

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., Thursday, June 28, 2012

Roll Call

Pledge of Allegiance

Superintendent's Reports

Update on School Choice and Enrollment Resolutions

Recognition of District's 2012 High School Graduates

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 (Continues at Tabs 18 & 22)

1. Board of Education Report No. 329 – 11/12
Office of Staff Relations
(Associated Administrators of Los Angeles 2012-13 Jobs and Services Restoration Agreement)
Recommends adoption of the Jobs and Services Restoration Agreement between the Los Angeles Unified School District and Associated Administrators of Los Angeles (AALA) with ten furlough days and describes position restorations for AALA employees.
2. Board of Education Report No. 330 – 11/12
Office of Staff Relations
(Unit H (School Police Sergeants and Lieutenants) 2012-2013 Jobs and Services Restoration Agreement) Recommends adoption of the Jobs and Services Restoration Agreement between the Los Angeles Unified School District and the School Police Sergeants and Lieutenants Association with ten furlough days and describes position restorations for Unit H employees.
3. Board of Education Report No. 331 – 11/12
Office of Staff Relations
(Unit S (Classified Supervisors) 2012-2013 Jobs and Services Restoration Agreement)
Recommends adoption of the Jobs and Services Restoration Agreement between the Los Angeles Unified School District and Classified Supervisors with ten furlough days and describes position restorations for Unit S employees.

4. Board of Education Report No. 259 – 11/12 **PUBLIC HEARING**
Budget Services and Financial Planning Division
(Adoption of the Superintendent’s 2012-13 Final Budget) 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; and 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.
5. Board of Education Report No. 323 – 11/12
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Approve \$6 Million of School Energy Conservation Lighting Upgrades) Recommends approval of amendment to the Facilities Services Division Strategic Execution Plan to provide energy conservation lighting upgrades at schools throughout the District with a budget of \$6 million.
6. Board of Education Report No. 324 – 11/12
Facilities Services Division
(Approval of the 2012 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 150,000 new classroom seats and approximately 1,000 Repair and Modernization Program projects at existing schools. This Strategic Execution Plan also includes over 400 active and completed Capital Improvement Program Reserve (CIPR) projects for facelift, parent and family center upgrades, photovoltaic installations, and sustainability initiative projects.
7. Board of Education Report No. 325 – 11/12
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Cancel One and Add One 2012-13 Proposition 39 Charter School Renovation Project) Recommends approval of an amendment to the Facilities Services Division Strategic Execution Plan to cancel the Proposition 39 Charter School Renovation Project at John Mack Elementary School and add a project at Adams Middle School.
8. Board of Education Report No. 326 – 11/12
Office of Environmental Health and Safety
(Certification of Final Environmental Impact Report, Adoption of Findings of Fact, and Mitigation Plan for the Westside Family YMCA Project at University High School)
Recommends approval of certification of the Final Environmental Impact Report; adopts Findings of Fact, and Mitigation Monitoring and Reporting Plan; and adopts the Statement of Overriding Considerations for the construction of a 62,500 square foot facility which includes a swimming pool, weight and fitness center, locker rooms, multipurpose room/indoor basketball court, lobby area, community room, classrooms, area for child watch, a child care center, and a parking structure to be located the corner of Westgate and Ohio Avenues, adjacent to the University High School gymnasium.

9. Board of Education Report No. 327 – 11/12
Facilities Services Division
(Project Approval for the Westside Family YMCA Project at University High School)
Recommends approval of authorization for the YMCA of Metropolitan Los Angeles to proceed with the construction of a 62,500 square foot facility which includes a swimming pool, weight and fitness center, locker rooms, multipurpose room/indoor basketball court, lobby area, community room, classrooms, area for child watch, a child care center, and a parking structure to be located the corner of Westgate and Ohio Avenues, adjacent to the University High School gymnasium.

10. Board of Education Report No. 328 – 11/12
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 one new construction contract for \$478,500 and three existing facilities construction contracts for approximately \$1.5 million; award of one informal contract totaling \$353,309; and the approval of one professional services contract amendment for a not to exceed capacity increase of \$300,000.

Board Member Resolutions For Action (Continues at Tab 20)

11. Ms. Martinez, Ms. Garcia, and Mr. Zimmer - Reforming School Disciplinary Policies: Restorative Justice and Equity for All Students (Noticed June 28, 2012)

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

Whereas, The District is currently working on creating and implementing strategies to establish positive behavior alternatives and interventions for all students rather than take an unnecessarily punitive approach that encroaches on instructional time for students;

Whereas, California has extremely high reported rates for out-of-school suspensions and expulsions; in 2009-2010, approximately 21,000 students were expelled and more than 757,000 suspended and in 2010-2011, approximately 700,000 students were suspended;

Whereas, Suspensions are disproportionately impacting students of color; in California, according to data from the U.S. Department of Education, African-American students are 3.5 times more likely to be suspended than their Caucasian peers;

Whereas, In the District, the-out-of-school suspension rate for African-American students is nearly six times the rate for Caucasian students (17.3% vs. 2.9%) and 5.2% for Latino students;

Whereas, Most suspensions do not involve violence or drugs; in California and the District, it is estimated that more than forty percent of out-of-school suspensions are for acts characterized as “willful defiance;”

Whereas, Studies report that schools with high suspension rates tend to be inequitably resourced, have ineffective school governance, high student-teacher ratios, low academic performance data, administrative indifference to school climate, and/or reactive disciplinary programs;

Whereas, Decades of research confirms that suspensions consistently result in poor outcomes for students; research includes a comprehensive statewide study establishing that students who had been suspended even once were five times more likely to drop out and eleven times more likely to become entrenched in the criminal justice system;

Whereas, Students who are suspended are often students who are least likely to have supervision at home resulting in unsupervised suspensions and a much higher likelihood of injurious and/or delinquent behavior;

Whereas, Studies have also shown that suspensions do not regularly result in improved behavior or socialization and can often exacerbate behavioral problems;

Whereas, The American Psychiatric Association has found that there is little evidence that suspensions and expulsions benefit students or their communities, and that disciplinary exclusion policies can have harmful health impacts such as increasing student shame, alienation and rejection, as well as fracturing healthy adult bonds, thereby exacerbating negative mental health outcomes for young people;

Whereas, The American Academy of Pediatrics (AAP) has found that children most likely to be suspended or expelled are those most in need of adult supervision and professional help because they have witnessed or experienced violence/domestic violence and are likely to be experiencing major home life stressors and depression that may predispose them to antisocial behavior and even suicidal ideation;

Whereas, An increasing number of highly effective, free or low cost evidenced-based alternatives to harsh disciplinary policies and practices are available for schools in California and nationwide;

Whereas, The District passed the Discipline Foundation Policy in 2005, thereby becoming a national leader through the District-wide adoption of the proven, evidenced based whole-school alternative discipline strategy, positive behavior intervention and supports;

Whereas, When whole-school strategies, like positive behavior intervention and supports, restorative justice, and social emotional learning are fully implemented, struggling students are held accountable, the entire school population succeeds, suspension rates decrease, school attendance improves, and academic achievement rates increase;

Whereas, Generally whole-school alternatives result in a more positive school climate for students, administrators, and teachers;

Whereas, The statewide data that California currently reports on suspensions is insufficient to inform effective education policy or to adequately inform the public because the state does not disaggregate data by subcategory or student status;

Whereas, There are a number of bills that have been recently introduced in the state legislature that would reform school discipline policies with a focus on restorative justice, positive behavior interventions and supports, and equity for all students;

Whereas, Senate Bill 1235 (Steinberg, Price, and Rubio) would strengthen existing law and require schools with high suspension rates to implement evidence-based school-wide behavioral strategies aimed at reducing behaviors that lead to suspension;

Whereas, Assembly Bill 1729 (Ammiano) would strengthen existing law and amend the Education Code to authorize the superintendent, or principal of a school, to use alternatives to suspension or expulsion designed to correct the pupil's behavior;

Whereas, Assembly Bill 1909 (Ammiano) would require school districts to notify a foster child's attorney and social worker, in addition to parental or guardian notification, when a foster child faces possible suspension or expulsion from school or is subject to a manifestation determination IEP meeting for offenses for which a response is discretionary;

Whereas, Assembly Bill 2242 (Dickinson), would reduce out-of-school suspension for low-level, subjective offenses by amending current law to specify that when a school district determines that a child has disrupted school activities or is deemed willfully defiant, the pupil would be subject to other means of correction, community services, or in-house suspension but would not be subject to an extended suspension or recommended for expulsion;

Whereas, Assembly Bill 2145 (Alejo and Dickinson) would require that expulsion and suspension data already collected by the state be disaggregated by pupil subgroups (race, ethnicity, special education status, English learner status, socioeconomic status, etc.) and made public on the California Department of Education website;

Whereas, Senate Bill 1088 (Price) would require a school district to conduct a second review for the readmission of pupils who have been expelled or denied readmission and prohibits schools from denying enrollment or readmission to pupils solely on the basis that the pupil has had contact with the juvenile justice system; and

Whereas, Assembly Bill 2616 (Carter) would define the parameters for an excused absence and would outline the penalties for successive tardiness and align California truancy law with research which shows that schools and parents should take the lead in truancy prevention and intervention; now, therefore be it

Resolved, That the Governing Board of the Los Angeles Unified School District supports the passage of and enactment into law of the following California State Senate and Assembly Bills:

- AB 2242 (Dickinson);
- AB 2145 (Alejo and Dickinson)
- AB 1729 (Ammiano)
- AB 1909 (Ammiano)
- SB 1235 (Steinberg, Price, and Rubio)
- SB 1088 (Price)
- AB 2616 (Carter)

12. Mr. Kayser - Resolution in Opposition to Governor Brown's Proposed Budget Reductions and Restructuring of Early Learning Programs (Noticed June 12, 2012)

Whereas, The Los Angeles Unified School District is home to one of the most robust early education programs in the State of California;

Whereas, The District educates some of the poorest students in the country and often is able to start students with a head start either through California School Age Families Education (CalSAFE), Full-Day California State Preschool, Part-Day California State Preschool and Pre-Kindergarten Family Literacy Program, Infant and Preschool Special Education, and School Readiness Language Development Program (SRLDP);

Whereas, High-quality early learning programs for low-income children significantly narrow the achievement gap, reduce the high school dropout rate, decrease costs for special education, welfare, and prisons, and increase self-sufficiency and productivity among families;

Whereas, Decades of research has concluded that early learning programs--including child care, preschool, and Transitional Kindergarten--are among the smartest investments communities can make;

Whereas, The Governor's proposed May Revise of the 2012-13 budget sets forth millions in cuts to early care and education programs, eliminating at least 30,000 California children from participating in vital school readiness programs;

Whereas, Early care and education programs have previously sustained a staggering \$1.2 billion in cuts since 2008, resulting in the loss of spaces for another 100,000 children throughout California, and if this proposal goes through the state's early learning programs will have lost more than 40% of total state funding;

Whereas, The Governor's restructuring proposal would decimate California's system of high-quality early learning programs by shifting all but one program from the California Department of Education to the Department of Social Services and local county welfare agencies effective in Fiscal Year 2012-2013 for counties ready to assume responsibility and statewide in Fiscal Year 2013-2014, thereby cutting the California State Preschool program in half, meaning an additional 50,000 children would lose access to quality preschool;

Whereas, The Governor's proposal would result in the closure of most high quality early learning centers for infants, preschoolers and young elementary school children in low income neighborhoods in Los Angeles, undermining a critical investment in the future of those communities;

Whereas, The Governor's proposal places over 100,000 child care workers' jobs at risk statewide and the jobs of parents utilizing the services for their young learners; and

Whereas, Every dollar invested in early care and education helps develop capable, productive and engaged citizens who return that investment by significantly contributing to California's long-term economic viability; now, therefore be it

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to actively oppose the current state cuts to early education; and be it finally

Resolved, That the Board adopt this resolution in opposition to the Governor's proposed cuts to and restructuring of our state's early learning programs and strongly urge the Governor to rescind his proposals.

13. Mr. Zimmer - Commitment to Honor Teaching and Learning in the 21st Century
(Noticed June 12, 2012)

Whereas, The Governing Board of the Los Angeles Unified School District seeks to expedite full implementation of a new and effective system of teacher training, support and evaluation that both accelerates achievement for all students and establishes clear pathways for professional growth and career advancement for all our teachers;

Whereas, This new comprehensive system must be developed and have the buy-in of teachers and the support of administrators, parents, and community in order to be successful;

Whereas, Teaching and learning in the 21st century requires a new generation of fair and trustworthy assessments that honor the complexities and demands of teaching and learning, and are designed to be robust and relevant to the real world, reflecting the knowledge and skills that young people need for success in college and careers, preparing students and our communities to be best positioned to compete successfully in the global economy;

Whereas, The internationally benchmarked Common Core Standards, recently adopted by the District, will emphasize creativity, collaboration, critical thinking, presentation and demonstration, problem solving, research and inquiry and career readiness;

Whereas, The creation of the next generation of assessments provides the opportunity to build a balanced evaluation system where both formative and summative assessments are an integral part of information gathering and are fundamental to the practice of teaching and learning;

Whereas, District teachers and administrators are partnering with their counterparts in other districts to create robust formative and summative assessments for the Common Core Standards that will capture student mastery of content standards and skills;

Whereas, The collaborative piloting and demonstration project developed through the Teacher Effectiveness Task Force is nearing the completion of its second year; and

Whereas, The utility and validity of using student standardized test score results as part of an individual teacher evaluation have been questioned by researchers, educators, school board members and superintendents across the political spectrum; now, therefore be it

Resolved, That the Governing Board of the Los Angeles Unified School District reaffirms its commitment to a collaboratively developed and endorsed comprehensive plan for teacher training, support and evaluation,

Resolved further, That the Board asks the Superintendent to report the findings of the Pilot Program in Improving Teaching and Learning before the end of June of 2012;

Resolved further, That the Board endorses the appropriate use of standardized tests score data, including growth measures like Academic Growth over Time (AGT), along with measures of authentic assessment and measures of student progress towards graduation, to provide school-wide statistics that can help identify strengths, areas for growth and specific targeted school-wide academic focus;

Resolved further, That the Board rejects the use of AGT scores in the evaluation of individual teachers, and instead endorses a robust and diverse set of student learning indicators that allow for authentic, reliable student growth evidence to be a meaningful component of a teacher's professional growth and their evaluation process;

Resolved further, That the Board affirms the important role of Peer Assistance and Review (PAR) for assisting and intervening when teachers struggle or need additional resources and asks the Superintendent to report back to the Board about the current role of PAR in the District and options for strengthening this process;

Resolved further, That the Board affirms the essential role of strong teacher preparation, training and support in an educator's professional growth and their students' academic achievement and that the Superintendent impanel a group of experts, educators and community stakeholders to study the quality of teacher education and alternative certification programs in Los Angeles with recommendations to be submitted to the Board by December 31, 2012;

Resolved further, That the Board confirms the importance of the tenure process as a significant first career milestone that should reflect particular benchmark indicators that measure progress towards skill mastery and professional growth; and, be it finally

Resolved, That the Board urges the Superintendent to accelerate the collective bargaining process with United Teachers Los Angeles and Associated Administrators of Los Angeles around teacher training, support and evaluation, and bring a collaborative proposal to the Board for approval by a target date of August 14, 2012.

Correspondence and Petitions

14. Report of Correspondence including Williams/Valenzuela Settlement Uniform Complaint – Quarterly Report Summary **PUBLIC HEARING**

Public Hearings

15. Resolution of Intention to Dedicate an Easement at Valley Region Span School K-8 No. 1
16. Resolution of Intention to Dedicate an Easement at South Region Elementary School No. 11

Approval of Minutes

17. 12 p.m., Special Closed Session Meeting, May 22, 2012
9 a.m., Special Board Meeting, June 12, 2012

New Business for Action (Continued)

18. Board of Education Report No. 332 – 11/12
Office of Intensive Support and Intervention
(Establishment of a New Health Science and Medical Technology Senior High Gifted/High Ability Magnet School at South Region High School No. 12) Recommends authorization to open a new Health Science and Medical Technology Senior High Gifted/High Ability Magnet School on the campus of South Region High School No. 12 beginning in the 2013-2014 school year.
19. Board of Education Report No. 333 – 11/12
Procurement Services Division
(Procurement Actions) Recommends approval of a professional services contract for an amount over \$250,000 as detailed in Attachment B for professional development services at Washington Preparatory High School for a total authorization amount of \$900,000.

Board Member Resolutions For Action (Continued)

20. Ms. LaMotte and Mr. Kayser - Term Limits for the Governing Board of the Los Angeles Unified School District Board President (Noticed June 28, 2012)

Whereas, The Governing Board of the Los Angeles Unified School District holds an annual meeting the first week of July;

Whereas, The first order of business at this meeting is the swearing-in of recently elected Board Members followed by the election of one of its members as President, whose term of office shall continue for one year, or until his or her successor is elected;

Whereas, Traditionally the Board President's position rotated annually among Board Members, with the vice-president training then ascending to the Board President's position; and

Whereas, Prior to 2007 the average term for the Board President was 1.9 years; now, therefore be it

Resolved, That the Governing Board of the Los Angeles Unified School District adopts as policy and amends Board Rule 1 to immediately limit the board presidency to two (2) consecutive terms per individual member to increase geographic diversity.

Board Member Resolutions for Initial Announcement

21. Ms. García, Ms. Martinez, Mr. Zimmer - A Commitment to Life Long Learning in Los Angeles: An Opportunity to Assess and Address Our Needs (For Action July 2, 2012)

Whereas, The Los Angeles Unified School District Division of Adult and Career Education assists thousands of students in providing quality career technical education and training to a diverse population of youth and adults;

Whereas, These resources allow students to gain the technical competence, employability skills, and work ethics that lead to continued success in their professional and educational pursuits;

Whereas, The need to educate adults in Los Angeles is of critical importance to the District and the communities it serves as it responds to the demographic shifts, educational challenges, and workforce demands;

Whereas, The mission of the adult education system aligns with the educational, economic, and social needs of Los Angeles as it moves further into the 21st century. Increasing the skill levels of the workforce supports the attraction of new business and the retention and growth of existing business. Skilled workers employed in well-paying jobs, in turn, generate tax revenues and enable reductions in social expenditures;

Whereas, The state's fiscal crisis has placed funding for critical adult learner programs in jeopardy. The elimination and/or reduction of adult education programs would limit individuals from accessing pathways to good jobs and careers;

Whereas, The Los Angeles Workforce Systems Collaborative (Collaborative) is comprised of the region's education, government, workforce development, labor, business and community leaders to develop a comprehensive economic and workforce development system in the Los Angeles region to meet the employment and educational needs of our region's low income and underserved communities; and

Whereas, The Collaborative is focused on leveraging the collective and individual assets of these systemic partners to create pathways to high demand, high growth industries, and sustainable careers to ensure the economic competitiveness of the Los Angeles region; now, therefore be it

Resolved, That the Governing Board of the Los Angeles Unified School District will work with its partners through the Los Angeles Workforce Systems Collaborative (City of Los Angeles, Los Angeles Area Chamber of Commerce, Los Angeles Economic Development Corporation, Employment Development Department, Los Angeles Community College District, City of Los Angeles Workforce Investment Board, the Los Angeles County Workforce Investment Board, and the County Federation of Labor) and assess the needs, resources, priorities, and opportunities to leverage the current systems for adult learners in the Los Angeles region; and, be it finally

Resolved, That the Collaborative, including the Los Angeles Unified School District, will develop a plan of action that engages current systems in addressing the short and long-term needs of adult learners in the region and will report its recommendations to the Board within 90 days.

New Business for Action (Continued)

22. Board of Education Report No. 334 – 11/12
Office of the Inspector General
(Fiscal Year 2012-2013 Office of the Inspector General Work Plan) Recommends approval of the Office of the Inspector General's 2012-2013 work plan describing the audits to be undertaken by the office.

Public Comment

Announcements

Adjournment

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

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

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

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

Materials related to an item on this Order of Business distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:
<http://laschoolboard.org/06-28-12RegBd>

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