

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

REGULAR MEETING ORDER OF BUSINESS

333 South Beaudry Avenue, Board Room
1 p.m. Tuesday, June 10, 2014

Roll Call

Pledge of Allegiance

Board President's Reports

Committee Chair Reports

Board District 1 Liaison

Superintendent's Reports

Local Control Accountability Plan Update and Revisions
(7 Speakers will be heard. Additional speakers will heard on June 17, 2014)

LAUSD Class of 2014 Graduation Speeches

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. **WITHDRAWN PRIOR TO MEETING**
2. Board of Education Report No. 443 – 13/14
Procurement Services Division
(Procurement Actions) Recommends approval of procurement actions taken by staff for professional services, agreement amendments and purchases within the delegated authority of the Superintendent as described in Attachment A for a total amount of approximately \$25.9 million for professional development, outdoor science school, evaluation services, health related intervention programs for students, after school soccer programs, network systems evaluation, technology consulting services, Lesson Study training, private school Title 1 supplemental academic services, and 12,825 procurement transactions and low value contracts. Also, income agreements of \$102,500 to reimburse the District for costs of participate in a national study. Additionally, recommends approval of professional services contracts goods and general services contracts with agreements and amendments for amounts over \$250,000 not under the delegated authority, as

detailed in Attachment B, including software services for \$400,000, a technology disaster recovery center for \$14,079,183, English Learner and Standard English Learner assessments, reading assessments, and math assessments for \$18.5 million, Chanda Smith Special Education Consent Decree independent monitor services for \$880,000, School Improvement Grant Educational Management Organization services for \$3.4 million, replacement automobiles for \$570,603, and cafeteria employee uniforms for \$2 million.

3. Board of Education Report No. 454 – 13/14
Facilities Services Division
(Contract Actions) Board of Education Report No. 454 – 13/(Contract Actions) Recommends approval of actions that have been executed within the delegated authority of the Superintendent including the approval of the award of 3 advertised construction contracts for approximately \$3.9 million; 2 contracts awarded under the provisions of Education Code 17406 for \$3.3 million; 313 change orders for approximately \$2.6 million; completion of 21 contracts; award of 46 informal contracts totaling approximately \$609,000; the rejection of 3 bids; the award of 12 architectural and engineering contract amendments for \$429,000; a task order contract amendment increasing the capacity for \$200,000 for architectural support services; the award of 2 professional and technical service contract amendments for approximately \$119,000 and extra services and amendments totaling approximately \$447,000. Additionally, awards good and general services contracts not under the delegated authority, as detailed in Attachment B, for the purchase of previously leased modular buildings for \$293,000; and 2 professional services contract amendments for program management services for an additional capacity of \$1.2 million.
4. Board of Education Report No. 465 – 13/14
Human Resources Division
(Routine Personnel Actions) Recommends approval of 2,080 routine personnel actions such as promotions, transfers, leaves, terminations, etc.
5. Board of Education Report No. 466 – 13/14
Human Resources Division
(Nonroutine Personnel Actions) Recommends the approval of the dismissal of 3 classified employees, the suspension-dismissals of 4 classified employees, the rescission of dismissal of 1 classified employee, and the rescission of the suspension-dismissal of 2 classified employees.
6. Board of Education Report No. 505 – 13/14
Office of Labor Relations
(Employer Paid Member Contribution Towards CalPERS Side Letter Agreement with Los Angeles Orange Counties Building and Construction Trades Council [Unit E]) Recommends adoption of the Employer Paid Member Contribution Towards CalPERS Side Letter Agreement with the Los Angeles Orange Counties Building and Construction Trades Council.
7. Board of Education Report No. 506 – 13/14
Office of Labor Relations
(Employer Paid Member Contribution Towards CalPERS Side Letter Agreement with Associated Administrators of Los Angeles for Unit J) Recommends adoption of the Employer Paid Member Contribution Towards CalPERS Side Letter Agreement with Associated Administrators of Los Angeles for Unit J.

8. Board of Education Report No. 507 – 13/14
Office of Labor Relations
(Employer Paid Member Contribution Towards CalPERS Side Letter Agreement with California School Employees Association for Unit D) Recommends adoption of the Employer Paid Member Contribution Towards CalPERS Side Letter Agreement with California School Employees Association for Unit D.
9. Board of Education Report No. 508 – 13/14
Office of Labor Relations
(Employer Paid Member Contribution Towards CalPERS Side Letter Agreement with the Los Angeles School Police Association) Recommends adoption of the Employer Paid Member Contribution Towards CalPERS Side Letter Agreement with the Los Angeles School Police Association.
10. Board of Education Report No. 512 – 13/14
Office of Labor Relations
(Employer Paid Member Contribution Towards CalPERS for District Represented Employees) Recommends adoption of the Employer Paid Member Contribution Towards CalPERS for District Represented Employees.
11. Board of Education Report No. 509 – 13/14
Office of Labor Relations
(District’s Initial Bargaining Proposals for All Certificated and Classified Bargaining Units) Recommends adoption of the District’s Initial Bargaining Proposals for Collective Bargaining negotiations with Los Angeles School Police Association (Unit A), Service Employees’ International Union, Local 99 (Units B, C, F, and G), California School Employees Association (Unit D), Los Angeles School Police Management Association (Unit H), Los Angeles Orange Counties Building & Construction Trades Council (Unit E), AALA Classified Management (Unit J), Teamsters Local Union 572 (Unit S), Associated Administrators Los Angeles (AALA), and United Teachers Los Angeles (UTLA).
12. Board of Education Report No. 474 – 13/14
Facilities Services Division
(Delegations of Authority for Procurement and Facilities Contracts) Recommends approval to renew amendments to three delegations of authority to District staff regarding procurement procedures within specified parameters and to award contracts as specified.
13. Board of Education Report No. 491 – 13/14
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve Eleven Board Member Priority and Alteration and Improvement Projects) Recommends approval of an amendment to the Facilities Services Division Strategic Execution Plan to include 11 Alteration and Improvement projects and Board Member Priority projects valued at \$404,916 in Board Districts 2, 3, 5, 6 and 7.

14. Board of Education Report No. 492 – 13/14
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve a Library and Multi-Purpose Room Project at Aggeler Opportunity High School) Recommends approval of an amendment to the Facilities Services Division Strategic Execution Plan to define and approve a Library and Multi-Purpose Room Project at Aggeler Opportunity High School. The total budget of the proposed project is \$2,002,390.
15. Board of Education Report No. 493 – 13/14
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve the Diane Watson Career Center Project) Recommends approval to amend the Facilities Services Division Strategic Execution Plan to define and approve the Diane Watson Career Center Project. The total budget of the proposed project is \$12,672,352.
16. Board of Education Report No. 494 – 13/14
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Cancel Projects) Recommends approval of amendment to the Facilities Services Division Strategic Execution Plan to cancel 335 unfunded projects and 19 no longer needed projects.
17. Board of Education Report No. 495 – 13/14
Facilities Services Division
(Authorization to Enter into a Lease Extension for a Central High School Program Located at 2812 Newell Street) Recommends approval to authorize the Chief Facilities Executive and or his designee to extend the lease for the Central High School Program for a period of three years beginning July 1, 2014, for a total cost of \$118,800.
18. Board of Education Report No. 498 – 13/14
Facilities Services Division
(Authorization to Continue the Lease for the North Valley Occupational Center Satellite Facility at 16550 Saticoy Street on Van Nuys Airport Property) Recommends approval to authorize the Chief Facilities Executive and or his designee to continue the month-to-month tenancy at an annual rate of \$1, for the North Valley Occupational Center Satellite Facility at the Van Nuys Airport located at 16550 Saticoy Street in the City of Los Angeles.
19. Board of Education Report No. 499 – 13/14
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve Four Projects to Address Critical School Repair Needs) Recommends approval to authorize the Chief Facilities Executive and or his designee to define and approve four projects to address critical school repair needs. The total combined budget for these projects is \$2,623,070.

20. Board of Education Report No. 500 – 13/14
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve Four Pilot Small School Facilities Reconfiguration and Upgrade Projects) Recommends approval to authorize the Chief Facilities Executive and or his designee to define and approve four Pilot Small School facilities reconfiguration and upgrade projects. The total combined budget for these projects is \$1,599,703.
21. Board of Education Report No. 390 – 13/14 **PUBLIC HEARING**
Charter School Division
(Renewal of the Affiliated Charter for Dr. Theodore T. Alexander Science Center) Recommends the approval of the renewal of the Affiliated Charter for Dr. Theodore T. Alexander Science Center for 5 years to serve 650 students in grades K-5 at the school located at 3737 S. Figueroa, Los Angeles, CA 90007.
22. Board of Education Report No. 480 – 13/14
Charter School Division
(Approval of the Charter for Ednovate High School No. 2) Recommends the approval of the Charter for Ednovate High School No. 2 for 5 years to serve up to 500 students in grades 9-12 at a proposed location in the East Los Angeles Boyle Heights area of Los Angeles.
23. Board of Education Report No. 481 – 13/14
Charter School Division
(Approval of the Conversion Charter Petition of Ralph Waldo Emerson Middle School to an Affiliated Charter) Recommends the approval of the charter for Ralph Waldo Emerson Middle School to convert to an affiliated charter status for 5 years to serve approximately 850 students in grades 6-8 at the proposed location of 1650 Selby Avenue, Los Angeles, CA 90024.
24. Board of Education Report No. 482 – 13/14
Charter School Division
(Approval of the Charter for Public Policy Charter School) Recommends the approval of the Charter for the Public Policy Charter School for 5 years to serve up to 600 students in grades 5-8 at the proposed location in Central Los Angeles in the vicinity of USC and Exposition Park.
25. Board of Education Report No. 483 – 13/14
Charter School Division
(Approval of the Charter for Renaissance Arts Academy K-12) Recommends the approval of the Charter for Charter for Renaissance Arts Academy K-12 for 5 years to serve up to 600 students in grades K-12 in a proposed location in the Eagle Rock area in Los Angeles.
26. Board of Education Report No. 484 – 13/14 **PUBLIC HEARING**
Charter School Division
(Revocation Hearing of Urban Village Middle School Charter: Adoption of the Facts in Support of Revocation and Issuance of Final Decision to Revoke the Charter Pursuant to Education Code 47607 [e]) Recommends the adoption of the Facts in Support of Revocation for Urban Village Middle School, issuance of the Final Decision to Revoke and authorization to send and receive any documents related to the Facts in Support of Revocation and Final Decision to Revoke the charter.

27. Board of Education Report No. 501 – 13/14
Accounting and Disbursements Division
(Report Cash Disbursements, Request to Reissue Expired Warrants, Donations of Money)
Recommends approval of warrants for things such as salary payments for a total value of approximately \$478 million, reissuance of expired warrants in the amount of \$61.42, and the acceptance of 4 donations to the District totaling \$135,501.00.
28. Board of Education Report No. 469 – 13/14
Office of the Chief Financial Officer
(Certification of Signatures for All Orders Drawn on the Funds of the Los Angeles Unified School District in the Name of the Governing Board) Recommends authorization for the Chief Financial Officer and the Controller to sign warrants on behalf of the District. Further authorizes the Deputy Controller, the Director of Accounts Payable and the Head Accountant be allowed to sign payment vouchers on behalf of the District and approves the submission of signatures for each Board Member to the Los Angeles County Office of Education.
29. Board of Education Report No. 502 – 13/14
Office of the Chief Financial Officer
(Authorization to Make Interfund Transfer and Temporary Borrowings) Recommends the approval of authorization for District staff to make interfund transfers between various funds and authorization for District staff to make temporary borrowings between funds to meet cash flow needs.
30. Board of Education Report No. 503 – 13/14
Office of the Chief Financial Officer
Information Technology Division
Food Services Division
Chief Facilities Executive
(Amendment to the Facilities Services Division and Information Technology Strategic Execution Plans to Allocate Measure Y Funds to Two Projects Financed by Certificates of Participation)
Recommends approval of an amendment to the Facilities Services Division Strategic Execution Plan and the Information Technology Strategic Execution Plan to allocate \$20.9 Million of Measure Y funds to prepay a portion of the Certificate of Participation issuance used for the already-defined Cafeteria Management System project and allocate \$12.7 Million of Measure Y funds from the unallocated SUP Category of Need to the Technology and Infrastructure and Systems Upgrades Category of Need in the ITD SEP.
31. Board of Education Report No. 389 – 13/14
Office of the Superintendent
(Naming of Marguerite Poindexter LaMotte Elementary School) Recommends approval to name South Region Elementary School No. 10 as Marguerite Poindexter LaMotte Elementary School.
32. Board of Education Report No. 464 – 13/14
Office of the Superintendent
(Naming of Gerald A. Lawson Academy of the Arts, Mathematics and Science) Recommends approval to name South Region Elementary No. 11 School as Gerald A. Lawson Academy of the Arts, Mathematics and Science.

33. Board of Education Report No. 475 – 13/14
Office of the Inspector General
(Fiscal Year 2015 Office of the Inspector General Work Plan) Recommends approval of the Office of the Inspector General’s 2014-15 work plan describing the audits to be undertaken by the office.
34. Board of Education Report No. 504 – 13/14 **WITHDRAWN PRIOR TO MEETING**
35. Board of Education Report No. 485 – 13/14
Human Resources Division
Office of Curriculum, Instruction and School Support
Office of Intensive Support and Intervention
(Submission of Fiscal Year 2014-15 Consolidated Application for Categorical Aid Programs)
Recommends authorization to submit the 2014-15 Consolidated Application for Funding Categorical Aid Programs to the California Department of Education for an estimated \$348.2 million in funding for state and federal programs; and that the estimated amount be included in the Superintendent’s 2014-15 Budget.

Board Member Resolutions For Action

36. Ms. García, Ms. Galatzan – Recommitting to 21st Century Learning for Students (Res-042-11/12)
(Noticed December 17, 2013 and Postponed from Previous Board Meetings)

Whereas, The Governing Board of the Los Angeles Unified School District understands the urgency and importance of 21st century learning and the responsibility it has to students to act immediately on related matters;

Whereas, The week of December 9th through the 15th marked Computer Science Education Week, a flash point for highlighting the clear need for more exposure to technology, programing and digital media to all students;

Whereas, Common Core instructional curriculum standards require that students use computing devices for acquiring skills for digital presentations and web based research;

Whereas, The Board recognizes the importance of a timely and effective deployment of computing devices in order to accelerate student familiarity with the testing devices for the 2015-2016 Common Core Curriculum;

Whereas, On November 12, 2013, the Board voted 6-1 to move forward with Phase 2 of the Common Core Technology Project after many meetings and hours of discussion;

Whereas, A delayed vote could hinder the effective deployment of Phase 2; tablets, exploratory laptop projects and future related evaluations and slow the deployment to 38 of the districts neediest schools registered with the Office of Civil Rights for oversight; and

Whereas, Various trainings and professional development have been diligently calendared and planned out for teachers and District staff and would have to be canceled; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District authorizes the Superintendent to proceed on approved Board action of November 12, 2013, for the Common Core Technology Plan.

37. Mr. Kayser - Asthma Awareness Month and Task Force (Res-089-13/14) (Noticed May 13, 2014, Postponed from May 20, 2014)

Whereas, Asthma is a major public health problem in the United States; affecting approximately 15 million people, nearly 5 million of whom are under the age of eighteen. People with asthma experience over 100 million days of restricted activity annually and approximately 5,000 asthma-related deaths occur each year in this country;

Whereas, It is estimated that more than nine percent of children in the United States currently have the disease and LAUSD's Nursing Services reports there are 34,983 students with asthma in the District though this number is likely to double were more thorough identifications done;

Whereas, Increased asthma severity correlates with increased absenteeism and nighttime awakenings in children with asthma significantly correlate with school absenteeism; the greater the number of nights awakened, the greater the number of school days missed;

Whereas, Half of all children with asthma under 12 years of age miss at least one day of school per year; the average number of days missed among this group is 5.2 days and up to 11 percent of children with asthma attending California schools miss 11 or more days of school per year due to this medical condition;

Whereas, LAUSD is eager to reduce absenteeism by both students and staff and seeks to minimize the exposure of students, employees, parents and the community to potentially irritating chemicals;

Whereas, Fumes from cleaning products and their associated fragrances can linger long after they have been applied, exacerbating asthma symptoms and exposing students and staff to potentially harmful substances;

Whereas, Multiple agencies focused on health and the environment, such as the United States' Environmental Protection Agency (EPA), the Department of the Interior, the Responsible Purchasing Network and the Green Seal Standard for Industrial and Institutional Cleaners have indicated that fragrances and dyes found in cleaning products are known triggers of asthma attacks and should therefore be eliminated from public spaces;

Whereas, Both long- or short-term exposure to toxic chemicals or harmful particles, gases, or vapors can have serious consequences such as asthma, allergies, depression, hormonal changes, or even cancer while "green cleaning products" benefit the environment and help

protect people, especially vulnerable populations such as the elderly, the infirm, children, and the chemically-sensitive heir; and

Whereas, May has been declared as Asthma Awareness Month by the Environmental Protection Agency; now, therefore, be it

Resolved, That the Governing Board of Los Angeles Unified School District proclaim May as Asthma Awareness Month; and be it finally

Resolved, That the Superintendent shall form a ninety-day (90) task force comprised, but not limited to parents, employees, facilities managers, Nursing Services, the Office of Environmental Health and Safety, and outside asthma specialists to review district operations (maintenance, procurement, etc.) in order to identify, make recommendations and ultimately eliminate known asthma triggers with a goal of reducing asthma-related school absences by children and staff in 2014-2015 school year.

38. Ms. García, Mr. Zimmer, Ms. Ratliff - Strengthen Support for Standard English Learners (Res-097-13/14) (Noticed May 20, 2014)

Whereas, Language is essential to children's cognitive and social development, transmits knowledge to the learner, stimulates understanding and learning and permeates all learning standards;

Whereas, Los Angeles School District seeks to ensure every student has equitable opportunities to learn as both a human right and a civil right, and seeks to ensure access to a linguistically and culturally responsive instruction for equitable access to the curriculum;

Whereas, The language of the school and classroom is Standard English, and every student must demonstrate mastery and proficiency in all aspects of the English language in order to be college and career ready upon high school completion;

Whereas, Students face barriers to learning when their language varies from the Academic Standard English used in classroom discourse and in textbooks, and thus may not always access equitable opportunities to learn;

Whereas, Building on the strengths of a students' first language is the most effective means to develop proficiency in a second language, a full access to classroom discourse, and to a rigorous curriculum;

Whereas, African American Vernacular English, Mexican American (and other Latino groups) English, Hawai'ian Pidgin English, and Native American English are the languages of a significant number of students, commonly referred to as Standard English Learners (SEL) in the LAUSD, and identified as English Only and or Initially Fluent English Proficient, who demonstrate limited English vocabulary and syntactical, grammatical and phonological differences indicative of a distinct language group;

Whereas, The LAUSD recognizes that SEL students require unique language development interventions and programs to ensure full access to the rigorous curriculum of the LAUSD and to learning opportunities within the context of school;

Whereas, The academic performance of students who are speakers of African American Vernacular English, Mexican American English, Hawai'ian Pidgin English, and Native American English (Standard English Learners) is lagging behind English Only students who use standard English, and behind SEL students who receive structured Academic Standard English support;

Whereas, Unequal opportunities to access the curriculum and to learn in the school context contributes to overrepresentation of African American, Latino, and low-income students whose home language differs from the Academic Standard English language of schooling in special education, suspensions, high school drop-out, and overall low academic performance;

Whereas, There are significant numbers of students with various language differences who do not achieve English Language proficiency by the time they graduate;

Whereas, The Common Core State Standards (CCSS) emphasize complex text and academic language as essential to educational success in all content areas, and the upcoming integration of the English Language Arts and English Language Development state framework calls for increased language support to all students; now, therefore be it

Resolved, That CCSS professional development be infused with linguistically and culturally relevant, evidence-based strategies to ensure that teachers are able to provide students support in acquiring the Academic Standard English to enable them to master the cognitive and social expectations of the Common Core Standards;

Resolved further, That the Governing Board of the Los Angeles Unified School District affirm its commitment to the Master Plan for English Learners and seeks to implement a systemic, structured, and research-based model of instruction for SELs modeled after and compatible with the goals of the Academic English Mastery Program (AEMP) for Standard English Learners (SELs); and be it finally

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to develop a District-wide plan within 3 months for Culturally and Linguistically Responsive Education to be implemented in the Fall of 2015 which includes the following:

- 1) Appropriate assessment of the academic language needs of SELs, as delineated in the Master Plan;
- 2) Professional development for teachers and administrators regarding best practices;
- 3) Targeted resources to support SELs in all schools, including:
 - a) Researcher/Practitioner service to ensure a quality plan by i) conducting a review of the research/literature of outcomes in similar programs around the country which address the needs of this unique student population and ii) an

evaluation component to assess annually the level and quality of implementation at school sites and progress made by Standard English Learners in Academic English Language development and in other content areas;

b) Standard English Learner Teacher Advisor in each Educational Service Center (ESC) by mid-year of 2014-15

c) Culturally and Linguistically Responsive Education (CLR) Fellows;

4) A parent education/engagement component to support learning at home and at school;

5) A model school to be available in every ESC by the 3rd year of implementation; and

6) An annual count of SEL students beginning in the 2016-17 school year.

39. Mr. Zimmer, Mr. Kayser, Ms. Ratliff - Supporting the Campaign for Bilingualism for All (Res-098-13/14) (Noticed May 20, 2014)

Whereas, Past and current research has increasingly supported and confirmed the cognitive, social and economic advantages of bilingualism;

Whereas, Research has consistently shown that bilingual children develop important cognitive processes that are involved in comprehension and learning;

Whereas, In addition to cognitive benefits for students who are, or become bilingual there are academic, economic and social advantages for students who graduate from LAUSD bilingual and biliterate;

Whereas, The Los Angeles Unified School District has been a leader in the development of dual language programs, which provide important opportunities for students to achieve academic proficiency in two or more languages;

Whereas, In February 2013, the Governing Board of the Los Angeles Unified School District approved the resolution "Commitment to Prepare Students for a Multilingual Global Economy" which reaffirmed the District's commitment to the development and expansion of the Dual Language Program as a key instructional strategy to ensure that all students receive the academic language foundations through instructional pathways necessary to graduate college and career ready in a global, multilingual, multicultural society and economy;

Whereas, Currently, LAUSD has 54 K-12 dual language programs, including 44 at the elementary level; 35 in Spanish/English; 6 Korean/English; 3 in Mandarin/English; and 10 at the secondary level; 5 secondary Spanish/English, 4 Korean/English and 1 Mandarin. Ten of these pathway programs were added in the last year, evidence of continuing need and interest in these programs;

Whereas, Currently, LAUSD also has 6 Maintenance Bilingual programs, 5 in Spanish and 1 in Korean; and 19 Transitional Bilingual programs, 18 in Spanish and 1 in Korean;

Whereas, In addition to the 10, 288 students that are currently enrolled in Dual Language and transitional bilingual programs, a total of 3,684 of LAUSD students have graduated with the LAUSD Seal of Biliteracy in the last 3 years; and an additional 1,486 are expected to receive the Seal this school year. In addition, 809 seniors graduated with the California Department of Education (CDE) State Seal of Biliteracy last year and 851 are expected to receive it this school year;

Whereas, Updated guidance presented to the California Board of Education for teaching English Learners relies heavily on the value of the student's home language as a vehicle for helping a student learn English;

Whereas, State Recognition and Awards Program in Linguistic Biliteracy (AB 2303) provides direction and distinction to Districts that develop multiple instructional pathways to ensure the largest number of students have access to the benefits provided by bilingualism and biliteracy, and requires districts to address; among other requirements, the integration of English learner services with world language programs, the definition of the amount of time allotted to language study, the sequencing, and articulation, and inclusion of multiple entry points into language learning and the inclusion of different needs of groups of pupils; and

Whereas, The Los Angeles Unified School District has made significant progress in many of these areas through the development of the English Learner Master Plan; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District strongly supports Assembly Bill 2303, introduced by Assembly Member Richard Bloom; and be it finally

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to work with the Office of Legislation to communicate the District's position to the appropriate committees of the State Legislature and the Los Angeles delegation.

40. Mr. Zimmer - Elevating the School Report Card for the 2014-15 School Year and Beyond (Res-099-13/14) (Noticed May 20, 2014)

Whereas, Los Angeles Unified School District seeks to provide the most accurate information about schools to parents, families, and school communities;

Whereas, The Academic Performance Index (API) is based almost entirely on the California Standards Test (CST) which was last administered district-wide in the Spring of 2013 and will not be administered district-wide in the future;

Whereas, The State of California and LAUSD have devoted significant time and resources towards the implementation of the Common Core Standards and the Smarter Balanced Testing System;

Whereas, The Governing Board of the Los Angeles Unified School District recognizes that there are many significant attributes of a school that contribute to student growth and achievement and that cannot be measured in a standardized test;

Whereas, In 2013, Los Angeles Unified School District along with nine other districts which joined in a consortium named CORE (California Office of Reform Education) applied for a waiver from federal accountability requirements, replacing these with the School Quality Improvement System which represents a more comprehensive range of measures that collectively evaluate students' college and career readiness and are more effective drivers of changes;

Whereas, LAUSD developed and has been using the School Report Card since 2007-08 and has made important improvements to the Report Card;

Whereas, Awareness of the School Report Card and use of the information contained within the School Report Card varies widely from school to school;

Whereas, Participation in the School Experience Survey by different groups of stakeholders varies widely, with student participation reaching 80% while parent participation closer to 30%;

Whereas, LAUSD is piloting the Smarter Balanced testing system in the Spring of 2014 and will administer the test for the first time district-wide in the Spring of 2015; and

Whereas, The Governing Board of Los Angeles Unified School District has not yet discussed a plan for phasing in the data resulting from the administration of the Smarter Balanced tests; now, therefore, be it

Resolved, That in accordance with all applicable California State Education Code and policies, the Governing Board of Los Angeles Unified School District will sunset the use of API scores as a measurement and evaluation tool for schools communities and all other assessment purposes; be it

Resolved further, That at the August or September Regular meeting of the Governing Board of Los Angeles Unified School District, the Superintendent provide a comprehensive update on the process by which data from the School Experience Survey and accountability metrics defined through the CORE waiver and other metrics will be integrated in the School Report Card; and be it finally

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to provide a strategic plan to increase participation in the School Experience Survey by different stakeholder groups, including collaboration with labor and community partners to define the best indicators and a plan to expand the dissemination and distribution of the School Report Card.

41. Mr. Kayser - Urging Los Angeles County Metropolitan Authority to Invest More in Active Transportation Planning and Funding (Res-100-13/14) (Noticed May 20, 2014)

Whereas, The Los Angeles County Metropolitan Authority (Metro) is currently working on a draft short range transportation plan (SRTP) that will guide \$88 billion dollars of transportation investments in Los Angeles County over the next ten years;

Whereas, The modes of transportation used by pedestrians, scooters, skateboarders, rollerbladers, runners and cyclists fall into a category referred to as Active Transportation;

Whereas, Almost one hundred percent of the Los Angeles Unified School District's (LAUSD) 650,000 students make daily use of Active Transportation as a means of getting around their communities and to and from school;

Whereas, Due to drastic budget cuts, the Los Angeles Unified School District closed bus routes and eliminated services to many children while impoverished students in the San Francisco Unified School District continue to enjoy entirely free transportation on Bay Area Rapid Transit;

Whereas, A student's level of mobility affects the academic, athletic and artistic choices available within LAUSD, be they Pilot schools, Magnet schools, transfers, schools in Zones of Choice, Options Schools, Adult Education programs, Occupational Centers, etc.;

Whereas, The Student Integration Office (magnet schools) was forced by budget cuts to eliminate free transportation for students in elementary schools under two miles and under five miles for middle and high school students;

Whereas, The Los Angeles Unified School District actively encourages bicycle use by students and employees and recently celebrated Bike-to-School Day on May 7th, 2014;

Whereas, Currently the short range transportation plan (SRTP) does not provide a clear Active Transportation Finance Strategy and based on analysis of spending levels in other regions and current cost estimates for active transportation projects, agencies in Los Angeles County will need to spend approximately \$440 million dollars per year to implement their plans for bicycle, pedestrian, Safe Routes to School and First-Last Mile connections to transit over the next forty-five (45) years;

Whereas, The SRTP proposes to spend a mere \$500 million of the entire ten-year \$88.2 billion plan on Active Transportation, or approximately 0.6 percent;

Whereas, Nineteen percent of all trips in Los Angeles County use Active Transportation modes though only 0.6 percent of the budget is dedicated to proving services to support Active Transportation;

Whereas, Thirty-nine (39) percent of all roadway fatalities in Los Angeles County are those using Active Transportation; and

Whereas, The Los Angeles County Metropolitan Authority is seeking input on its STRP through June 18, 2014; now, therefore, be it finally

Resolved, That on behalf of the approximately 600,000 non-driving children in the Los Angeles Unified School District and the many employees who commute to serve them, the Governing Board of Los Angeles Unified School District urges the Los Angeles County Metropolitan Authority to invest more resources in Active Transportation planning and funding and to increase support for Safe Routes to School programs.

42. Ms. Galatzan, Ms. Ratliff - Agricultural Education Incentives Encourage Inspiring Outcomes (Res-088-13/14) (Noticed May 13, 2014)

Whereas, California's reputation for leadership in innovating and expanding agricultural industries has been made possible through the availability of well-trained and educated personnel;

Whereas, California, being the leading agriculture-producing state for over 60 years, has a compelling interest in ensuring that its school systems support and promote the continued development of innovative and well-trained agricultural leaders;

Whereas, The state's \$4.13 million Agricultural Education Incentive Grant program has been available to schools since 1983, and provides support for rigorous agricultural education programs;

Whereas, A requirement for matching funds ensures that school districts provide a local investment in providing education support and resources for students interested in pursuing careers in agriculture;

Whereas, The state provided \$27,957 to LAUSD to support agricultural programs in the 2013-2014 school year;

Whereas, The Agricultural Education Incentive Grant program has provided financial incentives for districts to embark on a systematic and sustained process for improving the delivery and effectiveness of Agricultural Education throughout California;

Whereas, The Agricultural Education Incentive Grant program provides clear guidance and direction to school districts in developing and promoting high-quality standards by requiring that programs uphold 15 quality indicators set forth by the state;

Whereas, The non-profit Future Farmers of America, which is supported in our schools through the Agricultural Education Incentive Grant program, has long proven itself to be an outstanding organization that promotes excellence in agriculture education;

Whereas, LAUSD has four high schools that currently benefit from the Agricultural Education Incentive Grant program and related Future Farmers of America activities: Canoga Park, North Hollywood, Sylmar, and Verdugo Hills;

Whereas, The Agricultural Education Incentive Grant program supports magnet programs at Canoga Park High School and North Hollywood High School which attract students from all parts of LAUSD and provide students a career-focused education;

Whereas, The loss of the incentive grant would have a negative impact on all participating LAUSD schools in ways including but not limited to:

- the inability to provide student membership dues for Future Farmers of America resulting in lower participation in Career Development Events and leadership workshops

- the inability to send students to educational conferences and support their independent learning projects
- the inability to provide hands-on learning through campus farms because of a lack of animal feed and supplies
- the inability to repair and purchase new farm equipment;

Whereas, Participation in the program gives students a small school environment within a larger comprehensive high school and that offers students a sense of belonging that leads to greater investment in educational success;

Whereas, Agricultural programs create a support system for some students who may otherwise feel marginalized such as students at risk of dropping out and special education students;

Whereas, Students in agricultural programs develop important character skills and values such as responsibility, commitment, and pride in hard work;

Whereas, The existence of agricultural programs supports the LAUSD goal of having 100% of students graduate college-prepared and career-ready;

Whereas, Governor Brown has proposed folding the Agricultural Incentive Grant into the Local Control Funding Formula (LCFF), effectively eliminating the incentive for LAUSD to support or fully fund this program;

Whereas, LAUSD will gain substantially more revenue if the Agricultural Education Incentive Grant is folded into the Local Control Funding Formula;

Whereas, The California Legislature has rejected Governor Brown's plan to fold the Agricultural Education Incentive Grant into LCFF, instead encouraging him to preserve the existing program; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District will preserve funding for the Agriculture programs at Canoga Park, North Hollywood, Sylmar, and Verdugo Hills for the 2014-2015 school year and beyond at levels that equal or exceed the current total amounts, either through the ongoing state grant or new LCFF model.

43. Ms. Ratliff - Support of Safe and Clean Schools (Res-090-13/14) (Noticed May 13, 2014)

Whereas, The Los Angeles Unified School District is dedicated to providing a safe and inclusive learning environment for all students¹;

Whereas, Student achievement begins with a safe and healthy school and classroom environment that is conducive to learning and free from disruption;

¹ See also Cal. Cons., Art. I, Sec. 28(a)(7).

Whereas, The Superintendent has presented a draft budget² for the fiscal years 2014-15, 2015-16 and 2016-17 (the “Proposed Budget”);

Whereas, The LAUSD added over 60 school sites since the 2007-08 school year on over 400 acres spread across the District³ and underwent a 24% increase in square footage⁴, without a commensurate increase in Los Angeles School Police (the “LASPD”) officers and other resources to patrol such schools;

Whereas, The Proposed Budget includes no material changes from the \$57.7 million⁵ of annual funding (including \$13.02 million⁶ of supplemental and concentration funds) for the LASPD seen in the 2013-14 school year;

Whereas, The Proposed Budget, without clear explanation, includes widely varying proportions of certain divisions’ budgets (e.g. 26.4% of Psychologists, 22.8% of Campus Aides, 22.6% of School Police, 30.7% of Special Education and 65.3% of Options Program)⁷ under Supplemental concentration funding, which is targeted to English Learners, low-income students and foster children;

Whereas, The Proposed Budget accounts for other items, such as After School Programs, Cafeteria, Campus Aides, Counselors, GATE, School Readiness Language Development Program and Transportation solely under Base Funding, even though English Learners, low-income students and foster children are being served by those programs;

Whereas, Break-ins during off-hours including evenings, early mornings, weekends and school vacations incur costly damages and losses for the LAUSD;

Whereas, The Board has committed to providing schools with increased technology at the school sites worth millions of dollars and hopes to eventually send such technology home with our students;

Whereas, Conventional wisdom suggests that more officers and/or other resources deployed by the LASPD in a property protection capacity and providing safe passages for our students as they come and go from school can reduce harm to our students and reduce LAUSD’s losses due to break-ins and vandalism;

Whereas, On May 14, 2013, the Los Angeles Unified School District adopted the School Discipline Policy and School Climate Bill of Rights’ Resolution that, among other things: promotes alternatives to school suspensions; requires the implementation of restorative justice

² See Superintendent’s Proposed LCFF Budget Draft 4.4.14 FINAL.

³ Data drawn from the 2013 Facilities Services Division Strategic Execution Plan, comprising “New Construction” projects set for occupancy between Q3-2008 and Q3-2013, inclusive.

⁴ See Facilities Maintenance & Operations: Custodial and Repair Program Status presentation to the March 20, 2014 Budget, Finance and Audit Committee Meeting (the “3-20 FM&O Report”).

⁵ See Superintendent’s 2013-14 Final Budget, Budgeted Expenditures Details.

⁶ See Proposed Budget.

⁷ Percentages calculated from the Superintendent’s Proposed LCFF Budget Draft 4.4.14 FINAL and the Superintendent’s 2013-14 Final Budget, Budgeted Expenditures Details.

practices at schools; builds upon the Los Angeles Unified School District's implementation of the School-Wide Positive Behavior Interventions and Supports aimed at reducing suspensions, increasing attendance and improving test scores; and defines the role of police on school campuses;

Whereas, The Proposed Budget allots \$0.66 million for 5 full-time equivalent (“FTE”) Restorative Justice Counselors and \$2.0 to \$5.0 million to unspecified School Climate & Restorative Justice purposes;

Whereas, Community input suggests that the proposed Restorative Justice resources are woefully inadequate for a school district of well over half a million students spread across hundreds of school campuses;

Whereas, Research suggests that restorative justice principles must be consistently applied, and restorative justice practitioners must be an enduring force for a school-based program to be successful⁸;

Whereas, In order to implement the rollout of Phase 3 of the Common Core Technology Project, the Proposed Budget earmarks \$8.0 million and \$1.8 million, respectively, of Supplemental concentration funding for Instructional Technology Support (“VLC”) and School Technology Support (“MCSA”) and, together with VLC, collectively “Technology Support”) for the 2014-15 school year⁹;

Whereas, The Governing Board has authorized Phase 1, Phase 2 and Phase 1L of the Common Core Technology Project, which have been reflected in the 2013-14 budget, but has not authorized proceeding with Phase 3 of the Common Core Technology Project at this time, although the Governing Board remains committed to access to 21st Century learning for all;

Whereas, The Proposed Budget also clearly earmarks \$6.6 million of Base Funding for Technology Support for the 2014-15 school year;

Whereas, LAUSD Facilities Maintenance and Operations (“FM&O”) reports that, since the 2007-08 school year, the average custodial hours at LAUSD’s Elementary, Middle and High Schools have been reduced by 29%, 50% and 44%, respectively, and the corresponding custodial supply allotments have been reduced by 24%, 50% and 54%¹⁰;

Whereas, The Proposed Budget restores only 59 out of the 1,370 custodial positions that FM&O has stated are needed to fulfill custodial standards, and the Proposed Budget makes no increase whatsoever to the custodial supply allotment, which FM&O has stated should be increased by \$1.7 million to achieve such standards¹¹;

Whereas, The LAUSD’s Breakfast in the Classrooms (“BIC”) initiative has created even more custodial needs – by way of example, BIC training calls for waste milk to be poured down

⁸ See School-Based Restorative Justice as an Alternative to Zero-Tolerance Policies: Lessons from West Oakland, Thelton E. Henderson Center for Social Justice, University of California, Berkeley, School of Law (Boalt Hall) (December 2010).

⁹ See Common Core Technology Project Ad Hoc Committee meeting of April 24, 2014 (KLCS video from 56:00 to 58:50).

¹⁰ See the 3-20 FM&O Report.

¹¹ See the Proposed Budget and the 3-20 FM&O Report.

classroom sinks where available¹², and the current custodial allotment results in classroom sinks being cleaned only weekly or as time allows¹³;

Whereas, BIC is scheduled to expand to every school in the District that does not opt out by the end of the 2014-15 school year;

Whereas, Research has shown a correlation between clean schools and student academic achievement¹⁴; and

Whereas, Research shows that more frequent cleaning of schools can result in lower absenteeism from gastrointestinal and respiratory illness¹⁵; now, therefore be it

Resolved, That the Governing Board of the Los Angeles Unified School District reaffirms its commitment to providing a high-quality education and safe and well-maintained school facilities that encourage learning;

Resolved further, That the Board instructs the Superintendent to supervise the development of a report that presents funding requirements for ideal LASPD deployment and other resources for property protection and safe passages activities. Such report shall be delivered to the Governing Board a reasonable time prior to the Governing Board's vote on the Final Budget for the 2014-15 school year, so the Board can determine whether increased funding for the LASPD and or other property protection measures are warranted;

Resolved further, That the Board instructs the Superintendent to accurately apply a consistent and appropriate algorithm across all divisions in determining what portion of budgeted expenditures are accounted for under Base Funding and what portion of budgeted expenditures are accounted for under Supplemental/concentration funding;

Resolved further, That the Board instructs the Superintendent to revise the Proposed Budget to consistently account under Base Funding and/or Supplemental/concentration funding, for the relevant portions of appropriate line items including, without limitation, LASPD, After School Programs, Cafeteria, Campus Aides, Counselors, GATE, School Readiness Language Development Program and Transportation;

Resolved further, That the Proposed Budget be revised, to the extent allowed by law, to spend \$6.51 million of the \$16.4 million of Supplemental/concentration funding and/or Base Funding currently earmarked for Technology Support for the 2014-15 school year, on increasing the number of custodial positions by 108 FTEs, so that the number of FTE custodial positions added in the 2014-15 school year will be increased from 25 to 133, with deployment concentrated in the areas of greatest need;

¹² See LAUSD Food Services Division Breakfast in the Classroom Elementary (BIC) 2013 Principals, Teachers, Building and Grounds, and Students Training, dated 7/25/13.

¹³ See the 3-20 FM&O Report.

¹⁴ The Impact of Levels of Cleanliness on the Academic Achievement of Students, Alan S. Bigger, Earlham College, and Jeffrey L. Campbell, Brigham Young University.

¹⁵ Reducing Absenteeism From Gastrointestinal and Respiratory Illness in Elementary School Students: A Randomized, Controlled Trial of an Infection-Control Intervention, Thomas J. Sandora, Mei-Chiung Shih and Donald A. Goldmann, *Pediatrics* 2008;121:e1555.

Resolved, further That the Board commends the Superintendent for planning to establish, during the 2014-15 school year, 18 school climate and restorative justice related demonstration sites at secondary schools (across ESCs) that are identified based on OCR target schools with disproportionate suspension of African American students and students with disability¹⁶;

Resolved, further That the “School Climate & Restorative Justice” line item of the Proposed Budget be revised to reflect the Los Angeles Unified School District School Operations’ Proposed Budget for the Discipline Foundation Policy with respect to the 2014-15 school year and to clarify what will comprise this line item in the 2015/16 and 2016/17 school years;

Resolved, further, That the Proposed Budget be revised, to the extent allowed by law, to spend \$1.29 million of the \$16.4 million of Supplemental/concentration funding and/or Base Funding currently earmarked for Technology Support for the 2014-15 school year on additional professional development in School Wide Positive Behavior Interventions and Supports (the “SWPBIS”) including SWPBIS coaches, Restorative Practices, and other trauma-informed and social emotional learning strategies that are research-based for the 18 demonstration secondary sites;

Resolved further, That the Board acknowledges that having only 18 demonstration secondary sites with dedicated Restorative Justice Counselors and targeted SWPBIS are insufficient resources to fully implement our commitment to the School Climate Bill of Rights Resolution, but is a decent first step; and be it finally

Resolved, That the Proposed Budget be revised, to the extent allowed by law, to allocate \$8.6 million of the \$16.4 million of Supplemental/concentration funding and/or Base Funding currently earmarked for Technology Support for the 2014-15 school year to a “rainy day” fund to cover initiatives or augmentations to be approved by the Governing Board in the future, which may or may not include Technology Support.

44. Ms. García, Dr. Vladovic, Mr. Zimmer - Equity is Justice (Res-091-13/14) (Noticed May 13, 2014) For Action After 4:30 P.M.

Whereas, the Los Angeles Unified School District (LAUSD) is committed to a goal of 100% graduation rate for all students regardless of where they live or what school they attend;

Whereas, the fight for equity and access for all students in LAUSD is an over decade-long effort led by a community’s call to action to demand better academic outcomes;

Whereas, due to the increase in revenues generated by the voter approved Proposition 30 and the state approved groundbreaking Local Control Funding Formula (LCFF), all LAUSD schools will receive an increase in base budget, and are expected to continue to gain more dollars each year for the next seven years;

¹⁶ See the Los Angeles Unified School District School Operations’ Proposed Budget for the Discipline Foundation Policy.

Whereas, LAUSD has a momentous opportunity to close the achievement gap for high need, low-income students within the district;

Whereas, Governor Brown boldly reminds California of the spirit and intent of the LCFF by stating that “equal treatment for children in unequal situations is not justice;”

Whereas, LCFF sets forth a new equity-based vision for funding school districts determined on need, where school districts with higher numbers of English learners, foster youth, and low-income youth receive additional supplemental and concentration grants to mitigate the harmful effects of disadvantage;

Whereas, the Superintendent projects an estimated \$837 million in supplemental and concentration grants for high need students;

Whereas, LAUSD has a historic opportunity to develop bold investments that reflect the spirit and intent of LCFF by ensuring that the supplemental and concentration dollars target its high and highest need schools first;

Whereas, LAUSD also has a historic opportunity to take a fuller, more comprehensive look into the impediments of academic achievement within its district by taking into account environmental factors that create barriers to achievement;

Whereas, under the LCFF notion of subsidiarity, Advancement Project, Community Coalition, and InnerCity Struggle, have developed and researched an equity-based student need distribution of funds that take into account academic, health, and safety variables to rigorously and comprehensively assess need locally;

Whereas, by taking a comprehensive approach to LCFF investment and using a student need index to inform the allocation of funds, LAUSD can effectively address the achievement gap problem, set a new standard for embodying the spirit of LCFF legislation, and reduce the need for costly and inefficient remedial actions; now, therefore be it

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to construct and adopt an equity-based student need index as the means for identifying high and highest need schools in LAUSD for the distribution of funds and use the “Aggregate Student Need Index” as the foundation for this work.

45. Ms. García, Dr. Vladovic - Reaffirming our Commitment to High Quality Parent Engagement at Every School (Res-092-13/14) (Noticed May 13, 2014) – For Action After 4:00 P.M.

Whereas, The Los Angeles Unified School District is committed to achieving 100% graduation rate;

Whereas, The Board of Education adopted the *Parents as Equal Partners in the Education of their Children* Resolution in December of 2010 to affirm and delineate the vision, practice and commitment to engage parents in their children’s education, and

Whereas, The *Parent Bill of Rights and Responsibilities* was subsequently adopted by the Board of Education to ensure school staff welcome parents as equal partners and value school-home partnerships as essential to student learning and achievement, and

Whereas, The Local Control and Accountability Plan (LCAP) includes parent involvement as one of 8 key priorities for District-wide improvement in student achievement and learning leading to high school completion and college preparedness, and

Whereas, Parents have a participatory role in the new Local Control Funding Formula (LCFF), and in advising the development of the corresponding LCAP to support all students, including low-income students, foster youth, and English Learners, and

Whereas, Increased funding is available under LCFF for schools to improve outreach, engagement and education strategies that strengthen capacity of both parents and staff to be mutually supportive as equal partners to promote learning and achievement, and

Whereas, The School Experience Survey (SES) measures among other things, the degree to which parents indicate they are welcomed in their schools and treated respectfully by school staff, and whether opportunities are provided to parents to strengthen their capacity to support education;

Whereas, LAUSD parents and guardians, and community based organizations, in partnership with the United Way of Greater Los Angeles, conducted school visits and surveys to assess how parents and guardians are treated at LAUSD schools;

Whereas, Their findings concluded that parent resources, such as the School Report Cards (SRC) were not equally available across the district, nor was there a designated staff person available at each campus that focused exclusively on parent engagement; now, therefore, be it

Resolved, That schools utilize new and existing funds to implement a parent engagement action plan that 1) ensures all parents know and understand their rights and responsibilities, 2) provides trainings and resources to help parents support learning at home and at school, 3) offers capacity-building opportunities for teachers and other school staff to strengthen school/home partnership, 4) promotes effective partnerships between school staff and parents as equal partners, 5) requires each school to deliver four parent training modules on academic initiatives, 6) requires each school to identify at least one certificated staff member to work with Parent Center staff in supporting parent engagement activities 7) ensures each school has a central location for parent communication and distribution of report cards and other parent resources;

Resolved further, That the School Site Council receive training on research and best practices in the field of parent engagement to ensure strong school-family partnerships that support student learning and development;

Resolved further, That the District measure how well schools respect and honor the *Parent Bill of Rights and Responsibilities* through the annual School Experience Survey (SES) in order to track the effectiveness of school/home partnerships that promote learning and achievement of students;

Resolved further, That the Superintendent make public the results of the annual School Experience Survey and utilize this information to improve school performance on the LAUSD Performance Meter;

Resolved further, That the Superintendent include in the performance evaluation of site administrators the degree to which all accountabilities in the parent engagement action plan are completed; and be it finally

Resolved, That the Superintendent explore the opportunities for the District to offer school identification cards to parents so that they may be readily identifiable as their school's partner and their child's advocate.

46. Ms. García, Dr. Vladovic, Ms. Ratliff – Celebrating Safe Spaces for All and Declare June as Pride Month (Res-096-13/14) (Noticed May 13, 2014)

Whereas, The Los Angeles Unified School District has a mission to reach 100% graduation rate for all students;

Whereas, The Los Angeles Unified School District (the District) models, advocates and promotes the safe and respectful treatment of all our members;

Whereas, The Month of June is an opportunity to celebrate the identities and contributions of Lesbian, Gay, Bisexual, and Transgender (LGBT) community;

Whereas, Sexual orientation and gender expression-biased bullying is among the most common forms of harassment in schools;

Whereas, The FAIR Education Act of 2012 calls for positive inclusion of the contributions of Lesbian, Gay, Bisexual and Transgender Americans in social studies curriculum;

Whereas, The Student Success and Opportunity Act of 2013 strengthened already existing protections for transgender students and affirmed that all students should be recognized by, and participate in activities, by their gender of identity;

Whereas, School-dropout rates for Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) students is up to triple the national rate of non-LGBT students, due to peer harassment and bullying;¹⁷

Whereas, Children who do not conform to gender stereotypes are more likely to be targets of harassment;

Whereas, No one should ever be the target of harassment or violence;

Whereas, School Safety is one of the District's most important goals;

¹⁷ American Psychological Association (2010). *Facing the School Dropout Dilemma*. Washington, DC.

Whereas, We must strive to ensure that District schools are consistently safe and affirming spaces for all students and their families;

Whereas, Human Relations, Diversity and Equity is a resource for trainings, activities, lessons and service-learning projects for and about LGBTQ concerns and is committed to fostering a safe and respectful District, school and community culture;

Whereas, In October 2013 the OUT for Safe Schools campaign was launched encouraging 30,000 school staff to wear an “OUT for Safe Schools” badge making them visible allies and safe spaces for all youth;

Whereas, Project 10 is a District program that oversees education and support services for LGBTQ students, in order to ensure safe, supportive and welcoming campuses free from discrimination and harassment for LGBTQ students;

Whereas, The District and the L.A. Gay & Lesbian Center formed an initiative, Project SPIN (Suicide Prevention Intervention Now), to bring systemic efforts to celebrate and support LGBTQ students, families, and staff;

Whereas, Affirming school and home environments substantially reduce the risks of negative mental health and school drop out for lesbian, gay, bisexual and transgender students;^{18, 19}

Whereas, By recognizing Pride Month, we support policies, practices and curriculum that honor and respect lesbian, gay, bisexual and transgender students and their families; and

Whereas, By recognizing Pride Month we reaffirm our commitment to the 1988 District’s Resolution for the Respectful Treatment of All Persons; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District declares June 2014 as Pride Month and directs the Superintendent and all District staff to support ~~lessons and activities that engage students in meaningful learning, research and writing about our lesbian, gay, bisexual, and transgender students and families~~ policies, practices and curricula that respect lesbian, gay, bisexual and transgender students and their families in June and throughout the school year.

Board Member Resolutions For Initial Announcement

47. Mr. Kayser - Reaffirming Our Commitment to Early Education through the Local Control Funding Formula and an Improved Economic Climate in the Los Angeles Unified School District (Res-101-13/14) (For Action June 17, 2014)

Whereas, The Los Angeles Unified School District is committed to providing every student with a quality education in a safe, caring environment and ensuring that every student will graduate college-prepared and career ready;

¹⁸ Ryan, Caitlyn. Family Acceptance Project.

¹⁹ www.glsen.org

Whereas, To ensure that all children are on the path to college and career readiness, we must lay the foundation early, investing additional resources in early education, to prepare them for kindergarten and building on their progress in elementary, middle, and high school;

Whereas, Economists Rob Grunewald and Arthur J. Rolnick from The Federal Reserve Bank of Minneapolis researched several studies of model programs and, when considering the Perry Preschool program, found a return on investment of 16 percent, with 80 percent of the benefits going to the general public. The data about model programs—such as Perry Preschool showed that it yielded more than \$8 for every \$1 invested. This rate of return clearly shows the benefits of investing in early education compared to other investments;

Whereas, A child's early language environment plays a critical role in his or her listening and spoken language development. For children born into poverty, there is a well-documented inequity in their early language experience. By age three, disadvantaged children have heard approximately thirty million fewer words than their more affluent counterparts. Without early education programs, children growing up in low-income households lose ground to their middle-class peers, starting school behind and that gap only widens as they advance through elementary school;

Whereas, In the early years of a child's life, young children have the ability to develop core academic knowledge in pre-literacy and early math, while also developing important learning skills, such as paying attention, managing emotions and completing tasks. Several studies, such as the High Scope Perry Preschool Study, the Abecedarian Project, and the Chicago Child-Parent Center Education Program, in the U.S. alone, show that quality preschool significantly benefits children's school success and strengthens confidence and parenting skills of families with young children;

Whereas, The Harvard Family Research Project reaffirms the positive impact of home-school relationships between families and schools with respect to achieving desirable outcomes for children in the early years and also show these benefits to persist over time;

Whereas, Students were more likely to reach advanced or proficient levels on the state's annual 3rd grade assessment than those who did not attend Denver Public Preschool (64% vs 58%), and less likely to score at unsatisfactory levels (13% vs. 19%).

Whereas, Students were three-fourths of a year ahead of their peers in math, and two-thirds of a year ahead in literacy by 5th grade, scoring higher on state assessments than those who did not attend the New Jersey Abbott Preschool program;

Whereas, Students who participated in the Michigan Great Start Readiness Program were more likely to graduate on time from high school, 58% vs. 43%, and in particular, children of color, 60% vs. 37%;

Whereas, The Chicago Public School Child-Parent Center Program led to a 29% increase in high school graduation by age 20;

Whereas, More than 9 out of 10 kindergarten teachers in California say it is important for children to have access to quality early education before they start kindergarten, according to a statewide poll of California public school kindergarten teachers;

Whereas, Low-income students who attended San Mateo County's Preschool for All program in the Redwood City School District for two years outperformed more well-off children who did not attend. By 2nd grade, 74% of those attending the program for two years were proficient in reading, compared to 55% of those who did not attend, and 62% who attended were proficient in math, compared to 50%;

Whereas, The Local Control Funding Formula, provides equitable, increased funding for the Los Angeles Unified School District as it has high concentrations of low-income students, students classified as English Learners, and students in foster care, allowing The District to invest these new funds by selecting from state-identified priority areas such as student achievement and parent engagement, outcomes of which can be achieved starting by investing in early education;

Whereas, The funds generated by the Local Control Funding Formula, the Los Angeles Unified School District can prevent the school readiness gap and better prepare more of its youngest students starting from early education to read proficiently by 3rd grade; creating an opportunity to create budgets that utilize resources in a way that is both equitable and outcomes driven;

Whereas, The District's adoption of Common Core places a higher emphasis on being ready for school upon entering kindergarten, making access to high-quality early education for LAUSD students even more critical;

Whereas, The early elementary grades are when children learn to understand foundation math, reading, and reasoning skills that allow them to tackle more complex subjects in third grade and beyond;

Whereas, There is an increasing number of English Learners under the age of five in our community and there is also a growing body of research indicating the ability of young children to learn more than one language in a supportive environment and that acquiring more than one language in the early years increases brain development and promotes academic achievement;

Whereas, Only 7% of 3rd grade English Learners in the Los Angeles Unified School District are proficient or advanced in English Language Arts per the California STARS 2013 test results. Investing in early education can remedy this by ensuring that the youngest students in the Los Angeles Unified School District are prepared to learn and ready to succeed;

Whereas, Research shows that students who start out behind too often stay behind and those who are not reading proficiently in 3rd grade are four times more likely to not graduate from high school;

Whereas, in addition to the Local Control Funding Formula, improvements in the economy in California make it so that the Los Angeles Unified School District has more resources available to invest in strategies to improve outcomes in comparison to previous years, especially during 2008-2012; now therefore be it

Resolved, That the Governing Board of the Los Angeles Unified School District reaffirms its commitment to its youngest learners by investing an additional \$10 million in 2014-2015 to the Early Education Division, \$14 million in 2015-2016, and \$20 million in 2016-2017, pursuant to the timeframe of the Local Control Funding Formula and its corresponding Local Control Accountability Plan. This additional \$10 million can be used to support expanding access, improving quality by way of providing parent education where appropriate, and providing early

mental and physical health screenings where possible;

Resolved further, That the Board directs the Superintendent to charge the Early Education Division to identify and prioritize those early education sites (inclusive of the School Readiness and Language Development Programs and Early Education Centers), that would most benefit from additional resources based on criteria including, but not limited to:

- Highest need elementary schools based on 3rd grade reading scores and their respective proximity to a District early education site;
- Elementary schools with high-concentrations of English Learners and children in foster care and their respective proximity to a District early education site;
- Highest need communities within the Los Angeles Unified School District boundaries as demonstrated by hot-zones, persistent wait lists, and other measures the District deems appropriate; and be it finally

Resolved, That the Governing Board of the Los Angeles Unified School District request that the Superintendent, the Early Education Division, and community stakeholders as appropriate, come together to develop the specific plan for how additional resources in the amount of \$10 million will be allocated for early education, upon adoption of the final 2014-2015 budget in June.

48. Mr. Kayser- Reappointment of Mr. Stuart Magruder to the School Construction Bond Oversight Committee (Res-102-13/14) (For Action June 17, 2014)

Resolved, That the Governing Board of the Los Angeles Unified School District reappoints Mr. Stuart Magruder, representing the American Institute of Architects, as Member of the School Construction Bond Oversight Committee for a two-year term commencing immediately. The Board determines that Mr. Magruder is not an employee, official, vendor, contractor, or consultant of the District.

Miscellaneous Business

Public Hearings

49. Resolution authorizing the Execution of Deed of Dedication of an Easement at the Gardena High School Workforce Housing and Joint Amenities Project for utility line access. (13/14-0090)

Correspondence and Petitions

50. Report of Correspondence (13/14-0086)

Minutes for Board Approval

51. 9 a.m., 04-22-14 Regular Board Meeting Including Closed Session Items (13/14-0087)
9:30 a.m., 04-22-14 Special Board Meeting (13/14-0089)

Announcement

Board Meeting schedule for 2014-15 school year including consideration of having Board Meetings during evening hours.

Public Comment

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/06-10-14RegBd>

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