

*Revised to update Board President's Reports

**Revised to update Tab 8, update sponsoring office for Tab 12, and add Superintendent's Report

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

REGULAR MEETING REVISED ORDER OF BUSINESS

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

Roll Call

Pledge of Allegiance

Land Acknowledgment

Board President's Reports

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

Superintendent's Reports

Classified Employees of the Year Finalists (Everyday Heros)
Update on Community Use of District Facilities

Consent Items

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

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

Providing Public Comment

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

Public Hearing will be held will allow for 15 speakers, and 20 speakers may sign up for general Public Comment.

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

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

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

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

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

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

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

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

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

Attending the Meeting

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

New Business for Action

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

7. Board of Education Report No. 378-25/26
Procurement Services Department
(Approval of Procurement Actions) Recommends the ratification of the contract actions taken by the Procurement Services Department within delegated authority as listed in Attachment “A” including the approval of award of Professional Service Contracts not exceeding \$250,000: New Contracts; Contract Amendments; Purchase Orders; Goods and General Services Contracts: Purchase Orders; District Card Transactions; Rental of Facilities; Travel/Conference Attendance; General Stores Distribution Center; and Book/Instructional Material Purchase Orders; and approve Professional Service Contracts (exceeding \$250,000): New Contract as listed in Attachment “B.”

8. Board of Education Report No. 371-25/26 **REQUIRES 3/4 VOTE ON ITEM C**
Procurement Services Department - Facilities Contracts
(Approval of Facilities Contracts Actions) Recommends the ratification of Procurement Services Division contract actions taken by Facilities Contracts under delegated authority as listed in Attachment “A” including: award of advertised construction contracts; approval of change orders; completion of contracts; award of informal contracts; award of architectural and engineering contracts; extra services / amendments for architectural and engineering contracts; and approved proposed contracts in Attachment B including Chain Link and Fence Repair task order bench and HVAC Services task order bench.

9. Board of Education Report No. 396-25/26
Facilities Services Division
(Define and Approve Three Projects to Provide Critical Replacements and Upgrades of School Building/Site Systems and Components and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends definition and approval of three critical school facility projects to replace and upgrade essential building and site systems, as detailed in Exhibit A. Also recommends amendment of the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to include these projects, with a combined budget of \$6,223,684, and authorizes the Chief Procurement Officer, Chief Facilities Executive or designee(s) to take all legally permissible actions to implement the projects including executing instruments, budget modifications, and procurement of equipment and materials.

10. Board of Education Report No. 398-25/26
Facilities Services Division
Division of Special Education
(Define and Approve Five Accessibility Enhancement Projects and Amend the Facilities Services Division Strategic Execution Plan to Incorporate Therein) Recommends definition and approval of five accessibility enhancement projects, as detailed in Exhibit A; the amendment of the Facilities Services Division (Facilities) Strategic Execution Plan (SEP) to incorporate therein with a combined budget of \$46,029,469; and authorizes the Chief Procurement Officer and/or the Chief Facilities Executive and/or their designee(s) to execute all reasonable instruments, as legally permissible, to implement the projects including budget modifications and the purchase of equipment and materials.

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

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

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

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

15. Board of Education Report No. 422-25/26
Transportation Services
Eco-Sustainability Office
(Approval of the San Julian Electric School Bus Purchase Project, including the use of Bond Program funds to support the purchase of 79 electric school buses and amend the Transportation Services Branch’s Strategic Execution Plan (SEP) to Incorporate Therein) Recommends approval of the San Julian Electric School Bus Purchase Project, including the use of approximately \$12.5 million of Bond Program funds to support the purchase of 79 electric school buses at an estimated total project cost of \$34 million.

16. Board of Education Report No. 209-25/26
Facilities Services Division
Eco-Sustainability Office
Transportation Services
(Approval of the San Julian Bus Yard Electrification Project - Phase 2) Recommends approval of the San Julian Bus Yard Electrification Project - Phase 2, the installation of 79 electric vehicle charging stations and related infrastructure, with a project budget of \$27.6 million; and the reallocation of \$3.46 million of 2023 Series A Certificates of Participation (2023 COP) proceeds to supplement the project budget.

17. Board of Education Report No. 402-25/26 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for Colfax Charter Elementary) Recommends approval of the renewal petition for Colfax Charter Elementary, a High performing, Conversion Affiliated charter school, located in Board District 3 and Region North, for six (6) years, beginning July 1, 2026, until June 30, 2032, to serve up to 786 students in grades TK-5 in each year of the charter term.

18. Board of Education Report No. 404-25/26 **PUBLIC HEARING**
Charter Schools Division
(Approval of the Renewal Petition for Westwood Charter Elementary) Recommends approval of the renewal petition for Westwood Charter Elementary, a Conversion Affiliated charter school, located in Board District 4 and Region West, for six (6) years, beginning July 1, 2026, until June 30, 2032, to serve up to 712 students in grades TK-5 in each year of the charter term.

19. Board of Education Report No. 407-25/26
Charter Schools Division
(Approval of the Proposed Material Revisions for the five (5) charter schools operated by Citizens of the World Charter Schools - Los Angeles) Recommends approval of the material revisions for the five (5) Start-Up Independent charter schools operated by Citizens of the World Charter Schools - Los Angeles, to change their governance structure to reflect the removal of Citizens of the World Charter Schools as the sole statutory member of the Citizens of the World Charter Schools - Los Angeles nonprofit corporation.

20. Board of Education Report No. 408-25/26
Charter Schools Division
(Approval of the Proposed Material Revision for Extera Public School No. 2) Recommends approval of the material revision for Extera Public School No. 2, a Middle performing, Start-Up Independent charter school, currently located in Board District 2 and Region East, to transfer governance, operations, and management to Green Dot Public Schools; and revise related charter elements and provisions.

Charter Schools Division

(Denial of the Renewal Petition for Today’s Fresh Start Charter School-Los Angeles)

Recommends denial of the renewal petition for Today’s Fresh Start Charter School-Los Angeles, a Middle performing, Start-Up Independent charter school, located in Board District 1 and Region South, for five (5) years, beginning July 1, 2026, until June 30, 2031, to serve up to 342 students in grades TK-8 in each year of the charter term.

Board Member Resolutions for Action

- 22. Dr. Rivas - Honoring Robert Vargas: Advancing Arts Education, Cultural Identity, and Community Expression for the Next Generation (Res-058-25/26) (Noticed April 21, 2026)

12:00 P.M. TIME CERTAIN

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

VERSION 2

3:00 P.M. TIME CERTAIN

Whereas, Given that 1 in 5 students have a mental health diagnosis, Schools have increasingly served as essential access points for social and mental health services for students and their families;

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

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

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

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

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

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

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

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

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

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

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

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

Whereas, SEL and PBIS/RP are District priorities called out in the 2022–2026 Strategic Plan and are supported by multiple ~~a number of~~ divisions and programs like the Black Student

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

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

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

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

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

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

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

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

Resolved further, That the District will provide ~~provide~~ professional development choice board options that support student mental health, wellness, academic climate, and positive school culture.; ~~by ensuring that the majority of the choice board options are aligned with these priorities, The District consider including but not limited to, professional development offerings within BSAP, PBIS, HRDE Division, and the SEL Unit;~~ The District shall ensure that these priorities are reflected across the range of choice board offerings and will include, but not be limited to, professional development opportunities provided through BSAP, PBIS/RP department, HRDE department, School Mental Health, SEL Unit, and other teams that support student mental health, wellness, and school culture;

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

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

Resolved further, That the District will leverage research, expert recommendations, and input from educators in the development of the Board’s goal for the Social Emotional Learning metric ~~new “SEL Application Survey”~~, as part of the updated 2026–2030 Strategic Plan;

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

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

Resolved, further, that the District will increase awareness of its goals related to student mental health and wellness, and school culture by sharing with the Local School Leadership Council, School Site Council, English Learner Advisory Committee, and other school-based decision-making bodies, a comprehensive list of positions that support these efforts; and by integrating topics such as social-emotional learning, mental health and wellness, and school culture into their meeting agendas and content;

Resolved further, That by August 2026, the District will develop a reference guide ~~policy to ensure alignment, coherence, and effective coordination of existing school-site teams and structures, staff, and community partners responsible for student mental health, wellness, and school culture. The reference guide will define~~ establishing Integrated School Culture and Wellness Teams at each school site with defined responsibilities that shall include, but not be limited to 1) being locally led and developed by the principal and staff, 2) being responsible for presenting school culture and wellness goal(s) to the Local School Leadership Council, School Site Council, English Leadership Council, and other school-based decision-making bodies at the beginning and end of each school year for discussion and assessment; and 3) meeting at least three times annually to review progress and develop strategies to achieve their established goal(s)

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

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

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

VERSION 2

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

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

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

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

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

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

Whereas, ~~Despite w~~Widespread labor- and community- led efforts in 2020 ~~at the local and state levels~~ to increase revenue for public education through the unsuccessful voter-led ballot initiative, Measure EE in 2019 and Proposition 15 “Schools and Communities First” in 2020, ~~these campaigns~~ represents a critical steps in building a broader movement for education funding;

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

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

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

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

Resolved further, That the Board affirms its support for the proposed state legislation that would increase the State’s General Fund, potentially increasing revenue for public education and preventing the misuse of tax exemptions: ~~Assembly Bill 1611 (Haney), which would end tax advantages from corporate home-buying by institutional investors, and Senate Bill 1349 (Gonzalez), which would comprehensively assess and make recommendations on the state’s major tax expenditure~~ and Assembly Bill 1790 (Connolly) which would eliminate the “water’s-edge” tax loophole and require multinational corporations to pay California taxes based on their worldwide income starting in 2028;

Resolved further, That the Board affirms its support for proposed state legislation that may increase school funding, and directs the Office of Governmental Relations to monitor, provide updates, and adjust positions as aligned with Los Angeles Unified Advocacy Agenda on relevant legislation, including Assembly Bill 2509 (Schultz), which would allow schools to claim average daily attendance on a five year average, ~~and to drop the five lowest days of attendance from the average daily attendance calculation;~~ Assembly Bill 1204 (Alvarez), which would strengthen the Local Control Funding Formula by implementing an annual minimum cost of living adjustment among other changes; and AB 2526 (Muratsuchi), which would add students who are eligible for the California Alternative Assessment to the special education “low-incidence” funding formula, thereby increasing special education funding for school districts serving this student population. ~~and Senate Bill 1110 (Becker), which would restore enrollment-based funding in California State Preschool Programs that maintain 85 percent or greater enrollment;~~

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

- Creating a Public Education Revenue Task Force to propose strategies and act on solutions, and take action, as permissible and feasible to implement. The Task Force shall be led by the Office of Governmental Relations; and composed of no more than one representative from and selected by each labor partners bargaining unit who agreeing to participate, and an equal number of ~~D~~district-appointed members (which may be experts, staff, charter school partners, and/or community members). Any District or labor partner staff supporting the Task Force administratively or on an as-needed basis shall not count towards the number of “officially” appointed members. The viability of and outcomes from the Task Force shall be assessed annually to determine whether the Task Force shall continue into the next school year in its current form, and shall be designed to sunset no later than three years after establishment, and
- Engaging with other school districts and statewide and local education associations to support revenue generating efforts including but not limited to those of the UnRig CA Coalition, and
- Participating in joint advocacy letters and meetings with ~~visits to~~ state and federal legislators on matters specific to increasing revenues and maximizing the existing available state and federal funds to support students and schools; and, be it finally

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

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

2:30 P.M. TIME CERTAIN

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Correspondence and Petitions

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

Minutes for Board Approval

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

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

New Business for Action (continued)

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

Adjournment

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

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

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

Materials related to an item on this Order of Business distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:
https://boe.lausd.org/apps/events/2026/5/12/29872308/?REC_ID=29872308&id=0

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