports are requested by Commission staff. Failure to comply with funding terms or reporting requirements could put future funding opportunities at risk.
6. Grant funding may be subject to change when any unspent funds are reported in any annual reports.
7. Grantee agrees to ensure that administrator candidates participating in the grant program shall agree in writing to serve in a school within the jurisdiction of the grant recipient that sponsored the candidate or another public school in California for a period of at least two school years. The administrator candidate shall also commit in the written agreement to annually report to their sponsoring LEA where they are employed and their current contact information until they have completed their service requirement. Upon receiving the preliminary administrator credential, the administrator candidate has four years to complete the two-year service requirement.

Grant Number: 2023DELPI12

8. Grantee agrees to inform the Commission if more than 10 percent of sponsored candidates in an LEA's yearly program cohort fails to earn an administrator credential or failed to meet their two-year service commitment. The Commission shall confirm with the grant recipient the applicable grant amount to be recovered from the grant recipient based on the number of candidates who failed to earn a credential or meet their administrator commitment above a 10-percent attrition rate. The amount to be recovered shall be adjusted proportionately to reflect the service provided if the candidate served at least one year at a public school in California. Upon confirming the amount to be recovered from the grant recipient, the Commission shall notify the grantee of the amount to be repaid within 60 days. The grant recipient shall have 60 days from the date of the notification to make the required repayment to the Commission. If the grantee fails to make the required payment within 60 days, the Commission shall notify the Controller and the grant recipient of the failure to repay the amount owed. The Controller shall deduct an amount equal to the amount owed to the Commission on Teacher Credentialing from the grant recipient's next principal apportionment or apportionments of state funds, other than basic aid apportionments required by Section 6 of Article IX of the California Constitution.

**C. Project Costs**

Subject to the availability of Grant Amount in the Act, the State hereby grants to the Grantee an annual sum of money (Annual Grant Amount) not to exceed the amount stated on page one (1) of this Agreement in consideration of and on condition that the sum be expended in carrying out the purpose as set forth in the Work Plan and under the terms and conditions set forth in this Agreement. The grantee agrees to assume any obligation to furnish any additional funds that may be necessary to complete the Project. All costs accrued for services or supplies prior to the execution of Agreement are not eligible for reimbursement.

The Grant Amount to be provided to the Grantee, under this Agreement, may be disbursed as follows:

1. Upon approval of the application, the first payment will be 90 percent (90%) of the total annual grant amount projected for the first year of candidate enrollment.
2. The second payment will be 10 percent (10%) of the total annual grant amount projected for the first year of candidate enrollment. The second payment will be provided to grantees after the program has completed its activities and submitted the required annual reports to the Commission.
3. Subsequent annual payments will be disbursed in two payments following the 90 percent (90%)/10 percent (10%) model described above.
4. Annual payments will not be released until the completed annual report from the previous fiscal year has been approved by Commission staff.

**D. Allowable Activities and Use of Funds**

1. Senate Bill (SB) 141 Section 112 (Chap. 48, Stats. 2023) provided the Commission with \$10 million for the Diverse Education Leaders Pipeline Initiative Grant Program. Per

Grant Number: 2023DELPI12

statute, one-time, non-renewable grant awards of up to \$30,000 per administrative candidate. An LEA receiving a grant shall not use more than 5 percent of grant awards for program administration costs. Grant funds are available to eligible LEA grantees through June 30, 2027.

2. Grant funds may not be used to reimburse expenditures incurred prior to the start date of the project's "Performance Period," as indicated on the first page of the grant award agreement.
3. Grant recipients shall not charge a sponsored candidate a fee to participate in the Diverse Education Leaders Pipeline Initiative program.
4. Only activities that were approved on the grant application may be funded. Note that this is not a planning grant, and only Program Administration costs may be claimed as outlined in the approved budget.
5. The Grantee warrants by execution of this Agreement, that no person or selling agency has been employed or retained to solicit or secure this Agreement upon agreement or understanding for a commission, percentage, brokerage, or contingent fee, excepting bona fide employees or bona fide established commercial or selling agencies maintained by the Grantee for the purpose of securing business. For breach or violation of the warranty, the state shall, in addition to other remedies provided by law, have the right to annul this Agreement without liability, paying only for the value of the work performed, or otherwise recover the full amount of such commission, percentage, brokerage, or contingent fee.

**E. Payment Documentation**

1. Payment shall be made yearly for the annual grant amount, less 10 percent withholding to be released upon satisfactory completion of all required deliverables.
2. Any overpayment of Grant Amount in excess of final project costs shall be returned to the State within 60 days of completion of the Project or at the end of the Project Performance Period as shown on page one (1), whichever is earlier.
3. Repayment of grant funds shall be made in accordance with SB 141, Section 112 (Chap. 48, Stats. 2023) subdivisions (i), (j), and (l).

**F. Project Administration**

1. Grantee agrees to provide all technical and administrative services as needed for Agreement completion. Grantee agrees to monitor and review all work performed; and coordinate budgeting and scheduling to assure that the Agreement is completed within budget, on schedule, and in accordance with approved procedures, applicable laws, and regulations.
2. Grantee ensures that the Agreement requirements are met through completion of annual reports, submitted to the State in accordance with the Work Plan and through regular communication with the State.

Grant Number: 2023DELPI12

3. Grantee agrees to promptly submit reports as the State has requested in this Agreement or may request during the life of this Agreement.
4. The Grantee shall comply with the Drug-Free Workplace Act of 1990 (Government Code section 8350 et seq.), Government Code sections 12990(a-f) and CCR, Title 2, Section 8103 (nondiscrimination for non-public entities, and Public Contract Code section 10295.3 (domestic partners).

**G. Project Termination**

1. Failure by the Grantee to comply with the terms of this Agreement or any other Agreement under the Act may be cause for suspension of all obligations of the State hereunder.
2. Failure of the Grantee to comply with the terms of this Agreement shall not be cause for the suspension of all obligations of the State hereunder if in the judgment of the State such failure was due to no fault of the Grantee.
3. In such case, any amount required to settle at minimum cost any irrevocable obligations properly incurred shall be eligible for reimbursement under this Agreement.
4. Should the Grantee choose to terminate its participation in the program, a thirty (30)-day written notice is required. Final program and expenditure reports are due thirty (30) days after the program cessation. The Grantee agrees to return all unexpended funds within sixty (60) days of project cessation.
5. It is mutually agreed that if the Budget Act of the current year and/or any subsequent years covered under this Agreement does not appropriate sufficient funds for the program, this Agreement shall be of no further force and effect. In this event, the state shall have no liability to any funds to the Grantee, furnish any other consideration under this agreement, and the grantee shall not be obligated to perform any provisions of this Agreement.
6. If funding for any fiscal year is reduced or deleted by the Budget Act for purposes of this program, the State shall have the option to either cancel this Agreement with no liability occurring to the State or offer an agreement amendment to the Grantee to reflect the changes.

Grant Number: 2023DELPI12

**H. Financial Records**

1. Expenditures shall comply with all applicable provisions of federal, state, and local rules, regulations and policies related to the administration, use, and accounting for public school funds, including but not limited to, the Education Code of the State of California.
2. Grantee agrees to maintain satisfactory financial accounts, documents, and records for the Project and to make them available to the State for auditing at reasonable times. Grantee also agrees to retain such financial accounts, documents, and records for three years following Project termination or completion.
3. Grantee agrees to use a generally accepted accounting system.

**I. Audit**

1. Projects are subject to audit by the State for three years following the final payment of the Grant Amount. The purpose of this audit is to verify that project expenditures were properly documented. Grantees will be contacted at least 30 days in advance of an audit.
2. Audit will include all books, papers, accounts, documents, or other records of the Grantee, as they relate to the Project for which the State authorized Grant Amount. The Grantee shall have the Project records, including the sources documents and cancelled warrants, readily available to the State.
3. The Grantee must also provide an employee having knowledge of the Project and the accounting procedure or system to assist the State's auditor. The Grantee shall provide a copy of any document, paper, record, or the like requested by the State.
4. All Project records must be retained for at least one year following an audit or final disputed audit findings.

**2023 Authorizing Legislation**

**SB 141 Section 112 (Chap. 48, Stats. 2023)**

(a) For the 2023–24 fiscal year, the Superintendent of Public Instruction shall allocate the sum of ten million dollars (\$10,000,000) from the funding appropriated in Provision 3 of Item 6100-488 of the Budget Act of 2023 to the Commission on Teacher Credentialing to establish the Diverse Education Leaders Pipeline Initiative program, as set forth in this section.

(b) The purpose of the program is to train, place, and retain diverse and culturally responsive administrators in transitional kindergarten, kindergarten, and grades 1 to 12, inclusive, to improve pupil outcomes and meet the needs of California’s education workforce. The program shall have the following goals:

- (1) Increasing diversity among public school administrators for transitional kindergarten, kindergarten, and grades 1 to 12, inclusive, to promote school environments that better represent and reflect the diversity of the pupils served.

Grant Number: 2023DELPI12

(2) Cultivating culturally responsive public school administrators for transitional kindergarten, kindergarten, and grades 1 to 12, inclusive, through professional development that centers diversity, equity, and inclusion.

(3) Mitigating or removing administrator credentialing costs for aspiring public school administrators for transitional kindergarten, kindergarten, and grades 1 to 12, inclusive, and administrator preparation and induction programs.

(4) Promoting improved academic and school climate outcomes for all pupils, especially historically underserved pupil subgroups.

(5) Tracking and publicly reporting recruitment, retention, and demographic data for educators that benefit from this program to inform policy, legislation, and practice.

(6) Build capacity and partnerships between local educational agencies, nonprofit educational service providers, and institutions of higher education to meet the needs of administrator candidates with a focus on improving outcomes for pupils and strengthening California's educator workforce.

(7) Increasing quality school administrators statewide and incorporating culturally diverse practices that prove effective towards increasing local educational agency and schoolsite leadership.

(c) For purposes of this section, the following definitions apply:

(1) "Administrator candidate" means an individual with a teaching or services credential eligible to pursue an administrative services credential, including individuals who will apply or who have applied to administrator programs.

(2) "Grant recipient" means a local educational agency or a consortium of local educational agencies that is awarded a grant pursuant to this section.

(3) "Institution of higher education" means a California postsecondary college or university accredited by the Commission on Teacher Credentialing to offer a preparation program for an administrative services credential.

(4) "Local educational agency" means a school district, county office of education, charter school, or a regional occupational center or program operated by a joint powers authority or a county office of education.

(5) "Nonprofit educational service provider" means either of the following:

(A) A California nonprofit entity accredited by the Commission on Teacher Credentialing to offer a preparation program for an administrative services credential.

(B) A California nonprofit entity in partnership with a local educational agency or institution of higher education accredited by the California Commission on Teacher Credentialing to offer a preparation program for an administrative services credential.

(d) When selecting grant recipients, the Commission on Teacher Credentialing shall do both of the following:

(1) Develop criteria for the awarding of competitive grants and an application process, request necessary data from participating local educational agencies, and award grants consistent with this section. Successful applicants shall demonstrate an understanding of how diverse and

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culturally competent school leadership affects pupil academic success and social-emotional well-being, family engagement, and the retention of a diverse educator workforce.

(2) Give priority consideration to grant applicants who demonstrate a commitment to increasing diversity in the teaching workforce, have a higher percentage than other applicants of enrolled unduplicated pupils, as defined in Section 42238.02 of the Education Code, and have one or more schools that exhibit one or both of the following characteristics:

(A) A school where 50 percent or more of the enrolled pupils are eligible for free or reduced-price meals.

(B) A school that is located in either a rural location or a densely populated region.

(e) Grant recipients awarded funding pursuant to this section shall demonstrate a commitment to administrator diversity and culturally responsive school leadership, as evidenced by programmatic pedagogy, curriculum, coursework, mission statements, or any other relevant data, and shall receive an amount of up to thirty thousand dollars (\$30,000) per administrator candidate.

(f) (1) Permissible uses of funding allocated pursuant to this section include, but are not limited to, all of the following:

(A) Coaching, training, and mentoring activities for current administrators and administrator candidates to serve and educate diverse pupil populations, engage diverse families, and support and retain a diverse educator workforce.

(B) Developing support systems for a diverse administrator workforce that reflects a local educational agency community's diversity.

(C) Paying for or reimbursing administrator program costs.

(D) Paying for or reimbursing administrator credentialing costs, including administrative services credential clear induction programs.

(2) A grant recipient shall not use more than 5 percent of a grant award for program administration costs.

(3) In performing these activities, a grant recipient is highly encouraged to partner with an institution of higher education or a nonprofit educational service provider, or both, as applicable. These partnerships may require that grant recipients provide fiscal support to partner organizations to support their capacity for meaningful collaboration and implementation of the Diverse Education Leaders Pipeline Initiative program.

(g) An administrator candidate shall agree in writing to serve in a school within the jurisdiction of the grant recipient that sponsored the candidate or another public school in California for a period of at least two school years. The administrator candidate shall also commit in the written agreement to annually report to their sponsoring local educational agency where they are employed and their current contact information until they have completed their service requirement. Upon receiving the preliminary administrator credential, the administrator candidate has four years to complete the two-year service requirement.

(h) If a candidate is unable to complete a school year of service, that school year may still be counted toward the required two complete school years if any of the following occur:

(1) The candidate has completed at least one-half of the school year.

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(2) The employer deems the candidate to have fulfilled their contractual requirements for the school year.

(3) The candidate was not able to serve as an administrator due to the financial circumstances of the sponsoring grant recipient, including a decision to not reelect the employee for the succeeding school year.

(4) The candidate has a condition covered under the federal Family and Medical Leave Act of 1993 (29 U.S.C. Sec. 2601 et seq.) or similar state law.

(5) The candidate was called or ordered to active duty status for more than 30 days as a member of a reserve component of the Armed Forces of the United States.

(i) (1) If the Commission on Teacher Credentialing is informed that more than 10 percent of sponsored candidates in a local educational agency's yearly program cohort failed to earn an administrator credential or failed to meet their commitment pursuant to this section, the Commission on Teacher Credentialing shall confirm with the grant recipient the applicable grant amount to be recovered from the grant recipient based on the number of candidates who failed to earn a credential or meet their administrator commitment above a 10-percent attrition rate.

(2) The amount to be recovered shall be adjusted proportionately to reflect the service provided if the candidate served at least one year at a public school in California.

(j) Upon confirming the amount to be recovered from the grant recipient pursuant to subdivision (i), the Commission on Teacher Credentialing shall notify the grant recipient of the amount to be repaid within 60 days. The grant recipient shall have 60 days from the date of the notification to make the required repayment to the Commission on Teacher Credentialing. If the grant recipient fails to make the required payment within 60 days, the Commission on Teacher Credentialing shall notify the Controller and the grant recipient of the failure to repay the amount owed. The Controller shall deduct an amount equal to the amount owed to the Commission on Teacher Credentialing from the grant recipient's next principal apportionment or apportionments of state funds, other than basic aid apportionments required by Section 6 of Article IX of the California Constitution.

(k) An amount recovered by the Commission on Teacher Credentialing or deducted by the Controller pursuant to subdivision (j) shall be deposited into the Proposition 98 Reversion Account.

(l) Grant recipients may recover from a sponsored candidate who fails to earn an administrator credential, or who fails to complete the period of placement, the amount of grant funding invested in the administrator candidate's training. The amount to be recovered shall be adjusted proportionately to reflect the service provided if the administrator candidate served at least one year, but less than two years, at a public school in California.

(m) Grant recipients shall not charge a sponsored candidate a fee to participate in the Diverse Education Leaders Pipeline Initiative program.

(n) On or before June 30, 2027, the Commission on Teacher Credentialing shall submit a report on the Diverse Education Leaders Pipeline Initiative program to the Department of Finance and the appropriate policy and fiscal committees of both houses of the Legislature. The report shall include an evaluation of the program, including, but not limited to, all of the following information:

(1) The number of local educational agencies awarded a grant and the number of institutions of higher education and nonprofit educational service providers that were included in grantee partnerships.

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(2) The number of administrator candidates supported by the grant award and the number of individuals who obtained an administrative services credential and employment as an administrator as a result of the program.

(3) Any relevant demographic data for each participating local educational agency, including the racial, ethnic, and gender demographics and first language of each administrator candidate supported by the grant award.

(4) The types of culturally relevant support provided to administrator candidates and administrators to improve retention and the education, engagement, and retention of diverse pupils, families, and educators.

(5) Where applicable, the impact of the program on pupil academic and school climate outcomes in participating local educational agencies.

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**Exhibit A****Implementation Plan****(Supplied by Grantee, Question 3 of RFA Response)**

The LAPASC program is built on the following **theory of action**: If candidates are provided with the tools of cultural proficiency, they have capacity to engage in equity driven transformative work. By doing so, they will have the agency to enact transformational change at their school site. To this end, **The LAPASC** program has 4 blocks of instruction: Instructional Leadership, Change Leadership, Facilitating Communities of Practice, and Vision and Community Leadership. All blocks also include fieldwork experiences, Equity Seminars, and workshops. Fieldwork experiences are designed to ensure candidates integrate their learnings from the course work to real school settings and administrative practices. Block 4 brings together The program tracks the development of the equity-driven leader through an expanding variety of interactions: individual (coaching, evaluation, monitoring); group (professional development, leading communities of practice); systems (plans, policy, law and ethics); the incorporation trauma informed social emotional learning practices. Finally, personal, professional and community relationships. (Vision, mission, community). Fieldwork experiences, the Principal Shadowing assignment and the culminating task further reassert the behaviors and disposition which are the bedrock of the program. The LAPASC program evolves in the following manner:

**Block 1, Instructional Leadership** covers evaluation, supervision, the role of coaching, application of adult learning, and effective professional development. In this block, CalAPA Cycle 3 preparation is fully included within the block's course work. The fieldwork provides the opportunity to support teacher growth through professional development instructor and/or student identified needs. [Block 1 Syllabus: Instructional Leadership](#)

**Block 2, Change Leadership** builds upon the work in Block 1 to study an entire school site's ability to adapt to and identify needs. Candidates will master how to utilize quantitative and qualitative data collection to identify school improvement planning. Block 2 focuses on creating an urgency to change, building the capacity of staff to manage and adapt to student needs, creating school-wide priorities and goals, and creating a theory of action. In this block, preparation for CalAPA Cycle 1 is fully embedded. [Block 2 Syllabus: Change Leadership](#)

**In Block 3, Facilitating Communities of Practice**, candidates will learn about organizational issues around evaluation, supervision, the role of coaching teams, application of adult learning, and effective professional development. Candidates will learn how to plan and implement a collaborative approach to school improvement. Candidates will learn the essential aspects of collaboration, networking, target investigation/experimentation and providing measurable goals and outcomes. It also supports completion of CalAPA Cycle 2. [Block 3 Syllabus: Facilitating Communities of Practice](#),

**In Block 4, Vision and Community Leadership**, candidates will focus on understanding and defining culture; managing cultural dynamics through collaboration; transformational culture; understanding community; and the role of communications in building a vision. In this course there is a particular focus on Trauma Informed Social Emotional Learning (TISEL), systems and operational aspects of leadership. Candidates will engage in one Consequential Task focused on Trauma Informed Leadership and Social-Emotional Learning (SEL) in this course. [Block 4 Syllabus: Vision and Community](#)

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**Equity Seminars/USC Racial Equity Leadership Academy** (8 Full Saturdays and 1 Sunday)  
 Each Block within the LAPASC program begins with a one-day Equity Seminar which introduces the Cultural Proficiency Framework. Emphasis is placed on learning from equity gains and racial missteps that have recently occurred elsewhere; learning how to get ahead of situations and reducing the risk of crisis; and learning actionable racial equity leadership strategies. Participants will also receive numerous tools and resources. The Workshops are designed to provide support for candidates to successfully integrate their learning about equity driven practices into their considerations as they meet program and CTC requirements (CalAPA). Integral to these days is the partnership with University of Southern California's (USC) Race and Equity Center. In support of the ongoing focus of LAPASC, and with the support of the DELPI grant, USC will provide professional development in the following areas to enhance candidate's ability to lead LAUSD schools on equity driven transformational leadership, culturally relevant/proficient curriculum across content area, sustaining culturally responsive teacher, and fostering racial equity, data literacy and decision making.

The partnership will allow the LAPASC program to prepare candidates to become fearless leaders in addressing issues of inequity, racism, and disparity. It will enhance the capacity of candidates, and LAPASC faculty, to enact the behaviors of equity driven transformative leaders.

**Field experiences:** Fieldwork is an integral piece in the preparation of candidates for the Preliminary Administrative Services Credential. The following two fieldwork experiences are required and mandatory for all candidates: All Candidates must engage in designing,

implementing, and monitoring professional development. The second experience is selected by the candidate and the Administrative Mentor based on the results of the candidate's self-assessment and identified area of improvement. The Administrative Mentor and LAPASC roles and responsibilities are clearly defined in the Fieldwork Agreement document.

[LAPASC Fieldwork Guide](#)

**Principal Shadowing:** Experience Candidates will participate in two 1-day shadowing experiences wherein he/she/they will shadow a vetted and proven exemplary principal and another administrator of their choice. Upon completion they will write a reflective narrative based on the Essential Elements of Cultural proficiency and other specific prompts. Candidates maintain a running record of what they observe during the 2 days and submit a reflective analysis of their experience. [LAPASC Principal Shadowing Guide](#)

**Culminating Task:** Candidates will engage in one consequential task focused on Trauma Informed Leadership and Equity Driven leadership. As cited previously, a robust body of research demonstrates that when evidence-based trauma-informed SEL programming is well implemented, academic achievement increases as does student well-being. Candidates will complete an intake for the school site they are employed at. In this way, candidates will demonstrate their mastery of the standards and their readiness to take on the role of a transformational equity-driven school site leader. [LAPASC TISEL Culminating Task](#)

i. **The types of support candidates will be provided by the LEA and/or partner(s) to**

LAPASC will support candidates in the following manner:

- Weekly, online course meetings and check-ins with LAPASC instructors
- Quarterly in-person Saturday sessions and workshops to provide guidance on coursework and CalAPA Cycles
- Individual coaching sessions with instructors (1-2 times per month)
- Leadership textbooks provided at no cost
- Cohort grouping with Peer Learning Communities built in
- Access to the district MyPLN digital learning platform
- Targeted intervention support to ensure 100% course completion
- Support from our partner at USC Race & Equity Center

[LAPASC Handbook pgs. 21-23](#)

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ii. **The month and year that the program would begin and enroll the first cohort of administrator candidates.**

LAPASC runs its program from April to March annually. This was deliberately chosen so candidates can complete the program, be processed through CTC and be available for a potential administrative placement on July 1st of the new school year. It also facilitates the timing and ease of completing the CalAPA assessments as required by the state of California. It ensures they have access to staff and resources to complete these successfully. As described in the Program Overview, LAPASC begins with Cycle 3 in April when most teachers have completed formal evaluation processes and are available for the coaching exercise. Our predicted schedule under the DELPI grant is:

DELPI Cohort 1: April 2025-March 2026 (30 Candidates)

DELPI Cohort 2: April 2026-March 2027 (30 Candidates) total of 60 Candidates

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**Exhibit B**

**Budget**

**(Supplied by Grantee, Appendix G)**

<b>Program Component</b>	<b>Grant Funds Amount</b>
Candidate: Administrator program costs (tuition, books, exams, and/or fees)	\$13,200.00
Candidate: Administrative Services Credential application fees	\$100.00
Candidate: Coaching, mentoring, and training costs	\$8,000.00
Candidate: Administrative Services Credential induction costs	\$0.00
Candidate: Release time	\$600.00
Nonprofit educational service provider costs	\$0.00
Program Administration (five percent (5%) cap)	\$438.00
Describe All (Other) Component 1: \$13,200***Component 2: \$100***Component 3: \$8000***Component 4: \$0***Component 5: \$600***Component 6: \$0***Component 7: \$438***Component 8: \$0***	\$0.00
<b>Total Grant Funds per Candidate (\$30,000 maximum per candidate)</b>	<b>\$22,338.00</b>

<b>Fiscal Year of the Grant</b>	<b>Administrator Candidates</b>	<b>Total Grant Funds</b>
Year 1 (2024-25)	0	\$0.00
Year 2 (2025-26)	22	\$491,436.00
Year 3 (2026-27)	22	\$491,436.00
<b>Total Across all Three Years</b>	<b>44</b>	<b>\$982,872.00</b>



## Commission on Teacher Credentialing

651 Bannon Street, Suite 600 Sacramento, CA 95811 (916) 322-6253 Fax (916) 244-0750  
<https://www.ctc.ca.gov/>

Office of the Executive Director

January 22, 2026

Francisco J. Serrato, Chief Human Resource Officer  
 Los Angeles Unified School District  
 333 S. Beaudry Avenue  
 Los Angeles, CA 90017

### Notification of Intent to Fund

Mathematics Instructional Added Authorization and Reading and Literacy Supplementary  
 Authorization Incentive Grant Program Number: RL08  
 Total Grant Award Amount: \$1,260,000

Dear Francisco Serrato,

The Commission on Teacher Credentialing (Commission) is pleased to notify you that Los Angeles Unified School District's application for a grant award pursuant to the *Mathematics Instructional Added Authorization and Reading and Literacy Supplementary Authorization Incentive Grant Program* (Math/Read/Lit Grant) has been approved for funding. Los Angeles Unified School District will be expected to implement this grant in accordance with the narrative, related activities, and timeframe described in your grant application.

Funds allocated for this grant must be encumbered by June 30, 2030, followed by a two-year liquidation period. The grant funds are intended to cover expenses incurred for this program as described in the grant application and are non-renewable. The grant funds must be administered in accordance with all provisions of state and local laws, regulations, and policies relating to the administration, use and accounting for public school funds, including, but not limited to, the Education Code of the State of California. The grant funds must be expended in accordance with the proposed budget provided in your grant application. Los Angeles Unified School District will be responsible for accounting for both the grant funds expenditures and the matching funds expenditures as indicated in the submitted budgets.

If Los Angeles Unified School District accepts this grant award and agrees to abide by the grant award terms and conditions as indicated in the Grant Award Agreement, please sign the first page of the Grant Award Agreement form using the DocuSign link that was sent to you within two weeks. In addition, please also complete and submit via DocuSign the attached STD 204 form. Please note that the Commission cannot release funds to Los Angeles Unified School District without having the appropriate STD 204 form on file. If you have any questions, please email [mathreadlitgrant@ctc.ca.gov](mailto:mathreadlitgrant@ctc.ca.gov).

Annual funds to grantees will be distributed in two total payments. The first payment will be ninety percent (90%) of the total grant award amount, and the second payment will be ten percent (10%) of the total grant award amount. The second payment will be provided to grantees after the program has satisfactorily submitted its annual data report to Commission staff. Grantees do not need to wait to receive actual funds to begin the Math/Read/Lit Grant activities as state fiscal processes may take some time to process the grant payment to the LEA. To be eligible for potential renewal of grant funding after 2026-27, the grantee will be expected to make appropriate yearly progress in implementing the Math/Read/Lit Grant activities.

The initial annual data report will be due to the Commission in **July 2027** to reflect the first year of requested funding for this round. Further information on the outcomes reporting process will be provided at a later date. Grantees must participate in an evaluation to determine the success of the program near completion of all activities relating to this grant and the completed evaluation will be submitted to the Governor and the education policy and fiscal committees of the Assembly and Senate.

We look forward to working with Los Angeles Unified School District on this important effort to support educators in obtaining a Mathematics Instructional Added Authorization (MIAA), a Mathematics Instructional Leadership Specialist (MILS), a Supplementary Authorization in Introductory Mathematics (SAIM), a Reading and Literacy Added Authorization (RLAA), and/or a Reading and Literacy Leadership Specialist (RLLS) credential.

Yours truly,



Mary Vixie Sandy  
Executive Director

# TAB 9



## Board of Education Report

**File #:** Rep-296-25/26, **Version:** 1

**Agenda Date:** 4/21/2026

**In Control:** Integrated Library & Textbook Support Services

### Adoption of Textbooks for Mandarin Dual Language Education (DLE)

Division of Instruction

Library & Textbook Support

Multilingual Multicultural Education Department

#### Brief Description:

(Adoption of Textbooks for Mandarin Dual Language Education (DLE)) Recommends the adoption of Textbooks and Instructional Materials for use in the Mandarin Dual Language Education program, covering grades K-12 and authorization for the Chief Procurement Officer to negotiate and execute a textbook purchase agreement.

#### Action Proposed:

1. Approve the adoption of instructional materials outlined for use in grades K-12 as listed in Attachment A; and
2. Authorize the Chief Procurement Officer to negotiate and execute a textbook purchase agreement with a five-year term with an option to execute a three-year extension agreement, in a not-to-exceed amount of \$1.7 million, funded within existing program budgets.

#### Background:

The California State Board of Education (SBE) reviews and adopts instructional materials for kindergarten through grade eight. Pursuant to California Education Code (EC) Section 60210, school districts may also select instructional materials not adopted by the SBE, including for grades nine through twelve, provided the materials align with State Standards and are reviewed by a majority of classroom teachers in the relevant subject area or grade level.

Los Angeles Unified's current Mandarin Dual Language Education (DLE) curriculum includes elementary language arts/language development, and math textbooks and supplementals. The elementary programs use a customized school-designed approach by bringing together Mandarin language instructional materials to support standards-based instruction. The middle school programs use World Languages and Cultures adopted textbooks for the language arts elective courses.

To address needs for a coherent Mandarin Language Arts Curriculum, Library & Textbook Support partnered with the Multilingual Multicultural Education Department to explore the best options for a Mandarin Language Arts Curriculum. Current Mandarin DLE Program teachers conducted a review of the submitted materials. Collectively, these educators represent the needs of the Mandarin DLE program across the District. All twelve DLE Mandarin program schools were represented in this evaluation. The teachers applied established criteria, including alignment with Common Core State Standards and World Languages and Cultures standards, consistent with Mandarin language proficiency guidelines, program organization, assessment, universal access, and instructional planning with teacher support. Based on this review, the teachers identified and recommended Level Learning/Step-Up as the instructional materials that best meet the learning needs of Los Angeles Unified

School District students in Mandarin DLE programs.

**Expected Outcomes:**

Board adoption of the instructional materials recommended for use in the District will result in students having textbooks/instructional materials aligned with the State Standards and Mandarin language proficiency guidelines.

**Board Options and Consequences:**

Adoption of the recommended instructional materials will:

- Ensure that the instructional content of the Mandarin Dual Language Education program aligns with State Standards and Mandarin language proficiency guidelines.
- Provide students with high-quality, accurate, and culturally responsive resources that support rigorous learning.
- Support teachers with updated, standards-aligned instructional tools and professional learning materials.
- These resources will support the strengthening of Mandarin language proficiency to more fully prepare students to meet the criteria in attaining the LAUSD Multilingual Pathway Awards in TK-8 and the District and prestigious CA State Seals of Biliteracy in grade 12.

If the Board of Education does not adopt the recommended instructional materials, students will continue to use what is currently approved. This would result in students relying on resources that are not fully aligned with the CA Common Core State Standards and the American Council on the Teaching of Foreign Languages (ACTFL) proficiency levels, which would be a violation of the Williams legislation requirements. These coherent and programmatic Mandarin curricular resources are designed to support the main goals and vision of Dual Language Education through their direct alignment with CA Common Core language arts standards, CA World Languages and Cultures standards, and American Council on the Teaching of Foreign Languages (ACTFL) proficiency levels. Furthermore, the recommended curriculum for elementary is effectively structured to support the coordination of Mandarin Language Arts and English Language Arts, fortifying cross-linguistic teaching, planning, and the Translanguaging approach for teachers. In both elementary and secondary, the new curricula have built-in resources for small group differentiation, language proficiency monitoring, and opportunities to integrate culturally and linguistically responsive strategies.

**Policy Implications:**

The policy of targeting state funding to implement adoptions is consistent with the content and cycles of the curriculum framework adopted by the State Board of Education.

**Budget Impact:**

The estimated cost for the Mandarin textbook adoption is \$562,762 in year 1 and \$284,000 years 2 - 5. The costs will be covered within the DOI's textbook program budget, which is funded by the General Fund and state lottery apportionment.

Based on a current enrollment in the Mandarin Dual Language Education program, this curriculum is estimated to serve 1,662 students annually. The cost projections above assume enrollment remains steady over the next four years; however, actual costs may vary as enrollment fluctuates. The Year 1 estimated cost is for the entire program enrollment and teacher materials. Estimated costs for Years 2 through 5 represent the annual replenishment of workbooks and digital licenses.

**Student Impact:**

A coherent and updated Mandarin Language Arts curriculum would align more effectively and critically with the goals of Dual Language Education: sociocultural competence, bilingualism and biliteracy, and grade-level academic achievement. At the elementary level, an updated curriculum would ensure that the shifts in instruction towards translanguaging pedagogy and planning for biliteracy are at the forefront of teacher planning and support. At the secondary level, an updated curriculum would ensure that the shifts towards teaching language and culture are followed and strengthened through instruction. Furthermore, linguistically, and culturally responsive pedagogy can be more effectively integrated into updated curricula that centers on student needs, culture, and differentiation.

**Equity Impact:**

<b>Component</b>	<b>Score</b>	<b>Score Rationale</b>
<b>Recognition</b>	<b>3</b>	Although textbooks are published for a national level, not California specific, the publishers have improved at providing authentic voices in addressing historical inequities. Supplementing textbooks with culturally relevant and responsive materials developed by the District and partners can also increase the recognition of specific historical inequities that need to be reversed.
<b>Resource Prioritization</b>	<b>1</b>	The proposed instructional materials will be used by every student regardless of need. In order to meet Williams Sufficiency requirements, all students regardless of need are entitled to instructional materials appropriate for their course. These instructional materials comply with CA Education Code requirements.
<b>Results</b>	<b>3</b>	Providing all students with access to standards-aligned textbooks ensures that they have access to the same high-level educational resources, regardless of their school's location or funding. The recommended books have the content and the resources to close achievement gaps when implemented in concert with culturally responsive pedagogy.
<b>TOTAL</b>	<b>7</b>	

**Issues and Analysis:**

Not Applicable.

**Attachments:**

- Attachment A - Textbooks to be Adopted
- Attachment B - Mandarin Dual Language Education Programs

**Submitted:**

04/09/26

**RESPECTFULLY SUBMITTED,**

  
ANDRES E. CHAIT  
Acting Superintendent


**APPROVED & PRESENTED BY:**

  
KARLA V. ESTRADA  
Deputy Superintendent of Instruction

**REVIEWED BY:**


  
DEVORA NAVERA REED  
General Counsel

**APPROVED & PRESENTED BY:**

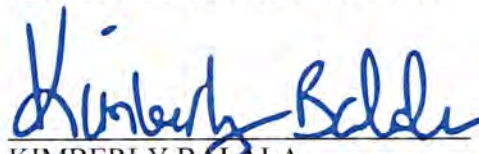
  
FRANCES BAEZ  
Chief Academic Officer  
Division of Instruction

Approved as to form.

**REVIEWED BY:**

  
KURT E. JOHN  
Deputy Chief Financial Officer

**APPROVED & PRESENTED BY:**

  
KIMBERLY BALALA  
Administrative Coordinator  
Library & Textbook Support

Approved as to budget impact statement.

**ATTACHMENT A**  
**Textbooks to be Adopted**

<b>Elementary/Secondary (Grades K-12)</b>	
<b>Title</b>	<b>Publisher</b>
<i>Step Up Mandarin Language Art Curriculum</i>	Level Learning

**ATTACHMENT B****Mandarin Dual Language Education (DLE) Programs**

<b>Board District</b>	<b>Region</b>	<b>School</b>	<b>Master Plan Program</b>	<b>DLE Grade Levels</b>
2	East	Castelar Street ES	Mandarin Dual Language Two-Way Immersion Program	TK-8
2	East	City Terrace ES	Mandarin Dual Language Two-Way Immersion Program	TK-5
2	East	El Sereno MS	Mandarin Dual Language Two-Way Immersion Program	6-8
2	East	Gates St. ES	Mandarin Dual Language Two-Way Immersion Program	3-5
2	East	Lincoln HS	Mandarin Dual Language Two-Way Immersion Program	9-12
2	East	Nightingale MS	Mandarin Dual Language Two-Way Immersion Program	6-8
4	West	Braddock Dr. ES	Mandarin Dual Language Two-Way Immersion Program	K-5
4	West	Broadway ES	Mandarin Dual Language Two-Way Immersion Program	TK-5
4	West	Twain MS	Mandarin Dual Language Immersion Program	6-8
4	West	Venice HS	Mandarin Dual Language Immersion Program	9-12
7	South	Chapman ES	Mandarin Dual Language Two-Way Immersion Program	K-5
7	South	Dodson MS	Mandarin Dual Language Two-Way Immersion Program	6-8

# TAB 10



## Board of Education Report

**File #:** Rep-304-25/26, **Version:** 1

**Agenda Date:** 4/21/2026

**In Control:** Procurement Services Department

### 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 Amendment; Purchase Orders; Goods and General Services Contracts: Purchase Orders; District Card Transactions; Rental of Facilities; Travel/Conference Attendance; General Stores Distribution Center; and Book/Instructional Material Purchase Orders; and approve Professional Service Contracts (exceeding \$250,000): New Contract; and Goods and General Services Contracts (exceeding \$250,000): New Contracts as listed in Attachment “B.”

#### 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 Amendment; Purchase Orders; Goods and General Services Contracts: Purchase Orders; District Card Transactions; Rental of Facilities; Travel/Conference Attendance; General Stores Distribution Center; and Book/Instructional Material Purchase Orders; and approve Professional Service Contracts (exceeding \$250,000): New Contract; and Goods and General Services Contracts (exceeding \$250,000): New Contracts as listed in Attachment “B.”

#### Background:

Procurement Services staff prepare 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 complete for future procurements. Postponement of actions presented for approval in Attachment “B; will delay contract award or delivery dates.

**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 444-17/28), which the Board exercised on May 8, 2018.

**Budget Impact:**

The contract actions presented are within the budget authority and within their Board approved budget listed in Attachment “A” includes:

- Award of Professional Service Contracts not exceeding \$250,000: New Contracts, Purchase Orders; and
- Goods and General Service Contracts not exceeding \$250,000: Procurement Transactions - Purchase Orders; Rental 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; and
- Goods and General Service Contracts (exceeding \$250,000): New Contracts

**Student Impact:**

Not applicable.

**Equity Impact:**

See attachments for applicable items.

**Issues and Analysis:**

There are no policy implications on these agreements. The Business and Government Services Teams, 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

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

Previously adopted Board report referenced in policy implication section:

- Adopted May 8, 2018: [Board Report No. 444-17/18](https://drive.google.com/file/d/1LObScI2aOLv21Poz24gkLDhfVRiE6a8K/view?usp=share_link)  
<[https://drive.google.com/file/d/1LObScI2aOLv21Poz24gkLDhfVRiE6a8K/view?usp=share\\_link](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))  
<[https://drive.google.com/file/d/17i1CYUp6UH9-Gg-3DJMkxNEuH1uUQERc/view?usp=share\\_link](https://drive.google.com/file/d/17i1CYUp6UH9-Gg-3DJMkxNEuH1uUQERc/view?usp=share_link)>

**Submitted:**

03/26/26

**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.

**PRESENTED & APPROVED 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**

**OFFICE OF THE INSPECTOR GENERAL**

<u>CONTRACTOR / IDENTIFICATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
WingSwept LLC / C1589-2 <b>Item A</b>	05/01/23 – 04/30/27	General Funds (100%)	\$55,626*

- Ratification of amendment to extend the term and increase capacity of an informally competed contract to provide continued access to the case management software system provided by WingSwept LLC.
- The system supports the investigative work performed by 26 of the Office of the Inspector General’s (OIG) staff.
- This system has successfully supported OIG’s ongoing efforts to deter and detect fraud, waste, and abuse in the District.

Original contract term: 05/01/23 through 04/30/26

**New end date by this amendment: 04/30/27**

Initial Contract Value: \$199,148 ([Board Report No. 010 -23/24](#))

Amendment No. 1: \$0

\*Amendment No. 2: \$55,626

**Aggregate Contract Value: \$254,774**

**Equity Impact:**

<b>Component</b>	<b>Score</b>	<b>Score Rationale</b>
<b>Recognition</b>	<b>1</b>	This contract does not recognize historical inequities. This contract provided a new case management system for the OIG.
<b>Resource Prioritization</b>	<b>2</b>	This contract does not prioritize resources based on student need. The new case management system tracks all complaints received and investigations conducted by the OIG. The OIG’s investigative services address fraud, waste, and abuse of taxpayer dollars which impacts the finances of the District and dollars spent on student achievement. The

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

<b>Component</b>	<b>Score</b>	<b>Score Rationale</b>
		case management system is necessary for the OIG to do our work.
<b>Results</b>	<b>2</b>	The new case management system helps the OIG manage its investigative services. These services inform District decision-making which may result in closing opportunity and/or achievement gaps.
<b>TOTAL</b>	<b>5</b>	

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

**B. PROFESSIONAL SERVICES NO-COST MEMORANDUM OF UNDERSTANDING/  
 AMENDMENTS/ASSIGNMENTS ALREADY AWARDED**

**Item B**

<u>CONTRACTOR / IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>CONTRACT TERM</u>	<u>SITE/ SCHOOL</u>	<u>AMOUNT</u>
<b><u>REGION EAST</u></b>				
<b>Mentor for Change / <a href="#">C10317</a></b>	College Access Mentorship	01/26/26 – 06/30/30 includes four (4) one-year renewal options	<a href="#">Participating Schools</a>	\$0
<b><u>REGION WEST</u></b>				
<b>YMCA Metropolitan Los Angeles and Westchester Family YMCA / <a href="#">C10461</a></b>	Youth Yoga Program	01/14/26 – 01/13/31	<a href="#">Various Schools</a>	\$0
<b><u>DIVISION OF INSTRUCTION</u></b>				
<b>The State Transformational Assistance Center for the California Community Schools Partnership Program (CCSPP) / <a href="#">C10332</a></b>	Deep Dive Local Education Agency for Exemplary Practices in Community Schooling	01/01/26 – 06/30/26	<a href="#">Various Schools</a>	\$0
<b>UCLA Center for Community Schooling / <a href="#">C10233</a></b>	Professional Development for Meaningful Teaching and Learning Coaches and Administrators	01/01/26 – 06/30/28	<a href="#">Various Schools</a>	\$0

**ATTACHMENT A**

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

**B. PROFESSIONAL SERVICES NO-COST MEMORANDUM OF UNDERSTANDING/  
AMENDMENTS/ASSIGNMENTS ALREADY AWARDED**

**Item B**

<u>CONTRACTOR / IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>CONTRACT TERM</u>	<u>SITE/ SCHOOL</u>	<u>AMOUNT</u>
<b><u>DIVISION OF INSTRUCTION</u></b>				
<b>LA Team Mentoring / <a href="#">C10450</a></b>	Social-Emotional Learning & Mentoring	01/12/26 – 01/11/31	<a href="#">Various Schools</a>	\$0
<b>City of Cudahy / <a href="#">C10515</a></b>	Administrative Clerk Student Internships	01/26/26 – 01/25/31	Elizabeth Learning Center (BD-5 / Region East)	\$0
<b><u>HUMAN RESOURCES DIVISION</u></b>				
<b>University of La Verne – LaFetra College Education / <a href="#">C10513</a></b>	Pathway to Administrative Services Credential for Teachers	11/01/25 – 10/31/30	Districtwide	\$0
<b>Santa Monica Community College District / <a href="#">C10593</a></b>	Field/Clinical Placements	02/19/26 – 02/18/31 Includes two (2) one-year renewal options	Districtwide	\$0
<b>Smith College School for Social Work / <a href="#">C10594</a></b>	Field/Clinical Placements	02/19/26 – 02/18/31 Includes two (2) one-year renewal options	Districtwide	\$0
<b>UCLA – Regents / <a href="#">C10595</a></b>	Field/Clinical Placements	09/12/24 – 09/11/29 Includes two (2) one-year renewal options	Districtwide	\$0

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

**B. PROFESSIONAL SERVICES NO-COST MEMORANDUM OF UNDERSTANDING/  
 AMENDMENTS/ASSIGNMENTS ALREADY AWARDED**

**Item B**

<u>CONTRACTOR / IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>CONTRACT TERM</u>	<u>SITE/ SCHOOL</u>	<u>AMOUNT</u>
<b><u>HUMAN RESOURCES DIVISION</u></b>				
<b>American Career College / <a href="#">C10598</a></b>	Field/Clinical Placements	01/20/26 – 01/19/31 Includes two (2) one-year renewal options	Districtwide	\$0
<b>West Coast University / <a href="#">C10600</a></b>	Field/Clinical Placements	01/20/26 – 01/19/31 Includes two (2) one-year renewal options	Districtwide	\$0
<b>Western Governors University / <a href="#">C10601</a></b>	Field/Clinical Placements	01/23/26 – 01/22/31 Includes two (2) one-year renewal options	Districtwide	\$0
<b>New Teacher Center / <a href="#">C10333</a></b>	Professional Development	02/10/26 – 02/09/29	Teacher Growth & Induction Coaches	\$0
<b>American Career College / <a href="#">C10585</a></b>	Field/Clinical Placements	01/20/26 – 01/19/29	Districtwide	\$0
<b>West Coast University, Inc. / <a href="#">C10586</a></b>	Field/Clinical Placements	01/23/26 – 01/22/29	Districtwide	\$0

ATTACHMENT A

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

**B. PROFESSIONAL SERVICES NO-COST MEMORANDUM OF UNDERSTANDING/  
AMENDMENTS/ASSIGNMENTS ALREADY AWARDED**

**Item B**

<u>CONTRACTOR / IDENTIFICATION NO.</u>	<u>DESCRIPTION</u>	<u>CONTRACT TERM</u>	<u>SITE/ SCHOOL</u>	<u>AMOUNT</u>
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**HUMAN RESOURCES DIVISION**

Western Governors University / <a href="#">C10587</a>	Field/Clinical Placements	01/23/26 – 01/22/29	Districtwide	\$0
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**OFFICE OF HEALTH EMERGENCY RESPONSE & SUPPORT**

Vision to Learn / <a href="#">C10602</a> -1	Free Eye Exams and Glasses Mobile Unit	03/04/24 – 03/03/29	Districtwide	\$0
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**VIRTUAL ACADEMY AND EDUCATIONAL OPTIONS SCHOOLS**

Vivian Campbell Consulting / <a href="#">C10462</a>	Leadership and Life Skills Training	2/10/26 – 06/30/28	<a href="#">Participating Schools</a>	\$0
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**ATTACHMENT A**  
**APPROVAL OF PROCUREMENT CONTRACTS:**  
**RATIFICATION OF DELEGATED AUTHORITY**

**Item C - February 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

<b>PROFESSIONAL SERVICES</b>	<b>February 2026 = \$2,641,461</b>	<b>YTD = \$26,520,500</b>
<b>GOODS AND GENERAL SERVICES</b>	<b>February 2026 = \$23,324,644</b>	<b>YTD = \$181,727,302</b>
<b>GRAND TOTAL</b>	<b>February 2026 = \$25,966,105</b>	<b>YTD = \$208,247,802</b>

**C. PROFESSIONAL SERVICES**

	<u>February Qty of POs</u>	<u>YTD Qty of POs</u>	<u>February Total</u>	<u>YTD Total</u>
Purchase Orders	<b>388</b>	2,523	<b>\$2,641,461</b> <i>(Median - \$2,805)</i> <i>Schools/Regions \$1,371,347</i> <i>Central Offices \$1,270,114</i>	\$26,520,500

**D. GOODS AND GENERAL SERVICES**

	<u>February Qty of POs/ Transactions</u>	<u>YTD Qty of POs/ Transactions</u>	<u>February Total</u>	<u>YTD Total</u>
<i>Purchase Orders</i>	<b>4,177</b>	30,598	<b>\$9,816,195</b> <i>(Median - \$641)</i> <i>Schools/Regions \$1,851,474</i> <i>Central Offices \$7,964,721</i>	\$82,557,227
DISTRICT CARD TRANSACTIONS (i.e., P-Card, Fuel Card, Toshiba Card, etc.)	<b>22,203</b>	22,203	<b>\$8,599,599</b> <i>(Median - \$98)</i>	\$54,793,726

**ATTACHMENT A**

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

<b>D. GOODS AND GENERAL SERVICES</b>				
<p>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.</p>				
	<b><u>February Qty of POs/ Transactions</u></b>	<b><u>YTD Qty of POs/ Transactions</u></b>	<b><u>February Total</u></b>	<b><u>YTD Total</u></b>
Rental Facilities	<b>4</b>	34	<b>\$85,864</b> <i>(Median - \$5,176)</i>	\$1,179,145
Travel/Conference Attendance	<b>113</b>	1,042	<b>\$183,466</b> <i>(Median - \$630)</i>	\$1,329,093
GENERAL STORES DISTRIBUTION CENTER	<b>97</b>	1,068	<b>\$3,502,018</b> <i>(Median - \$8,421)</i>	\$15,579,954
BOOK/INSTRUCTIONAL MATERIAL PURCHASE ORDERS (BPO)	<b>175</b>	3,103	<b>\$1,137,502</b> <i>(Median - \$5,000)</i>	\$26,288,157

**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>
<b>Level Learning, Inc. / C10614</b> <b>Item D</b>	04/21/26 – 04/20/34 includes a three-year extension agreement	General Funds (100%)	\$1,700,000

- Approval of Master Agreement for the purchase of instructional materials for elementary and secondary Mandarin Language Arts curriculum for implementation in the District’s Mandarin Dual Language Education (DLE) program. The curriculum includes comprehensive student and teacher instructional materials designed to support standards-aligned instruction in Mandarin language arts aligned with current DLE goals and meets California Common Core State Standards (CCSS), which were identified as a requirement for student mastery.
- Level Learning is new to the District, however, they have an extensive history in the field, serving over two-thirds of Mandarin DLE programs across the United States. In Southern California, their "Step-Up" curriculum and proficiency-based assessment systems are currently utilized by multiple school districts to support Mandarin language acquisition and literacy.
- The agreement includes a District option to execute a three-year extension agreement at the end of the effective period, under the same terms and pricing, to ensure continuity through the life of the adoption period. This action is aligned with the adoption of Mandarin Language Arts instructional materials (Board Report 296-25/26) on April 21, 2026.

**Equity Impact:**

<b>Component</b>	<b>Score</b>	<b>Score Rationale</b>
<b>Recognition</b>	<b>3</b>	Although textbooks are published for a national level, not California specific, the publishers have improved at providing authentic voices in addressing historical inequities. Supplementing textbooks with culturally relevant and responsive materials developed by the District and partners can also increase the recognition of specific historical inequities that need to be reversed.

**ATTACHMENT B**

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

<b>Component</b>	<b>Score</b>	<b>Score Rationale</b>
<b>Resource Prioritization</b>	<b>1</b>	The proposed instructional materials will be used by every student regardless of need. In order to meet Williams Sufficiency requirements, all students regardless of need are entitled to instructional materials appropriate for their course. These instructional materials comply with CA Education Code requirements.
<b>Results</b>	<b>3</b>	Providing all students with access to standards-aligned textbooks ensures that they have access to the same high-level educational resources, regardless of their school's location or funding. The recommended books have the content and the resources to close achievement gaps when implemented in concert with culturally responsive pedagogy.
<b>TOTAL</b>	<b>7</b>	

**ATTACHMENT B**

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

**B. APPROVAL OF GOODS AND GENERAL SERVICES CONTRACTS/  
AMENDMENTS/ AUTHORIZATION TO INCREASE CONTRACT CAPACITY  
EXCEEDING \$250,000**

Authority to award contracts for furnishings, equipment, supplies, and general services. The total amount listed is a not-to-exceed contract authority and is based on an estimate since the expenditures made against contracts are based upon purchased and/or approved invoices.

**FACILITIES SERVICES DIVISION**

<u>CONTRACTOR/ IDENTIFICATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
<b>Coldrite Refrigeration &amp; Manufacturing, Inc. (“Coldrite Refrigeration”) / C10604; Refrigeration Supplies Distributor (“RSD”) / C10605; Arrow Restaurant Equipment &amp; Supplies Inc., (SBE) (“Arrow Restaurant”) / C10606 (IFB 1974467599)</b>	05/15/26 – 05/14/31 includes four (4) one-year renewal options	Bond Funds (100%)	\$13,500,000

**Item E**

- Approval of formally competed contracts procured through the Invitation for Bid (IFB) process to purchase walk-in freezer and cooler boxes to replace those that have exceeded their service life. The authority to increase or decrease individual amounts of these contracts will be limited to the aggregate value of \$13,500,000.
- Walk-in freezer and cooler boxes will be purchased as part of a Districtwide modernization program consisting of sites identified by the Food Services Division ([Board Report 092-18/19](#)).
- Five bids were received and four were deemed qualified. The three lowest, responsive, and responsible bidders selected were Coldrite Refrigeration, RSD, and Arrow Restaurant. RSD and Arrow Restaurant have been doing business with the District since 2013, while Coldrite Refrigeration recently registered to do business with the District in February 2026.

**Equity Impact:**

Not applicable.

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

**B. APPROVAL OF GOODS AND GENERAL SERVICES CONTRACTS/  
 AMENDMENTS/ AUTHORIZATION TO INCREASE CONTRACT CAPACITY  
EXCEEDING \$250,000**

Authority to award contracts for furnishings, equipment, supplies, and general services. The total amount listed is a not-to-exceed contract authority and is based on an estimate since the expenditures made against contracts are based upon purchased and/or approved invoices.

**FACILITIES SERVICES DIVISION**

<u>CONTRACTOR/ IDENTIFICATION NO.</u>	<u>CONTRACT TERM</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
<b>Allied Refrigeration, Inc. / C452 Item F</b>	05/01/24 – 04/30/27	Bond Funds (60%)  Restricted Routine Maintenance Funds (40%)	\$2,000,000*

- Approval to increase capacity of a formally competed contract, procured through the Invitation for Bid (IFB) process, for the purchase of various brands of refrigeration compressors, components, and parts, for the repair and maintenance of refrigeration and air conditioning units districtwide. In addition, the contract will be used to purchase compressors and refrigeration equipment required to install walk-in freezers and cooler units described in Item E.
- The products will be purchased at a discounted price through this contract, ensuring the compressors, components, and parts purchased are compatible with LAUSD’s refrigeration and air conditioning units.

Initial Contract Value: \$1,000,000 ([Board Report No. 221-23/24](#))

\*Additional Authorized Value: \$2,000,000

**New Aggregate Contract Value: \$3,000,000**

**Equity Impact:**

Not applicable.

# TAB 11



## Board of Education Report

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**File #:** Rep-247-25/26, **Version:** 1

**Agenda Date:** 4/21/2026

**In Control:** Facilities Contract Actions

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### **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; decontamination services amendment and approved proposed contract in Attachment B including Central Manufacturing Kitchen.

#### **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; decontamination services amendment and approved proposed contract in Attachment B including Central Manufacturing Kitchen.

#### **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.

**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

**Submitted:**

03/26/26

**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**

**\$6,145,914**

*Bond funded unless noted otherwise*

<b>Contractor/ ID No.</b>	<b>Site</b>	<b>Project Type</b>	<b>Project Authorization and Scope</b>	<b>Contract Term</b>	<b>Contract Amount</b>	<b>BD/ Region</b>
Best Contracting Services, Inc./ C10578	Fremont HS	Roofing Replacement	<a href="#">Board Report No. 190-24/25</a> 02/11/25	02/27/26 – Completion	\$2,952,010	BD-7 South
Best Contracting Services, Inc./ C10576	Edison MS	Roofing Replacement	<a href="#">Board Report No. 149-24/25</a> 01/14/25	03/03/26 – Completion	\$3,193,904	BD-7 South

Ratification of formally competed construction contracts for roofing replacements.

**ATTACHMENT A**

**RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY**

**AWARD OF ADVERTISED CONSTRUCTION CONTRACTS – BEST VALUE**

**Item B**

**\$14,076,278**

*Bond funded unless noted otherwise*

<b>Contractor/ ID No.</b>	<b>Site</b>	<b>Project Type</b>	<b>Project Authorization and Scope</b>	<b>Contract Term</b>	<b>Contract Amount</b>	<b>BD/ Region</b>
NSA Construction Group, Inc. / C10516	Bancroft MS	ADA Improvements	<a href="#">Board Report No. 183-22/23</a> 03/27/23	02/02/26 – Completion	\$4,679,000	BD-4 West
Prime Axis General Builder, Inc. / C10562	Dymally HS	Football Stadium Upgrades	<a href="#">Board Report No. 127-22/23</a> 06/20/23	02/20/26 – Completion	\$5,898,000	BD-7 South
Geronimo Concrete, Inc. / C10550	186 <sup>th</sup> Street ES	ADA Improvements	<a href="#">Board Report No. 280-22/23</a> 06/13/23	02/09/26 – Completion	\$3,499,278	BD-7 South

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

**ATTACHMENT A**

**RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY**

**Item C**

**B. APPROVAL OF CHANGE ORDERS**

**February 2026 = \$5,653,548**  
*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 February 2026 (Average Transaction: \$35,673; Median Transaction: \$22,938)	19	\$677,784
	ii. New Construction contract credit change orders for February 2026:	4	<\$169,855>
	iii. Existing Facilities contract change orders that do not individually exceed 15 percent for February 2026 (Average Transaction: \$18,241; Median Transaction: \$6,609):	316	\$5,764,294
	iv. Existing Facilities contract credit change orders for February 2026:	19	<\$618,675>
	v. Existing Facilities contract change orders that individually exceed 15 percent (but do not exceed 25 percent) for February 2026, requiring 75 percent approval by the Board:	0	\$0

<b>C.</b>	<b>COMPLETION OF CONTRACTS – February 2026</b>	27	\$16,483,673
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<b>D.</b>	<b>AWARD OF INFORMAL CONTRACTS (Not Exceeding \$119,100)</b>		
	A & B Letters for February 2026 (Average Transaction: \$48,035; Median Transaction: \$54,321)	7	\$336,247

**ATTACHMENT A**

**RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY**

**AWARD OF ARCHITECTURAL AND ENGINEERING CONTRACTS**

**Item D**

**\$19,963,088**

*Bond funded unless noted otherwise*

<b>Contractor/ID No.</b>	<b>Site</b>	<b>Project Type</b>	<b>Project Authorization and Scope</b>	<b>Contract Term</b>	<b>Contract Amount</b>	<b>BD/ Region</b>
Chan Young Architects, Inc. / C10196	Mark Twain MS	Classroom Upgrades	<a href="#">Board Report No. 064-24/25</a> 10/22/24	12/10/25- Closeout	\$288,760	BD-4 West
Chan Young Architects, Inc. / C9786	Pio Pico MS	Classroom Upgrades	<a href="#">Board Report No. 064-24/25</a> 10/22/24	12/15/25- Closeout	\$226,506	BD-1 West
Leo A. Daly California Inc., dba Leo A. Daly / C9969	Nimitz MS	Classroom Upgrades	<a href="#">Board Report No. 064-24/25</a> 10/22/24	09/08/25- Closeout	\$383,642	BD-5 East
Lionakis / C10098	Muir MS	Classroom Upgrade	<a href="#">Board Report No. 233-24/25</a> 03/11/25	12/05/25- Closeout	\$227,039	BD-1 South
Lionakis / C10137	Edison MS	Classroom Upgrade	<a href="#">Board Report No. 233-24/25</a> 03/11/25	11/20/25- Closeout	\$239,982	BD-7 South
John Friedman Alice Kimm Architects, Inc./ C9779	3rd St ES	Classroom Replacement	<a href="#">Board Report No. 297-23/24</a> 06/04/2024	12/12/25- Closeout	\$3,944,494	BD-4 West
The Hill Partnership, Inc. dba HPI Architecture / C10316	Bell HS	Classroom Replacement & HVAC	<a href="#">Board Report No. 268-24/25</a> 04/08/25	02/17/26- Closeout	\$10,088,874	BD-5 East
J.C. Chang & Associates, Inc. / C10013	Ritter ES	Green Schoolyard Upgrade	<a href="#">Board Report No. 024-23/24</a> 12/12/23	12/12/25- Closeout	\$494,226 ELOP*	BD-7 South

*\*Extended Learning Opportunities Program*

**ATTACHMENT A**

**RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY**

**Item D – cont’d**

<b>Contractor/ID No.</b>	<b>Site</b>	<b>Project Type</b>	<b>Project Authorization and Scope</b>	<b>Contract Term</b>	<b>Contract Amount</b>	<b>BD/ Region</b>
Swift Lee Office /C10292	Del Amo ES	Accessibility Enhancement	<a href="#">Board Report No. 154-25/26</a> 11/18/25	01/27/26- Closeout	\$357,899	BD-7 South
Marca Architecture, Inc., dba Marcatects /C10539	Figuroa ES	Accessibility Enhancement	<a href="#">Board Report No. 154-25/26</a> 11/18/25	02/04/26- Closeout	\$507,634	BD-1 South
Langdon Wilson International / C10551	Portola Charter MS	Accessibility Enhancement	<a href="#">Board Report No. 154-25/26</a> 11/18/25	02/19/26- Closeout	\$927,436	BD-4 North
Gruen Associates / C10460	Irving STEAM Magnet MS	Auditorium Seismic Retrofit	<a href="#">Board Report No. 074-22/23</a> 11/15/2022	11/21/25- Closeout	\$380,625	BD-5 West
Cannon/Parkin, Inc., dba Cannon Design / C10547	Belvedere MS	HVAC Upgrade	<a href="#">Board Report No. 278-19/20</a> 03/10/20	02/23/26- Closeout	\$243,427	BD-2 East
Arcadis, A California Partnership (formerly IBI Group) / C10495	Valley View ES	HVAC Upgrade	<a href="#">Board Report No. 112-21/22</a> 11/16/21	02/17/26- Closeout	\$114,397	BD-3 West
Martinez + Marin Architecture / C10448	Fulton College Preparatory School	Gymnasium Flooring & Water Intrusion Mitigation	<a href="#">Board Report No. 047-25/26</a> 09/16/25	02/03/26- Closeout	\$133,164	BD-6 North
NAC, Inc., dba NAC Architecture / C10411	Chatsworth EEC	Outdoor Classroom & Campus Upgrade	<a href="#">Board Report No. 008-23/24</a> 10/17/23	01/08/26- Closeout	\$91,325	BD-3 North
NAC, Inc., dba NAC Architecture / C10416	Hawaiian EEC	Outdoor Classroom & Campus Upgrade	<a href="#">Board Report No. 265-21/22</a> 04/05/22	01/08/26- Closeout	\$44,329	BD-7 South

**ATTACHMENT A**

**RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY**

**Item D – cont’d**

<b>Contractor/ ID No.</b>	<b>Site</b>	<b>Project Type</b>	<b>Project Authorization and Scope</b>	<b>Contract Term</b>	<b>Contract Amount</b>	<b>BD/ Region</b>
Little Diversified Architectural Consulting, Inc. / C10328	MacArthur Park ES	Playground & Campus Exterior Upgrades	<a href="#">Board Report No. 101-24/25</a> 01/14/2025	01/15/26- Closeout	\$447,732	BD-2 East
Westgroup Designs, Inc./ C10570	Lanai ES	Playground & Campus Exterior Upgrade	<a href="#">Board Report No. 236-24/25</a> 03/11/25	02/11/26- Closeout	\$821,597	BD-4 North

Ratification of design contracts to provide architectural and engineering services procured via RFQ R-20014, RFQ R-24025 and RFQ R-24059 to provide site analysis/preliminary schematic design, final schematic design, design development, and construction documents for various projects.

**ATTACHMENT A**

**RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY**

**EXTRA SERVICES / AMENDMENTS FOR ARCHITECTURAL AND ENGINEERING CONTRACTS      \$652,867**

**Item E**

CONTRACT NOS.	1820030/C540; 1820031/C803; 1920002/C24; 1920012/C492; 1920012/C492; 2020012/C3085; 2120146/C3050; 2120146/C3050; 2220012/C3092; 2220021/C2878; 2420006/C2802; 2420015/C3124; 2420026/C2857; 2420047/C7673; 2520040/C9253; 2520057/C9496; 2520058/C9513; 2520068/C9525; 2520068/C9525
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Extra services are for design work that is not covered under the original Agreement. Nineteen (19) January through February Extra Services are listed at the following link: [BOE 247 Extra Services](#)

**ATTACHMENT A**

**RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY  
BUILDING AND SITE DECONTAMINATION SERVICES CONTRACT AMENDMENT**

**Item F**

**\$176,148\***

<b>Contractor/ ID No.</b>	<b>Description</b>	<b>Project Authorization and Scope</b>	<b>Contract Term Including This Amendment</b>	<b>Amendment Amount</b>
AIR Inc. 2590077/C9195	Palisades Charter HS Campus Reconstruction Project: Building & Site Decontamination Services Capacity Increase	<a href="#">Board Report No. 269-24/25</a> 06/03/25	03/20/25– *06/30/26	*\$176,148 Bond Funds (100%)

Ratification of a building site and decontamination services contract amendment to increase capacity of a contract awarded to respond effectively to the January 2025 Severe Windstorm and Wildfire Conditions as authorized by the Board of Education per Board Report No. [201-24/25](#) dated January 14, 2025. Pursuant to [Board Report No. 269-24/25](#), any bond eligible costs incurred on the emergency projects have been transferred to the Campus Reconstruction Projects. This amendment provided additional funding necessary to support Palisades Charter High School's return to campus in early 2026, including, but not limited to, remediation of buckled floor tile in the weight room, decontamination of an elevator pit, lead-related abatement in support of damaged ceiling tile removal, and removal of abandoned appliances.

Initial Contract Value:	\$ 2,502,699
Amendment No. 1	\$ 1,382,765
	Contract Term Revised
*Amendment No. 2	\$ 176,148
	Contract Term Revised
	<i>(Executed Date: 01/30/26)</i>

**Aggregate Contract Value: \$4,061,612**

*\*Current Ratification*

**ATTACHMENT B  
APPROVAL OF CONTRACTS NOT UNDER DELEGATED AUTHORITY**

**A. APPROVAL OF CENTRAL MANUFACTURING KITCHEN CONTRACT**

**ITEM G**

<u>Contractor / ID No.</u>	<u>Description</u>	<u>Contract Term</u>	<u>Not-To-Exceed Amount</u>
Cunningham Group Architecture, Inc./ RFQ R-24025.02	Central Manufacturing Kitchen Project	April 22, 2026 - completion	\$596,176 Bond Funds (100%)

Authorization to award a formally competed contract, procured via RFQ R-24025.02, to provide pre-definition scoping for a Central Manufacturing Kitchen Project (CMK). A total of three (3) proposals were received in response to the solicitation.

The CMK will provide central food production to support the District’s food services program through a hybrid service model and is anticipated to be approximately 80,000 to 100,000 square feet. The initiative will deploy data and insights to guide site selection and shape the project program to the budget. Strategic analysis will ensure the facility meets both current and future needs with optimal functionality, operational efficiency, and educational value.

# TAB 12



## Board of Education Report

**File #:** Rep-333-25/26, **Version:** 1

**Agenda Date:** 4/21/2026

**In Control:** Facilities Contract Actions

### Delegations of Authority for Procurement and Facilities Contracts Amendment

Procurement Services Department - Facilities Contracts

#### Brief Description:

(Delegations of Authority for Procurement and Facilities Contracts) Recommends approval of an amendment to the Procurement and Facilities Contracts Delegations of Authority to update the type and value of construction contract actions that may be exercised under delegated authority, with an effective date of April 21, 2026.

#### Action Proposed:

Approval of an amendment to the Procurement and Facilities Contracts Delegations of Authority to update the type and value of construction contract actions for Board-approved Facilities projects that may be exercised under delegated authority, as detailed below and in Attachment A (section iii), with an effective date of April 21, 2026:

##### (iii) Construction

Contracts for construction as permitted by and in accordance with the California Public Contract Code and California Education Code (including, without limitation, publicly bid contracts, job order contracts, informal A and B letter agreements, takeover and completion contracts, contracts pursuant to Public Contract Code section 20119 et seq. (“best value,”), contracts pursuant to California Education Code section 17250.10 et seq. (“design build”), contracts pursuant to California Education Code section 17250.60 et seq. (“alternative design build”), contracts pursuant to California Education Code section 20118.5 et seq. (task order contracting) and contracts pursuant to California Education Code section 17406 (“lease-leaseback”) up to \$85 \$145 million per contract for approved Facilities projects.

Contracts for routine repair and general maintenance up to \$1 million.

Notwithstanding the foregoing, the authority to execute contracts pursuant to California Education Code section 17515 (“joint occupancy”) is expressly excluded from this delegation of authority.

#### Background:

On May 8, 2018 (Board Report No. 444-17/18), the Board of Education adopted updated delegations of authority for Procurement and Facilities contracts. Since then, the Legislature has amended and authorized new construction procurement methods - including best value and alternative design-build. Additionally, construction costs across the District's portfolio have increased significantly, with a number of large, time-sensitive projects now expected to exceed the current not-to-exceed amount authorized under delegated authority. Raising the value of the delegation to \$145 million aligns with current market conditions. Moreover, it is projected to save up to two months per affected Board-approved project by enabling the District to execute contracts and proceed with construction while bringing those contract actions back to the Board to ratify, rather than holding execution until the Board authorizes the execution of the contract.

The proposed updated value for delegated construction contract actions aligns with California Construction Cost Index (CCCI) averages for the Los Angeles and San Francisco regions, published monthly by the California Department of General Services (DGS). Between the period of December 2015 to December 2025, the CCI for these regions had a 68% cumulative increase in construction costs. When applied to the current \$85 million threshold, the value today equates to \$142.8 million, which has been rounded to \$145 million.

**Expected Outcomes:**

Approval to update the type and value of construction contract actions that may be exercised under delegated authority for Board-approved projects will enable the LAUSD to continue to award, manage and enforce contracts in support of the District's operational and facilities programs, while reducing administrative effort, time and costs.

**Board Options and Consequences:**

Approving the updated delegation will enable the District to expedite contract actions and will allow the District to continue to award, manage and enforce contracts in support of the LAUSD's building and modernization program, and operational work, while reducing administrative effort, time and costs.

Not authorizing or delaying the update to the delegation of authority would decrease efficiency efforts and increase administrative, project and legal costs. All delegated actions will continue to be submitted to the Board for ratification in accordance with the California Education Code, Government Code, Public Contract Code and all other applicable statutory provisions.

**Policy Implications:**

This action supports the Board's initiative to streamline processes, enhance efficiency, and reduce expenditures.

**Budget Impact:**

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

**Student Impact:**

The amendment supports contract actions necessary to implement Board-approved facilities projects that help ensure students are provided with safe and healthy environments, and up-to-date facilities that promote learning.

**Equity Impact:**

Not Applicable

**Issues and Analysis:**

The amendment does not result in policy implications on the agreements brought before the Board.

**Attachments:**

Attachment A - District Delegation Form

Previously adopted Board report referenced in the policy implications section:

- Adopted May 8, 2018: [Board Report #444-17/18 <https://drive.google.com/file/d/16sRw7yPe-tScbr2wG8AMTWB9QSeiQazM/view?usp=drive\\_link>](https://drive.google.com/file/d/16sRw7yPe-tScbr2wG8AMTWB9QSeiQazM/view?usp=drive_link)

**Submitted:**

03/26/26

**RESPECTFULLY SUBMITTED,**

  
ANDRES E. CHAIT  
Acting Superintendent


**APPROVED BY:**

  
PEDRO SALCIDO  
Deputy Superintendent  
Business Services & Operations

**REVIEWED BY:**


  
DEVORA NAVERA REED  
General Counsel

**APPROVED BY:**

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

Approved as to form.

**REVIEWED BY:**

  
KURT E. JOHN  
Deputy Chief Financial Officer

**APPROVED & PRESENTED BY:**

  
MATTHEW A. FRIEDMAN  
Chief Procurement Officer  
Procurement Services Division

Approved as to budget impact statement.

**REVIEWED BY:**

  
KRISZTINA TOKES  
Chief Facilities Executive

Approved as to facilities impact

**DISTRICT DELEGATION FORM**

**Select One:**

- Fiscal Delegation (to enter contracts) Del. No. \_\_\_\_\_  
 Operational Delegation (to perform a non-fiscal operation)

Requesting Division: **Procurement Services Division**

Delegation Title: **Delegations of Authority for Procurement and Facilities Contracts**

Select One:  NEW DELEGATION       AMENDED DELEGATION

Date: 03/10/2026      Board Report No.: 333-25/26

Delegation No.: \_\_\_\_\_      Amendment No.: 8

DESIRED TEXT OF DELEGATION (*Underline Amended Language if Applicable*)

Contracts for construction as permitted by and in accordance with the California Public Contract Code and California Education Code (including, without limitation, publicly bid contracts, job order contracts, informal A and B letter agreements, and takeover and completion contracts, contracts pursuant to Public Contract Code section 20119 et seq. (“best value,”), contracts pursuant to Education Code 17250.10 et seq. (“Design Build”), contracts pursuant to Education Code 17250.60 et seq. (“Alternative Design Build”), contracts pursuant to 20118.5 et seq. (Task Order Contracting) and contracts pursuant to California Education Code section 17406 (“lease-leaseback”) up to \$145 million per contract for approved Facilities projects.

PRIOR TEXT OF DELEGATION (*If Amended Above*)

Contracts for construction as permitted by and in accordance with the California Public Contract Code and California Education Code (including, without limitation, publicly bid contracts, job order contracts, informal A and B letter agreements, and takeover and completion contracts, contracts pursuant to Public Contract Code section 20119 et seq. (“best value,”), and contracts pursuant to California Education Code section 17406 (“lease-leaseback”) up to \$85 million per contract for approved Facilities projects.

Original Authority: \_\_\_\_\_

**PRIOR AMENDMENTS:**

Date:	Amendment No.:	Board Report No.:	Date:	Amendment No.:	Board Report No.:
<u>4/10/2012</u>	<u>1</u>	<u>211 - 11/12</u>	<u>5/10/2016</u>	<u>5</u>	<u>311 - 15/16</u>
<u>4/16/2013</u>	<u>2</u>	<u>200 - 12/13</u>	<u>5/09/2017</u>	<u>6</u>	<u>463 - 16/17</u>
<u>6/10/2014</u>	<u>3</u>	<u>474 - 13/14</u>	<u>5/08/2018</u>	<u>7</u>	<u>444 - 17/18</u>
<u>5/12/2015</u>	<u>4</u>	<u>461 - 14/15</u>	_____	_____	_____

\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Signature

Signature

Matthew Friedman, Chief Procurement  
Officer

**Executive Officer of the Board**

Division Head/Sr. Administrator (Print Name)

Office of the Board Secretariat (Print Name)

Date Submitted: March 26, 2026

Date Received: \_\_\_\_\_

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***To Be Completed by the Board Secretariat Only:***

Board Approval:       Yes     No

Board Approval Date: \_\_\_\_\_

# TAB 13



## Board of Education Report

**File #:** Rep-303-25/26, **Version:** 1  
**In Control:** Medical Director Office

**Agenda Date:** 4/21/2026

### **Update to Delegation of Authority to Negotiate and Execute Nonpublic Agency Master Contracts for Special Education Health and Nursing Services to Increase Aggregate Amount**

Division of Special Education and Medical Services Division

#### **Brief Description:**

(Update to Delegation of Authority to Negotiate and Execute Nonpublic Agency Master Contracts for Special Education Health and Nursing Services to Increase Aggregate Amount) Recommends approval to update the delegation of authority to negotiate and execute NPA master contracts for Health and Nursing Services with California Department of Education (CDE)-certified Nonpublic Agencies to increase the aggregate amount for the 2025-26 and 2026-27 school years to \$12 million. This aggregate amount will be utilized for health and nursing services as well as for health and special education services.

#### **Action Proposed:**

Approval to increase the aggregate amount, for the remainder of the 2025-2026 school year and the 2026-2027 school year only, for NPA master contracts that may be negotiated and executed under delegated authority for Special Education Health and Nursing Services to \$12 million, an \$8 million increase for the 2025-26 school year, and a \$7 million increase for the 2026-27 school year.

#### **Background:**

In May 2025, the Board of Education (Board) adopted Board Report No. 331-24/25 which delegated authority to the Superintendent and/or his designee(s) to negotiate, execute, authorize payments, amend, exercise options, and terminate and take any other actions necessary, for the administration of: Master Contracts for Special Education Supports and Services with CDE-certified (non-public schools) NPS/As and Master Contracts for Special Education Health and Nursing Services with CDE-certified NPA's in the not-to-exceed aggregate amount of \$248 million for the 2025-26 school year, and not-to-exceed \$255 million each specific year thereafter. In the 2025-26 school year, the total authorized aggregate amount included \$244 million for the Special Education Supports and Services and \$4 million for Special Education Health and Nursing Services. The total authorized aggregate for each specific year thereafter is \$250 million for the Special Education Supports and Services and \$5 million for Special Education Health and Nursing Services. The delegation also required staff to return to the Board for ratification of the master contracts after rates had been negotiated or ordered by Los Angeles County Office of Education (LACOE) as delegated by the California Department of Education (CDE).

Recent changes to the law have required the District to increase its use of contracted services for special education health and nursing services. Effective October 1, 2025, a regulation adopted by the Respiratory Care Board (RCB) of California defined respiratory procedures such as suctioning as tasks requiring a nursing assessment and limited the authorization of persons legally qualified to perform suctioning. This regulation was introduced by the RCB without prior notification to school districts and other agencies. Effective January 1, 2026, schools were granted a limited exemption for licensed vocational nurses to perform suctioning services.

Due to lack of notice from the RCB, the District was unable to plan for or anticipate the resulting increase in costs. The regulation requires Registered Nurses (RNs) to perform all specified respiratory care services. Previously, Licensed Vocational Nurses (LVNs) and Health Care Assistants (HCAs) performed these procedures. As a result of the new regulation, the District has had to increase the number of contracted non-public agency RNs to provide care to students with respiratory care needs to remain in compliance with the new regulation. These required services necessitate an increase in the previous authorized amount for NPA master contracts for, at minimum, the 2025-26 and 2026-27 school years. An increase is being requested for the remainder of this school year and next school year while staff work on resolutions to address the impact of the new regulation, including possible legislative solutions.

The Division of Special Education and Medical Services Division prepares periodic reports for contract actions necessary for the provision of special education and related services in accordance with Board delegated authority to the Superintendent.

The Individuals with Disabilities Education Act (“IDEA”) requires that the District provide qualified students with disabilities with special education and related services. The District is required to maintain a continuum of program options, including NPAs, health, and nursing services to meet the needs of its special education students. (Ed. Code, §§ 56360, 56361, 56365.)

**Expected Outcomes:**

Approval of these items will allow the Division of Special Education and Medical Services Division to continue the provision of special education health and nursing supports and services provided through these contracts to serve eligible students with disabilities and ensure compliance with IDEA and state law.

**Board Options and Consequences:**

A “YES” vote allows continuance of NPA services to qualified students with special education health and nursing services needs.

Based on current demand, staff expects the existing authorized aggregate contract amount for the 2025-26 school year will be fully utilized no later than the end of April 2026.

If the Board does not authorize an increase, a “NO” vote will result in difficulties in allocating resources. Postponement of actions presented for ratification in Attachment “A” will delay contract award or delivery dates.

**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:**

In 2025, the Board approved delegated authority to the Division of Special Education and the Medical Services Division for a not-to-exceed aggregate amount of \$4 million for health and nursing services for the 2025-2026 school year. The Board also approved a not-to-exceed aggregate amount of \$5 million for health and nursing services for the 2026-2027 school year. For the 2025-2026 school year, the Division of Special Education and the Medical Services Division will exceed the previously Board-approved amount of \$4 million and are proposing the Board authorize an \$8 million increase in the aggregate authority, resulting in an updated not-to-exceed aggregate total of \$12 million. In addition, the Divisions are proposing a \$7 million increase in the

aggregate authority for the 2026-2027 school year, resulting in an updated not-to-exceed aggregate total of \$12 million. This budget will be funded by a combination of state and federal funds.

**Student Impact:**

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

**Equity Impact:**

<b>Component</b>	<b>Score</b>	<b>Score Rationale</b>
<b>Recognition</b>	3	The award of the NPA 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, including health and nursing services, to meet the needs of individuals with exceptional needs for special education as required by the IDEA.
<b>Resource Prioritization</b>	3	The NPA 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.
<b>Results</b>	3	The NPA contracts ensure that the Medical Services Division has the required continuum of program options available to meet the needs of individuals with exceptional needs for special education and health and nursing services as required by the IDEA.
<b>TOTAL</b>	9	

**Issues and Analysis:**

In May 2025, staff expected to negotiate and execute master contracts for the 2025-26 school year with at least two NPAs (Ro Health and RCM Healthcare Services) for the provision of health and nursing services for students with disabilities pursuant to their IEP, with additional contractors added to the final list as necessary. Staff expects to return to the Board for ratification of the master contracts later this school year after rates have been either negotiated or ordered by LACOE as delegated by the CDE.

**Attachments:**

None

**Link Material:**

Ratification of Contracts Awarded Under Delegated Authority previously adopted Board Report referenced in the Policy Implications section adopted May 13, 2025: Board Report No. 331-24/25 <<https://drive.google.com/file/d/1bWM7fLhVuole7b4Shl6TgvT6ZR53wIU8/view?usp=sharing>>

**Previously adopted Board report referenced under background and policy implication sections:**

- Adopted on May 13, 2025 [Board Report No. 331-24/25 <https://drive.google.com/file/d/107-W3onQyFRIfbk8dt94S7xvocp01bIP/view?usp=drive\\_link>](https://drive.google.com/file/d/107-W3onQyFRIfbk8dt94S7xvocp01bIP/view?usp=drive_link)

**Submitted:**  
03/26/26

**RESPECTFULLY SUBMITTED,**



ANDRES E. CHAIT  
Acting Superintendent

**APPROVED BY:**



PEDRO SALCIDO  
Deputy Superintendent,  
Business Services and Operations

**REVIEWED BY:**



DEVORA NAVERA REED  
General Counsel

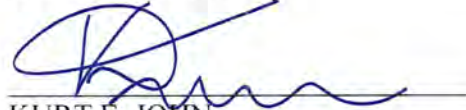
**APPROVED BY:**



KARLA V. ESTRADA  
Deputy Superintendent of Instruction

✓ Approved as to form.

**REVIEWED BY:**



KURT E. JOHN  
Deputy Chief Financial Officer

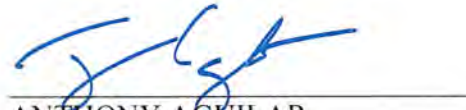
**APPROVED & PRESENTED BY:**



SMITA MALHOTRA, MD  
Chief Medical Director  
Medical Services Division

✓ Approved as to budget impact statement.

**APPROVED & PRESENTED BY:**



ANTHONY AGUILAR  
Chief  
Special Education & Specialized Programs

**APPROVED & PRESENTED BY:**



JOSE SOTO  
Executive Director  
Division of Special Education

**APPROVED AND PRESENTED BY:**



PAULINA ROCK  
Executive Director  
Medical Services Division

# TAB 14



## Board of Education Report

**File #:** Rep-372-25/26, **Version:** 1

**Agenda Date:** 4/21/2026

**In Control:** Environmental Health & Safety

### **Adoption of the Negative Declaration for the 32<sup>nd</sup> Street USC (32<sup>nd</sup> St./USC) Magnets Major Modernization Project**

Office of Environmental Health and Safety

#### **Brief Description:**

(Adoption of the Negative Declaration for the 32<sup>nd</sup> Street USC Magnets Major Modernization Project). Recommends review and adoption of the Negative Declaration (ND) for the proposed 32<sup>nd</sup> Street USC Magnets (32<sup>nd</sup> St/USC) Major Modernization Project prepared in compliance with the California Environmental Quality Act (CEQA; Public Resources Code §21000 et seq.) and State CEQA Guidelines (California Code of Regulations, Title 14, Division 6, Chapter 3 §15000 et seq.). Furthermore, the Environmental review of the Project found that there would be no significant impacts as a result of the construction and operation of the Project with the implementation of LAUSD Standard Conditions of Approval.

#### **Action Proposed:**

Review and adopt the Negative Declaration (ND) for the proposed Project prepared in compliance with the California Environmental Quality Act (CEQA; Public Resources Code §21000 et seq.) and State CEQA Guidelines (California Code of Regulations, Title 14, Division 6, Chapter 3 §15000 et seq.). An Initial Study/Negative Declaration was prepared for the Project. Environmental review of the Project found that there would be no significant impacts as a result of the construction and operation of the Project with the implementation of LAUSD Standard Conditions of Approval.

#### **Background:**

On October 12, 2021, the Los Angeles Unified School District (Los Angeles Unified or District) Board of Education (Board) approved the project definition for site due diligence, planning, and feasibility activities necessary to propose scope recommendations, budget, and schedule for the proposed Project (Board Report No. 085-21/22). On November 14, 2023, the Board approved the project redefinition for the proposed Project to begin the environmental review, design, procurement, and other activities necessary to implement the proposed project (Board Report No. 073-23/24). Subsequently, on November 19, 2024, the Board approved the Alternative Design-Build Contract Award to Charles Pankow Builders, Ltd. in partnership with QDG Incorporated (dba QDG Architecture) for Phase 1 of the contract to provide design and preconstruction services for the proposed Project, and on March 10, 2026, the Board approved a contract amendment to the Alternative Design-Build Contract to include Phase 2 construction services.

The proposed Project is located on a 3.67-acre school campus at 822 W 32nd Street in the City of Los Angeles (Board District 1, Region South). 32nd St/USC Magnets (School) is a span school serving Grades K-12. All existing buildings were constructed between 1949 and 2010. As of the 2025-2026 Electronic Capacity Assessment Review (E-CAR), the School served approximately 900 students.

The proposed Project involves the modernization and enhancement of the School with the construction of new buildings and site improvements with approximately twenty-three general and specialty classrooms and support

spaces. The proposed Project also includes the demolition of thirteen uncertified relocatable buildings and one storage building.

Additional improvements encompass exterior painting of all remaining buildings to provide a uniform appearance; associated landscape, hardscape, and related infrastructure upgrades including a new electrical transformer. The proposed Project also includes accessibility upgrades to ensure compliance with the Americans with Disabilities Act (ADA) requirements, and local, state, and federal regulations.

To support the School during construction, the programs will temporarily relocate to the former Downtown Business Magnet (DBM) campus where interim facilities will be upgraded to include an elementary play area, exterior upgrades, and minor reconfiguration of existing demountable partitions.

The former DBM campus is located at 1081 West Temple Street, in the City of Los Angeles (Board District 2, Region East). The campus was vacated by Downtown Business Magnet High School in the Summer of 2022 and most recently served as interim space for Rise Kohyang High School operated by Bright Star Schools. A portion of the site houses KLCS Education Foundation (KLCS), which will remain in place while the School temporarily occupies the site.

The site is not on any hazardous waste lists under Section 65962.5 of the Government Code. A site-wide Phase I ESA was conducted in 2022, and a PEA-E for the project area in November 2025 and January 2026. The PEA-E identified lead and arsenic in the soil samples, and a Soil Management Plan was prepared as part of the PEA-E report and recommended the removal of the contaminated soil. Proper disposal procedures pursuant to the Department of Toxic Substances Control (DTSC) and LAUSD Standard Conditions of Approval should be followed.

The District's Office of Environmental Health & Safety (OEHS) evaluated the proposed Project to determine its potential impacts on the environment in accordance with CEQA, Public Resources Code §21000, et seq., and State CEQA Guidelines, Title 14 California Code of Regulations §15000 seq.

Environmental review of the Project found that there would be no significant impacts as a result of the construction and operation of the Project with the implementation of LAUSD Standard Conditions of Approval. This evaluation, as documented in the Initial Study (IS), resulted in the preparation of a Negative Declaration (ND) (State Clearinghouse Number 2026010388). The District circulated the IS/ND for a 30-day public review period from January 15, 2026 to February 17, 2026. Copies of the IS/ND were available for review electronically on the OEHS and on the State Clearinghouse websites and printed copies made available for public review at LA Unified School District Headquarters and at 32nd St/USC.

The District posted the Notice of Intent to Adopt a Negative Declaration (NOI) on the OEHS website during the public review period, mailed the NOI to all owner/occupants located within a 0.25-mile radius of the Project site and to parents/guardians of students, published the NOI in two local newspapers (Daily News and La Opinión), and posted the NOI and notice of virtual public meeting around the campus. The District filed the NOI with the Los Angeles County Clerk and with the State Clearinghouse for distribution to potentially affected state agencies, local agencies, tribal agencies pursuant to AB 52, and known interested parties.

At the end of the public review period, the District received one comment letter from the Department of Toxic Substances Control. All comments received were responded to by the District and are included in the attached Responses to Comments (RTC).

**Expected Outcomes:**

Staff anticipate that the Board will review and make a determination on the attached Resolution to adopt the ND pursuant to CEQA and State CEQA Guidelines. This action is required for the Board to consider approval of the Project.

**Board Options and Consequences:**

A “Yes” vote to adopt the Negative Declaration would enable the Board to consider approval of the Project.

A “No” vote to adopt the Negative Declaration would prevent the Board from approving the proposed Project, and the proposed Project could not proceed into construction.

**Policy Implications:**

This action does not change District policy. This action helps facilitate the Facilities Services Division Strategic Execution Plan and supports the goals and objectives of the School Upgrade Program (SUP). On August 24, 2021, the Board adopted an update to the SUP to integrate Measure RR funding and priorities into its operational framework and approved the Measure RR Implementation Plan (Implementation Plan) to help guide the identification of sites and development of project proposals (Board Report No. 027-21/22). The proposed Project supports the implementation of the Modernization, Upgrade and Development of High School Athletic Facilities. Projects to upgrade high school athletic facilities within each Board District fall under the SUP category of need for School Upgrades and Reconfigurations to Support Wellness, Health, Athletics, Learning, and Efficiency (WHALE).

**Budget Impact:**

The budget for the proposed Project is \$107,959,859. The proposed Project is funded by Bond Program funds targeted in the SUP for major modernizations, upgrades, and reconfigurations to school campuses.

**Student Impact:**

The proposed Project will help ensure that approximately 900 existing and future students attending the School are provided with safe and updated facilities that support learning.

**Equity Impact:**

The intent of the major modernization project is to address buildings and grounds that pose a safety concern and have the greatest needs for upgrades with emphasis placed on seismic safety, reducing Los Angeles Unified’s reliance on relocatable buildings, and addressing the most critical/severe physical conditions. While the Project is extensive in nature, less critical items may not be addressed. This approach allows Los Angeles Unified to reach more schools with the limited funding available.

**Issues and Analysis:**

Environmental review of the proposed Project found that Los Angeles Unified’s Standard Conditions and Approvals, Project Design Features, as well as all applicable state, federal, and local regulations, there would be no significant impacts as a result of the Project. The District is the “Lead Agency” as defined in the State CEQA Guidelines §§15050-15053, and the Board shall review and consider the ND and its supporting documents and comments.

**Attachments:**

Attachment A - Resolution of the Los Angeles Unified School District Board Adopting the Negative Declaration for the 32<sup>nd</sup> St./USC Magnet Major Modernization Project

Due to the file size, the following attachments may be viewed/downloaded at the links below:

Attachment B - Initial Study/ Negative Declaration

<https://media.edlio.net/4c6d677b/bb1fc79c/dca1bb75/2342332b3ca241fb90c4a56e78e307f2?>

Attachment C - Initial Study/ Negative Declaration Appendices: the CEQA website

<https://media.edlio.net/4c6d677b/bb1fc79c/bc5c92d1/215ac4ff3b6432a8aeb7c70d173187c?>

Attachment D - Responses to Comments

[https://drive.google.com/file/d/1aYr47GD\\_DN8WInwq6gDYH9THPfm9qW4W/view?](https://drive.google.com/file/d/1aYr47GD_DN8WInwq6gDYH9THPfm9qW4W/view?)

Linked materials of previously adopted Board reports referenced in the background and policy implications sections:

- Adopted November 14, 2023, [Board Report No. 073-23/24](#)  
<https://drive.google.com/file/d/1V9IhJVdVEhKDPKdk68s57tBRz09sv16F/view?usp=sharing>
- Adopted October 12, 2021, [Board Report No. 085-21/22](#)  
<https://drive.google.com/file/d/1MIIZL3315F6sBv0k2IQXSOjUFQMC5Gcp/view?usp=sharing>
- Adopted August 24, 2021, [Board Report No. 027-21/22](#)  
[https://drive.google.com/file/d/1WJNvfi\\_ATG8VbpDx6KXq4\\_w2GxmSBNJA/view?](https://drive.google.com/file/d/1WJNvfi_ATG8VbpDx6KXq4_w2GxmSBNJA/view?)

**Submitted:**

03/30/26

**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:**


  
\_\_\_\_\_  
JAIME G. TORRENS  
Senior Advisor to the Superintendent

Approved as to form.

**REVIEWED BY:**

  
\_\_\_\_\_  
KURT E. JOHN  
Deputy Chief Financial Officer

**APPROVED & PRESENTED BY:**

  
\_\_\_\_\_  
CARLOS A. TORRES  
Director  
Office of Environmental Health & Safety

Approved as to budget impact statement.



## LOS ANGELES UNIFIED SCHOOL DISTRICT Board of Education Resolution

### RESOLUTION OF THE LOS ANGELES UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION ADOPTING THE NEGATIVE DECLARATION FOR THE 32<sup>ND</sup> STREET USC MAGNETS MAJOR MODERNIZATION PROJECT

Whereas, on November 3, 2020, voters in Los Angeles Unified School District (Los Angeles Unified or District) passed Measure RR (School Upgrades and Safety Measure) as a funding mechanism to help address the significant and unfunded needs of LAUSD public school facilities; and

Whereas, under Measure RR and in conjunction with other, ongoing Los Angeles Unified Facilities programs, the District is proposing to upgrade, modernize, and replace aging and deteriorating District school facilities; update technology; and address District school facilities inequities to provide students with physically and environmentally safe, secure, and updated school facilities that support 21<sup>st</sup> century learning at hundreds of neighborhood schools District-wide; and

Whereas, on October 12, 2021, the Los Angeles Unified School District Board of Education (Board) approved the project definition for site due diligence, planning, and feasibility activities necessary to propose scope recommendations, budget, and schedule for the proposed Project (Board Report No. 085-21/22). On November 14, 2023, the Board approved the project redefinition for the proposed Project to begin the environmental review, design, procurement, and other activities necessary to implement the proposed project (Board Report No. 073-23/24). Subsequently, on November 19, 2024, the Board approved the Alternative Design-Build Contract Award to Charles Pankow Builders, Ltd. in partnership with QDG Incorporated (dba QDG Architecture) for Phase 1 of the contract to provide design and preconstruction services for the proposed Project, and on March 10, 2026, the Board approved a contract amendment to the Alternative Design-Build Contract to include Phase 2 construction services; and

Whereas, the proposed Project is located on a 3.67-acre school campus at 822 W 32<sup>nd</sup> Street in the City of Los Angeles (Board District 1, Region South). 32<sup>nd</sup> St/USC Magnets (School) is a span school serving Grades K-12. As of the 2025-2026 Electronic Capacity Assessment Review (E-CAR), the School served approximately 900 students; and

Whereas, the proposed Project involves the modernization and enhancement of the School with the construction of new buildings and site improvements with approximately twenty-three general and specialty classrooms and support spaces. The proposed Project also includes the demolition of thirteen uncertified relocatable buildings and one storage building. Additional improvements encompass exterior painting of all remaining buildings to provide a uniform appearance; associated landscape, hardscape, and related infrastructure upgrades including a new electrical transformer. The proposed Project also includes accessibility upgrades to ensure compliance with the Americans with Disabilities Act (ADA) requirements, and local, state, and federal regulations. To support the School during construction, the programs will temporarily relocate to the former Downtown Business Magnet campus where interim facilities will be upgraded to include an elementary play area, exterior upgrades, and minor reconfiguration of existing demountable partitions; and

Whereas, the site is not on any hazardous waste lists under Section 65962.5 of the Government Code. A site-wide Phase I ESA was conducted in 2022, and a PEA-E for the project area in November 2025 and January 2026. The PEA-E identified lead and arsenic in the soil samples, and a Soil Management Plan was prepared as part of the PEA-E report and recommended the removal of the contaminated soil. Proper disposal procedures pursuant to the Department of Toxic Substances Control (DTSC) should be followed.

Whereas, the District's Office of Environmental Health & Safety (OEHS) evaluated the proposed Project to determine its potential impacts on the environment in accordance with CEQA, Public Resources Code §21000, et seq., and State CEQA Guidelines, Title 14 California Code of Regulations §15000 et seq.; and

Whereas, environmental review of the Project found that there would be no significant impacts as a result of the construction and operation of the Project with the implementation of LAUSD Standard Conditions of Approval and mitigation measures. This evaluation, as documented in the Initial Study (IS), resulted in the preparation of a Negative Declaration (ND) (State Clearinghouse Number 2025100439). The District circulated the IS/ND for a 30-day public review period from January 15, 2026, to February 17, 2026. Copies of the IS/ND were available for review electronically on the OEHS website and on the State Clearinghouse website and printed copies made available for public review at LA Unified School District Headquarters at Beaudry and at the School; and

Whereas, on January 15, 2026, the District filed the Notice of Intent to Adopt a Negative Declaration (NOI) pursuant to the requirements of CEQA, Public Resources Code §21000, et seq., and State CEQA Guidelines, Title 14 California Code of Regulations §15000 et seq.; and

Whereas, from January 15, 2026, to February 17, 2026, the District circulated the IS/ND for public review with electronic copies on the OEHS and State Clearinghouse websites and printed copies at LA Unified School District Headquarters and at the School; and

Whereas, the District posted the Notice of Intent to Adopt a Negative Declaration (NOI) on the OEHS website during the public review period, mailed the NOI to all owner/occupants located within a 0.25-mile radius of the Project site, to parents/guardians of students, and published the NOI in two local newspapers (Daily News and La Opinión). The District filed the NOI with the Los Angeles County Clerk and with the State Clearinghouse for distribution to potentially affected state agencies, local agencies, tribal agencies pursuant to AB 52, and known interested parties; and

Whereas, the District responded to comments received during the public review period and at a community meeting in the Responses to Comments (RTC); and

Whereas, the District is the "Lead Agency" as defined in State CEQA Guidelines §§15050-15053, and the Board shall review and consider the ND and its supporting documents and comments.

Resolved, that the Board finds that:

The Project may not have an adverse effect on fish and wildlife, as referenced in §711.2 of the Fish and Game Code; and

The presumption of adverse effect set forth in California Code of Regulations, Title 14, §753.5(d) does not apply; and be it

Resolved further, that the Board hereby:

1. Finds that the ND was completed in compliance with CEQA and State CEQA Guidelines, as amended; and
2. Finds that the ND reflects the District's independent judgment and analysis; and
3. Finds that the Board reviewed and considered the information in the ND before making a decision to approve the Project; and
4. Adopts the ND; and be it

Resolved further, that the Board specifies that the record of proceedings on which the Board's decision is based is located at the Los Angeles Unified School District, Office of Environmental Health and Safety, 333 South Beaudry Avenue, 21st Floor, Los Angeles, California, and the custodian of the record of proceedings is the Office of Environmental Health and Safety.

**PASSED, APPROVED AND ADOPTED this 21<sup>st</sup> day of April 2026, by the following vote:**

**AYES:**

**NOES:**

**ABSENT:**

**ABSTAIN:**

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**Michael McLean**  
**Executive Officer of the Board of Education**

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**Date**

# TAB 15



## Board of Education Report

**File #:** Rep-373-25/26, **Version:** 1

**Agenda Date:** 4/21/2026

**In Control:** Facilities

### Project Approval for the 32<sup>nd</sup> Street School USC Magnet Major Modernization Project

Facilities Services Division

#### Brief Description:

(Project Approval for the 32<sup>nd</sup> Street School USC Magnet Major Modernization Project) Recommends approval of the 32<sup>nd</sup> Street School USC Magnet Major Modernization Project (Project) and authorize staff to execute all reasonable instruments to implement the proposed Project.

#### Action Proposed:

1. Approve the proposed 32<sup>nd</sup> Street School USC Magnet Major Modernization Project.
2. Authorize the Chief Procurement Officer and/or the Chief Facilities Executive and/or their designee(s) to execute all reasonable instruments to implement the proposed Project, including budget modifications and the purchase of equipment and materials.

The Office of Environmental Health and Safety's (OEHS) evaluation of the proposed Project resulted in the preparation of a Negative Declaration (ND). Pursuant to the California Environmental Quality Act (CEQA) Guidelines, staff is requesting the Board of Education (Board) approve the proposed Project so that construction activities can commence at a later date. The proposed action may only be considered after the Board adopts the ND prepared by OEHS in compliance with CEQA and State CEQA Guidelines for the proposed Project. (Board Report No. 372-25/26).

#### Background:

On October 12, 2021, the Board approved the project definition for site due diligence, planning, and feasibility activities necessary to propose scope recommendations, budget, and schedule for the proposed Project. On November 14, 2023, the Board approved the project redefinition for the proposed Project to begin the environmental review, design, procurement, and other activities necessary to implement the proposed project. Subsequently, on November 19, 2024, the Board approved the Alternative Design-Build Contract Award to Charles Pankow Builders, Ltd. in partnership with QDG Incorporated (dba QDG Architecture) for Phase 1 of the contract to provide design and preconstruction services for the proposed Project, and on March 10, 2026, the Board approved a contract amendment to the Alternative Design-Build Contract to include Phase 2 construction services.

The proposed Project is located on a 3.67-acre school campus at 822 W 32nd Street in the City of Los Angeles (Board District 1, Region South). 32<sup>nd</sup> Street School USC Magnet (School) is a span school serving Grades K-12. All existing buildings were constructed between 1949 and 2010. As of the 2025-2026 Electronic Capacity Assessment Review (E-CAR), the School served approximately 900 students.

The proposed Project involves the modernization and enhancement of the School with the construction of new buildings and site improvements with approximately twenty-three general and specialty classrooms and support

spaces. The proposed Project also includes the demolition of thirteen uncertified relocatable buildings and one storage building.

Additional improvements encompass exterior painting of all remaining buildings to provide a uniform appearance; associated landscape, hardscape, and related infrastructure upgrades including a new electrical transformer. The proposed Project also includes accessibility upgrades to ensure compliance with the Americans with Disabilities Act (ADA) requirements, and local, state, and federal regulations.

To support the School during construction, the programs will temporarily relocate to the former Downtown Business Magnet (DBM) campus where interim facilities will be upgraded to include an elementary play area, exterior upgrades, and minor reconfiguration of existing demountable partitions.

The former DBM campus is located at 1081 West Temple Street, Los Angeles CA 90012, in Region East, and Board District 2 (Dr. Rocío Rivas). The campus was vacated by Downtown Business Magnet High School in the Summer of 2022 and most recently served as interim space for Rise Kohyang High School operated by Bright Star Schools. A portion of the site houses KLCS Education Foundation (KLCS), which will remain in place while the School temporarily occupies the site.

The intent of the major modernization project is to address buildings and grounds that pose a safety concern and have the greatest need for upgrades with emphasis placed on seismic safety, reducing Los Angeles Unified's reliance on relocatable buildings, and addressing the most critical/severe physical conditions. While the Project is extensive in nature, less critical items may not be addressed. This approach allows Los Angeles Unified to reach more schools with the limited funding available.

**Expected Outcomes:**

Approval of the proposed Project will permit construction activities to be undertaken once the Division of the State Architect (DSA) approval is secured. Construction is anticipated to begin in the second quarter of 2026 and be completed in the fourth quarter of 2028.

**Board Options and Consequences:**

Adoption of staff's proposal will permit Los Angeles Unified to proceed with the construction of the proposed Project after DSA approval is secured. If the proposed action is not adopted, staff will be unable to proceed with construction activities. As a result, the School will continue to operate with aging, deteriorating, and outdated buildings and grounds. Furthermore, students, staff and the community will not benefit from the significant facilities improvements that will be undertaken as part of the proposed Project.

**Policy Implications:**

This action helps facilitate the Facilities Services Division Strategic Execution Plan and supports the goals and objectives of the School Upgrade Program (SUP). The proposed action advances Los Angeles Unified's 2022-2026 Strategic Plan, Pillar 4 Operational Effectiveness, Modernizing Infrastructure by upgrading facilities to support the instructional program.

**Budget Impact:**

The proposed action does not have a budget impact as the Board previously authorized funding for the proposed Project when it approved the Project definition and authorized the alternative design-build contract award. The current budget for the proposed Project is \$107,959,859. The proposed Project is funded by Bond Program funds targeted in the SUP for major modernizations, upgrades, and reconfigurations to school

campuses.

**Student Impact:**

The proposed Project will help ensure that approximately 900 existing and future students attending the School are provided with safe and updated facilities that support learning.

**Issues and Analysis:**

OEHS evaluated the proposed Project to determine potential impacts on the environment in accordance with CEQA and State CEQA Guidelines. This evaluation, as documented in the Initial Study (IS), resulted in the preparation of the ND. Los Angeles Unified circulated the IS/ND for a 30-day public review period from January 15, 2026 to February 17, 2026. The analysis documented in the IS/ND found that the proposed Project would not result in significant environmental impacts as a result of construction or operation of the proposed Project with the implementation of LAUSD Standard Conditions of Approval. Pursuant to State CEQA Guidelines, prior to the proposed Project proceeding into construction, the Board must adopt the ND and subsequently must approve the proposed Project.

**Attachments:**

None

**Submitted:**

03/26/26

**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 & 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

# TAB 16



## Board of Education Report

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**File #:** Rep-324-25/26, **Version:** 1

**Agenda Date:** 4/21/2026

**In Control:** Facilities

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### Consideration of Business Improvement District Renewal and Formation Petitions

Facilities Services Division

#### **Brief Description:**

(Consideration of Business Improvement District Renewal and Formation Petitions) Recommends to authorize the Chief Facilities Executive and/or her designee to execute petitions and cast the Proposition 218 ballot(s) in support of the renewal of three Business Improvement Districts (BIDs) (Downtown Industrial District, LA Fashion District, and Venice Beach) and the formation of two new Business Improvement Districts (Hooper Commons and MacArthur Park) within the City of Los Angeles (City), conditioned upon the BIDs providing a reduction of at least fifty percent (50%) of the proposed annual assessment amounts, and to execute any other reasonable instruments on behalf of Los Angeles Unified School District (LAUSD or Los Angeles Unified).

#### **Action Proposed:**

Authorize the Chief Facilities Executive and/or her designee to execute petitions and cast Proposition 218 ballot(s) in support of the renewal of the Downtown Industrial District, LA Fashion District, and Venice Beach BID Petitions; and the formation of two new BIDs, the Hooper Commons BID and MacArthur Park BID, within the City, conditioned upon the BIDs providing a reduction of at least fifty percent (50%) from the proposed annual assessment amounts, and/or execute any other reasonable instruments on behalf of Los Angeles Unified following confirmation of the negotiated assessment reduction.

#### **Background:**

A BID is formed when interested parties unite to propose a BID to serve a specific purpose for an identified geographic area. The BID proposal identifies the general services, activities, and programs to be paid through special assessments charged to all property owners within the BID. BID provides supplemental enhanced services which may include private security patrols (often referred to as ambassadors), sidewalk cleaning and pressure washing, graffiti removal, landscaping, maintenance improvements, special events, BID branding and marketing.

Each BID develops an annual budget based upon the services provided. The amount of each property owner's assessment of the budget is typically based on a formula that includes the square feet of the parcel and its buildings, and linear foot of frontage of the parcel. The assessments are collected by the City, placed in a trust fund for each BID, and funds are periodically released to support operations within the particular BID. A BID can range from three to 10 years in duration. In order to form a BID or renew a BID, a majority of the property owners (50.1%) in the BID area must affirmatively vote in support. BID petitions are submitted to the City Clerk for review and must receive approval by the Los Angeles City Council. Ballots are then mailed by the City to the property owners. In order for the BID to be approved, the City must receive a positive response from the majority of the ballots received.

The Downtown Industrial District, LA Fashion District, and Venice Beach BIDs are seeking renewal of their BID. The BIDs will need to submit the petition to renew to the City for the City Council to approve the

renewal. Subsequently, the City Clerk will distribute ballots to property owners to vote on the renewal. Downtown Industrial District, LA Fashion District, and Venice Beach BIDs are scheduled to renew as of January 2027. The Downtown Industrial BID provides services including bicycle and vehicle patrol, sidewalk sweeping and pressure washing, graffiti and handbill removal, trash and illegal dumping removal and economic development and communication programs that include planning activities, economic development activities, district stakeholder communications, and website. The LA Fashion District BID provides enhanced safe programs consisting of bicycle and vehicle patrols, services including sidewalk sweeping and pressure washing, graffiti and handbill removal, trash removal, landscape programs, tree trimming, and marketing and communications that include destination marketing, economic development, public relations and media outreach, advocacy, digital marketing, brand & creative services, trend & data reporting, event promotion & campaign support, and community & stakeholder communications. The Venice Beach BID provides services including sidewalk sweeping and pressure washing, graffiti and handbill removal, trash removal, landscape programs, tree trimming, destination marketing, beautification programs, website, district stakeholder communications, social media, business resources/support, and activations.

The Hooper Commons BID and the MacArthur Park BID are proposed new districts intended to provide supplemental services within their respective areas, above and beyond baseline City services. Proposed services for Hooper Commons include enhanced safety programs (such as bicycle, foot, and vehicle patrols), enhanced cleaning services (including sidewalk sweeping, pressure washing, graffiti and handbill removal, trash and illegal dumping removal, and tree trimming), and district marketing and coordination activities such as communications, placemaking initiatives, stakeholder outreach, and website management. Proposed services for MacArthur Park include Clean, Safe, and Beautiful programs, consisting of a Safe Team supporting crime-prevention efforts and concierge services; Clean Team services providing sidewalk and gutter sweeping, pressure washing, trash servicing, and graffiti removal; and landscaping and beautification efforts such as streetscape improvements, tree trimming, lighting, signage, public art, and district furnishings. Services would be overseen by a professional management team providing centralized administration and coordination.

Historically, Los Angeles Unified has negotiated and received a reduced special assessment per BID. Los Angeles Unified will continue to negotiate reduced special assessments for both BID renewals and new BID formations, and execution of petitions and ballots will be conditioned upon confirmation of the negotiated reduction.

The annual amount for the special assessment projected by the BID management teams for the three BID renewals (Downtown Industrial District, LA Fashion District, and Venice Beach) is approximately \$420,945. Board authority to support the BID renewals would be conditioned upon the BIDs agreeing to a reduction in the assessment of at least 50% of the proposed amount resulting in an estimated annual assessment of approximately \$181,431 beginning in 2027.

BID Renewals	Term	*Proposed Assessment (2027)	Negotiated Discounted Assessment	Los Angeles Unified Properties within BID
Downtown Industrial	2027-2033	\$80,351.44	\$22,639.07	9th Street ES
LA Fashion District	2027-2034	\$262,488.50	\$131,244.25	14th St. & San Pedro Admin. Office, San Julian Bus Garage
Venice Beach	2027-2035	\$78,106.00	\$27,548.04	Westminster Avenue ES
		<b>\$420,945.94</b>	<b>\$181,431.36</b>	

\*Proposed assessment subject to annual increases based on the BID budget

The Downtown Industrial and LA Fashion District BIDs are both located in Region East, Board District 2 (Rocio Rivas), and Venice Beach BID is located in Region West, Board District 4 (Nick Melvoin).

In addition, the annual amount for the special assessments projected by the BID management teams for the two proposed new BID formations (Hooper Commons and MacArthur Park) is approximately \$301,845. Board authority to support the formation of the new BIDs would likewise be conditioned upon confirmation of a negotiated reduction of at least 50%, resulting in an estimated annual discounted assessment for approximately \$143,957 beginning in 2027.

New BID Formations	Term	*Proposed Assessment (2027)	Negotiated Discounted Assessment	Los Angeles Unified Properties within BID
Hooper Commons	2027-2031	\$198,889.75	\$99,444.87	LAUSD C3 Office
MacArthur Park	2027-2031	\$102,955.15	\$44,512.33	Charles White ES, MacArthur Park Visual and Performing Arts El, Esperanza ES, Liechty MS
		<b>\$301,844.90</b>	<b>\$143,957.20</b>	

\*Proposed assessment subject to annual increases based on the BID budget

Hooper Commons BID and MacArthur Park BIDs are both located in Region East, Board District 2 (Rocio Rivas).

If a BID secures the required level of support through the Proposition 218 process, Los Angeles Unified would be responsible for encumbering and paying the cost associated with the special assessments pursuant to applicable law.

**Expected Outcomes:**

Approval of the action will authorize the Chief Facilities Executive or her designee to execute the petitions in support of both the renewal of existing BIDs and the formation of new BIDs within the City, conditioned upon the BIDs providing a discount of at least 50% or more to Los Angeles Unified on the annual assessment and pay the annual assessment for each BID if the BID is renewed and acknowledging that assessment liability, if the BID is approved by the City, arises independently through the Proposition 218 process.

**Board Options and Consequences:**

A “Yes” vote by the Board will authorize the Chief Facilities Executive or her designee to execute petitions and cast Proposition 218 ballots in support of the renewal of the Downtown Industrial District, LA Fashion District, and Venice Beach Business Improvement Districts (BIDs), and the formation of the Hooper Commons and MacArthur Park BIDs; condition Los Angeles Unified’s support on confirmation of a negotiated reduction of at least fifty percent (50%) of the proposed annual assessments; execute any related documents necessary to effectuate this action; and provide the necessary General Funds to encumber and pay the negotiated special assessments annually only if the respective BIDs are approved by the City of Los Angeles through the Proposition 218 process.

A “No” vote will withhold Los Angeles Unified’s affirmative support for the renewal and/or formation of the identified BIDs and will direct staff not to execute petitions or cast ballots in favor of the BIDs.. However, if a BID does secure the required support, Los Angeles Unified would still be responsible for encumbering and paying the cost associated with special assessments. as required under Proposition 218, Staff would continue to seek a discount on the assessments.

**Policy Implications:**

Los Angeles Unified does not have a current policy with regard to BIDs. The proposed action advances Los Angeles Unified’s 2022-2026 Strategic Plan Pillar 3 Engagement and Collaboration Leading for Impact by growing and leveraging partnerships with community-based organizations. and supporting improved cleanliness, safety, and operational conditions surrounding District facilities

**Budget Impact:**

If successful in negotiating a discount on the assessment, the projected annual amount for the special assessment associated with the three BID renewals would begin at approximately \$181,431 in 2027 and subject to annual increases based on the respective BID budgets. In addition, the two proposed new BID formations (Hooper Commons and MacArthur Park) would result in an estimated annual discounted assessment for approximately \$143,957 beginning in 2027, also subject to annual increases based on BID budgets.

The combined projected annual discounted assessment for the five BIDs would be approximately \$325,388 beginning in 2027. This represents a new, ongoing annual cost. Funding for the annual assessments will be provided by the General Fund, Business Improvement District Assessment program budget.

**Student Impact:**

Improve cleanliness and safety around the school perimeter and surrounding neighborhood.

**Issues and Analysis:**

Article 13 D (Proposition 218) of the State Constitution states that “parcels within a Business Improvement District that are owned or used by any public agency, the State of California, or the United States shall not be exempt from assessment unless the agency can demonstrate by clear and convincing evidence that those publicly owned parcels, in fact, receive no special benefit.”

Los Angeles Unified is not obligated to support the formation or renewal of a BID. Regardless of Los Angeles Unified’s support, if a BID is approved, Los Angeles Unified will be required to pay its special assessment unless there has been a formal determination that it is exempt.

The City has limited funding to provide certain services, and BIDs are able to supplement services that may

benefit the community. Supporting a BID is voluntary by the Board; however Los Angeles Unified is obligated to pay the special assessment should the City Council vote to pass the BID petitions presented.

Participation in a BID does not replace or diminish the duties, responsibilities, or positions of any Los Angeles Unified School District employees. BID services are intended to supplement City-provided services and District operations and do not supplant work customarily performed by Los Angeles Unified staff.

**Attachments:**

None

**Submitted:**

03/26/26

**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 & 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 and Development  
Facilities Services Division

# TAB 17



## Board of Education Report

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**File #:** Rep-345-25/26, **Version:** 1

**Agenda Date:** 4/21/2026

**In Control:** School Operations

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### **Renaming of San Fernando Middle School**

Division of School Operations

#### **Brief Description:**

(Renaming of San Fernando Middle School) Recommends approval of renaming the school to San Fernando Academy.

#### **Action Proposed:**

Approval of the renaming of San Fernando Middle School consistent with BUL-5549.2 (Naming/Renaming Schools, Buildings, and Fields). This school is in Board District 6, Region North.

#### **Background:**

In accordance with District policy, the school completed the required steps of the school's renaming process with documentation provided to the Division of School Operations. The renaming committee was established in September 2025. To ensure all voices were heard, the committee included teachers, parents, students, and community partners to ensure a diverse range of perspectives throughout the process.

San Fernando Middle School has been meeting with the school community to discuss the renaming since September 2025. Prior to the renaming, the school underwent consolidation of SFMS and SfiAM. The school community has been working to establish a new school identity since May 2024. Once the school merged, votes were completed, the committee quickly began the process the voting on the new school's name. While honoring the legacy and importance of the City of San Fernando, the committee would like the school's name to reflect a new image. Beyond the school's location of being nestled in the City of San Fernando, the school has also been deemed a historic site by the city. The school is focused on rebuilding an image to reflect the quality learning experiences. Commitment to expanding innovative learning opportunities for students, including the development of a dual immersion program, a farm-to-table sustainability initiative, and a robust arts program. The name San Fernando Academy therefore honors the schools' past while clearly signaling the exciting academic direction of our school's future. As a result, there was a strong consensus that the school's name should reflect these expanded opportunities available to students.

The selected name is to retain and honor the City of San Fernando while representing the dynamic and creative academic program offered. Changing the name will enhance the school's identity, better communicate the school's educational mission, and support efforts to increase student enrollment by accurately showcasing the full range of opportunities available at the school.

The renaming committee proposed three (3) names: San Fernando Academy, San Fernando Learning Academy, and San Fernando Legacy Academy.

#### **Expected Outcomes:**

The school and community voted to change the name and merge San Fernando Middle School to San Fernando

Academy.

**Board Options and Consequences:**

If the Board of Education votes “Yes”, the name of the school will change to San Fernando Academy.

If the Board of Education votes “No”, the name of the school will remain San Fernando Middle School.

**Policy Implications:**

None

**Budget Impact:**

The total estimated cost to update the school's name across three locations (the front-entrance, marquee, and exterior mural) is \$50,000. Funding for this project has been fully identified and will be covered through the school's General Fund (3027). In the future, the school will work with partners to fundraise to continue updating the gymnasium mural at a future date.

**Student Impact:**

Renaming the school would have a positive community impact. With a new name, the school will be reimagined to incorporate a direct academic rigor while creating a welcoming and safe environment for all students.

**Equity Impact:**

Non-Applicable

**Issues and Analysis:**

None

Below is the breakdown of the voting that took place:

School Staff Votes:

Below is the breakdown of the voting that took place. There was a total of 329 collected ballots.

<b>Proposed School Names</b>	<b>Students</b>	<b>%</b>	<b>Staff</b>	<b>%</b>	<b>Parents</b>	<b>%</b>	<b>Total</b>
San Fernando Academy	95	43.18 %	18	24%	19	58%	132
San Fernando Learning Academy	46	20.09%	33	43%	4	12%	83
San Fernando Legacy Academy	79	35.09%	25	33%	10	30%	114
<b>TOTAL</b>	<b>220</b>		<b>76</b>		<b>33</b>		<b>329</b>

**Attachments:**

None

**Submitted:**

04/09/26

**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 & PRESENTED BY:**

  
\_\_\_\_\_  
**DEBRA BRYANT**  
Interim Chief of School Operations  
Division of School Operations

**REVIEWED BY:**

  
\_\_\_\_\_  
**KURT E. JOHN**  
Deputy Chief Financial Officer

Approved as to budget impact statement.

# TAB 18



## Board of Education Report

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**File #:** Rep-344-25/26, **Version:** 1

**Agenda Date:** 4/21/2026

**In Control:** School Operations

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### **Renaming of Charles Maclay Middle School**

Division of School Operations

#### **Brief Description:**

(Renaming of Charles Maclay Middle School) Recommends approval of renaming the school to Glenoaks Academy.

#### **Action Proposed:**

Approve of the renaming of Charles Maclay Middle School to Glenoaks Academy consistent with BUL-5549.2 (Naming/Renaming Schools, Buildings, and Fields). This school is in Board District 6, Region North.

#### **Background:**

In accordance with District policy, the school completed the required steps of the school renaming process with documentation to the Division of School Operations. The renaming committee was established in September of 2024. The committee included teachers, parents, students, and community partners to ensure a diverse range of perspectives throughout the process to ensure all voices were heard. The choice of Glenoaks is named after a well-known part of the community for which the campus is located. The name symbolizes strength and growth, much like branches of a strong oak tree, students will grow, explore, and reach out into the world to achieve experiences in entrepreneurship. The selection of Glenoaks is a reminder of its deep roots and strong community. The instructional program will offer a coursework with an emphasis on business concepts and entrepreneurship. The school's emphasis will be about cultivating a mindset of ownership and agency. As a result, there was a strong consensus that the school's name should reflect these expanded opportunities available to students. Changing the name will enhance the school's identity, better communicate the school's educational mission, and support efforts to increase student enrollment by accurately showcasing the full range of opportunities available at the school.

The renaming committee proposed two (2) names, Dolores Huerta Academy and Glenoaks Academy.

#### **Expected Outcomes:**

The school and community voted to change the name Charles Maclay Middle School to Glenoaks Academy.

#### **Board Options and Consequences:**

If the Board of Education votes "Yes," the name of the school will change to Glenoaks Academy.

If the Board of Education votes "No", the name of the school will remain Charles Maclay Middle School.

#### **Policy Implications:**

None

In Control: School Operations

**Budget Impact:**

The estimated budget impact is \$65,602 and these costs will be covered by the school. The costs include \$12,984.76 to update the murals and \$52,617.15 for replacing the marquee.

**Student Impact:**

Renaming the school would have a positive community impact. It was also the most voted for name by the student stakeholder group. Students voted in favor of the selected name as it reflects the growth of the school’s programs and connection to the community.

**Equity Impact:**

Not Applicable

**Issues and Analysis:**

None

Below is the breakdown of the voting that took place:

School Staff Votes:

Below is the breakdown of the voting that took place. There was a total of 305 collected ballots.

Proposed School Names	Students	%	Staff	%	Parents	%	Total
Glenoaks Academy	81	40.5%	24	63.2%	31	46.3%	136
Dolores Huerta Academy	57	28.5%	13	34.2%	19	28.4%	89
Charles Maclay Middle School	62	31%	1	2.6%	17	25.4%	80
TOTAL	200		38		67		305

**Attachments:**

None


**Submitted:**

03/26/26

**RESPECTFULLY SUBMITTED,**

  
ANDRES E. CHAIT  
Acting Superintendent

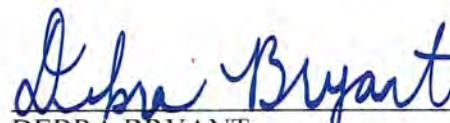
**APPROVED BY:**

  
PEDRO SALCIDO  
Deputy Superintendent  
Business Services & Operations

**REVIEWED BY:**


  
DEVORA NAVERA REED  
General Counsel

**APPROVED & 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.

# TAB 19



## Board of Education Report

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**File #:** Rep-375-25/26, **Version:** 1  
**In Control:** Charter Schools Division

**Agenda Date:** 4/21/2026

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### **Approval of the Renewal Petition for Chatsworth Charter High (Affiliated Charter School) [PUBLIC HEARING]**

Charter Schools Division

#### **Brief Description:**

(Approval of the Renewal Petition for Chatsworth Charter High) Recommends approval of the renewal petition for Chatsworth Charter High, a Middle performing, Conversion Affiliated charter school, with a benchmark in the area of academics (ELA for English Learners), located in Board District 3 and Region North, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 2,029 students in grades 9-12 in each year of the charter term.

#### **Action Proposed:**

Approve the renewal petition for Chatsworth Charter High (“Charter School”), a Conversion Affiliated charter school, with a benchmark in the area of academics (ELA for English Learners), located in Board District 3 and Region North, for five (5) years, beginning July 1, 2026 until June 30, 2031, to serve up to 2,029 students in grades 9-12 in each year of the charter term. The recommendation for approval is based on the information set forth in the attached Staff Assessment and Recommendation Report.

#### **Background:**

Chatsworth Charter High is a 9-12 school currently serving 1,643 students on a District facility at 10027 Lurline Avenue, Chatsworth, CA, 91311 in Board District 3 and Region North. Chatsworth Charter High was originally approved by the LAUSD Board of Education on May 14, 2013. On May 1, 2018, the charter school was renewed for a five-year term to serve up to 2,534 students in grades 9-12. 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 Chatsworth Charter High expires June 30, 2026.

On January 21, 2026 Chatsworth Charter High 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 April 21, 2026.

An initial Public Hearing was held on February 17, 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 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. 375, 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, Chatsworth Charter High 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- Chatsworth Charter High 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/1uV-JtCAnHE9ueznM1RG2GOMx8PXRvckh?usp=sharing>

**Submitted:**  
03/26/26

**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 375-25/26  
 April 21, 2026

School Name:	<b>Chatsworth Charter High (Affiliated Charter School)</b>		<b>BOARD IS REQUIRED TO TAKE ACTION BY:  April 21, 2026</b>
Type of Charter School:	<b>Conversion Affiliated</b>		
Charter Operator	<b>Los Angeles Unified School District</b>		
Location Code:	<b>8583</b>		
Type of Site(s):	<b>District Site</b>		
Site Address(es):	<b>10027 Lurline Avenue, Chatsworth, CA 91311</b>		
Board District(s):	<b>3</b>	Region(s):	<b>North</b>
Grade Levels Served:	<b>9-12</b>	Current Enrollment:	<b>1,643</b>
Grade Levels Authorized in Current Charter:	<b>9-12</b>	Approved Enrollment in Current Charter:	<b>2,534</b>
<b>CONSIDERATION:</b>	<b>Renewal</b>		
<b>CDE PERFORMANCE CATEGORY:</b> (PER CDE'S 2026 CLASSIFICATION)	<b>Middle Performing</b>		
<b>STAFF RECOMMENDATION:</b>	<b>Approval with a benchmark for a five (5)-year term (2026-2031)</b>		
<b>PROPOSED BENCHMARKS:</b>	<p>The following benchmark are proposed for Chatsworth Charter High for the 2026-2031 charter term:</p> <ol style="list-style-type: none"> <li>1. In each year of the charter term, the charter school shall demonstrate academic growth in English Language Arts (ELA) for English Learners as reported on the California School Dashboard ELA Academic Performance Indicator by achieving a Distance from Standard (DFS) that has Increased or Increased Significantly from the prior year as measured by Change Level; or achieved a DFS that is equal to or higher than their respective student group state average DFS.</li> </ol> <p>As part of ongoing oversight, the District will review the charter school's performance at its annual oversight visit to determine any appropriate actions, including consideration of the school's progress upon submission of a renewal petition at the end of the term of the charter.</p>		

**STAFF ASSESSMENT**

**I. ACTION PROPOSED**

Staff recommends approval of the renewal petition for Chatsworth Charter High ("Charter School"), with a benchmark in the area of academics, located in Board District 3 and Region

North, for a term of five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 2,029 students in grades 9-12 in each year of the charter term. Please note, for all District affiliated charter schools, the District determines each school's operational capacity annually in accordance with District policy.

## 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, 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, 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.) **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

	<b>Chatsworth Charter High</b>
<b>Initial Authorization:</b>	On May 14, 2013, Chatsworth Charter High was authorized by the LAUSD Board of Education to serve 3,204 students in grades 9-12.
<b>Most Recent Renewal</b>	<p>The charter was renewed on May 1, 2018 for a five-year term (July 1, 2018 - June 30, 2023) to serve up to 2,534 students in grades 9-12.</p> <p>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 Chatsworth Charter High expires June 30, 2026.</p>
<b>Approved Material Revisions of Current Charter:</b>	Not applicable
<b>Board Benchmarks in Current Charter Term:</b>	Not applicable
<b>Submission of Renewal Petition Application:</b>	Chatsworth Charter High submitted its renewal petition application on January 21, 2026. The 90-day statutory timeline for Board action on the petition runs through April 21, 2026.
<b>Concurrent Request for Material Revision:</b>	Not applicable
<b>Master Plan for English Learners and Standard English Learners:</b>	Chatsworth Charter High implements the District’s Master Plan for English Learners and Standard English Learners.
<b>Special Education SELPA</b>	As a District-affiliated charter school, Chatsworth Charter High is a member of the LAUSD SELPA.

#### B. Charter School Operator

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

### IV. STUDENT ACHIEVEMENT AND EDUCATIONAL PERFORMANCE

#### a. Summary

Chatsworth Charter High has been identified by the state as a Middle 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.

Overall, Charter School’s Dashboard performance was higher than the state in English Language Arts (ELA), English Language Progress Indicator (ELPI), and College/Career Indicator (CCI), but lower than the state in Math and Science.

Please see the Chatsworth Charter High data sets.

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.

**Chatsworth Charter High Dashboard Indicators**

School Year	ELA	Math	English Learner Progress	College/Career	Chronic Absenteeism	Graduation Rate	Suspension Rate
2022-2023	Red	Orange	Orange	Medium	Not Applicable	Blue	Blue
2023-2024	Green	Yellow	Green	Orange	Not Applicable	Blue	Green
2024-2025	Orange	Green	Yellow	Blue	Not Applicable	Yellow	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 in English Language Arts (ELA), the charter school’s Distance from Standard (DFS) was lower than the state for All Students, and lower than the state for five of six numerically significant student groups. In 2024 and 2025 in ELA, the charter school’s DFS was higher than the state for All Students, and higher than the state for five of six numerically significant student groups.

As noted above, staff is recommending a benchmark in ELA for the English Learner student group. In order to increase student outcomes in ELA for the English Learner student group, Charter School leaders report providing academic support that includes utilizing weekly iReady lessons to address learning gaps and having the school’s Targeted Student Population (TSP) coordinator work directly with designated and integrated English Language Development classroom teachers and assistants.

**Chatsworth Charter High - 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	Red	-45.5	-49.2	Orange	-13.6	Lower
Asian	Met	Blue	75.7	35.8	Blue	61.8	Higher

Student Group	Charter Participation Rate	Charter Color	Charter ELA (DFS)	Charter Change	State Color	State ELA (DFS)	Charter to State Comparison (DFS)
Latino	Met	Red	-81.1	-72.4	Orange	-40.2	Lower
White	Met	Yellow	1.8	-3.6	Green	20.8	Lower
English Learner	Not Met	Red	-167.8	-16.1	Orange	-67.7	Lower
Socioeconomically Disadvantaged	Met	Red	-64.5	-66.1	Orange	-42.6	Lower
Students with Disabilities	Not Met	Red	-182.0	-51.9	Red	-96.3	Lower

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

### Chatsworth Charter High - 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)
<b>All Students</b>	<b>Met</b>	<b>Green</b>	<b>7.6</b>	<b>53.1</b>	<b>Orange</b>	<b>-13.2</b>	<b>Higher</b>
Asian	Met	Blue	97.8	22.2	Blue	60.7	Higher
Latino	Met	Yellow	-19.6	61.6	Orange	-39.3	Higher
White	Met	Green	21.3	19.5	Green	19.2	Higher
English Learner	Met	Orange	-85.4	82.4	Orange	-67.6	Lower
Socioeconomically Disadvantaged	Met	Yellow	-4.4	60.1	Orange	-40.9	Higher
Students with Disabilities	Met	Orange	-86.3	95.7	Red	-95.6	Higher

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

### Chatsworth Charter High - 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)
<b>All Students</b>	<b>Met</b>	<b>Orange</b>	<b>-2.6</b>	<b>-10.2</b>	<b>Yellow</b>	<b>-8.1</b>	<b>Higher</b>
Asian	Met	Green	89.6	-8.2	Blue	61.9	Higher
Latino	Met	Orange	-30.9	-11.4	Yellow	-33.7	Higher
White	Met	Green	31.7	10.4	Green	23.8	Higher
English Learner	Met	Red	-99.3	-13.9	Yellow	-59.9	Lower
Socioeconomically Disadvantaged	Met	Orange	-20.2	-15.9	Yellow	-35.3	Higher
Students with Disabilities	Not Met	Orange	-82.2	4.1	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 for all numerically significant student groups. In 2025 in Math, the charter school’s DFS was lower than the state for All Students, and lower than the state for five of six student groups.

In light of these results, Chatsworth Charter High school leaders report implementing systems and programs to improve student outcomes in Math including, but not limited to, early intervention for incoming freshmen, credit-recovery opportunities offered after-school and on Saturdays, and an online tutoring service providing real-time support to students. Additionally, the school hired an additional Math teacher to reduce class sizes and provide students with more personalized attention.

### Chatsworth Charter High - 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)
<b>All Students</b>	<b>Met</b>	<b>Orange</b>	<b>-103.0</b>	<b>0.1</b>	<b>Orange</b>	<b>-49.1</b>	<b>Lower</b>
Asian	Met	Blue	41.3	68.3	Blue	50.8	Lower
Latino	Met	Red	-135.9	-12.5	Orange	-80.8	Lower
White	Not Met	Yellow	-79.6	21.5	Yellow	-11.1	Lower
English Learner	Not Met	Orange	-213.0	7.1	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Not Met	Red	-128.5	-18.1	Yellow	-80.8	Lower
Students with Disabilities	Not Met	Orange	-203.4	14.5	Orange	-127.3	Lower

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

### Chatsworth Charter High - 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)
<b>All Students</b>	<b>Met</b>	<b>Yellow</b>	<b>-67.8</b>	<b>35.2</b>	<b>Orange</b>	<b>-47.6</b>	<b>Lower</b>
Asian	Met	Green	29.8	-11.6	Blue	49.5	Lower
Latino	Met	Yellow	-106.8	29.1	Orange	-79.2	Lower
White	Met	Green	-26.3	53.3	Yellow	-10.3	Lower
English Learner	Met	Orange	-141.1	72.0	Orange	-93.4	Lower
Socioeconomically Disadvantaged	Met	Yellow	-85.2	43.3	Orange	-78.2	Lower
Students with Disabilities	Met	Orange	-131.9	71.5	Red	-124.3	Lower

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

### Chatsworth Charter High - 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)
<b>All Students</b>	<b>Met</b>	<b>Green</b>	<b>-55.2</b>	<b>12.6</b>	<b>Yellow</b>	<b>-42.4</b>	<b>Lower</b>
Asian	Met	Blue	50.3	20.6	Blue	51.9	Lower
Latino	Met	Yellow	-83.6	23.2	Yellow	-73.6	Lower
White	Met	Yellow	-40.4	-14.1	Green	-6.2	Lower
English Learner	Met	Orange	-132.6	8.5	Yellow	-86.1	Lower

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	Yellow	-73.9	11.3	Yellow	-72.9	Lower
Students with Disabilities	Not Met	Yellow	-113.2	18.7	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 lower than the state for four of six numerically significant student groups. In 2025 in Science, the charter school’s SPs were lower than the state for All Students, and lower than the state for five of six student groups.

In light of these results, Chatsworth Charter High school leaders report implementing systems and programs to improve student outcomes in Science including, but not limited to, project-based learning, use of scientific notebooks to improve executive functioning skills and documenting students’ personal growth as scientific thinkers, and academic support sessions.

**Chatsworth Charter High - Science Indicator - 2023-2024**

Student Group	Charter Participation Rate	Charter Color	Science Points	Charter Change	State Color	State Science Points	Charter to State Comparison
<b>All Students</b>	<b>Met</b>	<b>No Performance Color</b>	<b>48.9</b>	<b>1.0</b>	<b>No Performance Color</b>	<b>51.2</b>	<b>Lower</b>
Asian	Met	No Performance Color	60.2	4.3	No Performance Color	66.7	Lower
Latino	Met	No Performance Color	44.4	1.0	No Performance Color	45.4	Lower
White	Met	No Performance Color	53.2	3.0	No Performance Color	58.8	Lower
English Learner	Met	No Performance Color	35.8	2.4	No Performance Color	39.0	Lower
Socioeconomically Disadvantaged	Met	No Performance Color	46.8	0.2	No Performance Color	45.6	Higher
Students with Disabilities	Met	No Performance Color	40.5	4.1	No Performance Color	36.7	Higher

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

**Chatworth Charter High – Science Indicator - 2024-2025**

Student Group	Charter Participation Rate	Charter Color	Science Points	Charter Change	State Color	State Science Points	Charter to State Comparison
<b>All Students</b>	<b>Met</b>	<b>Yellow</b>	<b>49.8</b>	<b>1.0</b>	<b>Yellow</b>	<b>52.6</b>	<b>Lower</b>
Asian	Met	Green	64.5	4.3	Blue	67.0	Lower
Latino	Met	Yellow	45.3	1.0	Yellow	47.1	Lower
White	Met	Green	56.1	3.0	Green	60.2	Lower
English Learner	Met	Yellow	38.1	2.4	Yellow	41.1	Lower

Student Group	Charter Participation Rate	Charter Color	Science Points	Charter Change	State Color	State Science Points	Charter to State Comparison
Socioeconomically Disadvantaged	Met	Yellow	47.0	0.2	Yellow	47.1	Lower
Students with Disabilities	Met	Yellow	44.6	4.1	Orange	38.3	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 higher than the state. In 2024 on the ELPI, the charter school’s English Learner Progress Rate for the English Learner and Long-term English Learner student groups were higher than the state. In 2025 on the ELPI, the charter school’s English Learner Progress Rate for the English Learner student group was higher than the state’s rate, and the Long-term English Learner student group was lower than the state’s rate.

**Chatsworth Charter High - 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	51.8%	-2.9	Yellow	48.7%	Higher

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

**Chatsworth Charter High - 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	Green	54.5%	2.7	Orange	45.7%	Higher
Long-Term English Learner	Met	Blue	57.1%	10.3	Orange	45.8%	Higher

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

**Chatsworth Charter High - 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	Yellow	54.0%	-0.6	Yellow	46.4%	Higher
Long-Term English Learner	Met	Orange	47.1%	-10.1	Green	49.1%	Lower

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

g. College/Career Indicator

In 2023, the charter school’s percentage of students prepared was higher than the state for All Students, and for four of six numerically significant student groups. In 2024, the charter school’s percentage of students prepared was lower than the state for All Students, and for five of six numerically significant student groups. In 2025, the charter school’s percentage of students prepared was higher than the state for All Students, and for five of six numerically significant student groups.

### Chatsworth Charter High - College/Career Indicator - 2022-2023

Student Group	Charter Level	Charter Prepared	State Level	State Prepared	Charter to State Comparison
<b>All Students</b>	<b>Medium</b>	<b>45.6%</b>	<b>Medium</b>	<b>43.9%</b>	<b>Higher</b>
Asian	Very High	76.2%	Very High	75.8%	Higher
Latino	Medium	40.8%	Medium	35.5%	Higher
White	Medium	42.9%	Medium	53.2%	Lower
English Learner	Low	14.0%	Low	15.3%	Lower
Socioeconomically Disadvantaged	Medium	42.9%	Medium	35.4%	Higher
Students with Disabilities	Low	12.5%	Low	12.3%	Higher

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

### Chatsworth Charter High - College/Career Indicator - 2023-2024

Student Group	Charter Color	Charter Prepared	Charter Change	State Color	State Prepared	Charter to State Comparison
<b>All Students</b>	<b>Orange</b>	<b>35.9%</b>	<b>-9.7</b>	<b>Yellow</b>	<b>45.3%</b>	<b>Lower</b>
Asian	Blue	82.5%	6.3	Blue	74.5%	Higher
Latino	Red	26.8%	-14.0	Yellow	37.4%	Lower
White	Green	45.5%	2.6	Yellow	54.3%	Lower
English Learner	Yellow	16.2%	2.3	Orange	17.2%	Lower
Socioeconomically Disadvantaged	Red	29.3%	-13.6	Yellow	37.4%	Lower
Students with Disabilities	Orange	11.8%	-0.7	Orange	13.5%	Lower

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

### Chatsworth Charter High - College/Career Indicator - 2024-2025

Student Group	Charter Color	Charter Prepared	Charter Change	State Color	State Prepared	Charter to State Comparison
<b>All Students</b>	<b>Blue</b>	<b>59.2%</b>	<b>17.1</b>	<b>Green</b>	<b>51.7%</b>	<b>Higher</b>
Asian	Blue	88.7%	6.2	Blue	77.9%	Higher
Latino	Green	47.0%	14.2	Green	45.1%	Higher
White	Green	68.3%	13.7	Green	58.6%	Higher
English Learner	Orange	13.5%	-16.2	Yellow	24.3%	Lower
Socioeconomically Disadvantaged	Green	53.9%	18.2	Green	44.8%	Higher
Students with Disabilities	Yellow	27.1%	15.3	Yellow	18.7%	Higher

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

h. Chronic Absenteeism Indicator  
Not applicable

i. Graduation Indicator [HS only]

In 2023 and 2024, the charter school's percentage of graduated students was higher than the state for All Students, and for all student groups. In 2025, the charter school's percentage of graduated students was higher than the state for All Students, and for four of six student groups. Chatsworth Charter High's students must meet A-G requirements with a grade of "C" or better.

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 Chatsworth Charter High's 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>Accomplished</i>
Concerns	None

b. Student Achievement and Educational Performance

Oversight Ratings/Concerns	
2023-2024	<i>Developing</i>
2024-2025	<i>Proficient</i>
Concerns	The rating of <i>Developing</i> in 2023-2024 was a result of the average of applicable CA School Dashboard indicators.

c. Organizational Management, Programs, and Operations

Oversight Ratings/Concerns	
2023-2024	<i>Accomplished</i>
2024-2025	<i>Accomplished</i>
Concerns	None

**VI. FISCAL MANAGEMENT AND PERFORMANCE**

a. Fiscal Condition

As an affiliated charter school, the District is responsible for the fiscal management of Chatsworth Charter High.

# Chatsworth Charter High

Board District: 3 | Region: North | Location Code: 8583

## 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	96%	296	-45.5	-49.2	Declined Significantly	Red	-13.6	Lower	98%	405	7.6	53.1	Increased Significantly	Green	-13.2	Higher	97%	374	-2.6	-10.2	Declined	Orange	-8.1	Higher
African American/Black	88%	7	*	*	*	*	-59.6	*	92%	22	-28.8	--	--	--	-58.9	--	84%	16	-57.3	-28.5	Declined Significantly	--	-51.3	--
Asian	98%	38	75.7	35.8	Increased Significantly	Blue	61.8	Higher	98%	50	97.8	22.2	Increased Significantly	Blue	60.7	Higher	98%	48	89.6	-8.2	Declined	Green	61.9	Higher
English Learner	88%	47	-167.8	-16.1	Declined Significantly	Red	-67.7	Lower	100%	31	-85.4	82.4	Increased Significantly	Orange	-67.6	Lower	96%	45	-99.3	-13.9	Declined	Red	-59.9	Lower
Filipino	100%	17	-58.1	-117.6	Declined Significantly	--	44.0	--	100%	11	115.8	173.9	Increased Significantly	--	45.8	--	100%	13	33.8	-82.0	Declined Significantly	--	49.6	--
Latino	96%	184	-81.1	-72.4	Declined Significantly	Red	-40.2	Lower	98%	231	-19.6	61.6	Increased Significantly	Yellow	-39.3	Higher	97%	244	-30.9	-11.4	Declined	Orange	-33.7	Higher
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	5	*	*	*	*	-109.6	*	92%	13	-136.5	--	--	--	-104.5	--
Socioeconomically Disadvantaged	96%	130	-64.5	-66.1	Declined Significantly	Red	-42.6	Lower	97%	259	-4.4	60.1	Increased Significantly	Yellow	-40.9	Higher	97%	249	-20.2	-15.9	Declined Significantly	Orange	-35.3	Higher
Students with Disabilities	86%	39	-182.0	-51.9	Declined Significantly	Red	-96.3	Lower	98%	41	-86.3	95.7	Increased Significantly	Orange	-95.6	Higher	90%	46	-82.2	4.1	Increased	Orange	-89.4	Higher
White	95%	38	1.8	-3.6	Declined	Yellow	20.8	Lower	98%	75	21.3	19.5	Increased Significantly	Green	19.2	Higher	98%	46	31.7	10.4	Increased	Green	23.8	Higher

Data Sources: California School Dashboard Research data files.

# Chatsworth Charter High

Board District: 3 | Region: North | Location Code: 8583

## 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	95%	292	-103.0	0.1	Maintained	Orange	-49.1	Lower	98%	405	-67.8	35.2	Increased Significantly	Yellow	-47.6	Lower	96%	374	-55.2	12.6	Increased	Green	-42.4	Lower	
African American/Black	88%	7	*	*	*	*	-104.5	*	96%	22	-100.5	--	--	--	-102.2	--	84%	17	-133.4	-32.9	Declined Significantly	--	-95.8	--	
Asian	98%	38	41.3	68.3	Increased Significantly	Blue	50.8	Lower	98%	50	29.8	-11.6	Declined	Green	49.5	Lower	98%	48	50.3	20.6	Increased Significantly	Blue	51.9	Lower	
English Learner	84%	47	-213.0	7.1	Increased	Orange	-93.4	Lower	100%	31	-141.1	72.0	Increased Significantly	Orange	-93.4	Lower	96%	46	-132.6	8.5	Increased	Orange	-86.1	Lower	
Filipino	100%	16	-101.1	-97.5	Declined Significantly	--	7.4	--	100%	11	56.4	157.5	Increased Significantly	--	10.4	--	100%	13	8.1	-48.3	Declined Significantly	--	14.2	--	
Latino	95%	182	-135.9	-12.5	Declined	Red	-80.8	Lower	98%	230	-106.8	29.1	Increased Significantly	Yellow	-79.2	Lower	96%	243	-83.6	23.2	Increased Significantly	Yellow	-73.6	Lower	
Long-Term English Learner	--	--	--	--	--	--	--	--	100%	5	*	*	*	*	-163.5	*	92%	13	-176.4	--	--	--	-158.9	--	
Socioeconomically Disadvantaged	94%	130	-128.5	-18.1	Declined Significantly	Red	-80.8	Lower	97%	259	-85.2	43.3	Increased Significantly	Yellow	-78.2	Lower	96%	248	-73.9	11.3	Increased	Yellow	-72.9	Lower	
Students with Disabilities	84%	38	-203.4	14.5	Increased	Orange	-127.3	Lower	98%	41	-131.9	71.5	Increased Significantly	Orange	-124.3	Lower	90%	47	-113.2	18.7	Increased Significantly	Yellow	-120.7	Higher	
White	93%	38	-79.6	21.5	Increased Significantly	Yellow	-11.1	Lower	98%	75	-26.3	53.3	Increased Significantly	Green	-10.3	Lower	98%	46	-40.4	-14.1	Declined	Yellow	-6.2	Lower	

Data Sources: California School Dashboard Research data files.

# Chatsworth Charter High

Board District: 3 | Region: North | Location Code: 8583

## 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%	428	48.9	--	51.2	Lower	99%	388	49.8	1.0	Maintained	Yellow	52.6	Lower
African American/Black	100%	22	43.1	--	41.4	--	95%	16	39.8	-3.3	Declined	--	43.4	--
Asian	98%	51	60.2	--	66.7	Lower	100%	48	64.5	4.3	Increased	Green	67.0	Lower
English Learner	100%	34	35.8	--	39.0	Lower	100%	52	38.1	2.4	Increased	Yellow	41.1	Lower
Filipino	100%	12	67.5	--	62.1	--	100%	13	59.2	-8.3	Declined Significantly	--	63.3	--
Latino	99%	242	44.4	--	45.4	Lower	99%	250	45.3	1.0	Maintained	Yellow	47.1	Lower
Long-Term English Learner	100%	5	*	*	32.8	*	100%	13	36.1	--	--	--	34.0	--
Socioeconomically Disadvantaged	99%	277	46.8	--	45.6	Higher	99%	263	47.0	0.2	Maintained	Yellow	47.1	Lower
Students with Disabilities	95%	49	40.5	--	36.7	Higher	100%	43	44.6	4.1	Increased	Yellow	38.3	Higher
Two or More	92%	11	44.2	--	59.7	--	100%	6	*	*	*	*	61.1	*
White	98%	82	53.2	--	58.8	Lower	98%	51	56.1	3.0	Increased	Green	60.2	Lower

Data Sources: California School Dashboard Research data files.

# Chatsworth Charter High

Board District: 3 | Region: North | Location Code: 8583

## 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	110	51.8%	-2.9	Declined	Orange	48.7%	Higher	110	54.5%	2.7	Increased	Green	45.7%	Higher	113	54.0%	-0.6	Maintained	Yellow	46.4%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	42	57.1%	10.3	Increased Significantly	Blue	45.8%	Higher	34	47.1%	-10.1	Declined Significantly	Orange	49.1%	Lower

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	50.9%	0%	32.7%	14.5%	45.7%	2.3%	32.2%	18.3%	
2024	EL	54.5%	0%	34.5%	10.9%	43.2%	1.9%	34.4%	19.1%	
2024	LTEL	57.1%	0%	19.0%	23.8%	41.6%	3.4%	28.5%	24.7%	
2025	EL	53.1%	0%	37.2%	8.0%	44.6%	1.3%	35.5%	17.2%	
2025	LTEL	44.1%	0%	23.5%	23.5%	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	151	154	98.1%	Y	1,048,300	1,069,515	98.0%	Y
2023	LTEL	47	48	97.9%	Y	193,182	202,530	95.4%	Y
2024	EL	155	163	95.1%	Y	1,028,083	1,047,977	98.1%	Y
2024	LTEL	36	38	94.7%	N	182,603	190,459	95.9%	Y
2025	EL	145	151	96.0%	Y	947,393	963,338	98.3%	Y
2025	LTEL	22	22	100.0%	Y	175,106	181,495	96.5%	Y

# Chatsworth Charter High

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## CA School Dashboard: Academic Performance - College / Career

This report shows the percentage of current graduates who meet specific College/Career Indicator (CCI) "prepared" criteria for all student groups in grades 9-12. For the 2023 Dashboard, the CCI will report the most current year data or "status only". Therefore the CCI will have performance displayed using one of five Status levels that range between Very Low (lowest performance), Low, Medium, High, and Very High (highest performance). 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 11-29 students or do not have at least 30 students with scores in the current and prior year, status and change are reported, and 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.

College / Career Academic Indicator (CCI) - CA School Dashboard Indicator																			
Student Group	Dashboard 2023					Dashboard 2024							Dashboard 2025						
	Students	CCI	Status Level	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State	Students	CCI	Change	Change Level	Color	State CCI	School vs State
All Students	342	45.6%	Medium	43.9%	Higher	326	35.9%	-9.7	Declined Significantly	Orange	45.3%	Lower	426	59.2%	17.1	Increased Significantly	Blue	51.7%	Higher
African American/Black	14	21.4%	Low	25.1%	--	11	0.0%	-21.4	Declined	--	28.1%	--	23	47.8%	20.6	Increased	--	35.7%	--
Asian	42	76.2%	Very High	75.8%	Higher	40	82.5%	6.3	Increased	Blue	74.5%	Higher	53	88.7%	6.2	Increased	Blue	77.9%	Higher
English Learner	43	14.0%	Low	15.3%	Lower	37	16.2%	2.3	Increased	Yellow	17.2%	Lower	37	13.5%	-16.2	Declined	Orange	24.3%	Lower
Filipino	21	61.9%	High	65.2%	--	18	22.2%	-39.7	Declined	--	67.7%	--	12	91.7%	63.9	Increased	--	74.6%	--
Homeless Youth	16	18.8%	Low	20.4%	--	7	*	*	*	*	21.8%	*	11	18.2%	0.0	--	--	26.5%	--
Latino	211	40.8%	Medium	35.5%	Higher	198	26.8%	-14.0	Declined Significantly	Red	37.4%	Lower	236	47.0%	14.2	Increased Significantly	Green	45.1%	Higher
Long-Term English Learner	--	--	--	--	--	18	5.6%	-15.5	Declined	--	16.5%	--	11	9.1%	-13.1	Declined	--	24.9%	--
Socioeconomically Disadvantaged	261	42.9%	Medium	35.4%	Higher	249	29.3%	-13.6	Declined Significantly	Red	37.4%	Lower	330	53.9%	18.2	Increased Significantly	Green	44.8%	Higher
Students with Disabilities	40	12.5%	Low	12.3%	Higher	51	11.8%	-0.7	Maintained	Orange	13.5%	Lower	48	27.1%	15.3	Increased	Yellow	18.7%	Higher
Two or More	8	*	*	52.9%	*	10	*	*	*	*	53.7%	*	12	75.0%	0.0	--	--	58.6%	--
White	42	42.9%	Medium	53.2%	Lower	44	45.5%	2.6	Increased	Green	54.3%	Lower	82	68.3%	13.7	Increased	Green	58.6%	Higher

Data Sources: California School Dashboard Research data files.

# Chatsworth Charter High

Board District: 3 | Region: North | Location Code: 8583

## 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	1,849	0.4%	-0.2	Maintained	Blue	3.5%	Lower	1,865	0.6%	0.2	Maintained	Green	3.2%	Lower	1,878	0.7%	0.1	Maintained	Green	2.9%	Lower
African American/Black	98	1.0%	-2.4	Declined	Green	8.8%	Lower	104	1.0%	-0.1	Maintained	Green	8.4%	Lower	100	0.0%	-1.0	Declined	Blue	7.7%	Lower
Asian	183	0.5%	0.5	Increased	Green	1.1%	Lower	205	0.0%	-0.5	Declined	Blue	1.0%	Lower	208	0.0%	0.0	Maintained	Blue	1.0%	Lower
English Learner	185	0.5%	-1.2	Declined	Blue	3.7%	Lower	188	0.0%	-0.5	Declined	Blue	3.4%	Lower	207	0.5%	0.5	Increased	Green	3.2%	Lower
Filipino	64	0.0%	0.0	Maintained	Blue	1.3%	Lower	58	0.0%	0.0	Maintained	Blue	1.2%	Lower	66	0.0%	0.0	Maintained	Blue	1.1%	Lower
Foster Youth	13	0.0%	-5.6	Declined	--	13.6%	--	19	0.0%	0.0	Maintained	--	13.2%	--	13	0.0%	0.0	Maintained	--	13.0%	--
Homeless Youth	--	--	--	--	--	6.5%	--	42	0.0%	--	--	--	5.7%	Lower	43	0.0%	0.0	Maintained	Blue	5.1%	Lower
Latino	1,175	0.5%	-0.1	Maintained	Blue	3.8%	Lower	1,151	0.9%	0.4	Increased	Yellow	3.4%	Lower	1,130	0.9%	0.0	Maintained	Green	3.0%	Lower
Long-Term English Learner	--	--	--	--	--	--	--	56	0.0%	0.0	Maintained	Blue	8.1%	Lower	59	0.0%	0.0	Maintained	Blue	7.0%	Lower
Socioeconomically Disadvantaged	918	0.5%	-0.2	Maintained	Blue	4.5%	Lower	1,301	0.8%	0.2	Maintained	Green	4.0%	Lower	1,328	0.9%	0.1	Maintained	Green	3.6%	Lower
Students with Disabilities	260	0.8%	-1.9	Declined	Green	5.9%	Lower	267	1.1%	0.4	Increased	Yellow	5.4%	Lower	250	0.8%	-0.3	Declined	Green	5.0%	Lower
Two or More	57	0.0%	0.0	Maintained	Blue	3.3%	Lower	67	1.5%	1.5	Increased	Yellow	3.0%	Lower	84	1.2%	-0.3	Declined	Green	2.8%	Lower
White	262	0.0%	-0.4	Declined	Blue	2.9%	Lower	271	0.0%	0.0	Maintained	Blue	2.6%	Lower	281	1.1%	1.1	Increased	Yellow	2.4%	Lower

Data Sources: California School Dashboard Research data files.

# Chatsworth Charter High

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## CA School Dashboard: Graduation Rate Indicator

This report shows the combined four- and five-year graduation rate for comprehensive (or traditional) high schools and Dashboard Alternative School Status (DASS) schools for all student groups in grades 9-12. This rate is based on the number of high school students who graduate with a regular high school diploma in either four or five years. The 2025 Graduation Rate Indicator includes students from the most recent graduation cohort (Class of 2025) as well as students from the prior cohort (Class of 2024) who graduated in their fifth year of high school in 2023-25. 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.

Graduation Rate Indicator - CA School Dashboard Indicator																					
Student Group	Dashboard 2023							Dashboard 2024							Dashboard 2025						
	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State	Students	Graduation Rate	Change	Change Level	Color	State Graduation Rate	School vs State
All Students	342	95.3%	1.2	Increased	Blue	86.4%	Higher	327	95.1%	-0.2	Maintained	Blue	86.7%	Higher	426	93.2%	-1.9	Declined	Yellow	87.8%	Higher
African American/Black	14	85.7%	-14.3	Declined Significantly	--	78.5%	--	12	83.3%	-2.4	Declined	--	79.1%	--	23	95.7%	12.3	Increased Significantly	--	82.6%	--
Asian	42	97.6%	4.3	Increased	Blue	94.5%	Higher	40	97.5%	-0.1	Maintained	Blue	92.2%	Higher	53	98.1%	0.6	Maintained	Blue	92.6%	Higher
English Learner	43	83.7%	14.8	Increased Significantly	Green	73.5%	Higher	37	91.9%	8.2	Increased Significantly	Green	77.9%	Higher	37	67.6%	-24.3	Declined Significantly	Red	79.7%	Lower
Filipino	21	95.2%	-4.8	Declined	--	94.7%	--	18	94.4%	-0.8	Maintained	--	95.2%	--	12	100.0%	5.6	Increased Significantly	--	95.4%	--
Homeless Youth	16	93.8%	5.5	Increased Significantly	--	73.7%	--	7	*	*	*	*	75.7%	*	11	72.7%	--	--	--	77.1%	--
Latino	211	94.8%	1.4	Increased	Green	84.2%	Higher	198	95.5%	0.7	Maintained	Blue	85.3%	Higher	236	92.4%	-3.1	Declined	Yellow	86.9%	Higher
Long-Term English Learner	--	--	--	--	--	--	--	18	100.0%	10.5	Increased Significantly	--	80.8%	--	11	63.6%	-36.4	Declined Significantly	--	84.0%	--
Socioeconomically Disadvantaged	261	95.4%	2.5	Increased	Blue	83.7%	Higher	250	94.4%	-1.0	Declined	Yellow	84.4%	Higher	330	91.8%	-2.6	Declined	Yellow	86.2%	Higher
Students with Disabilities	40	85.0%	-5.7	Declined Significantly	Orange	72.7%	Higher	51	80.4%	-4.6	Declined	Orange	74.4%	Higher	48	70.8%	-9.6	Declined Significantly	Orange	77.1%	Lower
Two or More	8	*	*	*	*	88.6%	*	10	*	*	*	*	88.3%	*	12	91.7%	--	--	--	87.9%	--
White	42	97.6%	-0.2	Maintained	Blue	89.8%	Higher	44	93.2%	-4.4	Declined	Yellow	89.2%	Higher	82	90.2%	-2.9	Declined	Orange	89.0%	Higher

Data Sources: California School Dashboard Research data files.

# Chatsworth Charter High

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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
<b>Enrollment</b>	<b>1,724</b>	<b>529,902</b>	<b>5,837,690</b>	<b>1,743</b>	<b>516,685</b>	<b>5,806,221</b>
F/R Meal	67.5%	80.6%	61.6%	68.9%	81.9%	62.7%
GATE	30.2%	11.6%	N/A	32.7%	13.0%	N/A
English Learner	8.3%	20.1%	18.4%	10.0%	18.6%	17.4%
Foster Youth	0.7%	0.6%	0.5%	0.3%	0.5%	0.5%
Homeless Youth	1.6%	2.1%	3.6%	2.1%	2.7%	4.0%
Socioeconomically Disadvantaged	68.6%	81.3%	62.7%	69.5%	82.4%	63.6%
Students w/ Disabilities	14.0%	14.8%	13.7%	12.9%	15.6%	14.2%
Migrant Youth	0.1%	0.2%	0.8%	0.1%	0.2%	0.8%
African American/Black	5.2%	7.3%	4.9%	4.9%	7.1%	4.9%
American Indian or Alaska Native	0.2%	0.1%	0.4%	0.1%	0.1%	0.4%
Asian	11.5%	3.4%	9.9%	11.6%	3.3%	10.1%
Filipino	3.3%	1.7%	2.2%	3.5%	1.6%	2.2%
Latino	61.7%	73.8%	56.1%	60.2%	73.6%	56.1%
Native Hawaiian or Pacific Islander	0.3%	0.2%	0.4%	0.3%	0.2%	0.4%
White	14.4%	9.8%	20.3%	15.2%	9.7%	20.0%
Two or More Races	2.6%	2.0%	4.6%	3.0%	2.1%	4.8%
Not Reported	0.9%	1.8%	1.1%	1.1%	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>

# Chatsworth Charter High

Board District: 3 | Region: North | Location Code: 8583

## 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	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>LTEL 6+ Years</b>	54	7.8%	17,921	7.3%	226,508	11.1%	43	6.4%	15,302	6.5%	211,186	10.6%	34	5.1%	13,052	5.9%	198,853	10.4%
<b>At-Risk 4-5 Years</b>	20	2.9%	17,295	7.1%	144,189	7.1%	17	2.5%	15,717	6.7%	136,188	6.8%	7	1.0%	11,406	5.2%	115,009	6.0%
<b>EL 0-3 Years</b>	55	7.9%	60,457	24.7%	505,486	24.8%	68	10.1%	60,574	25.7%	519,651	26.0%	104	15.5%	57,726	26.1%	516,862	26.9%
<b>EL 4+ Years &amp; Not At-Risk or LTEL</b>	13	1.9%	18,850	7.7%	236,319	11.6%	15	2.2%	14,725	6.2%	207,768	10.4%	30	4.5%	13,775	6.2%	178,306	9.3%
EL Total	142	20.4%	114,523	46.8%	1,112,502	54.5%	143	21.2%	106,318	45.0%	1,074,793	53.8%	175	26.1%	95,959	43.3%	1,009,030	52.6%
RFEP	554	79.6%	130,377	53.2%	927,694	45.5%	530	78.8%	129,789	55.0%	924,422	46.2%	496	73.9%	125,465	56.7%	909,298	47.4%
Total Ever EL	696	100.0%	244,900	100.0%	2,040,196	100.0%	673	100.0%	236,107	100.0%	1,999,215	100.0%	671	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>

# Chatsworth Charter High

Board District: 3 | Region: North | Location Code: 8583

## 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	1,724			529,902			1,743			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
<b>Total SWD Enrollment</b>	242	100.0%	14.0%	78,319	100.0%	14.8%	224	100.0%	12.9%	80,505	100.0%	15.6%
<b>High Incidence</b>	160	66.1%	9.3%	52,153	66.6%	9.8%	148	66.1%	8.5%	52,412	65.1%	10.1%
<b>Low Incidence</b>	82	33.9%	4.8%	26,162	33.4%	4.9%	76	33.9%	4.4%	28,084	34.9%	5.4%
Autism	54	22.3%	3.1%	18,713	23.9%	3.5%	43	19.2%	2.5%	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	5	2.1%	0.3%	1,148	1.5%	0.2%	7	3.1%	0.4%	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	3	1.2%	0.2%	971	1.2%	0.2%	2	0.9%	0.1%	931	1.2%	0.2%
Intellectual Disability	6	2.5%	0.3%	3,393	4.3%	0.6%	10	4.5%	0.6%	3,381	4.2%	0.7%
Multiple Disabilities	11	4.5%	0.6%	965	1.2%	0.2%	9	4.0%	0.5%	1,035	1.3%	0.2%
Other Health Impairment	31	12.8%	1.8%	10,930	14.0%	2.1%	37	16.5%	2.1%	11,596	14.4%	2.2%
Orthopedic Impairment	2	0.8%	0.1%	533	0.7%	0.1%	4	1.8%	0.2%	434	0.5%	0.1%
Specific Learning Disability	126	52.1%	7.3%	29,615	37.8%	5.6%	105	46.9%	6.0%	29,368	36.5%	5.7%
Speech or Language Impairment	3	1.2%	0.2%	11,608	14.8%	2.2%	6	2.7%	0.3%	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	0.4%	0.1%	185	0.2%	0.0%	1	0.4%	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)

CHATSWORTH CHARTER HIGH

BOARD OF EDUCATION REPORT 375 – 25/26

April 21, 2026

I. Category of Proposed Action:

The proposed action would renew the charter for five (5) years, beginning July 1, 2026 until June 30, 2031 to serve up to 2,534 students in grades 9-12 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 Chatsworth Charter High for five (5) years beginning July 1, 2026 until June 30, 2031.

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:

Elias Juarez  
Specialist  
Charter Schools Division

, III  
Executive Director  
Student Integration Services

# TAB 20



## Board of Education Report

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**File #:** Res-047-25/26, **Version:** 1

**Agenda Date:** 4/21/2026

**In Control:** Board of Education

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

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

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

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

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

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

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

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

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

# TAB 21



## Board of Education Report

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**File #:** Res-048-25/26, **Version:** 2

**Agenda Date:** 4/21/2026

**In Control:** Board of Education

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Mr. Melvoin, Ms. Griego, Ms. Ortiz Franklin, Mr. Yang - Using Technology with Intention: Establishing Guidelines for Student Screen Time (Res-048-25/26) (For Action April 21, 2026)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Be informed by research, best practices, and input from independent experts in the field, labor partners, staff, educators, students, and parents and include their recommendations and guardrails for screen time usage by grade level and subject, and student disability category (e.g., no device use during Physical Education courses or differentiated screen time for a student on the autism spectrum);
- Address equity and access considerations and include recommendations and guardrails on the use of laptop carts, one-to-one devices, active screen time, and passive screen time;
- Provide ~~expected and~~ maximum daily and weekly screen time limits for students delineated by grade level (e.g., no more than one hour total a day or 5 total hours per week for 3-5th graders);
- ~~Consider eliminating~~ Eliminate the use of student digital devices ~~including one-to-one tablets and laptops~~ for early education through first second grade, except for District-mandated formative assessments and for students enrolled in LAUSD Virtual Academy;
- Encourage schools to utilize laptop carts and/or computer labs for second through fifth grade, while reducing the use of one-to-one devices;

- ~~Consider prohibiting~~ Prohibit elementary and middle school student device use during passing periods, lunch, and recess with limited exceptions for teacher-approved school work;
- ~~Consider prohibiting and/or limiting~~ Prohibit and/or block student ~~leds'~~ use of YouTube and other video streaming platforms on District provided devices;
- ~~Consider prohibiting and/or blocking the use of non-instructional gaming platforms (e.g., Roblox and Fortnite) on District provided devices and networks and continue to block social media platforms~~;
- Clarify opt-out procedures for technology use during the school day;
- Ensure equitable access to technology by allowing families to opt in to the use of District-issued devices at home;
- Operationalize how parents and guardians can annually consent/opt-in for each Google application on the Consent to Use Digital Tools form rather than submit a blanket opt-in for all applications listed;
- Encourage the use of paper and pen assignments;
- Provide recommendations and strategies to safely prepare students to utilize and/or create digital tools;
- Develop and share schoolwide guidance outlining best practices for reducing and monitoring student screen time-including systematic coordination among teachers-to prevent excessive cumulative screentime;
- Be reviewed and approved annually at a public meeting of the Board and updated as needed based on new and emerging technology, with the first annual review to include feedback from educators on the rollout and implementation;

Resolved further, That in addition to the policy, the District shall also present a comprehensive itemized report of contracts related to classroom technology-broken down by central office purchased and school purchased-including but not limited to the purchase, maintenance, and upkeep of one-to-one digital devices, software, digital tools, and applications;

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

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

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

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

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

# TAB 22



## Board of Education Report

**File #:** Res-049-25/26, **Version:** 2

**Agenda Date:** 4/21/2026

**In Control:** Board of Education

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

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

Whereas, LAUSD has taken significant steps to expand access to early childhood education for young learners, including increasing enrollment in early education centers for 2 to 4 year olds and making changes such as removing potty training requirements in accordance with state law and opening enrollment beyond traditional income limits, resulting in a more inclusive, accessible preschool system for families in Los Angeles (LAist, May 2025) <<https://laist.com/news/education/early-childhood-education-pre-k/lausd-preschool-enrollment-up-policy-change-toilet-training-income>>;

Whereas, Early childhood education programs have been shown to improve school readiness and long term academic success for all children, particularly those from historically underserved communities, including low-income families, multilingual learners, and children with disabilities, and a high-quality preschool experience has been linked to lasting advantages such as higher educational attainment including graduation rates, significant reductions in special education placement as well as better long-term health outcomes, and lower crime rates (McCoy et al. 2017) <<https://pubmed.ncbi.nlm.nih.gov/30147124/>>;

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

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

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

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

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

Whereas, LAUSD maintains an inventory of facilities that could potentially host additional infant centers and early childhood education programs, yet greater coordination is needed to prioritize expansion in communities with the highest need;

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

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

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

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

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

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

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

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

Resolved further, That the Los Angeles Unified School District shall develop a plan to for strategically increasing access to and availability of early childhood education programs by opening new infant centers and early education centers, increasing dual immersion programs and exploring partnerships with external early education providers prioritizing areas that have demand and lack availability;

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

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

Resolved further, That for each item above, the plan shall consider expected demand and communities without an existing program, current use of sites, required facilities upgrades, operational costs, available funding sources, staffing, and strategic opportunities to co-locate with adult school campuses that provide workforce training pathways for adult students, incorporating these considerations into the recommendations for the Board's consideration.

evaluate and incorporate considerations for the following:

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

pathways for adult students;

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

~~Resolved further, That the District shall create an inventory of community-based providers and include in the plan strategies for enhanced partnerships with existing external providers, aligned with LAUSD early education goals. Such strategies shall include shared professional development opportunities, increased communication, articulation agreements, and an analysis of potential partnerships with family home providers to support early education students during intersession and before/after school and whether underutilized district spaces could be utilized by community-based organizations to provide expanded early education opportunities and services for current and future LAUSD families; and be it finally,~~

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

~~Resolved, That the District will report back to the Board within 120~~ 150 days with ~~an~~ the Early Education Expansion Plan and implementation framework that includes the above considerations, prioritized sites, timelines, and actionable steps to begin expansion of District programs and potential partnerships with community-based providers.

# TAB 23



## Board of Education Report

**File #:** Res-050-25/26, **Version:** 2

**Agenda Date:** 4/21/2026

**In Control:** Board of Education

Ms. Ortiz Franklin - LA Unified Commitment Day: Celebrating Postsecondary Pathways for All Students (Res-050-25/26) (Noticed March 10, 2026)

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

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

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

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

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

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

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

Whereas, College Signing Days celebrate graduating seniors who have made the commitment to continue their education in college and encourage early education through 11th grade students and

families to get excited and learn about college and career opportunities;

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

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

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

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

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

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

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

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

# TAB 24



## Board of Education Report

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**File #:** Res-053-25/26, **Version:** 1

**Agenda Date:** 4/21/2026

**In Control:** Board of Education

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Dr. Rivas, Ms. Griego - Protecting Proposition 98 Funding and the Constitutional Minimum Guarantee for Public Education (Res-053-25/26) (Waiver of Board Rule 72)

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

Whereas, The Governor's Proposed 2026-27 State Budget estimates the 2025-26 Proposition 98 guarantee at \$121.4 billion but proposes to fund only \$115.9 billion, leaving \$5.6 billion owed to schools unappropriated and delaying this obligation to future years, increasing fiscal pressure and using education funding as a short-term budget solution;

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

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

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

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

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

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

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

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

# TAB 25



## Board of Education Report

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**File #:** Res-055-25/26, **Version:** 1

**Agenda Date:** 4/21/2026

**In Control:** Board of Education

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

Whereas, From April 19 to April 25, 2026, the State of California will observe Adult Education Week, recognizing the unique accomplishments of California Adult Schools;

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

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

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

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

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

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

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

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

Resolved, That we, the Los Angeles Unified School District, do hereby proclaim April 19 to April 25, 2026, as Adult Education Week and salute the teachers, administrators, classified staff, and students of

adult education programs statewide, honoring their efforts, persistence, and accomplishments.

# TAB 26



## Board of Education Report

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**File #:** Res-056-25/26, **Version:** 1

**Agenda Date:** 4/21/2026

**In Control:** Board of Education

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

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

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

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

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

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

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

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

# **TAB 27**



## Board of Education Report

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**File #:** Res-057-25/26, **Version:** 1

**Agenda Date:** 4/21/2026

**In Control:** Board of Education

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Dr. Rivas - Recognizing Missing and Murdered Indigenous Women and Relatives Awareness Day and Advancing Education, Safety, and Justice for Indigenous Communities (Res-057-25/26) (Waiver of Board Rule 72)

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

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

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

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

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

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

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

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

Whereas, Educational resources developed to address the Missing and Murdered Indigenous Peoples crisis emphasize the importance of trauma-informed, culturally responsive approaches, including ensuring access to mental health supports, engaging trusted adults and community members, and

creating safe spaces for students to learn and process difficult topics;

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

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

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

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

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

Resolved further, That the Board directs the Superintendent or designee to identify opportunities to share culturally respectful, age-appropriate, and trauma-informed educational resources with students and staff that raise awareness about MMIWR and Indigenous communities;

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

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

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

Resolved, That the Board directs the Superintendent and the District’s Office of Government Relations to advocate to the California State Legislature and the Governor for continued and strengthened policies, funding, and coordinated efforts to prevent and respond to Missing and Murdered Indigenous

Women and Relatives, improve data collection and reporting, and support Indigenous families and communities impacted by this crisis.

# TAB 28



## Board of Education Report

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**File #:** Res-060-25/26, **Version:** 1

**Agenda Date:** 4/21/2026

**In Control:** Board of Education

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Ms. Newbill - Celebrating Earth Day and Recognizing April as Earth Awareness Month (Res-060-25/26)  
(Waiver of Board Rule 72)

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

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

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

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

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

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

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

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

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

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

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

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

# TAB 29



## Board of Education Report

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**File #:** Res-058-25/26, **Version:** 1

**Agenda Date:** 4/21/2026

**In Control:** Board of Education

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Dr. Rivas - Honoring Robert Vargas: Advancing Arts Education, Cultural Identity, and Community Expression for the Next Generation (Res-058-25/26) (For Action May 12, 2026)

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

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

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

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

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

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

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

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

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

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

culturally responsive environments for students and families;

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

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

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

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

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

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

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

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

**TAB 30**



## Board of Education Report

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**File #:** Res-059-25/26, **Version:** 1

**Agenda Date:** 4/21/2026

**In Control:** Board of Education

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Ms. Griego, Dr. Rivas - Wellness Without Silos: Advancing Student Wellness Through Integrated School Culture and Wellness Teams and Expanded Professional Learning (Res-059-25/26) (For Action May 12, 2026)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Resolved further, That the District will compile a comprehensive list of positions that comprise the “Integrated School Culture and Wellness Team” and ensure that Principals, School Site Councils, Local School Leadership Councils, and Parent Councils are fully informed and educated about the roles, responsibilities, and ways these positions can contribute to supporting a positive school culture and student wellness; and, be it finally

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

# TAB 31



## Board of Education Report

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**File #:** Res-061-25/26, **Version:** 1

**Agenda Date:** 4/21/2026

**In Control:** Board of Education

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Ms. Ortiz Franklin - Public Schools Over Private Loopholes: Working Together for the Revenue our Students Deserve (Res-061-25/26) (For Action May 12, 2026)

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

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

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

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

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

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

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

Whereas, In recent years the California state budget has been enacted with fiscal maneuvers that defer or underfund the constitutionally required Proposition 98 guarantee, including \$1.9 billion in 2025-26 and the proposed \$5.6 billion Proposition 98 withholding in the 2026-27 fiscal year away from public school students in TK-12 and community colleges, creating instability and uncertainty for school districts and community schools and limiting their ability to sustain critical services;

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

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

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

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

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

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

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

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

# TAB 32



## Board of Education Report

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**File #:** Bd Sec Res-010-25/26, **Version:** 1

**Agenda Date:** 4/21/2026

**In Control:** Board of Education

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

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

March 25, 2026

Mr. Scott Schmerelson  
Board President  
Los Angeles Unified School District  
333 S Beaudry St, 24<sup>th</sup> Floor  
Los Angeles CA 90017

Re: **Los Angeles Area Chamber of Commerce Nominee to Serve on the School  
Construction Bond Citizen's Oversight Committee**

Dear Mr. Schmerelson:

The Los Angeles Area Chamber of Commerce hereby nominates Scott Pansky for a two-year term on the Los Angeles Unified School District School Construction Bond Citizen's Oversight Committee.

Sincerely,



Maria S. Salinas  
President & Chief Executive Officer  
Los Angeles Area Chamber of Commerce

## SCOTT PANSKY

### Co-Founder, Senior Strategist

Scott Pansky is the Co-Founder and leader of Allison+Partner's Social Impact practice and leads the agency's Los Angeles Public Affairs practice. For nearly 30 years, he has developed public affairs and cause initiatives with numerous government agencies, charity organizations and brands. Scott developed the agency's proprietary Corporate Socialanthropy™ process which helps organizations better understand their assets and identify social impact partners to develop the foundation for long-term partnership campaigns. These efforts can help not only build brand and campaign awareness, but also support employee recruitment and retention, internal and external communications, and ongoing communication and marketing strategies. He currently supports government and nonprofit organizations on their public relation strategies, crisis communications, and board and ambassador training programs. Scott is very hands-on with his accounts and enjoys teaching organizations on how to build strategic partnerships in classes at UCLA Extension and at conferences across the country.

### KEY ROLES

- Responsible for providing ongoing strategic counsel on public affairs, crisis communications, hands-on community relations and outreach
- Provides senior counsel to client contacts
- Participates in crisis communication programs related to County clients
- Oversees and develops strategic partnerships that help extend community outreach programs
- Writes high-level bylined articles, speeches, and newsletter content
- Facilitates partnerships helping to secure in-kind value, and exposure
- Works with account leads to make sure all programs meet communication and client expectations

### AREAS OF EXPERTISE

- Public affairs and Community relations
- Public relations planning and development
- Crisis communications
- Integrated marketing campaigns with media, brands, associations, and nonprofit organizations
- Fundraising consulting and board training
- Relationship building and development of strategic partnerships

### WORK EXPERIENCE

- County of Los Angeles Department of Public Works (Oversees day-to-day operations of client programs; onsite facilitation, media training, community outreach programs and coordination, client relations and senior point of contact) Programs included the Watershed Recycling Program, Devil's Gate Reservoir Sediment Removal Program, 100 Year Anniversary of the Flood Control District, All in the Works Employee Newsletter, Executive staff media training programs for more than 36 executives) Last three years

- The California Tobacco Control Program (CTCP) is a program of the California Department of Public Health – Managed day-to-day program with program team, helped develop partnerships. Roughly 1 year, 2015
- Ready OC and Ready Listo OC (Oversaw the entire account and served as point of contact with officials from the Orange County and the City of Anaheim, coordinated partnership outreach, developed community outreach surveys, positioning and messaging, website content, and facilitated programs with Kaiser and Disneyland to educate businesses about emergency preparedness. Developed and launched emergency preparedness programs and partnerships with ABC 7, Home Depot, Kaiser, Disneyland amongst others) – Earlier 2000s
- Ready San Diego (Developed and launched emergency preparedness programs). Oversaw campaign with San Diego team, again, helping to develop positioning and messaging, community meetings and provided senior counsel to client. – Early 2000s
- County and City of San Diego’s Household Hazardous Materials Program (Strategic partnerships with FOX affiliate, Ralphs, Mann Theaters, Solar Turbines, Industrial Environmental Association and Archie Comics – developed community outreach programs including Earth Day, school visits, community visits, special events with the San Diego Padres. Wrote community newsletters and facilitated media outreach securing stories with local media ‘93-on ‘96 or later
- Metropolitan Transit Development Board (Outreach and community relations for the Trolley line between Old Town San Diego and Qualcomm Stadium). Facilitated numerous community meetings with city council member, Valerie Stallings and MTDB engineers meeting with business and community leaders, home owner associations, etc. Helped develop the Mission Valley Community Council. This gave community members a voice as the expansion was developing. Facilitated community bus tours, wrote community newsletters and handled media relations for program campaigns. Developed and implemented the launch strategy for the Mission Valley Line including retail and community partnership. ‘92-99
- Strategic Counseling for development with Homes4Families, Open Hearts Foundation, Partnership with Native Americans, American Foundation for Suicide Prevent, Arthritis Foundation, American Heart Association, amongst others. Scott focuses on developing the assets of his clients understand the value of partnerships, so they can help develop win-win relationships. He develops sponsorship materials, corporate outreach and negotiation of contracts. ‘92 until today
- Teacher, UCLA Extension, 2001-2017, Scott taught cause marketing and sponsorship to executive directors, development officers and marketing managers to help build partnerships throughout Los Angeles
- Serves on the boards of the Lymphoma Research Foundation, Center for Nonprofit Management, Southern California Leadership Network, West Valley YMCA, JMS Advisory Council at San Diego State University, and the advisory boards for Adopt A Classroom, Scripps Howard School of Journalism at Hampton University and the City Scholars Foundation. He represented the LA Area Chamber of Conference on the LAUSD Citizen’s Bond Oversight Committee from 2014-2020. Served as the past president of the Entertainment Publicist Professional Society and merged it with the Public Relations Society of America.

## EDUCATION

- B.A. in Journalism with an emphasis in Public Relations, Minor in English, San Diego State University, 1991
- Graduate of Leadership L.A. 2012

# TAB 33



## Board of Education Report

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**File #:** ROC-011-25/26, **Version:** 1

**Agenda Date:** 4/21/2026

**In Control:** Board of Education

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Report of Correspondence

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

April 21, 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. Advocates for Faith & Freedom Siri & Glimstad LLP	Summons & Complaint for Declaratory and Injunctive Relief and Monetary Damages; Case No. 2:26-cv-02133-FMO (SPx); United States District Court Central District of California Western Division; Kathleen Mulligan and Andrew Parke, Plaintiffs, v. Sherlett Hendy Newbill, Rocio Rivas, Scott Schmerelson, Nick Melvoin, Karla Griego, Kelly Gonez, Tanya Ortiz Franklin, Alberto M. Carvalho, Los Angeles Unified School District, Defendants.
2. Akhidenor Law PC	Summons & Complaint for: 1) Negligence; 2) Negligence Per Se; 3) Vicarious Liability/Respondeat Superior; Case No. 26STCV07901; Superior Court of the State of California for the County of Los Angeles; Milton Tate, Individual, Plaintiff, v. Los Angeles Unified School District, a public entity; and Does 1 through 50, inclusive, Defendants.
3. Arthur Kim Law Firm	Summons & Complaint for Damages: 1) Interference with CFRA/FMLA Rights; 2) Retaliation in Violation of CFRA/FMLA; 3) Unlawful Denial of Disability in Violation of FEHA; 4) Failure to Engage in a Timely, Good Faith Interactive Process in Violation of FEHA; 5) Retaliation in Violation of FEHA; 6) National Origin Harassment; 7) Failure to Prevent Harassment, Discrimination and Retaliation in Violation of FEHA; Case No. 26STCV08493; Superior Court of the State of California In and For the County of Los Angeles; Melanie Smith, an individual, Elisa Garcia, an individual, Miriana Katurich, an individual, and Yasmin Silva, an individual, Plaintiff, v. Los Angeles Unified School District, and Does 1-100, inclusive, Defendants.

4. Bruno | Nalu  
Summons & Complaint for Damages: 1) Negligence (Gov. Code §§815.2 & 820); 2) Negligence Supervision of Students (Gov. Code §§815.2, 815.6 & 820); 3) Negligent Hiring, Supervision, Training, and Retention (Gov. Code §§815.2 & 820); Case No. 26NWCV00149; Superior Court of the State of California, County of Los Angeles; Vianette Palacios, a minor, by and through her GAL, Maribel Gonzalez Alanis, Plaintiff, v. Los Angeles Unified School District, and Does 1 through 50, inclusive, Defendants.
  
5. Carrillo Law Firm, LLP  
Summons & Complaint for Damages for Negligence; Case No. 26STCV06459; Superior Court of the State of California In and For the County of Los Angeles; John D.R. Doe, a minor, by and through his GAL, Catherine Garcia, Plaintiff, v. Los Angeles Unified School District, a public entity; and Does 1 through 20, inclusive, Defendants.
  
6. Carrillo Law Firm, LLP  
Summons & Complaint for Damages for Negligence [Files Pursuant to C.C.P. § 340.1(a) and G.C. § 915(m)]; Case No. 26STCV07614; Superior Court of the State of California In and For the County of Los Angeles; Jane C.A. Doe, an individual; Jane S.D. Doe, an individual; Jane D.E. Doe, an individual; Jane B.M. Doe, an individual, Plaintiffs, v. Los Angeles Unified School District, and Does 1 to 20, Defendants.
  
7. Custodio & Dubey LLP  
Summons & Complaint for Damages: 1) Premises Liability (*Government Code* § 835); 2) Negligence (*Government Code* § 815.2(a)); 3) Negligent Supervision of Students (*Government Code* § 815.2(a)); 4) Negligent Hiring, Retention, and Supervision of Employees (*Government Code* § 815.2(a)); Case No. 26TRCV00931; Superior Court of the State of California, County of Los Angeles; Aria Benguchue, a minor, by and through her GAL, Tracey Benguche, Plaintiff, v. Los Angeles Unified School District, and Does 1 through 25, inclusive, Defendants.
  
8. Custodio & Dubey LLP  
Summons & Complaint for Damages: 1) Negligence (*Government Code* § 815.2(a)); 2) Negligent Supervision of Students (*Government Code* § 815.2(a)); 3) Negligent Hiring, Retention, and Supervision of Employees (*Government Code* § 815.2(a)); Case No. 26STCV07442; Superior Court of the State of California, County of Los Angeles; Bryson Garcia, a minor, by and through his GAL, Maria Luisa Silva Fajardo, Plaintiff, v. Los Angeles Unified School District, and Does 1 through 25, inclusive, Defendants.

9. Dikeba Gross  
Summons & Complaint; Case No. 26STCV03983; Superior Court of the State of California, County of Los Angeles; Dikeba Gross, Plaintiff, v. Los Angeles Unified School District, Defendants.
  
10. Dordulian Law Group  
Summons & Complaint for Damages: 1) Public Entity Liability (Government Code §§ 815.2 and 815.4); 2) Negligence; 3) Sexual Battery; 4) Intentional Infliction of Emotional Distress; Case No. 26VECV01841; Superior Court of the State of California, County of Los Angeles; Viviana C., an individual, Plaintiff, v. Los Angeles Unified School District, et al., inclusive, Defendants.
  
11. Downtown L.A. Law Group  
Summons & Complaint: 1) Negligent Failure to Supervise [Cal. Govt. Code § 815.2]; Case No. 26STCV07687; Superior Court of the State of California for the County of Los Angeles; Kimberly Salinas, a minor by and through her Guardian Ad Litem Julio Torres, Plaintiff, v. Los Angeles Unified School District, et al., Defendants.
  
12. Downtown L.A. Law Group  
Summons & Complaint: 1) Motor Vehicle; 2) General Negligence; Case No. 26SMCV00310; Superior Court of the State of California, County of Los Angeles; Jeremiah Haggens, a minor, by and through his GAL Dolores Pugh, Plaintiff, v. Los Angeles Unified School District, and Does 1 to 50, inclusive, Defendants.
  
13. Downtown L.A. Law Group  
Summons & Complaint for Damages: 1) Negligent Failure to Supervise [Govt Code §815.2]; Case No. 26STCV04330; Superior Court of California, County of Los Angeles; Katherine Izabella Ibarra, a minor, by and through her GAL Stephany Hernandez, Plaintiff, v. Los Angeles Unified School District, and Does 1-50, inclusive, Defendants.
  
14. Downtown L.A. Law Group  
Summons & Complaint for Damages: 1) Negligent Failure to Supervise [Cal. Govt. Code § 815.2]; 2) Dangerous Condition of Public Property Cal. Govt. Code § 815.2 and § 835]; Case No. 26VECV00311; Superior Court of California, County of Los Angeles; Daniel Stepanenko, a minor, by and through his GAL Darya Malomuzh, Plaintiff, v. Los Angeles Unified School District, a public entity; and Does 1 to 50, inclusive, Defendants.

15. Downtown L.A. Law Group  
 Summons & Complaint for Damages: 1) Assault and Battery; 2) Violation of *Government Code* § 815.2 (Vicarious Liability); 3) Breach of Mandatory Duty under *Government Code* § 815.6 (Negligent Supervision); 4) Negligence; Case No. 26NWCV00567; Superior Court of the State of California, County of Los Angeles; J.M., a minor, by and through his GAL, Jasmin Martinez, Plaintiff, v. Los Angeles Unified School District, a public entity; and Does 1 to 50, inclusive, Defendants.
16. Downtown L.A. Law Group  
 Summons & Complaint for Damages: 1) Assault and Battery; 2) Violation of *Government Code* § 815.2 (Vicarious Liability); 3) Breach of Mandatory Duty under *Government Code* § 815.6 (Negligent Supervision); 4) Negligence; Case No. 26NWCV00605; Superior Court of the State of California, County of Los Angeles; K.V., a minor, by and through her GAL, Elizabeth Hernandez, Plaintiff, v. Los Angeles Unified School District, a public entity; and Does 1 to 50, inclusive, Defendants.
17. Downtown L.A. Law Group  
 Summons & Complaint for Damages: 1) Negligent Failure to Supervise [Cal. Govt. Code § 815.2]; Case No. 26STCV02487; Superior Court of California, County of Los Angeles; Adrian Arcia, a minor, by and through his GAL Brian Anthony Arcia, Plaintiff, v. Los Angeles Unified School District, a public entity; and Does 1-50, inclusive, Defendants.
18. Downtown L.A. Law Group  
 Summons & Complaint for Damages: 1) Assault; 2) Battery; 3) Intentional Infliction of Emotional Distress; 4) Negligent Hiring, Supervision and Retention; 5) Negligence; Case No. 25STCV33039; Superior Court of California, County of Los Angeles; Julian Sanchez, a minor, by and through his GAL Dayjia Sanchez, Plaintiff, v. Los Angeles Unified School District, a public entity; and Does 1-50, inclusive, Defendants.
19. 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. 26SMCV00418; Superior Court of the State of California for the County of Los Angeles; Juliette Rendon, a minor, by and through her Guardian Ad Litem, Ailyn Ramirez, Plaintiff, v. Los Angeles Unified School District, et al., Defendants.

20. Downtown L.A. Law Group  
 Summons & Complaint: 1) Premises Liability; Case No. 25CMCV01408; Superior Court of the State of California for the County of Los Angeles; Branshay James, an individual, Plaintiff, v. Los Angeles Unified School District, et al., Defendants.
21. Downtown L.A. Law Group  
 Summons & Complaint for Damages: 1) Negligent Failure to Supervise [Cal. Govt. Code § 815.2]; 2) Battery; 3) Intentional Infliction of Emotional Distress; 4) Negligence; 5) Negligent Hiring, Supervision and Retention; Case No. 26LBCV00620; Superior Court of California, County of Los Angeles; Jaden Stuart, a minor, by and through his GAL Mark Malone, Plaintiff, v. Los Angeles Unified School District, and Does 1-50, inclusive, Defendants.
22. 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. 26STCV05028; Superior Court of the State of California, County of Los Angeles; Leeandrae Bursey, a minor, by and through his Guardian Ad Litem Trenice Davis, Plaintiff, v. Los Angeles Unified School District, et al., inclusive, Defendants.
23. Glotzer & Leib, LLP  
 Summons & Complaint for Damages: 1) Negligence-Failure to Provide Adequate Supervision of Students Cal. Gov. Code Section 815.2, 815.6, Cal. Code Regs., Title 5 Section 5552; 2) Battery; 3) Negligent Infliction of Emotional Distress; 4) Intentional Infliction of Emotional Distress; Case No. 25VECV06600; Superior Court of the State of California for the County of Los Angeles; Franco Cumarat., by and through his Guardian ad Litem Jeffrey Cumarat, Plaintiff, v. Los Angeles Unified School District, and Does 1-50, inclusive, Defendants.
24. Haderlein and Kouyoumdjian LLP  
 Summons and Complaint for Damages: 1) Negligence; 2) Negligent Hiring, Supervision, and Retention; 3) Negligent Infliction of Emotional Distress; Case No. 25SMCV05627; Superior Court of the State of California, County of Los Angeles; P.G., a minor, by and through his GAL, Taryn Seraphine Gerry, Plaintiff, v. Los Angeles Unified School District; and Does 1 through 50, inclusive, Defendants.

25. Heidari Law Group, PC  
 Summons & Complaint for Damages: 1) Negligence – Public Employee and Vicarious Liability [Government Code §§ 815.2, 820; and Vehicle Code § 17001]; 2) Negligent Entrustment – Public employee and Vicarious Liability [Government Code §§815.2, 820]; 3) Negligent Hiring, Supervision, or Retention – Public Employee and Vicarious Liability [Government Code §§ 815.2, 820]; and Demand for Jury Trial; Amount demanded exceeds \$35,000; Case No. 26CMCV00376; Superior Court for the State of California, County of Los Angeles; Isaac Ruben Perez, an individual; Plaintiff, v. Los Angeles Unified School District, and Does 1 through 25, inclusive, Defendants.
26. Jennifer W. Kennedy Attorney At Law  
 Summons & Complaint for Damages for Civil Rights Violations, and for Injunctive Relief; Demand for Jury Trial: 1) Religious Discrimination – Disparate Treatment (Cal. Gov. Code § 12940(a)); 2) Retaliation (Cal. Gov. Code § 12940(h) & (l)(4)); 3) Religious Discrimination – Failure to Engage in Interactive Process, Gov. Code § 12940(n); 4) Religious Discrimination – Failure to Accommodate, Gov. Code § 12940(l)(1); Case No. 25STCV38421; Superior Court of the State of California, County of Los Angeles; Michael Mijares, Plaintiff, v. Los Angeles Unified School District, and Does 1-20, inclusive, Defendants.
27. Karns & Karns, LLP  
 Summons & Complaint for Damages: 1) Negligence (Gov. Code Section 815.2 and 820); 2) Negligent Supervision of a Minor (Gov. Code Section 815.2 and 820); 3) Failure to Report Suspected Child Abuse (Gov. Code Section 815.2, 820 and 815.6); 4) Violation of Bane Act (Civil Code Section 52.1); 5) Sexual Abuse of a Minor; 6) Intentional Infliction of Emotional Distress; 7) Negligent Infliction of Emotional Distress; Case No. 26STCV09259; Superior Court of the State of California In and For the County of Los Angeles; Jane Doe S.S. an individual, Plaintiff, v. Los Angeles Unified School District, and Doe LAUSD Employees 1-50, inclusive, Defendants.

28. L.A. Trial Team at Williams & Seemen, APLC. Summons & Complaint for: 1) Disability Discrimination – FEHA; 2) Harassment Based on Disability – FEHA; 3) Failure to Accommodate Disability – FEHA; 4) Failure to Engage in Interactive Process – FEHA; 5) Retaliation – FEHA; 6) Failure to Prevent Discrimination, Harassment, and Retaliation – FEHA; 7) Violation of California Labor Code Section 1102.5; Case No. 26STCV04487; Superior Court of the State of California, County of Los Angeles; Elizabeth Torres, an individual, Plaintiff, v. Los Angeles Unified School District, and Does 1 through 20, inclusive, Defendants.
29. Law Office of Carlos A. Lloreda, Jr. First Amended Complaint for Damages for: 1) Negligent Hiring/Retention/Supervision/Training (Govt. Code Sections 815.2 and 820); 2) Statutory Negligence (Govt. Code Sections 815.2 and 820); 3) Assault and Battery (Calif. Education Code Sections 44808 and 49001(b)); 4) Failure to Report (Penal Code Section 11166); Case No. 25CHCV04482; Superior Court of California, County of Los Angeles – Central District Unlimited Civil – Stanley Mosk Courthouse; Julian Raymond Ramos, a minor, by and through his GAL Lisette Cortez, Plaintiffs, v. Los Angeles Unified School District, a governmental entity; and Does 1 through 30, inclusive, and each of them, Defendants.
30. Law Offices of Akudinobi & Ikonte Summons & Complaint for Damages: 1) Negligence; 2) Premises Liability; 3) Dangerous condition on public property; Case No. 25TRCV03680; Superior Court of the State of California, County of Los Angeles; Daniel A. by and through his GAL Daisy Anajemba, Plaintiff, v. Los Angeles Unified School District, and Does 1 to 10, Defendants.
31. Law Offices of Burg & Brock Summons & Complaint: 1) Motor Vehicle 2) General Negligence; Case No. 26STCV01062; Superior Court of the State of California in and for the County of Los Angeles; Parvaneh Arbani, Plaintiff, v. Los Angeles Unified School District, et al., Defendants.
32. Law Offices of David P. Kashani, APLC Summons & Complaint: 1) General Negligence; 2) Intentional Tort; 3) Premises Liability; Case No. 25CMCV02102; Superior Court of the State of California for the County of Los Angeles; Isaiah Nash, by and through his GAL, Angela Tyson, Plaintiff, v. Los Angeles Unified School District, and Does 1-50, inclusive, Defendants.

33. Law Offices of Etan Z. Lorant  
 Summons & Complaint for Damages; Case No. 25CMCV02111; Superior Court of the State of California, County of Los Angeles; H. M. -E., A Minor, by and through his GAL Yerania Escobar, Plaintiff, v. Los Angeles Unified School District, and Does 1 through 75, inclusive, Defendants.
34. Law Offices of Mansfield Collins & Associates  
 Summons & Complaint for: 1) Breach of Contract; 2) Breach of the Covenant of Good Faith and Fair Dealing; 3) Violation of Education Code Sections 45028 and 45028.1; 4) Violation of Labor Code Sections 201, 202, 203, 226, 510, and 1198; 5) Violation of Labor Code Section 2802; 6) Demotion in Violation of Education Code Section 44929.21; 7) Intentional Infliction of Emotional Distress; 8) Negligent Infliction of Emotional Distress; Case No. 25STCV31304; Superior Court of California, County of Los Angeles; Dr. Didra Brown, Plaintiff, v. Los Angeles Unified School District, and Does 1 through 50, inclusive, Defendants.
35. Law Offices of Robin E Paley, A PLC  
 Summons & Complaint: 1) General Negligence; Case No. 25STCV31816; Superior Court of the State of California, County of Los Angeles; Khloe Robles, a Minor by and through her GAL, Angie Gomez, Plaintiff, v. Los Angeles Unified School District, and Does 1 to 10, inclusive, Defendants.
36. Learning Rights Law Center  
 Summons & Complaint: for Injunctive Relief Under the “Stay Put” Provision of the Individuals with Disabilities Education Act, 20 U.S.C. § 1415 (j); Case No. 2:26-cv-02873-JFW-AS; United States District Court, Central District of California; Case No. 2:26-cv-02873; United States District Court, Central District of California; O.Y., by and through his Parents and guardians ad litem Vanessa Honore and Jade Yorker, Plaintiff, v. Los Angeles Unified School District, Defendant.
37. Lyfe Law, LLP  
 Summons & Complaint for: 1) [REDACTED] Orientation (FEHA); 2) Retaliation (FEHA); 3) Disability Discrimination (FEHA); 4) [REDACTED] Disability (FEHA); 5) [REDACTED] Interactive Process (FEHA); Case No. 26STCV09282; Superior Court of the State of California For the County of Los Angeles; Stephen Foster, an Individual, Plaintiff, v. Los Angeles Unified School District, and Does 1 through 100, inclusive, Defendants.

38. Martin & Martim LLP  
Summons & Complaint for Damages: 1) Negligence; 2) Negligent Hiring, Retention, Training, and Supervision; 3) Intentional Infliction of Emotional Distress; 4) Discrimination in Education (Cal. Edu. Code Section 220); Case No. 26STCV04331; Superior Court of California, County of Los Angeles; N.C., a minor, by and through his Faviola Cruz, Plaintiff, v. Los Angeles Unified School District, a public entity; and Does 1-100, inclusive, Defendants.
39. Martinian Lawyers, Inc.  
Summons & Complaint for Damages: 1) Assault; 2) Battery; 3) Intentional Infliction of Emotional Distress; 4) Negligent Hiring, Supervision & Retention; 5) Violation of Civ. Code § 52, *et seq*; Case No. 26CHCV00747; Superior Court of the State of California, County of Los Angeles; Brianna Solis, a minor, by and through her GAL, Guadalupe Rosillo, Plaintiff, v. Los Angeles Unified School District, a public entity; and Does 1 through 100 Inclusive, Defendants.
40. Pehlevanian Law Group, APC.  
Summons & Complaint: 1) General Negligence; 2) Motor Vehicle; Case No. 26VECV00837; Superior Court of the State of California In and For the County of Los Angeles; Sarkis Torossian, Plaintiff, v. Los Angeles Unified School District, et al., Defendants.
41. Pinnacle LLP  
Summons & Complaint: 1) Motor Vehicle; 2) General Negligence; Case No. 26NNCV01992; Superior Court of the State of California for the County of Los Angeles; Arsen Harutyunyan, Plaintiff, v. Los Angeles Unified School District, et al., Defendants.
42. S&C Legal Group  
Summons & Complaint for Damages; Case No. 26STCV06227; Superior Court of the State of California, County of Los Angeles; Maribel Manzo, a minor, by and through her GAL Rafael Manzo, Plaintiff, v. Los Angeles Unified School District, et al., and Does 1 through 30, inclusive, Defendants.

43. Shegerian & Associates  
 Summons & Plaintiff's Complaint for Damages for: 1) Discrimination in Violation of the FEHA; 2) Hostile Work Environment Harassment in Violation of the FEHA; 3) Retaliation in Violation of the FEHA; 4) Failure to Prevent Discrimination, Harassment, or Retaliation in Violation of FEHA; and; 5) Whistleblower Retaliation (Labor Code § 1102.5); Case No. 26STCV04951; Superior Court of the State of California for the County of Los Angeles; Victor-Hugo Marroquin, Plaintiff, v. Los Angeles Unified School District, and Does 1 to 100, inclusive, Defendants.
44. Slater Slater Schulman LLP  
 Summons & Complaint for Personal Injuries and Damages from Childhood Sexual Abuse; Case No. 26SMCV00833; Superior Court of the State of California, County of Los Angeles; Jane Doe D.S., an individual, Plaintiff, v. Los Angeles Unified School District, a public entity, and Does 3 through 60, inclusive, Defendants.
45. Slater Slater Schulman LLP  
 Summons & Complaint for Damages: 1) Negligence (Gov. Code, §§ 815.2, 820.); 2) Negligent Supervision (Gov. Code, §§ 815.2, 820.); 3) Negligent Retention and Hiring; (Gov. Code, §§ 815.2, 820.); 4) Negligent Failure to Train, Warn, or Educate (Gov. Code, §§ 815.2, 820); Case No. 26NNCV01172; Superior Court of the State of California, County of Los Angeles; Jane MH Roe, Plaintiff, v. Los Angeles Unified School District, a public entity; and Does 1 through 50, inclusive, Defendants.
46. Slater Slater Schulman, LLP  
 Summons & Complaint for Personal Injuries and Damages from Childhood Sexual Abuse; Case No. 26STCV08805; Superior Court of the State of California In and For the County of Los Angeles; John Doe B.P., John Doe T.B., John Doe D.G., John Doe B.B., Jane Doe J.B., John Doe C.R., John Doe J.M., individuals, Plaintiff, v. Los Angeles Unified School District, and Does 5-60, inclusive, Defendants.
47. Stalwart Law Group, APC  
 Summons & Complaint for Damages (Gov't Code §§ 905, 910, et seq.); Case No. 26CMCV00346; Superior Court of the State of California, County of Los Angeles; D.S., a minor, by and through her GAL Muslimah Husani, Plaintiff, v. Los Angeles Unified School District, a public entity; and Does 1 through 50, inclusive, Defendants.

48. Stalwart Law Group, APC  
 Summons & Complaint for Damages (Gov't Code §§ 905, 910, ET SEQ.); Case No. 25CMCV01992; Superior Court of the State of California, County of Los Angeles; G.U., a minor, by and through her GAL, Eunice Urquieta, Plaintiff, v. Los Angeles Unified School District, a public entity; and Does 1 through 50, inclusive, Defendants.
49. Stalwart Law Group, APC  
 Summons & Complaint for Damages: 1) Negligent Per Se; 2) Negligent Supervision; 3) Negligent Hiring/Retention; Case No. 26NNCV01437; Superior Court of the State of California for the County of Los Angeles; M.S., an individual, Plaintiff, v. Los Angeles Unified School District, a public entity; and Does 1-100, inclusive, Defendants.
50. The Dodge Law Firm  
 Summons & Complaint for Damages: 1) Battery; 2) Negligence; 3) Vicarious Liability (Gov. Code § 815.2); 4) Negligent Hiring, Supervision, and Retention; Case No. 26VECV00878; Superior Court of the State of California, County of Los Angeles; Anthony Serrano, a minor, by and through her GAL Lilian Martinez, Plaintiff, v. Los Angeles Unified School District, and Does 30-50, inclusive, Defendants.
51. The Law Office of Negin Yamini  
 Summons & Complaint for Damages for Personal Injuries Arising from Childhood Sexual Abuse: 1) Sexual Battery; 2) Intentional Infliction of Emotional Distress; 3) Assault; 4) Battery; 5) False Imprisonment; 6) Public Entity Liability (Government Code § 815.2 and 815.4); 7) Negligent Hiring, Supervision & Retention of an Unfit Employee; Case No. 26NWCV00626; Superior Court of the State of California, County of Los Angeles; John Doe, an individual, Plaintiff, v. Los Angeles Unified School District, and Does 1 through 50, inclusive, Defendants.
52. The Zalkin Law Firm, LLP  
 Summons & Declaration of Daniel L. Varon in Support of Plaintiffs' Motion to Seal Plaintiffs' Application to Proceed Under Fictitious Names [C.C.P. § 340.1(h)]; Case No. 26STCV04044; Superior Court of the State of California, County of Los Angeles; Jane ZVLA Roe, Jane ZDLB Roe, Jane ZLLF Roe, Jane ZALM Roe, Jane ZJLM Roe, John ZJLM Roe, Jane ZBLM Roe, John ZFLN Roe, John ZILP Roe, Jane ZMLG Roe, individually, Plaintiffs, v. Los Angeles Unified School District, a public entity; and Does 1 through 100, inclusive, Defendants.

53. V&A Law  
 Summons & Complaint for Damages: 1) Negligent Supervision of Students (Gov. Code Section 815.2 & 820); 2) Negligent Hiring, Supervision, Training, and Retention (Gov. Code Section 815.2 & 820); Case No. 26CHCV00724; Superior Court of the State of California, County of Los Angeles; D.S.G., a minor, by and through her GAL Johnny Garcia, Plaintiff, v. Los Angeles Unified School District, et al., and Does 1 through 50, inclusive, Defendants.
54. V. James Desimone Law  
 Summons & Complaint for: 1) Negligence; 2) Negligent Hiring, Training, Supervision, and Retention of Employee; 3) Negligent Infliction of Emotional Distress – Special Relationship of School to Student; 4) Violation of Bane Civil Rights Act (Civ. Code, § 52.1); 5) Intentional Infliction of Emotional Distress; Case No. 26STCV07780; Superior Court of the State of California for the County of Los Angeles; K.B., a minor, by and through his Guardian ad Litem Sarai Rodriguez, Plaintiff, v. Los Angeles Unified School District, et al., Defendants.
55. Watt, Tieder, Hoffar & Fitzgerald, L.L.P.  
 Summons & Complaint for Breach of Contract; Case No. 26STCV08955; Superior Court of the State of California in and For the County of Los Angeles; Kemp Brothers Construction, Inc., a California Corporation, Plaintiff, v. Los Angeles Unified School District, a public entity; and Does 1 – 100, inclusive, Defendants.
56. Williams & Seemen, APLC  
 Summons & Complaint for Damages: 1) Disability Discrimination – FEHA; 2) Failure to Provide Reasonable Accommodation – FEHA; 3) Failure to Engage in the Interactive Process – FEHA; 4) Retaliation – FEHA; 5) Failure to Prevent Discrimination and Retaliation – FEHA; 6) Violation of California Labor Code Section 1102.5; Case No. 26STCV05202; Superior Court of the State of California, County of Los Angeles; Jesus Arana, an individual, Plaintiff, v. Los Angeles Unified School District, and Does 1 through 50, inclusive, Defendants.

57. Williams & Seemen, APLC

First Amended Complaint for Damages: 1) Disability Discrimination – FEHA; 2) Failure to Provide Reasonable Accommodation – FEHA; 3) Failure to Engage in the Interactive Process – FEHA; 4) Retaliation – FEHA; 5) Failure to Prevent Discrimination and Retaliation – FEHA; 6) Violation of California Labor Code Section 1102.5; Case No. 26STCV05202; Superior Court of the State of California, County of Los Angeles; Jesus Arana, an individual, Plaintiff, v. Los Angeles Unified School District, a public entity; and Does 1 through 50, inclusive, Defendants.

58. YK Law, LLP

Eckert Seamans Cherin & Mellott, LLC

Summons in a Civil Action & Complaint; Case No. 2:26-cv-00548-HDV (AGRx); United States District Court, Central District of California; 1776 Project Foundation, Plaintiff, v. Board of Education of the Los Angeles Unified School District; et al., 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>
59.	Angie Alvarez Downtown L.A. Law Group	Damages	Aaliyah Yanez	05-02-25
60.	Aaron Peterson	Damages	Aaron Peterson	01-20-26
61.	Crystal and Andy Valdivia	Damages	Adam-James Valdivia	02-24-26
62.	Omid Razi Razi Law Group APLC	Damages	Amy Bermudez Mendez	10-20-25
63.	Tim J. Pollard The Pollard Law Firm	Damages	Ana Karina Rodriguez	02-02-26
64.	Andre Pierre Harris	Damages	Andre Pierre Harris	September 2016 to February 2025
65.	Suyapa Bonilla obo Axel L. Gonzalez	Damages	Axel Leonardo Gonzalez	10-10-25
66.	Azniv Sandoyan	Damages	Azniv Sandoyan	02-02-26
67.	Akhidenor Law P.C.	Damages	Bewagi O’Alari	02-10-26
68.	Shegerian Conniff LLP	Damages	Brandon Cortes	11-20-25 and ongoing
69.	Mark James Miller, Esq.	Damages	Carolyn Harrison Mueller	09-09-25
70.	David Shay Panish   Shea   Ravipudi LLP	Damages	Charles Edward Jenkins	11-13-25

71.	Caleb Blumenshine Downtown L.A. Law Group	Damages	Damian Beltran	08-22-25
72.	Artin Boghouzian Manookian Law, APLC	Damages	Daniel Ramirez	02-06-26
73.	Meybelin Caderón	Damages	David Jovel	03-12-26
74.	Derrick Walker	Damages	Derrick Walker	February 2025
75.	Hovhanes H. Tatevossian HHT Law	Damages	Edgar Jose Lopez	11-04-25
76.	Robert Glassman Panish   Shea   Ravipudi LLP	Damages	Elma Chuquipa Sanchez	02-17-26
77.	Bob M. Cohen Cohen & Marzban Law Corp.	Damages	Ermias Bryan Alas	10-01-25
78.	Corinne Carfton, Cole Crafton	Damages	Everett Wesley Crafton	December 5th - present
79.	Jade Jimenez	Damages	Evolet Jimenez	Friday, 16-26
80.	Giselle Ayala/Reyna M. Ayala	Damages	Giselle Ayala/Reyna M. Ayala	02-12-26
81.	Angie Alvarez	Damages	Gissell Macias	08-15-25
82.	Raymond Perez Law Office of Raymond Perez	Damages	Haley Soso c/o Billy Sosa, GAL	11-19-25
83.	Artin Bohouzian Manookian Law, APLC	Damages	Isabella Giron	10-13-25

84.	Mariam Danielyan Jacoby & Meyers	Damages	Isaiah Miles Gutierrez, by and through his mother Cindy Jaime	11-10-25
85.	Norma Martinez	Damages	Israel Flores	03-05-26
86.	Sandra Gil	Damages	Jared Gil	02-16-26
87.	Omid Razi Razi Law Group APLC	Damages	Jayden Bermudez Mendez	10-20-25
88.	Jennifer Gutierrez	Damages	Jennifer Gutierrez	11-06-25
89.	Jennifer G	Damages	Jennifer Gutierrez	12-12-26
90.	Jennifer Gutierrez	Damages	Jennifer Gutierrez	11-04-25
91.	Jessenia Acedo	Damages	Jessenia Acedo	01-30-26
92.	Robert Glassman Panish   Shea   Ravipudi LLP	Damages	Jesus Alfredo Zavaleta Tafur	02-17-26
93.	Shegerian Conniff LLP	Damages	Joel Wright	11-20-25 and ongoing
94.	Angie Alvarez Downtown L.A. Law Group	Damages	Jonathan Briones	09-17-25
95.	Marisol Ramirez Downtown L.A. Law Group	Damages	Josafat Covarrubias	09-17-25
96.	Keitasha Sanders	Damages	Keitasha Sanders	02-18-22 through Summer 2026

97.	Mark Rettig Watt, Tieder, Hoffar & Fitzger	Damages	Kemp Bros. Construction, Inc.	See attached narrative.
98.	Varand Nikolaian	Damages	Kevin Balderas	10-08-25 to 11-20-25 & continuing since
99.	Jean M. Kawabata	Damages	Kevin Lozano	02-19-26
100.	Malek H. Shraibati, Esq.	Damages	Kimberly Terrazas (Minor) through Julio Terrazas (Guardian)	09-29-25
101.	Mariam Danielyan	Damages	Kyro Amari Funez, by and through his mother, Michelle Rivas	11-07-25
102.	Claudia Anguio	Damages	Lesly Saget, Claudia Anguio	03-11-26
103.	Shiraz Simonian Simonian & Simonian, PLC	Damages	Liliana Sepulveda Jimenez	09-02-25 (2 received)
104.	Liukiia Vlasseros	Damages	Liukiia Vlasseros	01-26-26
105.	Steven P. Beltran Hirji, Chau & Rodriguez, LLP	Damages	Luis Manuel Cruz Ruiz, Father, Maria del Rosario Velazquez Gutierrez, Mother, Ian Jared Cruz Velazquez, Minor Sibling	12-04-25
106.	Hovhanes H. Tatevossian HHT Law	Damages	Maria Del Carmen Lopez	11-04-25
107.	Jazmine Gomez Downtown L.A. Law Group	Damages	Michael Miller	06-05-25
108.	Mitra Kazemi	Damages	Mitra Kazemi	10-27-25

109.	Dublas O. Paniagua Law Offices of Dublas O. Paniagua	Damages	Noah Israel Portillo	02-04-26
110.	Omar Alejandro Velazquez Ibarra	Damages	Omar Alejandro Velazquez Ibarra	05-28-25 or 05-29-25
111.	Akhidenor Law PC	Damages	Oscar M. Aranio (minor by guardian Maria I. Aranio)	01-16-26
112.	John M. Anderson Beckerman Anderson APC	Damages	Patricia Towey	09-25-25
113.	B&D Law Group, APLC	Damages	Pedro Soto	07-27-25
114.	Bob M. Cohen Cohen & Marzban Law Corp.	Damages	Rafael Vladimir Falcon Perez	09-04-25
115.	Gordon Rattigan	Damages	Rattigan Trust	Damages noticed on 02-19-26
116.	Monique Michell Headley	Damages	Raymond R. Graham IV	10-20-25
117.	Jennifer Gutierrez	Damages	Royalty Benton	12-12-25
118.	Dat Tommy Phan	Damages	Seth Paul Dantzler (minor); Brandon Dantzler	Friday, 09-12-25
119.	Robert Glassman Panish   Shea   Ravipudi LLP	Damages	SharonZavaleta Chuquipa, through GAL	02-17-26
120.	Robert Glassman Panish   Shea   Ravipudi LLP	Damages	The Estate of Khimberly Zavaleta Chuquipa	02-17-26
121.	Na'Keithia Whitney Learning Rights Law Center	Damages	Troy Carr	09-30-25 – Present

122.	Vanessa Garcia	Damages	Vanessa Garcia	02-26-26
123.	Omid Razi Razi Law Group APLC	Damages	Yesica Lisseth Mendez Nolasco	10-20-25
124.	Dat Tommy Phan Toni J. Jaramilla, PLC	N/A	Seth Paul Dantzler (minor); Brandon Dantzler	Friday, 09-12-25
125.	Law Offices of Dunham, Ramirez & Van, LLP	Vehicle Damages	Abby To	02-03-26
126.	Rafael Loera Allstate Northbrook Indemnity Company	Vehicle Damages	Allstate a/s/o Beverly Tagger	11-06-25
127.	Tim J. Pollard	Vehicle Damages	Ana Karina Rodriguez	02-02-26
128.	Andrei Enrique Lim	Vehicle Damages	Andrei Enrique Lim	02-04-26
129.	Anita Jones McKiver	Vehicle Damages	Anita Jones McKiver	04-29-25
130.	Anna Estrada	Vehicle Damages	Anna Estrada	02-23-26
131.	A&T Legal Group	Vehicle Damages	Anvarzhan Rakhmankulov	12-03-25
132.	Auria Garcia	Vehicle Damages	Auria Garcia	02-04-26
133.	Billy Hernandez	Vehicle Damages	Billy I Hernandez	11-19-25
134.	Christian Gonzalez	Vehicle Damages	Christian Gonzalez	02-05-26

135.	Edgar Ovando	Vehicle Damages	Edgar Ovando	03-12-26
136.	Enterprise Rent-a-Car	Vehicle Damages	Enterprise Damage Recovery Unit	11-15-25
137.	Kristie Scherrer Enterprise Rent-a-Car	Vehicle Damages	Enterprise Rent-a-Car Damage Recovery	12-16-25
138.	Fannie Gonzalez	Vehicle Damages	Fannie Gonzalez	02-19-26
139.	Franz Octavio Michel Estrada	Vehicle Damages	Franz Octavio Michel Estrada	11-18-25
140.	Gabriela Castillo	Vehicle Damages	Gabriela Castillo	03-05-26
141.	Law Offices of Mario M. De La Rosa	Vehicle Damages	Gladis Ruiz	01-07-26
142.	Sharon McCallister IEAC/AAA	Vehicle Damages	Inter Exch of Auto Club A/S/O Gladis Ruiz	01-07-26
143.	Michelle Bonilla	Vehicle Damages	Jazlyn Gomez	02-20-26
144.	Amos Feng Lingtu Law	Vehicle Damages	Jingxuan Chen	10-22-25
145.	John Geldbach	Vehicle Damages	John Geldbach	02-04-26
146.	José Joaquín Solares Marroguín	Vehicle Damages	José Joaquín Solares Marroguín	12-09-25
147.	Kathleen Sullivan	Vehicle Damages	Kathleen Sullivan	11-14-25

148.	Lawrence Benitez	Vehicle Damages	Lawrence Benitez	01-30-26
149.	Lien Ngo Kemper Insurance	Vehicle Damages	Marquis Twyman Jr.	10-29-24
150.	Ricky Adkinson Law Office of Nathaniel Patterson	Vehicle Damages	Matthew Archie	01-22-26
151.	Michelle Doran	Vehicle Damages	Michelle Doran	02-12-26
152.	Wilshire Law Firm, PLC	Vehicle Damages	Mickey Arami	11-07-25
153.	Miriam D. Ayala	Vehicle Damages	Miriam Ayala	02-24-26
154.	Norma Munoz	Vehicle Damages	Norma Munoz	02-12-26
155.	Reanna Pele	Vehicle Damages	Reanna Pele	01-15-26
156.	Robert English	Vehicle Damages	Robert English	02-23-26
157.	Stephanie Easterbrook State Farm Auto Subrogation Services	Vehicle Damages	State Farm Mutual Automobile Ins Co a/s/o Juan Perez	11-14-25
158.	Progressive United Financial Casualty Co.	Vehicle Damages	United Financial Casualty Company a/s/o Anvarzhan Rakhmankulov	12-03-25
159.	Amos Feng Lingtu Law	Vehicle Damages	Yi Ouyang	10-22-25
160.	Sam Ryan Heidari Heidari Law Group	Vehicle Damages	Zacarias Morales Morales	09-13-25

161. Recovery Services  
International, Inc.

Vehicle Damages

Zum Services

11-10-25

**TAB 34**



## Board of Education Report

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**File #:** 058-25/26, **Version:** 1

**Agenda Date:** 4/21/2026

**In Control:** Charter Schools Division

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### **Charter Petitions (6) for Public Hearing**

Charter Schools Division

#### **Brief Description:**

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

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

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

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

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

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

**LIST OF CHARTER PETITIONS FOR PUBLIC HEARING**

**BOARD OF EDUCATION MEETING  
 APRIL 21, 2026**

	PETITION NAME	TYPE OF CHARTER	PROP. 39 (Y/N)	PERFORMANCE CATEGORY (H/M/L) <sup>1</sup>	ACTION TYPE	BD	REGION	ADDRESS(ES)	GRADE LEVELS	NORM ENROLLMENT	PROPOSED # OF STUDENTS	TERM PROPOSED (By Petitioner*)
1.	Today's Fresh Start Charter School – Los Angeles	Start-Up Independent	N	M	Renewal	1	S	4476 Crenshaw Blvd., Los Angeles, CA 90043	TK-8	374	342	2026-2031
2.	Reseda Charter High	Conversion Affiliated	N	M	Renewal	4	N	18230 Kittridge St., Reseda, CA 91335	9-12	1322	1578	2026-2031
3.	Taft Charter High	Conversion Affiliated	N	M	Renewal	4	N	5461 Winnetka Ave., Woodland Hills, CA 91364	9-12	2168	2223	2026-2031
4.	University High School Charter	Conversion Affiliated	N	M	Renewal	4	W	11800 Texas Ave., Los Angeles, CA 90025	9-12	1298	1320	2026-2031
5.	Open Charter Magnet	Conversion Affiliated	N	H	Renewal	4	W	5540 W. 77th St., Los Angeles, CA 90045	K-5	380	394	2026-2031
6.	Montague Middle Academy for the Arts and Sciences	Start-Up Independent	N	N/A	New	6	N	13000 Montague St., Pacoima, CA 91331	6-8	N/A	350	2026-2031

<sup>1</sup> H = High, M = Middle, L = Low