

***Tab 23 Report 255-12/13 Revised to include joint partnership with Crown Prep Charter School, Tab 24 Report 252-12/13 Revised to change CDE evidence submission date to April 23, 2013, and Tab 35 Armenian Genocide Remembrance Month Resolution revised to add Mr. Zimmer as a Co-sponsor.

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
12 p.m., Tuesday, April 16, 2013

Roll Call

Pledge of Allegiance

Superintendent's Reports

Linked Learning Update

Consent Items

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

New Business for Action

1. Board of Education Report No. 229 – 12/13
Procurement Services Division
(Procurement Actions) Recommends approval of procurement actions taken by staff for professional services, agreement amendments and purchases within the delegated authority as described in Attachment A for a total amount of approximately \$13.9 million for technology services, a music enrichment program, and 14,006 procurement transactions and low value contracts. Additionally, recommends approval of professional services contracts and goods and general services contracts with agreements and amendments for amounts over \$250,000 as detailed in Attachment B including a District wide notification system, technology software and support, and computer equipment, for a total authorization amount of approximately \$20.6 million.
2. Board of Education Report No. 230 – 12/13
Accounting and Disbursements Division
(Report of Warrants Issued, Request to Reissue Expired Warrants, Reimbursement of the Controller's Revolving Cash Fund, and Donations of Money) Recommends approval of warrants for things such as salary payments for a total value of \$259,552,825.20, the reissuance of two expired warrants totaling \$669.10, reimbursement of the Controller's revolving cash fund in the amount of \$300, and the acceptance of three donations to the District totaling \$97,971.40.
3. Board of Education Report No. 236 – 12/13
Human Resources
(Routine Personnel Actions) Recommends approval of 2,739 routine personnel actions such as promotions, transfers, leaves, etc.

4. Board of Education Report No. 237 – 12/13
Human Resources
(Nonroutine Personnel Actions) Recommends the dismissals of five classified employees, the suspension-dismissal of one classified employee, and the rescission of suspension-dismissal for one classified employee.
5. Board of Education Report No. 200 – 12/13
Facilities Services Division
(Delegations of Authority for Procurement and Facilities Contracts) Recommends approval to renew amendments to three delegations of authority to District staff to regarding procurement procedures within specified parameters and to award contracts as specified.
6. Board of Education Report No. 228 – 12/13
Facilities Services Division
(Facilities Services Division Contract Actions) Recommends approval of actions that have been executed within the delegated authority including the approval of award of six advertised construction contracts for \$6,597,000; approval of change orders for approximately \$4.6 million; the completion of 18 contracts; the award of 40 informal contracts totaling \$378,958; the termination of three contracts; the award of one contract for broadcast equipment and training for \$227,086; the award of two task order contract amendments for architectural support for \$165,000; the approval of six general services contracts migration of email accounts to a “cloud based” system, hvac filters, playground matting, and insurance services for a total amount of approximately \$17 million; and the approval of a professional services contract amendment for pollution legal liability insurance for approximately \$4 million.
7. Board of Education Report No. 232 – 12/13
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve Safety Related Facilities Upgrades at Ten Early Education Centers) Recommends approval of an amendment to the Facilities Services Division Strategic Execution Plan to define and approve ten safety related upgrades to provide standard secure entries at Early Education Centers at a cost of \$130,000 using school construction bond funds.
8. Board of Education Report No. 233 – 12/13
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve the 2013-2014 Proposition 39 Facilities Renovation Effort) Recommends approval of an amendment to the Facilities Services Division Strategic Execution Plan to define and approve Proposition 39 renovation projects at up to 78 schools at a not-to-exceed cost of \$8,591,000.
9. Board of Education Report No. 235 – 12/13
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve Five Board Member Priority Projects and Alteration and Improvement Projects) Recommends approval of amendment to the Facilities Services Division Strategic Execution Plan to include five specified Alteration and Improvement projects and Board Member Priority projects valued at \$178,218 in Board Districts 1 and 7.

10. Board of Education Report No. 238 – 12/13
Facilities Services Division
(Ratification of Real Estate Leases, Licenses, and Other Agreements or Instruments that are Necessary or Incidental for the Use of Real Property) Recommends ratification of real estate leases and other agreements executed by staff under delegation of authority and includes cases where the District is tenant and where the District is landlord.

11. Board of Education Report No. 240 – 12/13
Charter Schools Division
(Material Revision to the Charter for Larchmont Charter School to Amend Enrollment, Governance Structure and Admissions Preferences to Merge with Larchmont Charter School – West Hollywood) Recommends approval of a material revision to the charter of Larchmont Charter School to allow the merger of Larchmont Charter School-West Hollywood into LCS resulting in changes to enrollment, admissions preferences, and governance structure for the remainder of the school’s five-year term.

12. Board of Education Report No. 241 – 12/13
Charter Schools Division
(Contingent Material Revision to the Charter for Valor Academy Charter School to Change the Governing Nonprofit Corporation) Recommends the contingent approval of the material revision of the charter for Valor Academy Charter School to change the governing nonprofit public benefit corporation that operates the charter from Valor Academy Charter School to Bright Star Schools charter management organization.

13. Board of Education Report No. 242 – 12/13 **PUBLIC HEARING**
Charter Schools Division
(Renewal of the Charter for Ivy Academia Entrepreneurial Charter School) Recommends the approval of the renewal of the charter for Ivy Academia Entrepreneurial Charter School for 5 years to serve 1,404 students in grades K-12. The school has submitted a facilities request under Proposition 39 for the 2013-14 school year.

14. Board of Education Report No. 243 – 12/13 **PUBLIC HEARING**
Charter Schools Division
(Renewal of the Charter for Magnolia Science Academy-4) Recommends the approval of the renewal of the charter for Magnolia Science Academy-4 for 5 years to serve 360 students in grades 6-12 by the end of its charter term at the school located at 11330 West Graham Place B-9, in the City of Los Angeles, on the Webster Middle School campus.

15. Board of Education Report No. 244 – 12/13 **PUBLIC HEARING**
Charter Schools Division
(Renewal of the Charter for Magnolia Science Academy-5) Recommends the approval of the renewal of the charter for Magnolia Science Academy-5 for 5 years to serve 460 students in grades 6-12 by the end of its charter term at the school located at 929 North Las Palmas, in the City of Los Angeles, on the Bancroft Middle School campus.

PUBLIC HEARING

16. Board of Education Report No. 245 – 12/13
Charter Schools Division
(Renewal of the Charter for New Millennium Secondary Charter School) Recommends the approval of the renewal of the charter for New Millennium Secondary Charter School for 5 years to serve 585 students in grades 9-12 by the end of its charter term at the school located at 20700 Avalon Boulevard, in the City of Carson.
17. Board of Education Report No. 246 – 12/13
Charter Schools Division
(Charter for New Horizons Charter Academy) Recommends the approval of the charter for New Horizons Charter Academy for 5 years to serve 293 students in grades K-8 at the proposed location of 5955 Lankershim Blvd, in the North Hollywood area of Los Angeles.
18. Board of Education Report No. 249 – 12/13
Charter Schools Division
(Material Revision to the Charter for Citizens of the World Hollywood Charter School to Amend Admissions Preferences) Recommends approval of a material revision to the charter of Citizens of the World Hollywood Charter School to amend charter provisions pertaining to admissions preferences, with specific conditions. The school is located at 1316 North Bronson Avenue in the City of Los Angeles, on the Le Conte Middle School campus.
19. Board of Education Report No. 250 – 12/13
Charter Schools Division
(Material Revision to the Charter for Citizens of the World Charter School #2 to Amend Admissions Preferences) Recommends approval of a material revision to the charter of Citizens of the World Charter School #2 to amend charter provisions pertaining to admissions preferences, with specific conditions. The school is located at two sites, 1530 North Wilton Place and 1511 Micheltorena Street, in the City of Los Angeles, at the Grant Elementary School campus and the Micheltornea Elementary School campus.
20. Board of Education Report No. 251 – 12/13
Charter Schools Division
(Material Revision to the Charter for Citizens of the World Charter School #3 to Amend Admissions Preferences) Recommends approval of a material revision to the charter of Citizens of the World Charter School #3 to amend charter provisions pertaining to admissions preferences, with specific conditions. The school has submitted a Proposition 39 request.
21. Board of Education Report No. 248 – 12/13
Office of Intensive Support and Intervention
(Request County-District-School Code for Studio School) Recommends approval to apply for County-District-School (CDS) code for Studio School, a new Pilot School approved and established by the Board for school year 2013-2014 which will be located on the Glassell Park Elementary campus.
22. Board of Education Report No. 254 – 12/13
Office of Intensive Support and Intervention
(Grant Policies and Procedures) Recommends adoption of specified policies and procedures for grant applications and awards of \$1,000,000 or above.

23. Board of Education (**REV**) Report No. 255 – 12/13
Office of Intensive Support and Intervention
(Adoption of Parent Proposal at 24th Street Elementary School Pursuant to the Parent Empowerment Act) Recommends adoption of the “restart “ proposal for 24th Street Elementary School to be operated in a joint partnership between LAUSD and Crown Prep Charter School, an independent charter school operator, pursuant to the Parent Empowerment Act.
24. Board of Education (**REV**) Report No. 252 – 12/13
Office of General Counsel
(Uniform Complaint Procedures Bulletin, BUL-5159.2) Recommends approval of the District’s Uniform Complaint Procedures (UCP) Bulletin, BUL-5159.2, February 1, 2013, pursuant to the California Department of Education’s compliance review.

Board Member Resolutions For Action

25. Mr. Kayser – Highest Ethical Standards for the Los Angeles Unified School District
(Noticed November 13, 2012 and Postponed from previous Regular Board Meetings)

Whereas, The granting or denial of a single contract with a charter school operator can involve millions of dollars and hundreds of jobs over time; and

Whereas, As much as no elected official should accept campaign contributions from a vendor with a contract pending; now, therefore, be it

Resolved, That sitting members of the Governing Board of the Los Angeles Unified School District shall automatically recuse themselves from voting on a charter contract if they have received campaign contributions six months prior to the vote.

26. Mr. Zimmer – Expand Sustainable Schoolyards and Environmental Initiatives and Curriculum
(Noticed February 12, 2013, 9 a.m., and Postponed from previous Regular Board Meetings)

Whereas, Five major studies, including a 1999 study commissioned by The California Department of Education (CDE), have determined the educational efficacy of using the environment as an integrated context for learning. Students in environment-based education programs score higher than their peers across all standardized academic tests and have higher grade point averages;

Whereas; Environment-based education employs natural ecosystems as platforms to teach curriculum mandated by state standards;

Whereas, The September 25, 2007, Board-approved Preserving and Sustaining School Gardens Board resolution directed the Superintendent to take the following actions including, but not limited to: support the preservation of existing gardens in Los Angeles Unified School District schools that have instructional programming ties and funding support; encourage the use of school gardens as outdoor laboratories for instruction of California State standards; ensure compliance with federal, state, local and District health and safety policies; and to work with the City and County of Los Angeles and the State of California to establish and ensure ongoing financial support for school gardens;

Whereas, Research has found a clear connection between good nutrition (an essential lesson derived from the development and use of school gardens) and student achievement;

Whereas, The District is committed to promoting and attaining the most sustainable and environmentally-friendly practices in the construction, modernization, maintenance and operation of its school facilities;

Whereas, School gardens and other sustainability initiatives are currently housed exclusively in the Facilities Services Division of the District; and

Whereas, The District has set forth a vision that every student will receive an education in a safe, caring environment, and every student will be college-prepared and career ready; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District reaffirms its commitment to strive to be the most sustainable and environmentally-friendly large urban school district in the country by placing a high priority focus on establishing school gardens and greening projects and affirming their use for standards-based instruction; and, be it finally

Resolved, That the Board directs the Superintendent to establish an Instructional Schoolyards Advisory Task Force comprised of community members, environmental and sustainable landscape experts, experts in habitat restoration and District staff from Instruction, Facilities, and Maintenance and Operations. The Task Force is charged with developing goals and a comprehensive plan to bring District land management practices to meet or exceed sustainability guidelines within city, county and statewide initiatives. The Task Force will promote the design of educational schoolyard landscapes to support environmental and instructional goals, as well as prioritize opportunities for greening through existing projects and return in 60-90 days with a recommendation regarding a cost neutral strategy for sharing the development of sustainable schoolyards and environmental initiatives and environmental instruction between the Facilities Services Division and the Office of Curriculum, Instruction, and School Support. The Task Force will serve an advocacy and public education role regarding the development, access, maintenance and funding of community-led greening projects on school sites. The Task Force will make recommendations for improvements to the District's process for establishing and updating goals, and reviewing proposals for the creation of new outdoor school garden classrooms/laboratories.

The report shall focus on process improvements that will help:

- Prioritize the use of outdoor school garden classrooms/laboratories for standards-based instruction.
- Establish clear policies and procedures that are feasible to implement and aligned with the District's vision.
- Enhance collaboration between the Office of Curriculum, Instruction, and School Support, the Facilities Services Division, and the Office of Environmental Health and Safety, with regard to establishing and updating the design guidelines and instructional requirements for the development and execution of outdoor school garden classroom/laboratory projects.
- Create a mechanism and guidelines by which stakeholders are able to engage with the District on a regular basis.

- Ensure Facilities Services Division maintains direct veto power over the site selections that pose a credible financial or safety threat to district resources including District resources including status and campus facilities and grounds.

27. Mr. Kayser – Ensuring Transparency and Effective School Choice
(Noticed March 19, 2013, 9 a.m. and Postponed from March 19, 2013, 12pm)

Whereas, The Los Angeles Unified School District has 172 magnets schools comprised of 59,000 students;

Whereas, Magnet schools are one of the many options the District offers parents, students, and communities in creating school choice;

Whereas, Magnet schools have proven to be an effective options for students to further their interests in specific fields and continue their academic progress;

Whereas, The District has experienced continuous magnet population growth throughout the District;

Whereas, The District has approved 12 new magnet programs for the 2013-2014 academic year; and

Whereas, The District has no formal process for the creation and staffing of magnet schools that incorporates all stakeholders; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District instruct the Superintendent to add the following language into the procedures for the creation of magnets to ensure an equitable and transparent process:

- Before a magnet plan is written, a comprehensive process involving community input take place, which includes, but is not limited to:
 - A publicly noticed community meeting to discuss potential themes for the magnet and other potential programs at the school
 - A parent survey of potential themes for the magnet
- Before a magnet plan is written, a majority vote of the existing permanent certificated staff and community stakeholders must take place.
- A writing committee shall be created once a theme is agreed upon by all stakeholders. The writing team shall consist of, but is not limited to:
 - Principal or Assistant Principal
 - Teachers
 - Parents
 - Community Members
 - Students (if magnet is for high school)

Upon approval from the Board, District staff will fully support the new magnet at the proposed site to ensure that all master scheduling, curriculum development, and any other outstanding issues

associated with the creation of the magnet is addressed. This support will include professional development for all staff to ensure the highest quality of instruction for the new magnet and a community meeting to ensure all stakeholders are aware of the changes at the school site.

Upon approval from the Board, all permanent certificated staff at the school site shall indicate through a District form if they wish to retain their position at the school site. Those who choose to opt out and apply for transfer from the school site, shall be given full support by District staff to seek their transference. Furthermore, if a school site deems their magnet theme requires a special certificate or skill, that school site may interview teachers who possess the special certificate or skill to fill the position of need.

The only exception to this rule shall be for schools identified as “Focus” by the School Performance Framework. Schools classified as “Focus” shall interview their permanent certificated staff and a majority of the certificated staff must be retained; and, be finally

Resolved, That the Board instructs the Superintendent to apply this criterion to all future magnets starting in the academic year 2013-2014.

28. Ms. Martinez, Ms. García, Mr. Zimmer – Community Partnerships to Enhance College Preparation and Career Readiness by Maximizing Linked Learning Resources (Noticed March 19, 2013)

Whereas, The Los Angeles Unified School District is fully committed to closing the achievement gap, ensuring that all students receive a meaningful, robust and rigorous education and that all students have access to resources they need to graduate high school college-prepared and career ready;

Whereas, The Governing Board of the Los Angeles Unified School District adopted the Multiple Pathways (now known and hereafter referred to as Linked Learning) Resolution on October 28, 2008;

Whereas, The implementation of the Linked Learning Resolution leverages strategies to also expand project-based learning and directly link this method of engagement in the classroom with work-based learning within thematic small schools and small learning communities;

Whereas, On August 30, 2011, the Board adopted the Work-Based Learning Resolution so that students remain connected to academic expectations while working side by side with adult professionals who help instill professional behavior, real world expectations, a strong work ethic, an enthusiasm for lifelong learning and a desire to achieve;

Whereas, Hundreds of District schools strategically blend components of rigorous academics with career technical education to empower committed teams of teachers to collaborate with active business, post-secondary and community partnerships around a career focus;

Whereas, There are currently seventy-four schools in the District that are members of the California Partnership Academy, twelve that are approved members of the National Academy Foundation network, two schools that are certified Linked Learning pathways and nine other schools that are going through the Linked Learning certification process;

Whereas, Research demonstrates "that integrating work-based learning into a comprehensive educational program can address students' diverse learning styles thereby enabling them to learn

and master skills and competencies through problem-solving; add relevance to academic curriculum by linking classroom learning to real world applications; expose students to career options that can motivate and inform their decision-making; and promote psychological and social development via adult interaction;" (NRC, 2004, Benard, 2004¹);

Whereas, Studies confirm that Linked Learning strategies that incorporate both rigorous academic and career technical education, which include meaningful coursework, student participation in adult work settings, career models, postsecondary options and compensated work-based opportunities, can be especially relevant to immigrant and English Learner students;

Whereas, In President Barack Obama's State of the Union Address, he announced "a new challenge to redesign America's high schools so they better equip graduates for the demands of a high-tech economy" and stated that "we'll reward schools that develop new partnerships with colleges and employers and create classes that focus on science, technology, engineering, and math (STEM) -- the skills today's employers are looking for to fill the jobs that are there now and will be there in the future."

Whereas, Work Based Learning opportunities include an array of programs including mentoring, school enterprises, virtual apprenticeships, job shadowing, intensive internships, work experience and community classrooms that are an essential component of any comprehensive educational program of study, bringing relevance to academic programs and providing innovative skills that, not only prepare students for 21st Century jobs in a global economy, but also nurture a "love of learning;"

Whereas, As California is ranked near the very bottom of all states in per pupil funding and the District has endured over five years of unconscionable cuts to personnel and programs critical for student achievement, it behooves us to develop innovative policies to generate partnerships with the business community and other external partners to maximize resources for effective teaching and learning;

Whereas, In the District, twenty Linked Learning pathways and a total of seventy-four Career Technical Academies already exist and are striving to create professional partnerships for student work-based learning experiences, but state funding cuts have significantly reduced support services at school sites so that there is little or no staff support to create and cultivate professional relationships with each industry sector; and

Whereas, The District is currently purchasing goods and services from over 9,000 vendors who do not offer any work based learning opportunities for students in Linked Learning programs; now, therefore, be it,

Resolved, That to encourage vendor participation in work based learning strategies, the Governing Board of the Los Angeles Unified School District hereby directs the Superintendent to require all District administrators to incorporate into every contract, procured through a formal Request for Proposal (RFP) process within the Procurement Services Division, a provision high-quality work-based learning partnership, including but not limited to, internships, job shadow days, guest speaking, professional development for teaching and support staff, or mentoring with a District Linked Learning pathway and/or program;

¹ National Research Council (NRC)I. (2004). *Engaging Schools: Fostering High School Students' Motivation to Learn*. Committee on Behavioral and Social Sciences and Education. Washington, DC: The National Academies Press.
Benard,B. (2004). *Resiliency: What We Have Learned*. San Francisco, CA: WestEd

Resolved further, That all work-based learning practices implemented per this resolution will be aligned with the expectation to ensure maximum educational benefit to students per the adoption of the Work Based Learning Resolution in addition to the WBL Guidebook and other relevant District and personnel policies;

Resolved further, That the Superintendent shall establish an online web page that lists the names of all participating vendors/businesses/contractors committed to offering work-based learning opportunities to students by theme;

Resolved further, That the aforementioned web page and its affiliated work-based learning opportunities be overseen by the District's Broad Base Coalition with day-to-day management to be housed in the District's Linked Learning Department and additional staff support provided by the District's Work Experience Education Division;

Resolved further, That all work-based learning opportunities offered via the aforementioned web page be offered first to students that are a) eligible for free or reduced lunch, b) English Learners, c) homeless, wards of the state, or in foster care, and/or d) enrolled in career themed small learning communities affiliated with the District's Linked Learning Initiative, the National Academy Foundation and/or the California Partnership Academies;

Resolved further, That the Superintendent shall establish a committee to develop the principles and guidelines for the development, implementation, evaluation, and accountability of the District's vendor originated work-based learning opportunities to ensure that issues of equity, alignment to academic learning objectives and 21st century skill development, business and pathway compatibility and sustainability are meaningfully addressed;

Resolved further, The evaluation guidelines to be developed by the committee shall address internships, student enterprises and other activities as appropriate, including employer assessment of student attainment of foundational and applied workplace skills that shall also be aligned to statewide Career Technical Education (CTE) model curriculum standards and academic instruction. The committee shall further develop employer-oriented messaging which highlights the benefits to vendors and other employers of providing work-based learning opportunities to students. The committee will be comprised, at a minimum, of members representing:

- Community
- Parents
- Labor
- Teachers
- Chambers/Business
- Students
- WBL Intermediaries (such as LA Small Schools Center, ConnectEd, the National Academy Foundation, etc.);

Resolved further, That the aforementioned committee will emphasize the following in the development of vendor standards and minimum contractual obligations:

- Preference for compensated work-based learning opportunities, as feasible, over those which are not compensated;
- Preference for the provision of sequenced work-based learning opportunities;
- Group placement, as appropriate;

- Provision which is sensitive to the transportation challenges experienced by many students including, but not limited to:
 - Transportation assistance;
 - Virtual apprenticeships;
 - School-based enterprises; and, be it finally

Resolved, That the Superintendent shall report back to the Board on the progress of this initiative within 60 days and continue to report back annually thereafter.

29. Ms. Galatzan, Ms. García, Mr. Kayser - Protect Children and Safeguard Due Process
(Noticed March 19, 2013)

Whereas, The Los Angeles Unified School District’s first and foremost priority is the safety and well-being of our students and staff;

Whereas, The processes a school district utilizes to investigate claims of misconduct against employees must be thorough, fast and fair;

Whereas, Employees accused of misconduct are entitled to equal, fair and respectful treatment throughout the investigation process and beyond;

Whereas, Reassigned employees pending investigations should have the same rights and responsibilities as other employees, no matter which location they are assigned to, and they should be actively engaged in meaningful and appropriate professional development, including, but not limited to online learning activities on the Learning Zone, such as courses in classroom management, the Discipline Foundation Policy, and the Peer Assistance and Review Program, child abuse reporting, classroom management, and other trainings as appropriate;

Whereas, Delays in determining the legitimacy of claims against employees are costly to the District, cause undue mental hardship to employees, and are disruptive to students;

Whereas, It is important to recognize that when law enforcement conducts investigations of District employees, the District cannot begin its own internal investigation if the investigating law enforcement agency states that the District’s administrative investigation will interfere with the law enforcement investigation;

Whereas, Operations staff at Educational Service Centers (ESC) are not professional investigators and always have multiple responsibilities;

Whereas, The Medical Board of California has methods in place to note and track doctors and outpatient facilities accused of wrongdoing and currently under criminal investigation and the State Bar of California has methods in place to note and track attorneys who have been charged with any felony and certain misdemeanors;

Whereas, The California Commission on Teacher Credentialing does not note or track credentialed employees who are currently under criminal investigation unless there is an arrest, a conviction, or a suspension of 10 or more days;

Whereas, Failure to note and track employees currently under criminal investigation by the Credentialing Commission can lead to suspects obtaining jobs in other school districts who are totally unaware of any pending investigation; and

Whereas, Some issues are beyond the jurisdiction of the Governing Board of the Los Angeles Unified School District and require action at the state level; now, therefore, be it;

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to create a team of professional trained investigators to take the lead and investigate reports of allegations of abuse and sexual misconduct and assist the administrators with conducting the investigations thoroughly and in a timely manner.

Resolved further, That the Superintendent report back to the Board in 90 days with a plan to create such a team of investigators, including options to redirect or find funds to pay for them;

Resolved further, That the Board directs the Superintendent to make the following changes to Bulletin 5813.0 concerning the investigation of employees:

- a) A memo will be issued to each employee who is reassigned away from his/her regular assignment that informs the employee of the reason for reassignment, unless directed by law enforcement not to do so because disclosing that information will compromise the investigation;
- b) ESC Operations staff will support the trained investigators through the investigation process.
- c) Investigations that do not involve reassigning (Housing) an employee will remain the responsibility of the principal with the support of the ESC;
- d) Any delays to the timelines as set forth in the reference bulletin must be reported to the Board and to the Superintendent with a timeline of the investigation plan; a report will be submitted confidentially during closed session at the next scheduled Board Meeting explaining the reason for the delay and the current status;
- e) The ESC Administrator of Operations/Division Head will make a recommendation to reassign the employee to a worksite or to initiate dismissal proceedings and forward the recommendation to the Housed Employee Review Committee (HERC) within 5 working days instead of 10;
- f) The Housed Employee Review Committee (HERC) should meet with enough frequency so that all cases are reviewed within 8 working days of submission;
- g) The Superintendent or designee shall make a decision to reassign an employee back to the worksite or to proceed with dismissal of a reassigned (Housed) employee within 5 working days after receiving a recommendation from HERC, or notify the Board of the reason why a decision has not been made;

Resolved further, That when employees are under investigation they should be notified as soon as reasonably possible, including generalized information pertaining to the reason for the investigation, ground rules and expectations during their reassignment, expected timeline for conclusion of the investigation, pay-status during the investigation, and where and to whom to report while being reassigned (Housed). This process should be conducted in a respectful and professional manner;

Resolved further, That the Superintendent report back to the Board on the costs and benefits of creating a “data warehouse”, with appropriate protections for employee privacy, to unify all employee records;

Resolved further, That all administrators be trained on how to conduct investigations as part of their in-service training;

Resolved further, That the Superintendent be directed to seek changes to the California Commission on Teacher Credentialing practice to require the Commission to receive, track, and make available information to other school districts whenever a credentialed employee is currently under criminal investigation;

Resolved further, That employees pending dismissal no longer be reassigned (Housed) and instead be assigned to their home upon the initiation of dismissal proceedings by the Board;

Resolved further, That the Superintendent be directed to ensure equal practices be followed in regard to reassigned (Housed) employee worksite rights and responsibilities throughout the District;

Resolved further, That the Superintendent will bring back a plan to further review and examine the investigation and reassignment process for classified employees; and, be it finally

Resolved, That the Superintendent report back to the Board within 90 days on the implementation of this resolution.

30. Ms. García – To Urge Action for Comprehensive Immigration Reform from the 113th Congress (Noticed March 19, 2013)

Whereas, The Governing Board of the Los Angeles Unified School District passed the resolution entitled “Support of S 774 and HR 1275 The American Dream Act” in support of federal action on immigration reform in 2010;

Whereas, America’s current immigration system is dysfunctional, harms our economy, and does not reflect our District’s or our national values;

Whereas, Our District’s identity is defined by its promise of equality, esteem for diversity and commitment to innovation;

Whereas, We believe in the human dignity of all Los Angeles residents, regardless of immigration status, and recognize the importance of immigrants’ many contributions to the social and economic fabric of the District;

Whereas, Like education, citizenship is an important symbol of full membership and participation in society that should be encouraged, not barred;

Whereas, Keeping families together not only is the right thing to do, but is also good for the economy because families provide a base of support that increases worker productivity and spurs entrepreneurship;

Whereas, Immigration is a federal responsibility and a comprehensive approach to solve our broken immigration system would strengthen our District and nation's economy and frees aspiring citizens to make an even greater contribution to our communities;

Whereas, The Federal government's inability to enact immigration reform has created severe economic, cultural and political strains here and in communities across America;

Whereas, Immigration reform must occur in a comprehensive, thoughtful manner that builds the strength and unity of working people, keeps families together, and guarantees the same rights, obligations, and basic fairness for all workers, no matter where they come from;

Whereas, Comprehensive immigration reform must provide a mechanism for aspiring citizens who have grown up in this country to become citizens and be able to fully contribute to our joint future;

Whereas, Comprehensive immigration reform must update the legal immigration system so that the future flow of immigrant workers more realistically matches our nation's labor needs and is structured to protect the wages and working conditions of U.S. and immigrant workers; and

Whereas, The Board supports a Comprehensive Immigration Reform bill that keeps families together, upholds our values as a nation, promotes economic growth, and provides a long-term solution to the immigration system; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District urges the 113th Congress to enact comprehensive immigration reform as outlined in this resolution, that addresses:

- (1) earned legalization with a path to citizenship;
- (2) updated future immigration of families and workers; and
- (3) improved immigration enforcement and border security that is consistent with our nation's values; and, be it finally

Resolved, That the Board instructs the Superintendent and the Office of Legislative Affairs to forward this resolution to the Speaker of the House of Representatives, the Democratic Leader of the House of Representatives, the Senate Majority Leader, the Senate Minority Leader, and members of the California congressional delegation.

31. Ms. García, Ms. Galatzan, Mr. Zimmer – Recognizing National Youth HIV/AIDS Awareness Day (Noticed March 19, 2013)

Whereas, Students need to have wellness information to model and be advocates for healthy living in order to get to graduation;

Whereas, April 10, 2013, is the first year of commemoration and observance of National Youth HIV/AIDS Awareness Day;

Whereas, This observance is a nationwide effort to mobilize youth and community to get educated, get tested, get involved and get treated around HIV/AIDS, as it continues to devastate youth;

Whereas, National Youth HIV/AIDS Awareness Day is directed, planned and strategically overseen by a Advocates for Youth and other prominent organizations, including the Centers for Disease Control and Prevention and Substance Abuse and Mental Health Services Administration,

to mobilize community-based organizations and stakeholders involved in HIV/AIDS prevention, care and treatment;

Whereas, 25,443 residents in the Los Angeles area are living with HIV and 8.8% of these are youth;

Whereas, The Connect to Protect Los Angeles Coalition and its partner agencies including Los Angeles Unified School District's Downtown Magnet High School are hosting community events to recognize this day and its importance to youth and all concerned citizens; and

Whereas, It is fitting that we join with these local, national and international groups to express our strong support for National Youth HIV/AIDS Awareness Day and the initiatives to prevent the spread of HIV/AIDS in youth communities and provide access to and utilization of HIV/AIDS prevention, treatment and support services to those affected by HIV/AIDS; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District and the Superintendent proclaim April 10, 2013, as National Youth HIV/AIDS Awareness Day in Los Angeles and encourages schools and local communities to strongly support this day and participate in events planned to commemorate the occasion.

32. Ms. García, Ms. Galatzan – Celebrating Asian Pacific American Heritage Month
(Noticed March 19, 2013)

Whereas, In 1977, Congress introduced a House resolution to proclaim the first 10 days of May as Asian Pacific Heritage Week, a celebration of Asians and Pacific Islanders in the United States;

Whereas, In October 1978, President Jimmy Carter signed a joint resolution designating this as an annual celebration, which we now know as Asian Pacific Heritage Week;

Whereas, In 1990, May was chosen to commemorate the immigration of the first Japanese to the United States, which was on May 1843, and to mark the anniversary of the completion of the transcontinental railroad on May 10, 1869, in which the majority of the workers who laid the tracks were Chinese immigrants;

Whereas, In 1990 Congress voted to expand Asian Pacific Heritage from a week to a month-long celebration and in May 1992, the month of May was permanently designated as Asian Pacific American Heritage Month;

Whereas, Studies have found that the academic needs of Asian American and Pacific Islander students are frequently overlooked;

Whereas, Understanding Asian and Pacific Islander history is an important part of celebrating Asian and Pacific Islander Heritage Month;

Whereas, Asian Americans and Pacific Islanders have contributed in significant ways to all aspects of society;

Whereas, Asian Americans and Pacific Islanders have endured and overcome hardship and heartache. In the earliest years, tens of thousands of Gold Rush pioneers, coal miners,

transcontinental railroad builders, as well as farm and orchard laborers, were subject to unjust working conditions, prejudice, and discrimination—yet they excelled;

Whereas, Even in the darkness of the Exclusion Act and Japanese Internment, Asian Americans and Pacific Islanders have persevered, providing for their families and creating opportunities for their children;

Whereas, California is one of the states with the largest Asian Americans and Pacific Islanders population; and

Whereas, In the Los Angeles Unified School District, 3.9% of the student population are identified as Asian, Filipino, or Pacific Islander; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District proclaims May as the Asian Pacific Islander Heritage Month and encourages, instructs and directs all students, faculty, administrators, and parents to remember and celebrate the contributions that Asian and Pacific Islanders have made to California and the United States through various classroom projects; and, be it finally

Resolved, That the Superintendent will work with all schools of the District to recognize and celebrate Asian Pacific American Heritage Month through culturally relevant activities and through in-depth discussions of historically relevant topics.

33. Mr. Kayser – To Engage the Los Angeles Unified School District Community and Establish Fiscal Priorities (Noticed March 19, 2013)

Whereas, The Los Angeles Unified School District has suffered tremendous adverse fiscal impacts due to the nation’s economic crisis including the elimination of critical programs and the staff supporting them;

Whereas, The State of California continues to shamefully sit at the bottom of the nation in per-pupil funding, consequently, we must do more with less;

Whereas, Devastating cuts have been made to arts and music education, early education, adult education, libraries, afterschool programs, outdoor education, and nursing and counseling services, while class sizes increased, salaries were cut, summer school was eliminated and the school year shortened;

Whereas, Through the efforts of Governor Jerry Brown, the voters and the organizations that worked so hard to pass Propositions 30 and 39, next year’s budget is expected to improve;

Whereas, The Governor’s proposed Local Control Funding Formula should also positively impact the situation locally as it provides a base grant of about \$6,800 per student, which would be supplemented with extra funds for districts with large numbers and concentrations of students qualifying for free and reduced price lunch, English Language Learners and foster youth, encompassing the vast majority of District students;

Whereas, Often when “new” money comes into a system, it is spent in a, non-holistic, hodgepodge fashion riddled with pet projects, minimal community input and little planning;

Whereas, There remains a pre-existing structural deficit to deal with; and

Whereas, The students, families, members of the community and District employees have shared the pain and should have a voice in the District's recovery efforts as well as a sense of transparency; and

Whereas, California school districts are required by the State Education Code to hold a public hearing regarding categorical budgeting; now, therefore, be it

Resolved, That prior to the Los Angeles Unified School District final budget adoption in June, 2013, the District shall make use of the Parent Community Service Branch in each Educational Service Center, the Facilities Services Community Relations and the Public Information Office to coordinate, promote and conduct public hearings so as to better inform the budgetary decision-making process and to best reflect the community's priorities going forward;

Resolved further, That the District shall convene a discussion open to its 100,000 employees and nine bargaining units, as those closest to the students, seeking their advice as to how resources should be used;

Resolved further, That the Governing Board of the Los Angeles Unified School District shall conduct a Committee of the Whole meeting to publically discuss and rank its priorities and to align any future "new" dollars to those priorities; and, be it finally

Resolved, That the Superintendent shall, within 60 days, identify and present plans, including accountability metrics, to seek additional sources of funding on behalf of our students.

34. Mr. Kayser – To Create Sustainable Funding for Modern Technology in Los Angeles Unified School District Classrooms (Noticed March 19, 2013)

Whereas, The stated goal of the Los Angeles Unified School District is for its 664,000 students to graduate well-prepared for their future endeavors, and to do so, they must have the tools and preparation required;

Whereas, Around the globe, computers, in one form or another, have become an everyday resource in well-funded schools and a necessity in the workforce;

Whereas, The State of California ranks 49th in per-pupil funding and the District is coming out of many years of fiscal deprivation, including devastating cuts to arts and music education, early education, adult education, libraries, afterschool programs, outdoor education, and nursing and counseling services, while class sizes increased, salaries were cut, summer school was eliminated and the school year shortened;

Whereas, The State of California accounts for approximately thirteen percent of all public school students in the United States and the District educates about thirteen percent of all Californians;

Whereas, Seventy-nine percent of District students live in poverty and qualify for free and reduced lunch and are unlikely to have access to computers and the internet in the home;

Whereas, If the District is not pro-active, its students will be left on the wrong side of the digital divide;

Whereas, The Common Core Curriculum will, within the next five years, require all school districts in California to make use of computers in its testing process thus gradually preparing for this expense and experience is wise;

Whereas, The District has recently embarked on a fifty-school pilot project to learn best-practices with computing devices, but does not have funds designated to replace them five years hence nor to broaden the effort to all 1,000 District schools;

Whereas, The pilot project alone is expected to cost \$50 million; and

Whereas, The natural life-span of computing devices is limited and a sustained effort is required, particularly with regard to training, upgrades to hardware and software, and technical support; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to develop a District-wide technology implementation plan for its students including a budget and an oversight mechanism; and, be it finally

Resolved, That the Superintendent is directed to go to the voters within the District's boundaries seeking long-term funding of said plan within one year's time.

35. Mr. Kayser, Mr. Zimmer - Armenian Genocide Remembrance Month (Noticed April 16, 2013, 9am)

Whereas, During the time period of 1915-1923, the Ottoman government embarked upon the systematic decimation of its civilian Armenian population;

Whereas, Over two million Armenians were killed, persecuted, and/or displaced by these atrocious events;

Whereas, Thousands of Armenians were forcibly removed from their homes and made to be stateless refugees;

Whereas, By 1923 virtually 3/4 of the Armenian population had been exterminated in Turkey and present day Armenia, leaving thousands more to be displaced to countries such as Iran, Lebanon, and Russia;

Whereas, Thousands of Armenians in America, and specifically in California, are the children and grandchildren of the survivors of the genocide;

Whereas, Armenians living in California and across the United States have enriched our country through their leadership in business, agriculture, academia, government, and the arts;

Whereas, The Los Angeles Unified School District now serves thousands of Armenian students in our schools every day;

Whereas, Despite the fact that the current Turkish government adamantly denies genocide was committed against the Armenians, 10th grade students across the State of California learn about the Armenian Genocide in World History; and

Whereas, Armenians all over the world commemorate this tragedy annually on April 24th; now, therefore, be it

Resolved, That the Governing Board of Los Angeles Unified School District proclaim April as the Armenian Genocide Remembrance Month;

Resolved further, That the Board formally recognize the events committed during 1915-1923 as the Armenian Genocide; and, be it finally

Resolved, That the Board on April 16th, 2013 at the Board of Education meeting, take a moment of silence to remember and commemorate those lost to the atrocities committed during the Armenian Genocide.

36. Ms. Martinez, Mr. Zimmer, Ms. García – Classified School Employees Week
(Noticed April 16, 2013, 9am)

Whereas, The California State Legislature adopted the third full week of May each year as Classified School Employee Week, by passage of Senate Bill 1552 (Campbell) in 1986;

Whereas, The Classified School Employees Association, Los Angeles Chapter 500 has declared the week of May 20-24, 2013, as Classified Employees week with the theme: “Fulfilling California’s Promise”;

Whereas, Classified professionals provide valuable services to the schools and students of the Los Angeles Unified School District;

Whereas, Classified professionals contribute to the establishment and promotion of a positive instructional environment;

Whereas, Classified professionals serve a vital role in providing for the welfare and safety of District students;

Whereas, Classified professionals include clerical and technical employees of the District, as well as bus drivers, paraeducators, food service providers; school police, maintenance workers, and many other roles in our K-12 schools by providing daily care, transportation, and instruction for the District’s students; and

Whereas, Classified professionals employed by the District strive for excellence in all areas relative to the educational community; now, therefore be it,

Resolved, That the Governing Board of the Los Angeles Unified School District hereby recognizes and wishes to honor the contributions of the classified professionals who provide quality work essential to student learning in the education community of the Los Angeles Unified School District, the City of Los Angeles and the State of California; and, be it finally

Resolved, That the Board hereby declares the week of May 20-24, 2013, as Classified School Employee Week.

37. Mr Kayser, Ms. Galatzan—Resolution Supporting AB 375 “Updating and Streamlining Teacher Discipline and Dismissal Process” (Noticed April 16, 2013, 9 a. m.)

Whereas, The Governing Board of the Los Angeles Unified School District annually serves approximately 919,930 students, 59,811 District employees, and counts more than 1,278 schools and campuses;

Whereas, The security of our schools and students is our ultimate priority;

Whereas, The District and all of its employees must be vigilant on behalf of the children of this community;

Whereas, The current law is unclear, the dismissal appeal process and continuances allow for costly litigation and deny proper due process; and

Whereas, The new process will provide immediate protections for students and streamline and shorten the dismissal process to ensure charges are handled fairly and in a timely manner; now, therefore, be it

Resolved, The Los Angeles Unified School District supports the goals and objectives of Assembly Bill 375, which is intended to expedite the current certificated employee dismissal process in order to protect and ensure the safety of our children and instructs the Superintendent and legislative team to continue working with Assembly Member Buchanan and the Legislature towards enactment of these goals.

38. Ms. García, Ms. Galatzan, Dr. Vladovic – Resolution to Declare April as Autism Awareness Month (Noticed April 16, 2013, 9am)

Whereas, The Los Angeles Unified School District’s mission to achieve 100% graduation applies to all students of all abilities;

Whereas, National Autism Awareness Month in April started in the United States in the 1970s in an attempt to draw attention to the urgency for awareness and concern about autism and the challenges faced by the autistic community;

Whereas, According to the Center for Disease Control and Prevention, Autism prevalence currently stands at one in every 88 children in America;

Whereas, There is no cure for autism and there is an ever-growing need for services and support for individuals with autism;

Whereas, By participating in the National Awareness Month in April, 2013, we promote awareness through education;

Whereas, The District currently serves 12,225 students with an eligibility of autism;

Whereas, The District’s Division of Special Education, through its transition programs and services provided to all students with disabilities, is committed to providing students with autism the support necessary to transition from high school to a productive post-secondary life; and

Whereas, The District celebrates the autistic community's uniqueness, strengths, and abilities; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby declares April 2013, National Autism Awareness Month and directs the Superintendent and all District staff to support activities that promote education and awareness of this special population.

39. Mr. Kayser- Supporting Assembly Joint Resolution No. 16 - Relative to Preschool for All in California (Noticed April 16, 2013, 9 a. m.)

Whereas, To be competitive in the 21st century global economy, California must have a dynamic and educated workforce;

Whereas, To strengthen and grow the middle class, California must broaden investments proven to prepare students for college and careers, and proven to create economic opportunity;

Whereas, Research by a Nobel Laureate economist shows that every dollar invested in high-quality early education can save more than \$7 later on, by boosting grade level proficiency and graduation rates, increasing earned income and job stability, reducing teen pregnancy, and reducing violent crime;

Whereas, Study after study, over 100 in the United States alone, shows that early education significantly benefits children's school readiness and success;

Whereas, Research has shown that the early years in a child's life, when the human brain is forming, represent a critically important window of opportunity to develop a child's full potential and shape key academic, social, and cognitive skills that determine a child's success in school and in life;

Whereas, During the early education years, children not only develop core academic knowledge in pre-literacy and early math, but they develop critically important learning skills, such as paying attention, managing emotions, and completing tasks;

Whereas, Research has shown that California's academic achievement gap exists before children start school;

Whereas, Research shows that students who start out behind too often also stay behind, and those who are not reading proficiently in third grade are four times more likely to not graduate from high school;

Whereas, In 2012, 52 percent of California third graders tested below proficient in English-Language Arts and more than 30 percent are not proficient in Mathematics;

Whereas, Since 2008, over 110,000 children have been deprived of access to preschool and child care programs due to \$1 billion in state budget cuts;

Whereas, Over 220,000 low-income three-and four-year-old children who are eligible for the California State Preschool Program or the federal Head Start program do not receive services;

Whereas, In Los Angeles County, early learning opportunities are severely limited with an average of only 38 preschool seats available for every 100 children aged 3 to 4 years old, and only 7 early education seats available for every 100 children under 3 years old;

Whereas, President Barack Obama in his 2013 State of the Union speech called on states to partner with the federal government to make sure every child, regardless of their parents ability to pay, has access to high quality preschool and expand and improve early learning opportunities; and

Whereas, A campaign to support Barack Obama's universal preschool initiative was launched by Assembly Member Susan Bonilla signaling Legislative support of preschool for all 4 year olds in California that will go to the floor for a vote in the near future; now, therefore, be it

Resolved, That the Los Angeles Unified School District respectfully urges Congress to enact President Barack Obama's budget proposal to increase funding for early learning; and, be it finally

Resolved, That the District respectfully urges the State Superintendent of Public Instruction to prepare a plan for making California competitive for future increases in federal funding to preschool and early learning programs.

Resolutions Requested by the Superintendent

40. Appointment of Members to the School Construction Bond Oversight Committee

Resolved, That the Governing Board of Education of the Los Angeles Unified School District ratifies the nomination of Mr. Stephen R. English, representing the Los Angeles City Controller's Office, Ms. Joan Sullivan, representing the City of Los Angeles, Mayor's Office, Ms. Pamela Schmidt, representing the California Community Foundation, and Mr. John Hakel, representing the Associated General Contractors of California, Los Angeles District, as members to the School Construction Bond Oversight Committee for two-year terms, commencing immediately, and determines that Mr. English, Ms. Sullivan, Ms. Schmidt, and Mr. Hakel are not employees, official, vendors, contractors, or consultants of the District.

41. Pre-July 1 Notice

That the Board of Education of the City of Los Angeles, pursuant to the current Agreements between the Los Angeles Unified School District (District) and United Teachers Los Angeles (UTLA); and the Los Angeles Unified School District (District) and Associated Administrators Los Angeles (AALA); and in accordance with the individual employment contracts of these and other District employees, hereby declares salaries and benefits for the 2013-14 school year for District employees to be indefinite and subject to change or reduction on or after July 1, 2013, as may appropriately result consistent with the collective bargaining process as applicable. The District shall act to implement such changes or reductions, as the District deems necessary, to address operational, financial or budgetary conditions or needs, including but not limited to balancing the District's budget and otherwise responding to causes such as state funding limitations, legislation, grant funding, legal requirements or actions, and rising District operating costs.

Possible changes or reductions in salaries or benefits, which may be implemented in 2013-14 for UTLA-represented employees, AALA-represented employees, management, confidential, supervisory, and other District-represented employees include, but are not limited to, adjustments to salary rates, tables and differentials; revisions to work year (number of paid days); adjustments to

health and welfare plan benefit and contribution levels; and other compensation and employment matters.

All such changes or reductions are to be consistent with the collective bargaining process, where appropriate, and all Board Rules, policies and practices are subject to revision to carry out any of the changes or reductions described above. The above actions are listed by way of example, not limitation, and may be supplemented or revised in the discretion of the Board of Education.

42. Motion Declaring Salaries Indefinite and Suspending Board Rules, Policies and Practices

That the Board of Education of the City of Los Angeles: (1) hereby declares that all management, confidential, and other unrepresented certificated, classified and unclassified employees' salaries, benefits, and other compensation and other terms and conditions of employment are declared indefinite for the 2013-14 school year and subject to change or reduction on or after July 1, 2013 in the discretion of the Board of Education, as a result of uncertainties, negotiations, legislation, and other factors deemed sufficient by the Board of Education; and (2) suspends or amends all Board Rules, policies, and practices, as applicable, that may be in conflict with actions taken, or which may be taken, to balance the District's budget or otherwise carry out the Board of Education's policy judgments.

Possible changes or reductions in salaries, benefits and other compensation matters which may be implemented for unrepresented employees include, but are not limited to, adjustments in salary rates, tables and differentials; revisions to work year (number of paid days); and adjustments to health and welfare plan benefit and contribution levels. The above actions are listed by way of example, not limitation, and may be supplemented or revised in the discretion of the Board of Education.

Board Member Resolutions for Initial Announcement

43. Ms. García – Student Personal Safety and Child Abuse Prevention Awareness Month
(For Action May 14, 2013)

Whereas, The most important responsibility of the Los Angeles Unified School District is to educate our students in a safe environment;

Whereas, The District is committed to expanding the awareness of the school community around child abuse prevention and personal safety;

Whereas, The District is dedicated to keeping parents, families and community stakeholders connected with information and resources needed to support their children's education, health and well-being; and

Whereas, Students learn better and are more successful, productive, contributing members of society when they are engaged in a safe, respectful and nurturing school community; now, therefore, be it

Resolved, That the Los Angeles Unified School District declares the month of May as Personal Safety and Child Abuse Prevention Awareness month;

Resolved, That the District create the Personal Safety and Child Abuse Prevention Unit, under Student Health and Human Services;

Resolved, That the Superintendent direct the aforementioned Unit to establish centralized protocols, guidelines, tools and resources for best practices in child abuse prevention, intervention and post-intervention at each school through on-going training, education and awareness; and, be it finally

Resolved, That the Superintendent provides an update within 60 days on the implementation of the Personal Safety and Child Abuse Prevention Unit.

44. Ms. García – 2013 School Discipline Policy and School Climate Bill of Rights
(For Action May 14, 2013)

Whereas, The Los Angeles Unified School District understands that student achievement begins with keeping students in a safe classroom and healthy environment conducive to learning and free from disruption; and is committed to closing the achievement gap by providing access to all students a vigorous education that ensures all students will graduate college prepared and career ready;

Whereas, The District is a proven model and continues improving discipline policies with the adoption of the Discipline Foundation Policy (BUL-3638.0) that establishes a consistent framework for implementing and developing a culture of discipline grounded in positive behavior interventions and away from punitive approaches that infringe on instruction time;

Whereas, The District's Student Discipline and Expulsion Support Unit has been a model for other school districts in the state and the nation due to the District's expulsion rate of 0.02% (136 of 595,314 enrolled students) for 2010-2011 school year; and is in compliance with AB 922 that provides educational and support services as well as facilitates the reinstatement process for all expelled students;

Whereas, The District requires full implementation of Discipline Foundation Policy: School-Wide Positive Behavior Support (SWPBS), where every school completes the Safe School Plan, Volume 1, including assessment of the implementation of the Discipline Foundation Policy, and identification of a goal addressing the implementation of the policy;

Whereas, Discipline and policy procedures such as The Guidelines for Student Suspensions (BUL-5655.1) clearly stipulate that suspension, including supervised suspension, should be utilized for adjustment purposes only when other means of correction have failed to bring about proper conduct and/or safety is at risk, as well as, provides alternatives to suspension that are age appropriate and designed to address and correct the student's specific misconduct;

Whereas, Discipline and policy procedures such as Expulsion of Students (BUL- 4655.2) clearly stipulate that expulsion should be regarded as a last resort of intervention and should be considered only for those offenses that the principals are mandated to recommend expulsion, other means of correction have failed to bring about proper conduct, or when the misbehavior poses a serious safety risk to others;

Whereas, Studies by EdSource indicate that a large number of suspensions are commonly attributed to Willful Defiance (E.C. 48900), which account for nearly 42% of suspensions in California and 36% in the District;

Whereas, Attachment G, *Top Ten Alternatives to Suspension*, and Attachment I, *Consequences/School Reference Guide*, in the Discipline Foundation Policy (BUL-3638.0) as well as the Matrix for Student Suspensions and Expulsion Recommendations provide guidance on when suspension and expulsion are considered an appropriate response to misconduct;

Whereas, District data from the 2011-2012 Performance Meter indicates that the number of instruction days lost to suspension has impressively decreased since the inception of the Discipline Foundation Policy from 74,765 in 2006-07 to 26,286 in 2011-12;

Whereas, Studies indicate that suspension does not often result in positive behavior conditioning and furthermore can instead intensify misbehavior by increasing shame, alienation, and rejection amongst students, and a study from Texas found that students are 5 times more likely to dropout, 6 times more likely to repeat a grade, and 3 times more likely to have contact with the juvenile justice system if suspended;

Whereas, A disproportionate number of African American students and students with disabilities are suspended relative to their counterparts; and

Whereas, The California Education Code and the California Penal Code clearly define the role of law enforcement agencies related to student safety and school based policing roles, so that the use of law enforcement is minimized when possible; now, therefore, be it

Resolved, That the Superintendent shall amend the Discipline Foundation Policy and any related discipline or other policies to be in accordance with state law, as of January 1, 2013, as reflected in, AB 2616, AB 2537, AB 1729, SB 1088 and AB 1909;

Resolved further, That the Superintendent shall in keeping with the goals of AB 1729 develop an objective Discipline Matrix with the input of the SWPBIS Task Force as discussed further below that shall establish which interventions (a.k.a. “other means of correction”), at a minimum, shall be utilized for all students and in a consistent and age appropriate manner prior to any suspension;

Resolved further, That the Superintendent shall establish a School Discipline Bill of Rights as follows:

Alternative to School Suspension: No student shall be suspended until a school demonstrates that it has exhausted all alternatives to suspension, as defined by the Discipline Matrix. All students shall have the right to in and out of school alternatives to suspensions.

Willful Defiance: Beginning Fall 2013, no student shall be suspended or expelled for a “willful defiance” (48900(k) offense. All students have the right to contest and formally file a complaint for willful defiance suspensions.

Restorative Justice: By 2020, as an alternative to traditional school discipline, all schools shall develop and implement restorative justice practices that focus on healing, respect, support, and the general well-being of the students involved. Restorative justice practices include but are not limited to talking circles, peer mediation, one-on-one counseling and are

applied with the intent of identifying the root causes of the offense and providing students the agency to determine an appropriate consequence to resolve the issue as a means to repair the harm to the individuals involved, the school and community and prevent a re-occurrence.

Beginning Fall 2015, upon the written request of 1/3 or more students or 1/3 or more parents at a school to the Superintendent, training shall be provided by the District to all necessary school-site staff in restorative justice within 60 days of receipt of the request, so that any student who requests this as an alternative to be utilized in the school as a Tier 2 or 3 intervention in the SWPBIS Policy or Discipline Matrix shall have the right to have restorative justice utilized to address the harm to the school community and reintegrate the student.

Beginning Fall 2015, any school that has more than 15% of a particular subgroup, or 15% of overall students, suspended from the prior school year shall automatically implement restorative justice practices. Data regarding the suspension rates for the prior school year shall be made public no later than October of the following school year.

Data: Every student and parent shall have a right to obtain the following aggregate data on discipline in the District on a quarterly basis:

- In and Out-of-school suspension, involuntary transfer, expulsion, citation, police complaints, arrests and school-based arrest data for the school-site or the District for three months to a year preceding the request and the number of instructional days and amount of Average Daily Attendance funding lost to suspension, transfer, expulsion and arrest.
- Such data shall be disaggregated by all subgroups, including race, ethnicity, ELL status, disability and gender (include legal definition of gender), and by offense, but shall be provided in a way to maintain the privacy of individual students.

School Wide Positive Behavior Intervention and Support:

- All students shall have the right to School-Wide Positive Behavior Interventions and Supports (SWPBIS) that reduce suspensions, increase attendance, improve test scores and has buy in and support from all school personnel.
- All students and parents have the right to file formal complaints if SWPBIS is not implemented in 60 days of student's request on campus. A finding of the failure to fully implement shall be redressed through an on-site process involving parents and students to develop a school-site implementation plan and the training and other tools necessary to resolve the failure to fully implement within 130 days. The failure to fully implement can be identified by the failure to among other things:
 - a) Include parents in the implementation efforts and provide training to parents on SWPBIS
 - b) To set publicly measurable outcomes and benchmarks for decreasing the number of students for each race and ethnic subgroup that are referred to the office, suspended, involuntarily transferred, or expelled from school;
 - c) To have a school-based team, which includes a parent, to guide the implementation efforts;
 - d) Have a clear set of positive behavior rewards and a positive behavior system that is evident and used by all staff and known to all students;
 - e) Have objective and simple behavior expectations that are defined and taught;

- f) Have a three tiered intervention system with clear interventions available at each level and a system for identifying student in need and objectively and consistently providing such interventions;
- g) Regularly collect and analyze discipline data and share it with the school community to inform their disciplinary practices and procedures.

Defining role of police on campus and limiting involvement in non-threatening school discipline actions:

- The District recognizes the serious potential consequences for youth of law enforcement and juvenile court involvement and wishes to prevent unnecessary criminalization of student behaviors at school. Students have the right to safe school environments that minimize the involvement of law enforcement, probation and the juvenile and criminal justice system, to the greatest extent possible.
- The District shall review and evaluate all current school police policies, practices and training relating to the equitable treatment of students.
- The District shall furthermore review the data on the use of school-based citations and arrests and identify and remedy frequent use at individual school sites.
- The District is committed to a non-punitive enforcement model that supports strategic problem-solving models rather than citation and arrest-driven enforcement.
- The majority of student conduct shall be handled administratively utilizing school-based interventions that are intended to maximize student engagement in the classroom and school setting.
- To the greatest extent possible, and in lieu of the use of citations and arrests, schools shall implement school-wide positive behavior interventions and supports and restorative justice programs that improve school safety and academic performance. This shall include student conduct that is subject to discretionary responses through an administrative disciplinary process and criminal sanctions.
- Clear guidelines regarding the roles, responsibilities and limitations of police officers on campus shall be included in each school safety plan and shall contain criteria to properly distinguish administrative responses to student conduct pursuant to school district policies and state law, from criminal responses.

Healthy, Holistic School Environments: All students have the right to holistic, healthy school environments that support students in all aspects of their health and well-being. The Superintendent shall work with community, business, and philanthropic partners to ensure schools have access to full service community schools.

Resolved further, That at least 3 students and 3 parents appointed by the President of the Governing Board of the Los Angeles Unified School District and Superintendent shall have a right to sit on the SWPBIS Task Force established under the SWPBIS Policy and the role of the SWPBIS Task Force shall be augmented to provide a stronger oversight role to achieve “full implementation” as follows:

- a. The SWPBIS Task Force shall within 60 days of this resolution develop the objective criteria by which full implementation of the SWPBIS Policy shall be measured, which shall include measurements for determining whether key elements have been met and to establish outcomes and benchmarks for reductions in office discipline referrals, suspensions, involuntary transfers, and expulsions in the District and from individual schools;
- b. The SWPBIS Task Force shall meet monthly at a regularly set time and with the appropriate notice required by the Brown Act and shall have the authority to request

- access to all necessary documents and materials to be able to assess full implementation of the SWPBIS Policy;
- c. At each meeting, individuals who have concerns about implementation shall have a place to express such concerns and bring information or complaints to the attention of the SWPBIS Task Force;
 - d. The SWPBIS Task Force shall report on its finding related to full implementation at least once per year at a School Board meeting at which the item shall be agendaized;
 - e. The SWPBIS Task Force shall have the authority to review and make recommendations regarding the Discipline Matrix developed by the Superintendent and shall vote as to whether to approve such matrix prior to its implementation;
 - f. The Independent Monitor shall also prepare a separate report to be presented to the Board once a year regarding full implementation of the SWPBIS but shall receive information and input from the SWPBIS Task Force and review any reports the Task Force has created to inform his or her report.

Resolved further, That the Superintendent shall establish a public redress process for students and their families that responds to grievances made within 7 days of written notification. The redress process shall be modeled after the uniform complaint process (UCP) at the California Department of Education and filed by way of the Uniform Complaint Procedures as written in the California Code of Regulations, Title 5, sections 4600-4687; and, be it finally

Resolved, That the Superintendent shall:

1. Present a report to the Board regarding how and when he will implement all of the above and update the Discipline Policy to include these requirements within 120 days from passage of this resolution;
2. Make available the final resolution to the public, principals and necessary personnel 30 days after;
3. Develop and implement a training plan for school leadership and personnel, parents and students that shall be fully implemented in the 2013-2014 school year; and
4. The Superintendent shall give quarterly updates on progress of the implementation of the Student Bill of Rights to the Board and SWPBIS Taskforce.

Correspondence and Petitions

45. Report of Correspondence

Public Hearings

46. Resolution of Intention to Dedicate an Easement at the Gardena High School Workforce Housing and Joint Amenities Project
47. **REPORT WITHDRAWN PRIOR TO MEETING**
48. Charter for Calahan Community Charter
Consideration of the level of support for a charter petition requesting a 5-year term to serve 554 students in grades K-5 with a proposed location of 18722 Knapp Street, Northridge.

Charter for Calvert Charter for Enriched Studies

Consideration of the level of support for a charter petition requesting a 5-year term to serve 400 students in grades K-5 with a proposed location of 19850 Delano Street, Woodland Hills.

Charter for Chandler Learning Academy

Consideration of the level of support for a charter petition requesting a 5-year term to serve 633 students in grades Transitional K-5 with a proposed location of 14030 Weddington Street, Van Nuys.

Charter for Chatsworth Charter High School

Consideration of the level of support for a charter petition requesting a 5-year term to serve 2,300 students in grades 9-12 with a proposed location of 10027 Lurline Avenue, Chatsworth.

Charter for Darby Avenue Charter

Consideration of the level of support for a charter petition requesting a 5-year term to serve 540 students in grades Transitional K-5 with a proposed location of 10818 Darby Avenue, Porter Ranch.

Charter for Emelita Academy Charter

Consideration of the level of support for a charter petition requesting a 5-year term to serve 514 students in grades K-5 with a proposed location of 17931 Hatteras Street, Encino.

Charter for Gian Charter Academy

Consideration of the level of support for a charter petition requesting a 5-year term to serve 300 students in grades K-5 with a proposed location of 9989 Laurel Canyon Blvd, Pacoima.

Charter for Granada Elementary Community Charter School

Consideration of the level of support for a charter petition requesting a 5-year term to serve 527 students in grades Transitional K-5 with a proposed location of 17170 Tribune Street, Granada Hills.

Charter for Grover Cleveland Charter High School

Consideration of the level of support for a charter petition requesting a 5-year term to serve 3,500 students in grades 9-12 with a proposed location of 8140 Vanalden Avenue, Reseda.

Charter for Ivy Bound Academy 2 Math, Science, and Technology Charter Middle School

Consideration of the level of support for a charter petition requesting a 5-year term to serve 480 students in grades 5-8 with a proposed location of 20040 Parthenia Street, Northridge.

Charter for Portola College Preparatory Charter and Highly Gifted Magnet

Consideration of the level of support for a charter petition requesting a 5-year term to serve 2,025 students in grades 6-8 with a proposed location of 18720 Linnet Street, Tarzana.

Charter for Robert Frost Charter Middle School

Consideration of the level of support for a charter petition requesting a 5-year term to serve 1,746 students in grades 6-8 with a proposed location of 12314 Bradford Place, Granada Hills.

Charter for Student Empowerment Academy

Consideration of the level of support for a charter petition requesting a 5-year term to serve 455 students in grades 9-12 with a proposed location of 1319 E. 41st Street, Los Angeles.

Charter for Taft Charter High School

Consideration of the level of support for a charter petition requesting a 5-year term to serve 3,600 students in grades 9-12 with a proposed location of 5461 Winnetka Avenue, Woodland Hills.

Charter for The Academy for Enriched Sciences Magnet Charter
Consideration of the level of support for a charter petition requesting a 5-year term to serve 320 students in grades K-5 with a proposed location of 1670 Lockhurst Drive, Woodland Hills.

Charter for Woodland Hills Charter Academy
Consideration of the level of support for a charter petition requesting a 5-year term to serve 1,350 students in grades 6-8 with a proposed location of 20800 Burbank Blvd., Woodland Hills.

(Petitions are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at <http://laschoolboard.org/charterpetitions>.)

Approval of Minutes

49. 9 a.m., Regular Closed Session Minutes, February 12, 2013
9 a.m., Regular Closed Session Minutes, March 19, 2013

Public Comment

Announcements

Adjournment

Please note that the Board of Education may consider at this meeting any item referred from a Board Meeting five 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, which meets on the Thursday immediately after this meeting.

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.

Individuals wishing to speak at a Board meeting must sign up at the meeting. There will be no sign ups in advance of the meeting. Speakers must sign up prior to the item being acted upon by the Board. Speakers should plan to arrive early as items with no speakers may be acted on at the beginning of the meeting.

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 www.lausd.net/ethics 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:
<http://laschoolboard.org/04-16-13RegBd>

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