

**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, March 10, 2026

**Roll Call**

**Pledge of Allegiance**

**Land Acknowledgment**

**Board President's Reports**

Labor Partners

Committee Chair Reports

Curriculum and Instruction Committee

Committee of the Whole

Facilities and Procurement Committee

Greening Schools & Climate Resilience Committee

School Climate and Safety 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. Board of Education Report No. 330-25/26  
Office of Labor Relations  
(Teamsters Local 572 (Teamsters) 2024-2027 Memorandum of Understanding) Recommends adoption of the 2024-2027 Memorandum of Understanding (Attachment A) with Teamsters Local 572 (Teamsters) for employees in Unit S (Teamsters) within 220 classifications (Attachment B); and approval of comparable treatment compensation for confidential District represented classifications similar to Unit S (detailed in Attachment C).
2. Board of Education Report No. 343-25/26  
Office of Labor Relations  
(California School Employees Association (CSEA) 2024-2025 and 2025-2026 Memorandum of Understanding) Recommends adoption of the 2024-2025 and 2025-2026 Memorandum of Understanding (Attachment A) with California School Employees Association (CSEA) and its Los Angeles Chapter 500 for employees in Unit D within 219 classifications (Attachment B); and approval of comparable treatment compensation for confidential District represented classifications similar to Unit D (detailed in Attachment C).
3. Board of Education Report No. 346-25/26  
Office of Labor Relations  
(2025-2028 Memorandums of Understanding with Los Angeles School Police Association (Unit A) and Los Angeles School Police Management Association (Unit H) 2025-2028) Recommends adoption of the 2025-2028 Memorandum of Understanding (Attachment A) with the Los Angeles School Police Association (LASPA) for employees in Unit A within four (4) classifications and the 2025-2028 Memorandum of Understanding (Attachment C) with the Los Angeles School Police Management Association (LASPMA) for employees in Unit H within three (3) classifications.
4. Board of Education Report No. 318-25/26  
Human Resources Division  
(Approval of Routine Personnel Actions) Recommends approval of 3,784 routine personnel actions including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and contracts.
5. Board of Education Report No. 287-25/26  
Human Resources Division  
(Provisional Internship Permit) Recommends approval of 10 teachers to be employed under the Provisional Internship Permit.
6. Board of Education Report No. 342-25/26  
Office of Grants Administration  
(Approval of Non-Formula Grant Agreements: Ratification of Delegated Authority)  
Recommends the ratification of those actions related to the application for, and receipt of non-formula grants, including the execution of related agreements and documents, taken by the Office of Grants Administration and Office of the Superintendent within delegated authority as listed in Attachment "A."

7. Board of Education Report No. 294-25/26  
Finance Division  
(Report of Cash Disbursements, Request to Reissue Expired Warrants, and Report of Corporate Credit Card Charges) Recommends the ratification of cash disbursements amounting to \$1,968,359,184.87 made by the District from December 1, 2025, to January 31, 2026. It also seeks approval for the reissuance of expired warrants totaling \$18,792.67.
  
8. Board of Education Report No. 295-25/26  
Finance Division  
(Donations of Money to the District) Recommends approval of the donation of money to the District totaling \$1,553,057.04.
  
9. Board of Education Report No. 269-25/26  
Facilities Services Division  
(Define and Approve Two Projects to Provide Critical Replacements and Upgrades of School Building/Site Systems and Components and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends definition and approval of two critical school facility projects to replace and upgrade essential building and site systems, as detailed in Exhibit A. Also recommends amendment of the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to include these projects, with a combined budget of \$11,307,482, and authorizes the Chief Procurement Officer, Chief Facilities Executive or designee(s) to take all legally permissible actions to implement the projects including executing instruments, budget modifications, and procurement of equipment and materials.
  
10. Board of Education Report No. 293-25/26  
Facilities Services Division  
(Define and Approve 65 Board District Priority and Region Priority Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends definition and approval of 65 Board District Priority (BDP) and Region Priority (RP) projects, as detailed in Exhibit A. Also recommends amendment of the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to include these projects, with a combined budget of \$3,100,810, and authorizes the Chief Procurement Officer, Chief Facilities Executive, or designee(s) to take all legally permissible actions to implement the projects including executing instruments, budget modifications, and procurement of necessary equipment and materials.
  
11. Board of Education Report No. 323-25/26  
Facilities Services Division  
(Define and Approve Three Charter School Facilities Upgrade Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends definition and approval of three projects to provide upgrades for Los Angeles Unified School District (Los Angeles Unified, District or LAUSD) facilities currently occupied by charter schools, as detailed in Exhibit A. Also recommends amendment of the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to include these projects, with a combined budget of \$55,560,270, and authorizes the Chief Procurement Officer, Chief Facilities Executive or designee(s) to take all legally permissible actions to implement the projects, including executing instruments, budget modifications, and procurement of equipment and materials.

12. Board of Education Report No. 284-25/26  
Office of Environmental Health & Safety  
(Adoption of the Mitigated Negative Declaration and the Mitigation Monitoring and Reporting Program for the Valley Oaks Center for Enriched Studies Multipurpose Athletic Field Upgrades Project). Recommends review and adoption of the Mitigated Negative Declaration (MND) and Mitigation Monitoring and Reporting Program (MMRP) for the proposed Valley Oaks Center for Enriched Studies (VOCES) 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 and mitigation measures.
13. Board of Education Report No. 326-25/26  
Facilities Services Division  
(Project Approval for the Valley Oaks Center for Enriched Studies Magnet Multipurpose Athletic Field Upgrades Project) Recommends approval of the \$7,515,769 Valley Oaks Center for Enriched Studies Magnet (VOCES) Multipurpose Athletic Field Upgrades Project and authorize staff to execute all reasonable instruments for implementation, following adoption of the California Environmental Quality Act (CEQA) Mitigated Negative Declaration (MND).
14. Board of Education Report No. 327-25/26  
Facilities Services Division  
(Consideration of Street Lighting Maintenance Assessment for the Western Our Way Lighting District) Recommends the Board of Education authorize the Chief Facilities Executive and/or her designee to cast the Proposition 218 ballot(s) in support of the street lighting maintenance assessment for the Western Our Way Lighting District (Lighting District) within the City of Los Angeles (City) and execute any other reasonable instruments on behalf of Los Angeles Unified School District (LAUSD or Los Angeles Unified) in an amount not to exceed \$12,063.58 annually (not including annual Consumer Price Index (CPI) increases).
15. Board of Education Report No. 194-25/26  
Information Technology Services  
(Amendment to the Information Technology Services Strategic Execution Plan to Approve the Campus Safety Systems (Camera Systems), Phase 2 project). Recommends approval of an amendment to the Information Technology Services (ITS) Strategic Execution Plan (SEP) to authorize the definition, funding allocation, and execution of the Campus Safety Systems (Camera Systems), Phase 2 project, as detailed in Attachments A, B, C, and D. The project budget is \$87,414,958 and is funded by bond funds (100%). It has an anticipated completion date of December 2028.
16. Board of Education Report No. 292-25/26  
Office of Student, Family, and Community Engagement  
(Approval of Community Advisory Committee Members to Fill Mid-Year Vacancies)  
Recommends approval of prospective members of the Community Advisory Committee (CAC) that need to be appointed by the LAUSD Board of Education annually, per the California Education Code, section 56191.

17. Board of Education Report No. 288-25/26  
Transportation Services Branch  
(Home-to-School Transportation Reimbursement - Transportation Services Plan) Recommends approval of the Transportation Services Plan 2026-27 as a condition to receive approximately \$68.3 million reimbursement from California Department of Education.
  
18. Board of Education Report No. 246-25/26  
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; award of professional services contracts; and approved proposed contracts in Attachment B including playground equipment repair and installation task order contracts, electrical engineering contracts, design-build projects at Limerick Elementary School and Carson High School, and a contract amendment for an Alternative Design Build project at 32nd Street School/USC Magnet High School.
  
19. **ITEM WITHDRAWN PRIOR TO MEETING**
  
20. Board of Education Report No. 339-25/26 **PUBLIC HEARING**  
Charter Schools Division  
(Approval of the Renewal Petition for Grover Cleveland Charter High) Recommends approval of the renewal petition for Grover Cleveland Charter High, a Middle Performing, Conversion Affiliated charter school, located in Board District 3 and Region North, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 2,786 students in grades 9-12 in each year of the charter term.
  
21. Board of Education Report No. 298-25/26 **PUBLIC HEARING**  
Charter Schools Division  
(Approval of the Renewal Petition for Ocean Charter) Recommends approval of the renewal petition for Ocean Charter, a High performing, Start-Up Independent charter school, located in Board District 4 and Region West, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 566 students in grades TK-8 in each year of the charter term. Charter School is requesting to increase enrollment from 532 to 566 students (an additional 34 students) based on sustained demand reflected by a continuous waitlist and the District's determination that the facility can accommodate 566 students.
  
22. Board of Education Report No. 338-25/26 **PUBLIC HEARING**  
Charter Schools Division  
(Approval of the Renewal Petition for Aspire Junior Collegiate Academy) Recommends approval of the renewal petition for Aspire Junior Collegiate Academy, a Middle performing, Start-Up Independent charter school, located in Board District 5 and Region East, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 330 students in grades TK-5 in each year of the charter term.

23. Board of Education Report No. 337-25/26 **PUBLIC HEARING**  
 Charter Schools Division  
 (Approval of the Renewal Petition for Aspire Centennial College Preparatory Academy)  
 Recommends approval of the renewal petition for Aspire Centennial College Preparatory Academy, a Middle performing, Start-Up Independent charter school, located in Board District 5 and Region East, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 570 students in grades 6-8 in each year of the charter term.
24. Board of Education Report No. 336-25/26 **PUBLIC HEARING**  
 Charter Schools Division **11:15 A.M. TIME CERTAIN**  
 (Denial of the Renewal Petition for Alain Leroy Locke College Preparatory Academy)  
 Recommends denial of the renewal petition for Alain Leroy Locke College Preparatory Academy, a Middle performing, Conversion Independent charter school, located in Board District 7 and Region South, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 1,800 students in grades 9-12 in each year of the charter term.
25. Board of Education Report No. 255-25/26  
 Procurement Services Department  
 (Approval of Procurement Actions) Recommends the ratification of contract actions taken by the Procurement Services Department within delegated authority as listed in Attachment “A” including the approval of award of Professional Service Contracts not exceeding \$250,000: New Contracts; Purchase Orders; Goods and General Service Contracts: Purchase Orders; District Card Transactions; Rental Facilities; Travel/Conference Attendance; General Stores Distribution Center; Book/Instructional Material Purchase Orders; and approve Professional Service Contracts (exceeding \$250,000): New Contracts; and Goods and General Service Contracts (exceeding \$250,000): New Contracts as listed in Attachment “B.”

**Board Member Resolutions for Action**

26. Dr. Rivas, Mr. Schmerelson, Ms. Gonez - Leveraging District Purchasing Power to Defend Immigrant Families and Human Dignity (Res-044-25/26) (Noticed February 17, 2026) (Version 2) **2:00 P.M. TIME CERTAIN**
- Whereas, The Los Angeles Unified School District (District) serves a diverse student population, including immigrant, newcomer, and mixed-status families, and is committed to ensuring that every student experiences safe, inclusive, and supportive learning environments;
- Whereas, Public education is foundational to a healthy democracy, and student learning, civic participation, and family engagement are compromised when fear, instability, racial profiling, or diminished trust discourage students and families from fully accessing public institutions;
- Whereas, The immigration enforcement policies and practices implemented by federal agencies have had direct and indirect effects on immigrant communities nationwide, including increased fear, instability, and disengagement from public life, which can adversely affect school attendance, family engagement, and student well-being;
- Whereas, Practices that rely on or contribute to racial profiling disproportionately harm Black, brown, Indigenous, immigrant, and marginalized communities, erode democratic trust, and can negatively affect student attendance, engagement, mental health, and overall well-being;

Whereas, In this area, the District acts to uphold civil rights and to meet its responsibilities under the Constitution, applicable federal, state, and local law, and District policy, including the LAUSD Strategic Plan 2022-2026, A Pathway to Student Success and its commitments to student joy and wellness, and prior Board action designating the District as a Sanctuary District and adopting the We Are One initiative, in order to protect access to education, student well-being, and trust in public schools;

Whereas, The District exercises discretion over public funds through procurement and contracting, consistent with applicable state law and District policy, and has a responsibility to steward those resources in a manner that supports student safety, family unity, civil rights, and public trust;

Whereas, Certain vendors and contractors may, through their external business practices or partnerships, support detention, surveillance, civil immigration enforcement, or data-driven practices conducted by U.S. Immigration and Customs Enforcement (ICE), U.S. Customs and Border Protection (CBP), the U.S. Department of Homeland Security (DHS), or other federal agencies or contractors engaged in immigration enforcement or detention functions, where such practices have been credibly reported or otherwise documented to involve racial profiling, disregard of judicial orders, or other conduct raising serious concerns regarding civil rights and civil liberties;

Whereas, Such support may include, but is not limited to, the provision of data analytics, information systems, cloud-based services, surveillance technologies, financial contributions, donations, sponsorships, or other technical or commercial assistance that enables or aligns a vendor with civil immigration enforcement or detention operations, including where such support is provided indirectly or as part of broader commercial offerings; and

Whereas, The District seeks to ensure that its economic relationships are aligned with its educational mission and values and do not support or enable activities that undermine student safety, family unity, democratic participation, or human dignity; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District affirms that the District shall use its purchasing power consistent with its educational mission to promote student safety, uphold family unity, support inclusive learning environments, and protect democratic participation and freedom from racial profiling;

Resolved further, That the Board directs the Superintendent or designee, to the extent permitted by law, to require as part of District procurement and contract administration, that vendors responding to District solicitations and vendors with existing District contracts provide disclosures regarding external contracts, financial contributions, donations, sponsorships, partnerships, or other business activities related to civil immigration enforcement, detention, or related surveillance practices that may implicate the purposes of this Resolution, and to consider such disclosures in connection with contract administration, amendments, extensions, or renewals;

Resolved further, That the Board directs the Superintendent or designee to establish a review framework to assess whether vendors' activities or external partnerships support **are directly engaged in, or provide material services, enabling** ~~or are connected to~~ practices that are fundamentally incompatible with the purposes of this Resolution, including detention, surveillance, enforcement, or profiling practices conducted by U.S. Immigration and Customs

Enforcement (ICE) or other federal agencies or contractors **specifically** engaged in civil immigration enforcement or detention functions, where such practices, **based on credible information or documented reports**, raise credible concerns regarding human dignity, civil rights, or student and family trust. In conducting this review, and for commodity goods or widely available products, the framework shall prioritize disclosure, mitigation, and the identification of reasonable alternatives, where feasible and cost-effective, **consistent with applicable procurement law**;

Resolved further, That based on the assessment conducted through the review framework established by this Resolution, the Superintendent or designee **may** ~~shall~~ recommend appropriate **contract management** actions, including **amendment, mitigation measures, non-engagement, non-renewal where permitted, or the exercise of contractual rights available under existing agreements, including divestment, or termination for convenience cause where authorized by contract applicable**, to the extent permitted by law;

Resolved further, That, when supported by credible information, and consistent with existing contractual terms and applicable law, the Superintendent or designee shall review vendor conduct and **refer such findings for consideration within the review framework established by this Resolution**; ~~recommend appropriate actions, including non-engagement, non-renewal, divestment, or termination for cause where applicable~~;

Resolved further, That the Superintendent or designee shall, to the extent permitted by law, refrain from entering into new agreements for District-sponsored events, meetings, or activities at venues owned, operated, or controlled by entities whose activities or external partnerships **directly** support or **provide material services enabling** ~~are connected to~~ civil immigration enforcement or detention practices that are fundamentally incompatible with the purposes of this Resolution, **based on credible and reasonably verifiable information**, where such practices raise credible concerns regarding human dignity, civil rights, or student and family trust;

Resolved further, That the Board directs the Superintendent or designee to provide, **a framework to review vendors** within ~~sixty (60)~~ **180** days of adoption of ~~the this~~ Resolution, **and a public status report of its development summarizing the review framework, the scope of vendors assessed, and any recommendations, to the extent permitted by law; to be agendized for public discussion at a Committee of the Whole meeting during the second quarter of 2026**;

Resolved further, **That the Board directs the Superintendent or designee to compile a complete list of all contracts the District has with outside vendors, third parties, memorandums of understanding etc. along with relevant details including but not limited to ratification date, start date, end date, cost, a short summary of services provided and other essential details for the Board and distribute to all Board Offices within 180 days of adoption of the Resolution**;

Resolved further, **That the Board directs the Superintendent or designee to begin development for a public facing database on all District contracts with outside vendors, third parties, memorandums of understanding, etc. along with relevant details including but not limited to ratification date, start date, end date, cost, a short summary of services provided and other essential details to be available through the District website and accessible to the greatest extent possible by November 2026**;

Resolved further, ~~That the report shall be agendized for public discussion at a Committee of the Whole meeting during the second quarter of 2026; and, be it finally~~

Resolved, That the Superintendent or designee shall implement this Resolution in a manner consistent with Governing Board policy, collective bargaining agreements, and applicable law. **Nothing in this Resolution shall be interpreted to require actions inconsistent with applicable procurement statutes, competitive bidding requirements, federal funding conditions, or existing contractual obligations. Implementation shall include**, including the prospective application of procurement standards and the lawful disclosure, review, and administration of existing and future contracts, and shall do so in coordination with labor partners and relevant community stakeholders.

27. Ms. Newbill, Mr. Schmerelson - Recognizing Women’s History Month and International Women’s Day 2026 (Res-042-25/26) (Noticed February 17, 2026)

Whereas, Women’s History Month is observed annually in March to recognize and celebrate the historical and contemporary contributions, leadership, and achievements of women across all sectors of society;

Whereas, International Women’s Day, observed on March 8<sup>th</sup>, is a global day recognizing the social, economic, cultural, and political achievements of women and calling for collective action to advance gender equity and opportunity;

Whereas, Women have played a foundational role in shaping education, civil rights, labor movements, science, the arts, and public service, often overcoming systemic barriers to ensure greater access, fairness, and opportunity for future generations;

Whereas, Women—particularly Black women, women of color, Indigenous women, immigrant women, LGBTQ+ women, and women with disabilities—have led transformative efforts to expand educational access, protect students’ rights, and advocate for equity in schools and communities;

Whereas, Women comprise a significant portion of the education workforce, serving as teachers, classified professionals, counselors, administrators, school leaders, and caregivers who are essential to student success, family engagement, and school community well-being;

Whereas, Schools play a critical role in educating students about diverse histories and perspectives, fostering inclusive learning environments, and empowering students to understand the contributions of women and girls locally, nationally, and globally; and

Whereas, Recognizing Women’s History Month and International Women’s Day supports the Los Angeles Unified School District’s commitment to equity, inclusion, culturally responsive education, and the preparation of students to participate in a diverse and democratic society; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby recognizes March as Women’s History Month and March 8<sup>th</sup> as International Women’s Day;

Resolved further, That the Board encourages schools to observe Women’s History Month and International Women’s Day through age-appropriate, standards-aligned instructional activities, lessons, assemblies, and projects that reflect the diversity of women’s experiences and contributions;

Resolved further, That the District encourages the inclusion of women’s history, leadership, and achievements across subject areas, including social studies, science, literature, the arts, technology, and civic education; and

Resolved further, That the Board acknowledges and appreciates the contributions of women educators, staff, families, and community partners whose leadership and service support student learning and school success; and, be it finally

Resolved, That this resolution be shared with District schools, staff, students, and families as part of the District’s ongoing commitment to equity, inclusion, and educational excellence.

28. Ms. Gonez, Mr. Yang, Mr. Melvoin, Ms. Ortiz Franklin - Power to the Youth: Supporting Youth Voting in Los Angeles (Res-045-25/26) (Waiver of Board Rule 72)

**3:00 P.M. TIME CERTAIN**

Whereas, The Los Angeles City Charter outlines the framework for the elections and governance for the City of Los Angeles and the Governing Board of the Los Angeles Unified School District;

Whereas, Los Angeles City leadership approved the formation of the Los Angeles Charter Commission in 2024, a volunteer citizens panel to make recommendations on reforms by April 2026 to the City Council, who will then consider placing those reforms before voters on the November 2026 ballot;

Whereas, Among other issues being reviewed, the Commission is considering whether the voting age for elections for City and Board of Education elections should be changed from 18 years to 16 years;

Whereas, In 2019 in Res-030-18/19, “Supporting Expanding Voting Rights to 16 Years and Older for Los Angeles Unified School District Board Member Elections,” authored by its then-Student Board Member, the Board unanimously affirmed its support for pursuing a lower voting age;

Whereas, The resolution, “LAUSD V.O.T.E.S. (Voting Opportunities That Empower Students)” (Res-013-25/26), authored by the current Student Board Member and passed earlier this school year, underscored the importance of student voting, including for the Student Board Member position, and identified new strategies to promote civic participation and voter registration;

Whereas, Students have a vested interest in the leadership over LAUSD schools and are uniquely positioned to identify what is and isn’t working in the public education system;

Whereas, Students aged 16 and 17 now vote in Oakland and Berkeley school board elections after voters-approved ballot measures, demonstrating both the feasibility and viability of the lower voting age;

Whereas, The current political moment only heightens the need for and impact of student voice, with students participating in walkouts and other instances of civic activism in defense of their communities and their values; and

Whereas, Youth voting would ensure that students' unique perspective helps shape Board leadership and make representatives more responsive to the student experience; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District reaffirms its support for voting at 16 years and older for local elections, including LAUSD Board elections, City of Los Angeles elections, and elections in cities throughout LAUSD boundaries; and be it finally,

Resolved, That the District will advocate for the lower voting age with the Los Angeles Charter Reform Commission and City Council and for its inclusion in the forthcoming anticipated ballot initiative reforming the Los Angeles City Charter in November 2026.

29. Ms. Gonez, Dr. Rivas - Honoring the Life and Legacy of Cesar E. Chavez (Res-046-25/26)  
(Waiver of Board Rule 72)

**1:00 P.M. TIME CERTAIN**

Whereas, Cesar E. Chavez was a true American hero, and the anniversary of his birth on March 31, 2026, provides a fitting opportunity to remember and honor his many contributions to social justice and equity;

Whereas, In 1962 Cesar E. Chavez cofounded the United Farm Workers Union to contest poor treatment of workers in the fields, and sought to empower those workers by organizing the first union to acquire labor contracts for farm workers in the grape fields;

Whereas, Cesar E. Chavez changed the attitudes of workers in the fields, and the nation far beyond, by leading them to live the La Causa slogan, "Si Se Puede", by empowering all to fight for civil rights and to strive for justice for all minorities;

Whereas, For more than three decades, Cesar E. Chavez led this groundbreaking organization by effecting social change through peaceful tactics such as fasts, boycotts, strikes, and pilgrimages; his union's efforts influenced and inspired millions of Americans, forging a diverse national coalition of students, middle-class consumers, religious groups, and minorities in a hard-won struggle to achieve fair wages, medical coverage, pension benefits, humane living conditions, and perhaps most important, dignity and respect for the hundreds of thousands of farmworkers across the country;

Whereas, Cesar E. Chavez believed that it is not enough to teach our young people to be successful, to seek achievement, and to make progress as individuals while forgetting about progress and prosperity for their community and while leaving friends and neighbors behind; he believed that our ambitions must be broad enough to include the aspirations and needs of others;

Whereas, In 2000, the California Senate established March 31st as Cesar E. Chavez Day, a statewide holiday in recognition of the life of this outstanding Mexican-American labor leader and the contributions he has made;

Whereas, The Cesar E. Chavez Day of Service and Learning was created for public school children to promote service to the communities of California in honor of the life and work of Cesar E. Chavez;

Whereas, An array of American streets, schools and even a national monument are named after Cesar E. Chavez, including the United States Naval Ship Cesar E. Chavez which debuted in 2011;

Whereas, Even after his death in 1993, his message of non-violence, unity, and justice for all people continues on today; and

Whereas, In 2014 President Barack Obama proclaimed March 31st as Cesar E. Chavez Day in the United States, with Americans being urged to “observe this day with appropriate service, community, and educational programs to honor Cesar E. Chavez’s enduring legacy”; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District celebrates March 31st as Cesar E. Chavez Day to honor his legacy and will observe it on March 31, 2026;

Resolved further, That the Los Angeles Unified School District will provide curriculum and resources aligned with the Cesar Chavez Foundation, ensuring students have access to educational materials that highlight the historical and ongoing impact of Cesar E. Chavez’s work in social justice, labor rights, and community empowerment; and be it finally

Resolved, That the Superintendent encourages students, staff, school administrators, teachers, and community members to honor Cesar Chavez’s legacy through civic engagement activities, such as by attending the annual Cesar Chavez Day March for Justice in Pacoima on March 22, 2026, and the Cesar Chavez Family Day at the LA Plaza de Cultura y Artes on March 22, 2026, and through implementation of service-learning projects and other educational opportunities based on his life, work, and values, and realizing the full intent of the State-established Cesar Chavez Day of Service and Learning.

30. Dr. Rivas – Commemorating Bayard Rustin and Recognizing His Legacy as a Civil Rights and Labor Leader (Res-051-25/26) (Waiver of Board Rule 72)

Whereas, The Los Angeles Unified School District (District) serves a diverse student population and is committed to providing an inclusive and historically accurate education that reflects the full contributions of Black leaders, LGBTQ+ leaders, labor organizers, and other individuals whose work has strengthened American democracy;

Whereas, Bayard Rustin was a principal architect of the 20th century civil rights movement whose leadership and organizing were foundational to advancing racial justice, economic justice, labor rights, and nonviolent democratic action, yet whose contributions were often minimized because he was openly gay;

Whereas, In the 1940s, Bayard Rustin organized the “Journey of Reconciliation,” laying the groundwork for the Freedom Rides, and later served as the chief organizer of the 1963 March on Washington for jobs and freedom alongside Dr. Martin Luther King Jr.;

Whereas, Bayard Rustin’s life and work demonstrate the interconnected struggles for racial justice, labor rights, LGBTQ+ equality, and democratic participation that remain central to civic education; and

Whereas, In 2013, President Barack Obama awarded Bayard Rustin a posthumous Presidential Medal of Freedom, acknowledging that he had long been denied his rightful place as a civil rights icon; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby proclaims March 17 of each year as Bayard Rustin Day in the District;

Resolved further, That the Superintendent or designee is directed to encourage schools to commemorate Bayard Rustin Day through age-appropriate educational activities aligned with state standards and the District's existing curricular frameworks;

Resolved further, That the District shall ensure that Bayard Rustin's contributions to civil rights, labor organizing, nonviolent democratic action, and LGBTQ+ equality are appropriately reflected in relevant U.S. History and Ethnic Studies curriculum; and, be it finally

Resolved, That the Superintendent or designee shall explore appropriate opportunities, consistent with Board policy and community engagement processes, to further honor Bayard Rustin's legacy within the District, including consideration of naming opportunities.

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

31. Mr. Melvoin, Ms. Newbill, Mr. Schmerelson – Commemorating May as Jewish American Heritage Month (Res-047-25/26) (For Action April 21, 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.

32. Mr. Melvoin, Ms. Griego, Ms. Ortiz Franklin – 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 of English Language Arts and Math personalized learning lessons on the i-Ready platform weekly. 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 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 experts in the field, labor partners, staff, educators, students, and parents and include 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 the use of digital devices—including one-to-one tablets and laptops—for early education through second grade, except for District-mandated formative assessments;
- Consider prohibiting elementary and middle school student device use during passing periods, lunch, and recess;
- Consider prohibiting and/or limiting students’ use of YouTube on District provided devices;
- Clarify opt-out procedures for technology use during the school day;
- 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 annually at a public meeting of the Board;

Resolved further, That in addition to the policy, the District shall also present a comprehensive itemized report of contracts related to classroom technology, 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 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

Resolved, That the District shall provide parents and families with information, tools, and resources associated with the risks of screen addiction, how to combat it, and the importance of digital citizenship and safety.

33. Ms. Gonez - Learning Begins at Birth: Growing LAUSD Early Learning Programs (Res-049-25/26) (For Action April 21, 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 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 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 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, 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 immersion programs in high need communities play a critical role in closing literacy and numeracy gaps, strengthening school readiness and improving long term academic outcomes for students; and

Whereas, A strategic and coordinated approach to our early 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 increase access to early education programs by opening new infant centers and early education centers, increasing dual immersion programs and exploring partnerships with external early education providers;

Resolved further, That the Early Education Expansion plan shall include recommendations for:

- Reopening of shuttered early education centers and/or opening of new centers on elementary campuses, based on unmet community needs and prioritizing access for low-income families;
- Expanding infant center programs for children age 0-2, to ensure each board district has an open center by 2028;
- Dual language program expansion at Early Education Centers and in transitional kindergarten (TK) at elementary schools, such that every elementary school dual-language program is connected to a feeder preschool dual-language program, while considering teacher recruitment, training, credentialing and strategies for program sustainability and expansion.

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.

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, That the District will report back to the Board within 120 days with 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.

34. Ms. Ortiz Franklin - LA Unified Commitment Day: Celebrating Postsecondary Pathways for All Students (Res-050-25/26) (For Action April 21, 2026)

Whereas, The Governing Board of the Los Angeles Unified School District is committed to ensuring all students have the option to 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 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 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, where all BD7 families were invited and every high school senior in attendance came onstage to announce their post-secondary college commitments to an audience full of fellow students, staff, and families and 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 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' post-secondary 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 feeder early education, 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 celebration, 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 College Signing Day events through student testimonies, videos, or other forms of recognition that shine light on the success of LA Unified's graduating students.

### **Correspondence and Petitions**

35. Report of Correspondence including Williams and State Preschool Health/Safety Uniform Complaint Quarterly Report Summary (ROC-009-25/26) **PUBLIC HEARING**

### **Minutes for Board Approval**

36. Approval of Minutes (MIN-002-25/26)

June 3, 2025, Regular Board Meeting, 11:00 a.m.

### **Public Hearings**

37. Charter Petitions for Public Hearing (052-25/26)

Colfax Charter Elementary (Board District 3, Region North, High performing) Consideration of the level of support for a renewal affiliated conversion charter petition requesting to serve up to 786 students (current enrollment 778) in grades TK-5 with a proposed term of 2026-2031 and a proposed location of 4935 Colfax Ave., Valley Village, CA 91601.

Westwood Charter Elementary (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 712 students (current enrollment 669) in grades TK-5 with a proposed term of 2026-2031 and a proposed location of 2050 Selby Ave., Los Angeles, CA 90025.

### **New Business for Action Continued**

38. Board of Education Report No. 301-25/26  
Finance Division  
(2025-26 Second Interim Financial Report and Multi-Year Projections) Recommends approval of the 2025-26 Second Interim Financial Report and Multi-Year Projections and its submission to the Los Angeles County Superintendent of Schools (CSS).

### **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/2026/3/10/29778083/>

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