Roll Call

Pledge of Allegiance

Superintendent’s Reports

Senior Graduation Speakers

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.

Item Postponed from Regular Board Meeting of May 14, 2013, 12 p.m.

   Charter Schools Division
   (Renewal of the Affiliated Charter for Colfax Charter Elementary) Recommends the approval of the renewal of the charter for Colfax Charter Elementary for 5 years to serve 658 students in grades K-5 at the school located at 11724 Addison Street in the North Hollywood area of Los Angeles.

New Business for Action (Continues at Tab 54)

2. Board of Education Report No. 312 – 12/13
   Procurement Services Division
   (Procurement Actions) Recommends approval of procurement actions taken by staff within the delegated authority of the Superintendent for professional services, agreement amendments and purchases within the delegated authority as described in Attachment A for a total amount of approximately $31.4 million for school survey services, technology services, student mentoring, teacher professional development, retirement program audit services, African American student achievement program, data analysis for after school programs, telecommunication services and 18,909 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 not under the delegated authority as detailed in Attachment B, including private school Title 1 services, student information system (MiSiS, ISIS) management services and software development services, medical and dental benefits, benefit open enrollment services, Adult Student Information System services, PSAT examinations, American Sign Language interpretation services, SAP services, K-3 literacy support services, MTA bus passes, audio visual equipment, door locks and hardware, tire repair services, heavy equipment rental, and Citrix software licenses for a total authorization amount increase of approximately $475.4 million.
   Accounting and Disbursements Division
   (Report of Warrants Issued, Request to Reissue Expired Warrants, and Donations of Money)
   Recommends approval of warrants for things such as salary payments for a total value of
   $479,949,073.31, the reissuance of one expired warrant totaling $2,803.83, and the acceptance of
   twenty donations to the District totaling $1,973,704.95.

4. Board of Education Report No. 311 – 12/13
   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.

5. Board of Education Report No. 343 – 12/13
   PUBLIC HEARING
   Budget Services and Financial Planning Division
   (Adoption of the Superintendent’s 2013-14 Final Budget and Approval of Education Protection
   Account Resolutions for 2012-13 and 2013-14) Recommends the adoption of the Superintendent’s
   2012-13 Final Budget with the indicated budget assumptions and policies; that the budget be filed as
   adopted with the County Superintendent of Schools; that Budget Services and Financial Planning
   Division and the Accounting and Disbursements Division be authorized to take necessary actions to
   implement the provisions of this report; and the approval of the spending determinations of funds
   received pursuant to the Educational Protection Act Proposition 30.

   Office of Instruction
   Human Resources Division
   Office of Intensive Support and Intervention
   (Submission of Fiscal Year 2013-14 Consolidated Application for Categorical Aid Programs)
   Recommends authorization to submit the 2012-13 Consolidated Application for Funding
   Categorical Aid Programs to the California Department of Education for an estimated $487.6
   million in funding for state and federal programs; and that the estimated amount be included in the
   Superintendent’s 2013-14 Budget.

   Human Resources Division
   (Routine Personnel Actions) Recommends approval of 1,995 routine personnel actions such as
   promotions, transfers, leaves, etc.

   Human Resources Division
   (Nonroutine Personnel Actions) Recommends the demotion of one classified employee, the
   dismissals of seven classified employees, and, the suspension-dismissals of four classified
   employees.
   Human Resources Division
   (Reemployment of Certificated Employees Based on Special Training and Experience)
   Recommends authorization for the Human Resources Division to deviate from making offers of
   reemployment to certificated employees in order of seniority when personnel with special training
   and experience are needed.

    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 23 new construction
    contracts for approximately $10.4 million, two Education Code 17406 construction contracts for
    approximately $8.7 million, and three job order contracts and one amendment for $1,550,000; 181
    change orders for new construction and existing construction for approximately $2.6 million;
    completion of 31 contracts; award of 51 informal contracts totaling $398,422; the rejection of one
    bid; the award of one negotiated sole source contract for $71,041; the award of architectural and
    engineering extra services contracts and amendments of $1.2 million; the award of three new
    professional and technical service contract not exceeding $250,000 for $395,000; the award of three
    professional and technical service contract amendments not exceeding $250,000 for $264,000; the
    award of one professional and technical service contract for $950,000 for program management
    services; and the approval to amend 15 mechanical engineering support contracts for a not to
    exceed capacity increase of $6 million.

    Facilities Services Division
    (Approval of the 2013 Facilities Services Division Strategic Execution Plan) Recommends approval
    of the Facilities Services Division Strategic Execution Plan, which includes approximately 500
    completed and active New Construction projects to provide over 166,000 new classroom seats and
    approximately 800 active Repair and Modernization Program projects at existing schools. This
    Strategic Execution Plan also includes over 480 active and completed Capital Improvement
    Program Reserve (CIPR) projects for facelift, parent and family center upgrades, photovoltaic
    installations, and sustainability initiative projects.

    Facilities Services Division
    (Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve 34
    Board Member Priority and Alteration and Improvement Projects) Recommends approval of
    amendment to the Facilities Services Division Strategic Execution Plan to include 34 specified
    Alteration and Improvement projects and Board Member Priority projects valued at approximately
    $1.5 million.

    Facilities Services Division
    (Amendment to the Facilities Services Division and Information Technology Strategic Execution
    Plans to Define and Approve 309 School Facilities Improvement Projects) Recommends approval
    of amendments to the Facilities Services Division and Information Technology Division Strategic
    Execution Plans to define, allocate funds and take related actions for each described project.
Facilities Services Division
(Authorization for Staff to Enter into a Development Agreement for the Delivery of the Fremont High School Redevelopment Project) Recommends authorization for the District staff to enter into a development agreement with Pinner Construction and any necessary documents for approximately $62 million for the delivery of the Fremont High School Redevelopment Project pursuant to Ed Code 17406.

Facilities Services Division
(Authority to Execute a Joint Powers Agreement with the County of Los Angeles for the Construction of the San Fernando High School Teen Health Center) Recommends authorization for District staff to execute a Joint Powers Agreement with the County of Los Angeles to fund and construct a health center at San Fernando High School.

Facilities Services Division
(Authorization to Extend the Lease for Two Transportation Services Division Parking Lots) Recommends approval to extend the leases for covered parking facilities located at 1640 South San Pedro St. for 225 District buses for a period of five years for a total cost of approximately $2.5 million.

Facilities Services Division
(Authorization to Extend the Sublease for Board District 4 Field Office) Recommends authorization for District staff to enter into a sublease renewal with a term of 41 months for the Board District 4 Field Office located at 1075 N. Western Ave., Los Angeles, for a total cost of $205,000.

Facilities Services Division
(Contract Authorization for Common Core Technology Project Plan) Recommends authorization for District staff to enter into a contract with Apple Inc. for the not to exceed amount of $30 million to implement phase 1 of the Common Core Technology Project, amend the contract with Apple as necessary to increase the capacity, and amend the Information Technology Division Strategic Execution Plan to define and approve additional phases and allocate additional funding.

Office of the Superintendent
Facilities Services Division
(Authorization to Negotiate and Execute Alternative Agreement and Facilities Use Agreement with Valor Academy Charter School, Inc., and Bright Star Schools, Inc.) Recommends authorization for District staff to negotiate and execute an alternative facilities use agreement with Valor Academy Charter School for the charter’s use of space at Panorama High School.
Facilities Services Division
Charter Schools Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Approve a Charter Augmentation Grant for the Camino Nuevo Charter Academy Project and Authorization to Negotiate and Execute All Agreements Necessary for the Financing, Construction and Operation of a Permanent Charter School Facility) Recommends approval of amendment to the Facilities Services Division Strategic Execution Plan to approve an augmentation grant for the Camino Nuevo Charter Academy project of approximately $9.4 million for construction of a K-8 grades facility on Camino Nuevo owned property at 3400 W. 3rd St. in Los Angeles.

Charter Schools Division
(Charter for Fenton Academy for Social and Emotional Learning [FASEL]) Recommends the approval of the charter for Fenton Academy for Social and Emotional Learning (FASEL) for 5 years to serve 600 students in grades K-5 at the proposed location between the northeast San Fernando Valley and the east Hollywood area, establishing a geographic connection between Fenton Avenue Charter School, the Fenton Primary Center, and the Santa Monica Boulevard Community Charter School.

22. Board of Education Report No. 331 – 12/13
Charter Schools Division
(Charter for Fenton Science, Technology, Engineering and Math (STEM) Academy) Recommends the approval of the charter for Fenton Science, Technology, Engineering and Math (STEM) Academy for 5 years to serve 600 students in grades K-5 at the proposed location between the northeast San Fernando Valley and the east Hollywood area, establishing a geographic connection between Fenton Avenue Charter School, the Fenton Primary Center, and the Santa Monica Boulevard Community Charter School.

23. Board of Education Report No. 332 – 12/13
Charter Schools Division
(Conversion to Affiliated Charter Status for The Academy for Enriched Sciences Magnet) Recommends the approval of the charter for The Academy for Enriched Sciences Magnet as an affiliated charter school for 5 years to serve up to 260 students in grades 1-5 in year 1 and expand to serve up to 260 students through year at the proposed location 6170 Lockhurst Drive, Woodland Hills, CA 91367

Charter Schools Division
(Conversion to Affiliated Charter Status for Woodland Hills Academy) Recommends the approval of the charter for Woodland Hills Academy to convert to an affiliated charter status for 5 years to serve approximately 1,214 students in grades 6-8 at the proposed location of 20800 Burbank Blvd., Woodland Hills, CA 91367.
   Charter Schools Division
   (Material Revision to the Charter for Animo Jackie Robinson High to Increase Its Enrollment from 525 Students to 600 Students) Recommends approval of a material revision to the charter of Animo Jackie Robinson High to align the increase in its enrollment capacity from 525 to 600 students in grades 9-12 currently co-located on Clinton Middle School in Board District 2, Educational Service Center East at 3500 South Hill Street, Los Angeles, CA 90007.

   Charter Schools Division
   (Contingent Material Revision to the Charter for Endeavor College Preparatory Charter School to Merge with Futuro College Preparatory Elementary School) Recommends contingent approval of a material revision to the charter of the Charter for Endeavor College Preparatory Charter School to allow the merger with Futuro College Preparatory Elementary School in order to provide a continuous path from kindergarten through eighth grade to serve approximately 648 students at 1314 South Dacotah Street, Los Angeles, CA 90023 (Dena ES)

27. Board of Education Report No. 336 – 12/13
   Public Hearing
   Charter Schools Division
   (Renewal of the Affiliated Charter for Westwood Charter) Recommends the approval of the renewal of the charter for Westwood Charter for 5 years to serve 885 students in grades K-5 at the school located at 2050 Selby Avenue, Los Angeles, CA 90025.

   Public Hearing
   Charter Schools Division
   (Denial of the Renewal of the Charter for Anahuacalmecac International University Preparatory High School and Amendment to Expand to Grades K-8) Recommends denial of the renewal of the charter for Anahuacalmecac International University Preparatory High School and amendment to expand to grades K-8 and to adopt the Findings of Fact supporting the denial recommendation.

   Office of the Inspector General

    Student Health and Human Services
    (Los Angeles Trust for Children’s Health Bylaws Amendment) Recommends approval of an amendment to the Bylaws of the Los Angeles Trust for Children’s Health, a 501(c)(3) public benefit nonprofit organization, to change the composition of the Board of Directors of the organization.

   Office of Intensive Support and Intervention
   (Alternative Schools of Choice Annual Evaluation) Recommends approval of a report prepared by the District staff evaluating alternative schools and magnet schools and centers.
Office of Intensive Support and Intervention
(Establishment of New Magnet Programs) Recommends authorization to establish 5 new magnet schools and 4 new magnet centers with an estimated budget cost of approximately $1.5 million plus necessary transportation costs.

Division of Special Education
(Renewal of the Transition Partnership Program for Three Years: 2013-2016) Recommends approval of an agreement between the District and the California State Department of Rehabilitation to provide rehabilitative services leading to employment for students with disabilities at 65 school sites.

34. Board of Education Report No. 322 – 12/13
School Operations
(Naming of Mervyn M. Dymally High School) Recommends approval to rename South Region High School No. 12 as Mervyn M. Dymally High School.

35. Board of Education Report No. 325 – 12/13
School Operations
(Naming of Michelle Obama Elementary School) Recommends approval to rename Valley Region Elementary School No. 13 as Michelle Obama Elementary School.

36. Board of Education Report No. 344 – 12/13
School Operations
(Naming of Theodore Roosevelt Senior High School) Recommends approval of the naming of Theodore Roosevelt Senior High School to reflect the consolidation of five small schools on the Roosevelt High School campus.

37. Board of Education Report No. 345 – 12/13
School Operations
(Naming of Felicitas and Gonzalo Méndez High School) Recommends approval of the naming of Felicitas and Gonzalo Méndez High School to reflect the consolidation of two small schools on the Felicitas and Gonzalo Méndez Learning Center campus.

Board Member Resolutions For Action

38. Mr. Kayser – To Engage the Los Angeles Unified School District Community and Establish Fiscal Priorities (Noticed March 19, 2013 and Postponed from Previous Board Meetings)

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’s annual final budget adoption in June, 2013, the District shall make use of the Parent Community Service Branch in each Educational Service Center, Parent Centers, the Facilities Services Community Relations, KLCS, and the Public Information Office to coordinate, promote and conduct public hearings aligned to the budget cycle 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 with 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 input be solicited from the appropriate Student Body Presidents regarding students’ priorities;

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.

39. Mr. Kayser – To Create Sustainable Funding for Modern Technology in Los Angeles Unified School District Classrooms (Noticed March 19, 2013 and Postponed from Previous Board Meetings)  

TO BE WITHDRAWN

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.

Whereas, Ms. García, Ms. Galatzan, Ms. Martinez – Beyond 180: Increasing Instructional Time to Improve Student Success (Noticed May 14, 2013)

Whereas, The Los Angeles Unified School District has made exceptional progress towards increasing educational success and preparing college- and career-ready students;

Whereas, It is the responsibility of every adult involved in the educational system to continue implementing solutions to get to 100% graduation;

Whereas, President Barack Obama has stated “the challenges of a new century demand more time in the classroom”;

Resd. 40
Whereas, In 1983, a report entitled *A Nation at Risk: The Imperative for Educational Reform* by the Commission on Excellence in Education recommended that "school districts and State legislatures should strongly consider 7-hour school days, as well as a 200- to 220-day school year";

Whereas, The California Education Code sections 46200 and 406201.1 penalize and fine school districts that have an instructional calendar shorter than the state minimum of 175 days;

Whereas, The District’s instructional calendar is currently 180 days;

Whereas, It is estimated that more than 100 school districts across the nation have been forced to implement a four day school week due to severe budget cuts;

Whereas, According to the National Center on Time and Learning, as of 2012, more than 1000 schools across the United States of America have implemented extended learning time strategies to increase student outcomes;

Whereas, Extending the instructional calendar will provide an opportunity for credentialed and classified staff to demonstrate their commitment to student success;

Whereas, The District, after passage of Proposition 30, is expected to see an increase in funding in the 2014-15 school year to increase educational equity in our schools; and

Whereas, Governor Brown’s proposed Local Control Funding Formula suggests an eventual net increase in funding for the District; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District recognizes and commends educational leaders that have implemented extended learning time strategies within schools across the District;

Resolved further, That the Board directs the Superintendent to propose a strategy to implement extended learning time;

Resolved further, That the Board directs the Superintendent to examine the feasibility of increasing the academic calendar beyond 180 days, including but not limited to 1) extending the 2014-15 academic calendar by at least 5% and 2) the feasibility of a 200 day academic calendar year; and, be it finally

Resolved, That the Board directs the Superintendent to report back on the implementation of this resolution within 120 days.


Whereas, There are more than 185 charter schools and 89,112 students enrolled in independent charter schools in Los Angeles;

Whereas, Per state law, a school district, county office of education, or state board of education must approve a school’s charter petition before it opens;

Whereas, A charter petition lays out the school’s mission, vision, educational philosophy,
Whereas, A charter is granted to a school for a period of up to five years, after which they must come back for renewal;

Whereas, A school's academic, demographic, enrollment, financial situation, governance, organizational structure, demographic makeup, may change during that period;

Whereas, Some of those changes are minor, but others are major changes that cause the school to deviate from the original charter petitions approved by the Governing Board of the Los Angeles Unified School District;

Whereas, A minor change can be handled administratively, but an amendment to the charter must be approved by the governing board of the charter school and the Board, in accordance with California Education Code;

Whereas, Those amendments, known as material revisions, are governed by the same standards and criteria that apply to a new petition;

Whereas, The changes or amendments to a charter which would trigger the need for a “material revision” have not always been clear; and

Whereas, District staff has been working on a broader policy on material revisions; now, therefore, be it

Resolved, The Los Angeles Unified School District will come up with a clear list of criteria and changes at a school that would require a material revision;

Resolved further, That these changes would include, but not be limited to:

• The addition or reduction of grades served
• Any increase in enrollment of more than 20% of students
• Any change to instructional model or design, other than those required by law
• Any admissions preferences and lottery/enrollment procedures not expressly cited in federal or state law or regulation
• Any change to disciplinary procedures; and, be it finally

Resolved, That District staff will come back in 60 days with a plan and a definitive list of criteria for changes that require a material revision to be part of the existing Board-approved administrative procedures.

42. Mr. Kayser, Dr. Vladovic, Mr. Zimmer – Creating Equitable and Enriching Learning Environments for All Los Angeles Unified School District Students (Noticed June 4, 2013)

Whereas, The Los Angeles Unified School District has continued its upward trajectory of academic achievement and made significant progress in preparing its students for successful careers;

Whereas, The District has built 131 new Kindergarten through twelfth grade schools to eliminate year-round calendars and chronically over-crowded campuses;
Whereas, The District is committed to creating the most enriching academic environment for all students, which includes a reduction in class-size;

Whereas, The District is committed to implementing Common Core Standards and to transforming its curriculum to an A-G model;

Whereas, The National Education Association (NEA), in a 2008 policy brief stated that class-size reduction yields:

* Reduction in the achievement gap
* Early identification of learning disabilities
* Improved high school graduation rates
* Increased college entrance rates
* Improved student behavior

Whereas, The District’s current class-size ratios by grade are:

* K-3=24 students :1 teacher
* 4-6=30 students :1 teacher
* 7-8=30 students and above
* 9-12=30 students and above

Whereas, The 2008 NEA policy brief on class-size reduction states, “a $2 return on every $1 spent” is obtained when calculating the financial benefits of class-size reduction;

Whereas, Administrative norms are significantly higher than they were prior to the 2007-08 budget leading to less supervision and less instructional leadership;

Whereas, School-based classified staff have been depleted at schools leading to less supervision and less time interacting and fostering an enriching environment for students;

Whereas, The District seeks to restore school site employee salaries to competitive rates similar to other school districts;

Whereas, District students have dealt with shortened school years and the lack of an appropriate summer intervention program to meet their needs;

Whereas, The District, after passage of Proposition 30, is expected to see an increase in funding in the 2014-15 school year to promote educational equity in our schools;

Whereas, The last year the District was not negatively affected by budget cuts was 2007-08 and even then, some levels, such as student-to-counselor ratios, were less than optimal;

Whereas, Governor Brown’s proposed Local Control Funding Formula suggests an eventual net increase in funding for the District; and

Whereas, The Governing Board of the Los Angeles Unified School District understands that working conditions of employees must be negotiated; now, therefore, be it
Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to examine the feasibility of implementing class-size reduction for the 2014-15 academic calendar and to develop a long term, class-size reduction strategy that will yield positive academic results;

Resolved further, That the Board directs the Superintendent to design a three year strategy to implement the return of other school site certificated positions, for example, counselors and librarians, that have a direct impact on student success and welfare to the same levels as 2007-08 for consideration by the Board;

Resolved, That the Board directs the Superintendent to design a three year strategy to increase enrollment in adult and early education for consideration by the Board;

Resolved further, That the Board directs the Superintendent to design a three year strategy to implement the return of classified positions (e.g. Building and Grounds Workers and Maintenance and Operations Workers), that have a direct impact on student success and welfare to the same levels as 2007-08 for consideration by the Board;

Resolved further, That the Board directs the Superintendent to design a three year strategy to implement returning school site administrative levels to the 2007-08 school years for consideration by the Board;

Resolved further, That the Board directs the Superintendent to design a three year strategy for consideration by the Board to implement competitive wages for District employees whose pay rates have been cut repeatedly over the past several years;

Resolved further, That the Board directs the Superintendent to design a three year strategy to implement an extended school year or provide for the restoration of a full summer intervention and enrichment program for consideration by the Board; and, be it finally

Resolved, That the Board directs the Superintendent to report back at a Board meeting on the implementation of all strategies called for in this resolution within sixty days.

43. Ms. Galatzan, Ms. García - Local Control Funding Formula Strategy and Implementation (Noticed June 4, 2013)

Whereas, Governor Jerry Brown’s proposed Local Control Funding Formula (LCFF) attempts to rectify longstanding funding disparities between school districts across California;

Whereas, The LCFF aims to simplify education funding, and create a system that is transparent, clear and equitable;

Whereas, The LCFF does away with categorical funding, much of which no longer serves its intended purpose;

Whereas, The LCFF aims to make education funding equitable, but not equal, and to leave no student in the state behind;

Whereas, To make sure funding is equitable, and recognizing that some students need more services than others, the LCFF allocates additional funding to students who live in poverty, are foster
children, or are English Learners (“supplemental” funding), and further funding on top of that to
districts where more than half the students fall in one of those categories (“concentration” grants); and

Whereas, Every child in the Los Angeles Unified School District is entitled to a certain level of basic services to support his or her education; now, therefore be it

Resolved, That the Governing Board of the Los Angeles Unified School District will continue to advocate for Governor Brown’s proposed Local Control Funding Formula in Sacramento;

Resolved further, That when education funds come to the District in the form of “supplemental” funding and a “concentration” grant, that money will follow the child to the school site;

Resolved further, That the Superintendent and his staff will come back in 90 days with different allocation models where the dollars follow the child;

Resolved further, That those models will take into consideration the base level of funding every school needs to survive and thrive—regardless of zip code, size or composition;

Resolved further, That the Superintendent will bring back a timeline to the Board for determining what that base level of funding is; and, be if finally

Resolved, That the above process to determine what services and programs are part of a school’s base funding will include parent, school, and community participation.

44. Ms. Martinez, Mr. Kayser, Mr. Zimmer - Resolution in Support of Aligning Preschool through 3rd Grade ( Noticed June 18, 2013, 9am)

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;

Whereas, To ensure that all children are on the path to college and career readiness, we must lay the foundation early, focusing on children’s learning starting at birth, preparing them for Kindergarten and building on their progress in early elementary grades;

Whereas, PreK-3 alignment is a national initiative to transform how children ages three to eight learn in schools based on research demonstrating that the cornerstone of a successful education is the learning that takes place from preschool through third grade;

Whereas, Currently, there is little instructional coordination from year to year, even within the same school, much less across a school district or a state;

Whereas, Without early education programs, children growing up in low-income households lose ground to their middle-class peers and that gap only widens as they advance through elementary school;

Whereas, According to decades of developmental and educational research, the first eight years of life are critical because that is when children acquire three distinct types of skills and knowledge:
• Developing a strong foundation in cognitive skills such as early reading and math;
• Building social and emotional capabilities that allow children to interact productively
  with both peers and adults; and
• Establishing engagement in school and learning1;

Whereas, During a child’s first three years of life, their brains are being wired for future success. Brain development is more rapid during this period than at any other, with more than 700 neural connections created each second. Children are learning everything from smiling, walking and speaking to making choices, exploring and developing relationships2;

Whereas, In the pre-Kindergarten years, young children not only develop core academic knowledge in pre-literacy and early math, they develop important learning skills, such as paying attention, managing emotions and completing tasks. Over a hundred studies, in the U.S. alone, show that quality preschool significantly benefits children’s school success;

Whereas, There is an increasing number of English Language 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, 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 fourth grade and beyond;

Whereas, California is failing to meet the needs of all its children and far too many of California’s children do not have access to the high-quality early learning experiences they need and deserve;

Whereas, Our students are not getting a strong start when it matters most;

Whereas, In California, 52 percent of 3rd graders test below proficient in English-Language Arts and more than 30 percent are not proficient in Mathematics. For low-income students and those of color, significant barriers exist, with nearly half testing below proficient in both English and Math3;

Whereas, In 2011-2012, only 43 percent of the District’s 3rd graders were proficient in 3rd grade English Language Arts and 62 percent of 3rd graders are expected to be proficient in English Language Arts by 2013-2014;

Whereas, The District currently educates over 35,000 young children in early learning programs intended to prepare them for K-12 success;


06/12/13version


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Whereas, While well-designed pre-Kindergarten does improve children’s social and cognitive skills, these gains frequently fade as children advance beyond Kindergarten;

Whereas, Since adopting a preschool through 3rd grade approach within its school district, the Montgomery County Public Schools (MCPS) in Maryland has seen nearly 88 percent of 3rd graders read proficiently and a narrowing of the achievement gap and increase in benefits for English Learners;

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 school4;

Whereas, There is increasing evidence that high quality curricula and instruction, data-driven improvement, and instructional leadership that creates and sustains a supportive environment for young learners are central to effective reforms and that, in concert, they help to narrow achievement gaps and provide children with a solid foundation for lifelong learning; and

Whereas, When these crucial efforts are connected and aligned to create continuity between early care and education (ECE) and elementary schools, the gains are even greater; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District reaffirms its commitment to its youngest learners by committing to the development of a framework based on educational standards, curricula, assessment and professional development that are strongly aligned across high-quality pre-Kindergarten, Kindergarten, first, second and third grades;

Resolved further, That the Board directs the Superintendent to establish a Preschool Through 3rd Grade (P-3) Alignment and Articulation Task Force comprised of the Office of Early Childhood Education, Office of Curriculum, Instruction and School Support, Parent and Community Services Branch, early learning content and curriculum experts, community stakeholders, Facilities Services Division, school leaders, teachers, key public institutions including universities and philanthropies, and others as appropriate for the purpose of developing a framework by which the District can adopt a preschool through 3rd grade approach;

Resolved further, That the aforementioned Task Force is charged with developing goals and a comprehensive plan to position the District to become a leader in the nation around aligning preschool through 3rd grade, primarily focusing on issues of preK-3 implementation across both school- and community-based sites; and, be it finally,

Resolved, The Task Force will issue a report within 90 days outlining recommendations for improvements to the District’s long-term educational challenges that begin with creating an aligned and high-quality system of early learning across early childhood and elementary education.

The report shall focus on:

- Funding sources for increasing access to high quality preschool for children in all of the District’s early learning programs from birth to age five, particularly in areas in the District where early learning opportunities are severely limited.

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• High-quality parental engagement in early learning programs that help position parents to serve as their child’s first and lifelong teacher, as well as, educating them to become critical advocates for all children in the District.
• Child development and early childhood curriculum
• Data systems to track progress of children across preschool through 3rd grade
• Explore potential collaboration with internal and community based providers who can offer developmental screenings to diagnose and treat early developmental delays
• Explore joint ECE and K-3 professional development
• Work with the Facilities Services Division to identify and prioritize highest need communities for expansion.

45. Mr. Zimmer - Comprehensive Information for Parent Initiated School Transformation (Noticed June 18, 2013, 9am)

Whereas, The Governing Board of the Los Angeles Unified School District recognizes the essential role of parents and legal guardians in every aspect of their child’s public education and in the successful transformation of schools in the Los Angeles Unified School District;

Whereas, California State Education Code 53300-53303 (The Parent Empowerment Act) allows for parents at persistently lowest achieving schools to trigger options for school transformation if over 50% of parents or legal guardians at a campus sign a petition calling for the implementation of one of four interventions;

Whereas, California State Education Code 53300-53303 only allows parents and legal guardians who sign the petition to vote for the selected transformation model;

Whereas, California State Education Code 53300-53303 does not currently require public meetings or other mechanisms to ensure accurate and balanced information about school performance or transformation options be provided to all stakeholders during the petition process;

Whereas, Two District elementary schools have been transformed through this process in the 2013-14 school year and the Board assumes there will be several attempts to transform District schools in the 2014-15 school year;

Whereas, Very limited information about the school and monitoring of the signature gathering process was presented to the Board for 24th Street and Weigand Avenue Elementary Schools;

Whereas, The Board has not adopted specific policies and guidelines for receiving petitions and validating the transformation process; and

Whereas, The Superintendent has not issued clear guidelines for principals and school site personnel regarding protocols and operational procedures for each stage of the parent trigger process; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Office of General Counsel and the Superintendent to submit the following information to the Board for each future transformation petition that is presented to the Board:

1. Independent verification of the signatures and the signature gathering process
2. Evidence of public notice and a summary of information presented at a public meeting held in the school community detailing accurate information about the school and the available options for transformation
3. An analysis of five years of school data
4. A summary of interventions attempted at the school site and an analysis the success or failure of these attempted interventions
5. An analysis of school report card data and/or school climate survey data;

Resolved further, That the Superintendent bring guidelines and operational procedures for school site personnel to use during parent trigger processes for review by the Board at the first scheduled business meeting of the 2013-14 school year; and, be it finally

Resolved, That the Board urges the Superintendent and Office of Government Relations staff to seek legislative changes to California State Education Code 53300-53303 that will better serve all parents and legal guardians in the transformation process. These changes should include, but not be limited to:

1. Provisions that ensure all parents and legal guardians (not solely those who sign the petition) be allowed meaningful participation in all aspects of the transformation process and vote on the transformation option;
2. Provisions that ensure accurate and independently verifiable information about school performance and transformation options that are available to all parents; and
3. Provisions that safeguard against manipulation of families in the process and validate training of all Parent Empowerment Act signature gatherers.

Resolutions Requested by the Superintendent

46. Declaration of Need for Fully Qualified Educators Senate Bill 435 (Watson) and Senate Bill 148 (Bergeson)

That the Board of Education of the Los Angeles Unified School District declares that it is necessary to apply for emergency permits as additional authorizations for credentialed teachers under provisions of Education Code 44300. Such permits/authorizations allow teachers to earn Bilingual and/or Cross-Cultural Language and Academic Development (BCLAD and CLAD) certificates, Resource Specialist (RSP) certificate (for experienced special education teachers whose credentials do not specifically authorize RSP services), and teacher librarian certificates for credentialed teachers who are serving in librarian positions while completing their library media programs. The Board of Education also declares that it may be necessary to apply for Limited Assignment Permits for credentialed special education teachers to authorize service to students with an Autism Spectrum Disorder, or when a credentialed general education teacher is assigned to teach a course in a subject outside of his/her credential area.

47. Appointment of Member 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. Garrett Francis, representing the Associated General Contractors of California Los Angeles District, for a two-year term, commencing immediately, and determines that Mr. Francis is not an employee, official, vendor, contractor, or consultant of the District.
Board Member Resolutions for Initial Announcement

48. Mr. Kayser - Supporting a Pathway to U.S. Citizenship through Adult Education (For Action at the next scheduled Regular Board Meeting)

   Whereas, The 1986 Immigration Reform and Control Act (IRCA) reformed the United States immigration law which granted legal status to more than 3 million of the nations undocumented immigrants;

   Whereas, When Congress passed the IRCA of 1986, it required the 3 million undocumented immigrants who were legalized under that law to enroll in at least 40 hours of English courses before obtaining green cards;

   Whereas, Currently this number has increased to 12 million undocumented immigrants in the United States, and of which 3 million reside in California and 900,000 are students;

   Whereas, The proposed 2013 Immigration Reform Act will remove barriers for thousands of students making it the first critical step in supporting education for our students;

   Whereas, The Governing Board of the Los Angeles Unified School District annually serves more than 255,697 students that attend adult education schools and campuses;

   Whereas, With the passage of the 2013 Immigration Reform Act, the adult English as a Second Language (ESL) system would face challenges, including the influx of thousands of new students;

   Whereas, The current system in place for teaching English to the nation’s immigrants, state and federally funded classes, has been hit hard by state budget cuts since the recession began and there is not enough funding currently to deal with the numbers of people who both need and want English-language instruction; and

   Whereas, In the 2013-2014 year the adult education department has only budgeted to offer nine ESL classes in each of the 10 adult schools in the District; now, therefore, be it

   Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent and the Office of Government Relations to work with Governor Jerry Brown, the State Legislature, and Federal representatives to address the inequitable funding system in adult education, specifically ESL classes, that has historically underfunded students with in future years.

Correspondence and Petitions

49. Report of Correspondence

Public Hearings

50. Resolution of Intention to Dedicate an Easement to the City of Los Angeles at Harry Bridges Span School
Approval of Minutes

51. 12 p.m., Regular Board Meeting Minutes, October 9, 2012
     1 p.m., Special Board Meeting Minutes, April 17, 2012
     9 a.m., Regular Closed Session Meeting Minutes, May 14, 2013

Miscellaneous

52. District English Learner Advisory Committee Annual Update

53. Motion to schedule a Regular Board Meeting on July 2, 2013 at 10 a.m.

New Business for Action (Continued)

54. Board of Education Report No. 312 – 12/13  REPORT NOT AVAILABLE
    Charter Schools Division
    (Approval of the Material Revision of the Charter for Westside Innovative School House (WISH) to
    Expand from K-5 to K-6) Recommends approval of a material revision to the charter of
    Westside Innovative School House to expand to include sixth grade in order to provide
    continuity of services and options for current students. The school will be co-located on the
    campus of Wright Middle School, located in Board District 4, Educational Service Center West at
    6550 W. 80th St., Los Angeles, 90045.

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/06-18-13RegBd

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