

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
12 p.m., Tuesday, October 9, 2012

Roll Call

Pledge of Allegiance

Superintendent's Reports

Budget Update: Preparing for the Impact of the November Ballot Initiatives

Facilities Update: Maintenance & Operations Efforts to Clean and Maintain Schools

Student Achievement Data Update: Charter Schools

Technology Update: Common Core Technology Project Plan

Consent Items

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

New Business for Action

1. Board of Education Report No. 046 – 12/13
Office of Staff Relations
(Los Angeles Unified School District – Associated Administrators of Los Angeles Memorandum of Understanding for 2012-2013 Regarding Evaluation Procedures) Recommends adoption of a MOU between the District and AALA regarding performance evaluations for administrators for the 2012-2013 school year.
2. Board of Education Report No. 043 – 12/13
Procurement Services Division
(Procurement Actions) Recommends approval of procurement actions taken by staff for professional services, agreement amendments and purchases within the delegated authority as described in Attachment A for a total amount of approximately \$13.9 million for physical education services at one school, case management and school readiness programs at one school, demonstration lessons and teacher support services for one school, support services to create a parent information and resource center serving the Kennedy Community Schools Zone of Choice, 9 contracts for supplemental instructional services for private school students, advocacy services, Students Run L. A. program, GEAR-UP grant program services and 8,811 procurement transactions and low value contracts. Additionally, recommends approval of professional services contracts and goods and general services contracts with agreements and amendments for amounts over \$250,000 as detailed in Attachment B for good and services including ISIS information system maintenance services, technology planning services, software for multiple measure performance evaluation, alternative certification teacher preparation program, fertilizer, grass seed

and scrap metal recycling, for a total authorization amount of approximately \$5 million. Also, approves contracts with income to the District for payroll card services and for master teachers assigned to university student teachers.

3. Board of Education Report No. 045 – 12/13
Accounting and Disbursements Division
(Report of Warrants Issued and Donations of Money) Recommends approval of warrants for things such as salary payments for a total value of \$491,253,634.34 and the acceptance of five donations to the District totaling \$197,090.
4. Board of Education Rev. Report No. 047 – 12/13 **PUBLIC HEARING**
Accounting and Disbursements Division
(Alternative School Facilities Fee (Level 2 Developer Fees)) Recommends adoption of a resolution to impose an Alternative School Facilities Fees – Level 2 on new residential construction at a rate of \$4 per assessable square foot for a one-year period beginning October 23, 2012 in accordance with the requirements of Government Code Sections 65995.5 and 665995.6.
5. Board of Education Report No. 048 – 12/13
Accounting and Disbursements Division
(Capital Facilities Fund (Developer/Impact Fees) Annual Report for 2011-12) Recommends adoption of the annual accounting report describing the amount of fees collected for commercial and residential construction projects and beginning and ending balances of the fund, as well as other details regarding the account.
6. Board of Education Report No. 049 – 12/13
Accounting and Disbursements Division
(Master Resolution for General Obligation Refunding Bonds) Recommends authorization to allow staff to take the necessary actions to implement issuance of one or more additional series of the general obligation refunding bonds in an amount not to exceed \$1 billion to allow the District to take advantage of lower interest rates, if and when such market conditions arise and the appointment of specific service providers to assist the District with the issuance.
7. Board of Education Report No. 059 – 12/13
Budget Services and Financial Planning Division
(2012-13 Class Size Reduction Program (K-3) Application) Recommends adoption of resolution authorizing participation in 2012-13 Class Size Reduction Program (K-3) and authorizing staff to prepare and file application to receive class size reduction funds and certifies certain requirements of the program.
8. Board of Education Report No. 040 – 12/13
Human Resources
(Routine Personnel Actions) Recommends approval of 13,493 routine personnel actions such as promotions, transfers, leaves, etc.
9. Board of Education Report No. 041 – 12/13
Human Resources
(Nonroutine Personnel Actions) Recommends the dismissals of two classified employees, the suspension-dismissal for one classified employee, the rescission of demotion of one classified employee, and the rescission of dismissal of one classified employee.

10. Board of Education Report No. 042 – 12/13
Facilities Services Division
(Facilities Services Division Contract Actions) Recommends approval of actions that have been executed within the delegated authority including the approval of award of five advertised construction contracts for approximately \$4.4 million; the award of one 17406 contract for approximately \$2.8 million; change orders for approximately \$9.4 million; completion of 55 contracts; award of informal contracts totaling approximately \$200,000; the award of two negotiated sole source contracts for \$287,073; extra services and amendments for approximately \$1.5 million; the award of two new professional and technical service contracts not exceeding \$250,000 for \$131,900; and the approval of on professional services contract amendment for approximately \$3.4 million.

11. Board of Education Report No. 035 – 12/13
Office of Environmental Health and Safety
(Certification of the Final Environmental Impact Report, Adoption of Findings of Fact, a Mitigation Monitoring and Reporting Plan, and Statement of Overriding Considerations for the Cienega Elementary School Outdoor Amphitheatre Project) Recommends approval of certification of the Final Environmental Impact Report; adopts Findings of Fact, Mitigation Monitoring and Reporting Plan, and the Statement of Overriding Considerations for the construction of an outdoor amphitheater at Cienega Elementary School, located at 2611 S. Orange Drive in the City of Los Angeles, with an anticipated cost of approximately \$2 million.

12. Board of Education Report No. 036 – 12/13
Facilities Services Division
(Project Approval for Cienega Elementary School) Recommends approval of authorization for staff to proceed with construction of an outdoor amphitheater on the campus of Cienega Elementary School with an anticipated cost of approximately \$2 million.

13. Board of Education Report No. 050 – 12/13
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve a Small Learning Communities Modernization Project at Venice High School) Recommends approval of an amendment to the Facilities Services Division Strategic Execution Plan to fund the design and construction necessary to enhance SLCs at Venice High School in the amount of approximately \$2.7 million.

14. Board of Education Report No. 051 – 12/13
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Define the San Pedro High School Baseball Field Upgrade Project) Recommends approval of an amendment to the Facilities Services Division Strategic Execution Plan to comply with a Superior Court decision to create a 70-foot high barrier fence for the baseball field at San Pedro High School in the amount of approximately \$365,000.

15. Board of Education Report No. 055 – 12/13
Office of Environmental Health and Safety
(Certification of the Final Environmental Impact Report, Adoption of Findings of Fact, and a Mitigation Monitoring and Reporting Plan for the Jordan High School Redevelopment Project) Recommends approval of certification of the Final Environmental Impact Report; adopts Findings of Fact, and Mitigation Monitoring and Reporting Plan for the modernization of Jordan High

School, located at 2265 E. 103rd Street in the City of Los Angeles, to facilitate the independent operation of two SLCs on the campus with an anticipated cost of approximately \$75 million.

16. Board of Education Report No. 056 – 12/13
Facilities Services Division
(Project Approval for the Jordan High School Redevelopment Project) Recommends approval of authorization for staff to proceed with the construction of classrooms and additional buildings at Jordan High School with an anticipated cost of approximately \$75 million. This project will proceed utilizing the previously approved Education Code 17250 process for design-build project delivery.
17. Board of Education Report No. 053 – 12/13
Intensive Support and Intervention
(Establishment of Three New Magnet Schools) Recommends authorization to convert Thomas Starr King, Washington Irving, and Sun Valley Middle Schools, which currently house magnet centers, into full magnet schools.
18. Board of Education Report No. 054 – 12/13
Intensive Support and Intervention
(Establishment of Two New Magnet Centers) Recommends authorization to open an additional magnet center, the Verdugo Hills Visual and Performing Arts Academy Magnet at Verdugo Hills High School and the conversion of the Science, Technology, Engineering, Math, Medicine (STEMM) Small Learning Community to a magnet center at Venice High School.
19. Board of Education Report No. 060 – 12/13
Intensive Support and Intervention
(Race to the Top – District Grant Proposal Approval to Submit) Recommends approval to submit a Race to the Top proposal to the United States Department of Education to be used to implement activities to strengthen secondary education. Grant in the amount of \$40 million.
20. Board of Education Report No. 061 – 12/13
Intensive Support and Intervention
(Approval of a Master Memorandum between the Los Angeles Unified School District and the Partnership for Los Angeles Schools) Recommends adoption of a MOU between the District and PLAS establishing a Lead Partner relationship and establishing a review process for the renewal of individual school managed by the partnership.
21. Board of Education Report No. 062 – 12/13
Intensive Support and Intervention
(Approval of a Master Memorandum between the Los Angeles Unified School District and LA's Promise) Recommends adoption of a MOU between the District and LA's Promise establishing a Lead Partner relationship and establishing a review process for the renewal of individual school managed by the partnership.
22. Board of Education Report No. 063 – 12/13
Intensive Support and Intervention
(Approval of a Master Memorandum between the Los Angeles Unified School District and the Youth Policy Institute) Recommends adoption of a MOU between the District and the Youth Policy Institute establishing a Lead Partner relationship and establishing a review process for the renewal of individual school managed by the partnership.

23. Board of Education Report No. 057 – 12/13 **PUBLIC HEARING**
Innovation and Charter Schools Division
(Denial of the Amendment of the Charter for Goethe International Charter School) Recommends denial of an amendment to the charter for Goethe International Charter School expanding the enrollment capacity and including admission preferences.

Board Member Resolutions For Action (Continues at Tab 39)

24. Mr. Zimmer - Commitment to Honor Teaching and Learning in the 21st Century
(Noticed June 12, 2012 and Postponed from the Regular Board Meetings of June 28, 2012, August 21, 2012, and September 11, 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 collectively bargained comprehensive plan for teacher and administrator training, support and evaluation;

Resolved further, That the Board requests the Superintendent to report the complete findings of the independent evaluation of the Pilot Program in Improving Teaching and Learning before the end of October 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 urges the Superintendent to use a robust and diverse set of student learning instruments, including both state administered exams and authentic teacher developed assessments, that will allow for more complete and reliable student growth indicators to be a part of teacher's professional growth and evaluation. This detailed information about student academic growth should be used instead of AGT scores or any other measurements based on a single test, as teachers and administrators seek to use data to inform best practices that will improve student achievement;

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 of 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 November 27, 2012.

25. Ms. Martinez, Ms. García, Ms. Galatzan—Resolution Declaring October as College Awareness Month (Noticed September 11, 2012)

Whereas, The Los Angeles Unified School District has a clear mission of ensuring that every child graduates from high school college-prepared and career-ready;

Whereas, The District has a deep commitment to ensuring that all of our students are well prepared for success in college, in their careers, and in their lives as members of the community;

Whereas, Preparing for college happens at every grade level and involves all members of the family and all members of the school community;

Whereas, Attaining a college education serves as the gateway to better options and more opportunities and will be indispensable in the 21st century;

Whereas, In 1960, the State of California instituted the Master Plan for Higher Education with a promise that every qualified student wishing to pursue a college education would have access to one;

Whereas, The District resolved to create educational equity by implementing A-G course completion as a high school graduation requirement and by supporting all sophomore students to take the PSAT and use My College QuickStart college and career planning tools; and

Whereas, Fewer than half of the graduating seniors in the District continue their education to obtain a post-secondary education; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District, hereby declares October as College Awareness Month and directs the Superintendent to encourage all district staff to promote a college-going culture during the month of October by implementing college and career awareness activities and promoting ESC College Fairs and the Cash for College – College and Career Convention.

26. Mr. Zimmer - Updating Charter Authorizing and Oversight (Noticed September 11, 2012)
POSTPONED TO THE REGULAR BOARD MEETING OF 11/13/12

Whereas, Charter schools were originally conceived to be an incubator for innovation to share successful ideas and practices with other schools, yet the Los Angeles Unified School District does not currently have any formal infrastructure to evaluate and share best practices with those schools;

Whereas, The Governing Board of the Los Angeles Unified School District has authorized 232 charters, far more than any other school district in the state;

Whereas, There are over 110,000 students enrolled at independent charter schools within the District boundaries for the 2012-13 school year, making District independent charter enrollment larger than the 4th largest school district in the state;

Whereas, The Board is the primary authorizing entity for charters within the District boundaries, but only meets to consider charter applications approximately nine times a year spending an average of less than five minutes to review each new charter application;

Whereas, Evaluation of charter performance requires adequate data, yet at present only 7 of 232 charter schools are online with the District's ISIS system;

Whereas, Charter schools are concentrated within District boundaries in numbers disproportionate to other areas of Los Angeles County, the State of California and the nation, and in comparison, neighboring districts serve a much smaller population of students. At present the 110,000 charter students in District represent 14.5% of total District enrollment, while El Rancho Unified School District has no charter schools and Pasadena Unified School District serves only 1,049 students in four charter schools (5% of district enrollment). In addition, Long Beach Unified School District serves 1,357 students (1.6% of district enrollment) in five charter schools and San Bernardino City Unified School District's eleven charter schools serve 3,458 students (6.35% of district enrollment); and,

Whereas, Charter schools in the District serve 933 students with moderate to severe disabilities compared to the 20,893 served in District schools; and if charter schools were serving an equal percentage of students with moderate to severe disabilities, they would serve 2,816 students; now, therefore, be it

Resolved, That all Los Angeles Unified School District authorized charter schools will use the ISIS system by January 1, 2013 and that the Governing Board of the Los Angeles Unified School District direct the Superintendent to work with the Information Technology Division (ITD) and Charter Division to identify funding needed to meet this goal;

Resolved further, That the Superintendent report back to the Board within 90 days with a plan to initiate and facilitate a process through which charter schools and District schools (especially when co-located) can share best practices, successful instructional designs, governance models, and proven methodologies for best serving all children, families, and communities;

Resolved further, That the Superintendent, using all appropriate internal and external resources, issue a comprehensive report to the Board about the benefits, challenges and responsibilities of being the largest charter authorizer in the world. And that the Board further requests that the Superintendent also include in this report his strategic plan to address the 110,000 student enrollment decline including but not limited to:

- The capacity of the present Charter Division to meet the needs and provide oversight of 232 charter schools with enrollment of over 110,000 students. And further report specifically on the District's ability to monitor and improve compliance with Federal, State and District benchmarks and mandates related to charter schools and special education students, charter schools and English learners, charter schools disciplinary policies, and charter schools and parent volunteer requirements.
- A plan for incentivizing best and fair practices for charter operators including results that indicate positive impacts on the achievement gap, inclusion of all students (especially students with special needs), fair labor practices (including representation of employees and retention of classified employees), and parent engagement practices.
- A plan for facilities that acknowledges the need of charter students, but balances charter needs with the damage that co-location causes to District students and programs. This plan should help us focus on long-term solutions for our charter partners that will end the yearly impasse of Proposition 39.
- A plan for investing in and expanding programs like dual immersion, International Baccalaureate, Schools for Advanced Studies, Span schools and other programs that have attracted families to the District and that these programs are distributed and offered equally throughout the District;

Resolved further, That the Board form a Charter Oversight Commission (COC), modeled after the Bond Oversight Commission (BOC), and that the COC will consist of the following appointed representatives:

- One representative from each Board District
- Two representatives from the County Federation of Labor
- Two representatives from the Charter Schools Association
- One parent representative
- One representative from the Los Angeles County Office of Education

The role of the commission would be to provide detailed recommendations to the Board about charter authorizations, renewals, amendments, Proposition 39 allocations, authorizing guidelines and issues of governance and oversight. The Commission would meet monthly and appointments would be for two-year terms; and, be it finally

Resolved, That the Board continue reviewing charter renewals and amendments while this Commission gathers information and furnishes these reports. In the interim period, the Board suggests the review of new charter applications be postponed or be referred to the Los Angeles County Office of Education until the information and analysis requested herein is provided. Urgent charter petitions can be heard during this time period with a majority vote by the Board.

27. Mr. Kayser - Resolution in Support of National Health Education Week
(Noticed September 11, 2012)

Whereas, The Los Angeles Unified School District has a vital interest in promoting and establishing healthy behaviors in our nation's adolescents;

Whereas, The leading causes of death and disability among adolescents are related to preventable health risk behaviors including, tobacco use, unhealthy dietary behaviors, sedentary lifestyles, alcohol, and other drug use, unsafe sex, injury and violence;

Whereas, Health risk behaviors adopted before and during adolescence are linked to various health outcomes in later life, including heart disease, stroke, high blood pressure, diabetes, cancer, obesity, smoking, drug use and depression, and accounts for a major portion of preventable chronic diseases that cost the U.S. economy more than \$1 trillion annually;

Whereas, The health, safety and well-being of adolescents is affected by a complex interplay of factors between individuals and their surroundings, such as parents, peers, neighborhoods and communities, schools, community-based organizations, health care systems, media, social norms, policies and laws;

Whereas, Improving adolescent health requires schools, community organizations, government agencies, businesses and other stakeholders to collaboratively work together to develop a comprehensive set of evidence-based policies, systems and environmental strategies implemented and instilled early in life;

Whereas, Schools with coordinated and comprehensive school health programs such as those found in the District increase students' involvement in healthy behaviors, decrease their involvement in risky behaviors, and improve their academic performance, including their school attendance, grades, test scores, and ability to pay attention in class;

Whereas, Just one day of absence by every District student results in a loss of over \$16 million in Average Daily Attendance (ADA) revenue;

Whereas, Health education specialists are uniquely positioned to work with schools, communities, parent groups, and other groups to promote students' health;

Whereas, The District is committed to promoting the health and safety of students and helping them establish lifelong healthy behaviors by bringing health education ideas and principles into the legislative and public arenas; and

Whereas, In celebration of National Health Education Week, schools, government agencies, community-based organizations, health care providers, and businesses are essential to support the 2012 National Health Education Week focus on improving adolescent health through the theme “Adolescent Health: Planting Seeds for a Healthier Nation”; now, therefore, be it

Resolved, That the Los Angeles Unified School District does hereby proclaim October 15-19, 2012, as the Society for Public Health Education’s (SOPHE) National Health Education Week and encourages all individuals, organizations, and communities to raise awareness of adolescent health and promote policies, systems and environmental changes to empower young people to make healthy choices during National Health Education Week and all year long; and, be it finally

Resolved, That the District re-affirm its commitment to require a Health Education course at the middle and high school levels taught by a credentialed health professional.

28. Ms. Martinez - Resolution Declaring October as Walk to School Month
(Noticed October 9, 2012 at 9am)

Whereas, The Los Angeles Unified School District has a strong interest in and obligation to promote the health of children, which leads to better attendance, improved behavior, low incidence of illness, and increased attention, creativity, and academic achievement;

Whereas, Every October, the *Network for a Healthy California - LAUSD* and its partners join schools from around the world to celebrate International Walk to School Month and millions of people participate in more than 40 countries as part of the annual initiative;

Whereas, During Walk to School Month, *Network* participating schools host events to promote health, safety, physical activity, and encourage students and their families to be physically active by walking to school;

Whereas, Walk to School Month emphasizes the importance of teaching children safe walking and bicycling behaviors, such as how to safely cross streets and select a route to school;

Whereas, Walk to School Month highlights how easy and enjoyable walking can be and helps students become aware of the health benefits of being active;

Whereas, Engaging in Walk to School activities creates a sense of community and more “walkable” communities because they improve the overall walking conditions in an area by advocating more cross-walks, encouraging sidewalk safety, recognizing the importance of crossing guards and highlighting driver and motorist responsibility;

Whereas, The *Network for a Healthy California - LAUSD* mission is to increase healthy eating and physical activity among pre-K through 12th grade students throughout the District;

Whereas, The California Department of Transportation (Caltrans) has established and administers “Safe Routes to Schools” Program, the purpose being to provide funding to improve safety of children as they walk or bike to school;

Whereas, School districts are responsible for establishing and enforcing site specific school route plans;

Whereas, Students arrive at school utilizing a variety of different modes of transportation (i.e., automobile, walking, public transportation, and biking);

Whereas, Currently, there are not established safe routes to school for each school in the District; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to encourage all schools in the District to establish safe routes to schools for students who arrive at school utilizing a variety of different modes of transportation; and, be it finally

Resolved, That the Board hereby declares October as Walk to School Month and directs the Superintendent to encourage all District staff to promote Walk to School during the month of October by implementing walking activities and promoting a healthy lifestyle.

29. Mr. Kayser – 6th Annual Save for Retirement Week (Noticed October 9, 2012 at 9am)

Whereas, October 21-27, 2012 has been designated by Congress as “National Save for Retirement Week” which formally calls on local and national, public and private employers to promote the benefits of saving for retirement and encouraging their employees to take full advantage of employer-sponsored plans;

Whereas, The participation of the Los Angeles Unified School District in “National Save for Retirement Week” will help employees understand their personal responsibility for their retirement future and the benefit of using their defined contribution employer-sponsored plan;

Whereas, It is important our employees be financially secure in retirement in order to more positively impact the community economically, with their volunteer time and as contributing citizens, as studies indicate many people stay in their community once retired;

Whereas, The objectives of “National Save for Retirement Week” are to:

- Help employees be more aware of the need to save now for the future
- Promote the benefits of getting started saving for retirement early,
- Create a culture that promotes and values saving in the workplace and the community;

Whereas, Because people in the United States are living longer than ever before, the cost of retirement continues to rise, and retiree healthcare costs continue to increase at a rapid pace;

Whereas, Recent data from the Employee Benefit Research Institute indicates that in the United States less than 2/3 of workers or their spouses are currently saving for retirement, and that the actual amount of retirement savings of workers falls far below the amount that is realistically needed to adequately fund retirement;

Whereas, A credit union is located in our building where employees can open a savings account or a Roth IRA;

Whereas, Many employees may not be taking advantage of workplace defined contribution plans at all or to the full extent allowed by the plans or under Federal law; and

Whereas, District employees have available to them access to defined contribution plans in the form of 457(b) and 403(b) plans to assist them in preparing for retirement and may not be aware of retirement options and the importance of saving for retirement; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District recognizes October 21-27 as National Save for Retirement Week, and encourages District employees to save for retirement by participating in our defined contribution plan.

30. Mr. Kayser – Policy for Proposition 39 Recovery of Over-Allocated Space Reimbursement (Noticed October 9, 2012 at 9am)

Whereas, Each school year, the Los Angeles Unified School District receives over 80 facilities requests from charter schools pursuant to Education Code section 47164 (Proposition 39);

Whereas, The District currently has 46 active Proposition 39 charter school co-locations on District campuses in the 2012-2013 school year;

Whereas, Each year, the District is obligated under Proposition 39 to allocate use of District classrooms and other school facilities to charter schools based on the charter schools' projected – not actual – in-district classroom average daily attendance (ADA);

Whereas, Title 5 C.C.R. section 11969.8 of Proposition 39 implementing regulations specifies when space is considered over-allocated to a charter school, and also sets forth the regulatory formula for determining the reimbursement amount owed by a charter school to the District if space has been over-allocated;

Whereas, Based on the Proposition 39 regulatory formula for determining over-allocated space, space for hundreds of units of in-district classroom ADA was over-allocated to charter schools in the 2011-12 school year, resulting in hundreds of thousands of dollars in reimbursement amounts owed by charter schools to the District;

Whereas, Collection of the regulatory reimbursement amounts owed by charter schools for over-allocated space will provide much needed economic relief to the District; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby enacts a Policy for Proposition 39 Recovery of Over-Allocated Space Reimbursement, whereby District staff is directed use all available options to promptly collect reimbursement amounts owed by each charter school that is over-allocated space during part or all of any school year, as provided by Title 5 C.C.R. section 11969.8 of the Proposition 39 implementing regulations. Consistent with this policy, written notification of the regulatory reimbursement amounts owed shall be delivered from the District to each charter school by no later than August 15th following the school year in which space was over-allocated; and, be it finally

Resolved, That the Board hereby instructs District staff to use all available options to immediately collect all reimbursement amounts owed by each charter school that was over-allocated space in the 2011-12 school year, as provided by Title 5 C.C.R. section 11969.8 of the Proposition 39 implementing regulations.

31. Ms. Martinez – Supporting Educational Equity, Student Achievement and Mastery of 21st Century Skills through Arts at the Core (Noticed October 9, 2012 at 9am)

Whereas, The Los Angeles Unified School District is committed to providing all students with equitable and rigorous learning opportunities and curricula to provide graduates with the skills and knowledge necessary for college readiness, career training and preparation for life after high school;

Whereas, The District has adopted previous resolutions and policies that support these goals, including A-G, Multiple Pathways, Linked Learning, Restoration of Arts Education, Diplomas for All, Common Core Standards Implementation and Increasing Enrollment;

Whereas, The State of California and the District have embraced the Common Core Standards to equip students with essential 21st Century Skills such as critical thinking, communication, collaboration and creativity;

Whereas, The Framework for 21st Century Skills holistically combines a discrete focus on student outcomes with innovative support systems to help students master the multi-dimensional abilities required of them in the 21st Century;

Whereas, The Common Core Standards are directly aligned with the framework for 21st Century Skills and are rooted in critical thinking, communication, collaboration and creativity, all skills considered to be essential in every academic area, particularly for the mastery of mathematics and science;

Whereas, The implementation of the Common Core Standards provides an opportunity to improve teaching and learning and to focus on all students, including students most in need of support, to be more engaged and successful in schools and to acquire the necessary skills needed to participate in a 21st century workforce, including;

- English, including knowledge of, and appreciation for, literature and the language, as well as the skills of speaking, reading, listening, spelling, handwriting, and composition;
- Mathematics, including concepts, operational skills and problem solving;
- Social sciences, drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology and sociology, designed to fit the maturity of the pupils;
- Science, including the biological and physical aspects, with emphasis on the processes of experimental inquiry and on the role of humans in ecological systems;
- Visual and performing arts, including instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of aesthetic appreciation and the skills of creative expression;
- Health, including instruction in the principles and practices of individual, family and community health;
- Physical education, with emphasis on physical activities for pupils that may be conducive to health and vigor of body and mind, for a total period of time of not less than 200 minutes each 10 school days, exclusive of recesses and the lunch period;

Whereas, The arts are an essential vehicle for demonstrating mastery of skills, an essential component to assessing student achievement through Common Core Standards, 21st Century Framework, Career Technical Education and Linked Learning;

Whereas, Multiple research studies, including the President's Committee on The Arts and Humanities, make clear that students who participate in a rigorous, sequential, standards-based arts education develop the ability to innovate, communicate, and collaborate;

Whereas, Rigorous, sequential, standards-based arts education in schools increases test scores across every subject area, lowers dropout rates and helps close achievement and opportunity gaps for students of color and students from low-income families;

Whereas, Research on the contribution of the arts to human cognitive development shows a broad array of enhanced cognitive development in spatial-temporal abilities, verbal skills, memory and spatial reasoning;

Whereas, The District is committed to enhancing parent engagement to support student achievement;

Whereas, Student performances, art shows and demonstrations provide unmatched opportunity for administrators and teachers to reach parents and increase their participation in their children's learning and to build engaging, community centered school environments;

Whereas, A rigorous, well-rounded curriculum, that includes high quality arts education and integrated arts instruction, increases average daily attendance and student enrollment;

Whereas, Research indicates that teenagers and young adults of low socioeconomic status (SES), who have a history of in-depth arts involvement, earn better grades, demonstrate higher rates of college enrollment, achieve higher GPA scores, develop greater self esteem and exhibit higher levels of civic involvement;

Whereas, Course offerings and cuts to arts education programs are experienced most severely by low income students of color and exacerbate inequality and the opportunity gap;

Whereas, California Department of Education data confirms that high-school students attending Title I schools have decreased access to arts course offerings and are often unable to enroll in the A-G required arts class;

Whereas, School communities located in certain parts of the District are able to raise additional funds to maintain arts programs by purchasing arts education opportunities including teachers, artist residencies and arts materials while schools serving large numbers of Title I students are more reliant on school purchased arts programs and less able to raise the private resources needed to provide equitable access to arts education opportunities, exacerbating existing unequal access;

Whereas, The District is committed to providing every student, regardless of their socioeconomic status, sexual orientation or ethnic heritage, equitable access to high quality tools, differentiated learning opportunities and rigorous instruction in 21st century learning environments;

Whereas, As cited in the 2011 Los Angeles Economic Development Corporation's Report on the Creative Economy, commissioned by Otis College of Art and Design, the Los Angeles region is internationally regarded as the Creative Capital of the United States and the creative sector provides one-in-eight jobs in the local economy;

Whereas, Employment in the creative sector requires an ever increasing mastery of 21st Century Skills;

Whereas, The Governing Board of the Los Angeles Unified School District and the Superintendent are committed to ensuring that all students have equal opportunity to compete for employment in the local creative economy;

Whereas, From 1999-2011, over \$300 million was invested by the District to develop and implement the nationally recognized Elementary Arts Program, and, in 2009, the District took unprecedented leadership to restore sequential, standards-based K-12 arts education;

Whereas, The economic downturn of 2008 caused school districts across the state, including the District, to face multimillion dollar deficits. Over a three-year period, the District has reduced its ongoing investment to restoring arts education but, despite this barrier, the District adopted a three-year plan in 2011 that now serves as a blueprint for continued restoration of arts education for every student in the District;

Whereas, Private philanthropy, local nonprofit arts and arts advocacy organizations, creative economy businesses and labor organizations, parents, artists and teachers represent a committed and crucial component of the arts education delivery system and remain critical to the mission of increasing the availability, quality and vitality of arts education in the District;

Whereas, The Los Angeles Fund for Public Education has made arts education and access to the arts a priority and is launching a citywide program supporting arts education and raising funding for arts integration programs throughout the District; and

Whereas, The District's long-standing commitment to rigorous arts education, coupled with a 125 years of investment in music education, will continue to be at risk in every future budget cycle without a renewed and comprehensive commitment to arts education as an essential component of a rigorous academic program for every student; now, therefore be it

Resolved, That to assure equitable access to quality arts instruction across Los Angeles Unified School District and to address District goals for achievement and equity, the Governing Board of the Los Angeles Unified School District will establish Arts Education as a Core Subject;

Resolved further, That the next three years, beginning with the 2012-2013 academic year, will be considered a period of planning and capacity building for arts as a core subject ("Arts at the Core") and the Arts Education Branch shall be funded at no less, and significantly more as the economic environment improves, than the funding level for the 2011-2012 academic year and will include appropriate and adequate central administrative support in dance, music, theatre, visual and media arts;

Resolved further, That the Superintendent is instructed to develop a plan by July 1, 2013, for the implementation of Arts at the Core, that will include the recommendations from the report, "Reinvesting in Arts Education: Winning America's Future through Creative Schools," and detailed strategies for:

1. Funding arts education and integrated arts instruction;
2. Supporting high quality professional development in pedagogy and curriculum;
3. Systemic data collection to measure the progress of student learning in and through the arts; and
4. Oversight for implementation across the district and annual benchmarks for success;

Resolved further, That the Arts at the Core Plan will include the restoral, within five years, of funding to match or exceed funding levels in the 2007-2008 academic year to help ensure sequential art course offerings for all elementary and secondary schools;

Resolved further, That the Arts at the Core Plan will include strategies for increasing the numbers of elementary arts teachers, within 10 years, to be commensurate with other large, urban districts such as Dallas, New York City, Chicago, Seattle, Pittsburg and Philadelphia and middle school arts bridging teachers to a number that will assure a minimum of three arts disciplines offered in every middle school;

Resolved further, That the Arts at the Core Plan will include policy guidelines that are consistent with the California Department of Education guidelines that allow use of state and federal categorical funds for research based arts education strategies to bridge the achievement gap through improving student achievement in ELA and math at Title I schools and for other categorical funds that may be used for professional development, strategic partnerships with nonprofit arts organizations, model program development and the dissemination of best practices;

Resolved further, That the Arts at the Core Plan will include budgeting provisions for individual school sites to receive a dollar amount each year, based on student enrollment, to supplement centrally funded teachers for purposes such as art supplies, additional days of credentialed elementary arts teacher services, secondary off-norm credentialed arts teachers, arts productions, professional development and qualified services from external arts partners; and, be it finally

Resolved, That the Arts at the Core Plan will include provisions for recruiting, training, evaluating and retaining highly qualified arts teachers for the future and will reaffirm the District's current commitment to protect an adequate number of credentialed and tenured arts teachers, and centrally funded dedicated arts teachers, to insure foundational instruction in the arts from future reductions in force.

Board Member Resolutions for Initial Announcement

32. Mr. Kayser – Buy and Use LAUSD First (For Action November 13, 2012)

Whereas, The Los Angeles Unified School District has been and continues to be in a major budget crisis and has seen a 16% decline in its general fund revenue over the last five years;

Whereas, Many valuable certificated and classified employees have been lost to the students and families of the District through the reductions in force due to the budget crisis;

Whereas, There are many services, products and locations available and produced within the District, including, but not limited to, filing, copying, shredding, silk screening, car detailing, badge making, conference/retreat facilities, and food preparation;

Whereas, A recent example of the intent of this motion was demonstrated with the Governing Board of the Los Angeles Unified School District's installation ceremony in 2011 where the invitations were printed in-house, District students entertained the honored guests, North Hollywood High School's horticultural program designed the floral displays, the West Valley Occupational Center's culinary arts program created the cake, and Café LA provided the food for the event;

Whereas, These many services and products are made and/or provided by various District schools and offices such as Venice High School, Garfield High School, Bell High School, Monroe High School, West Valley Occupational Center, Clear Creek Outdoor Educational Center, Perez Special Education Center, the Procurement Services Division;

Whereas, The District has several locations such as the Marine Science Magnet at Point Fermin that can be used for internal conferences, meetings, and retreats at a fraction of the cost of using outside facilities;

Whereas, Procurement Services has developed programs designed to save the District money on goods and services such as the Up-Trade Barter Program which allows schools and offices to trade unwanted items for points to purchase needed items, and relocation services provided by Truck Operations;

Whereas, The District's General Stores Distribution Center provides one-stop shopping for a wide-variety of school and office supplies, equipment and other items with an average savings of 25% over outside vendors;

Whereas, These items are delivered by District employees at no cost to schools and offices;

Whereas, Services and products provided by the District can be obtained at significantly lower costs than through outside vendors;

Whereas, If any item or service can be purchased at a lower cost through an outside vendor, Procurement Services will pursue a master contract with such vendors in order to allow all schools and offices to take advantage of such savings through economy of scale purchasing; and

Whereas, Consumption of District-produced goods and services saves the District money and therefore the taxpayers of the State of California; now, therefore, be it

Resolved, That the Superintendent be directed to develop an online directory of services and products available within the Los Angeles Unified School District, make their use and purchase easily obtainable, and strongly encourage every school and office to use and/or buy District products and services whenever possible;

Resolved further, That schools and offices will take advantage of better value master contracts providing the same goods and services; and, be it finally

Resolved, That the Superintendent also be directed to develop procedures by which schools and offices demonstrate that they have examined internal options prior to using or purchasing external goods and services.

33. Mr. Kayser – Resolution to Add All Option Programs to the September 11, 2012 Resolution to Support and Expand Access to Continuation Schools (For Action November 13, 2012)

Whereas, Continuation schools are just one of seven option programs the Los Angeles Unified School District offers, each serving a different type of student, in recognition that one size does not fit all, and students with unique circumstances need a more tailored option in order to succeed and meet our goal of 100% graduation;

Whereas, The other options programs are:

Community Day Schools. Community Day Schools (CDS) are small schools providing interim educational opportunities for K-12 students who have been expelled, are at high risk, or have been referred by probation or a School Attendance Review Board. The goal of CDS is to provide a challenging academic curriculum, develop social skills, and return students back to traditional schools.

Pregnant Minor Schools. Pregnant Minor Schools consist of small campuses located throughout the District. Their primary goal is to provide interim educational opportunities to expectant mothers so that they may continue their education and graduate. Schools provide counseling by school nurses, information on health and nutrition, and pre-natal and infant care instruction.

Alternative School. The alternative school, Youth Opportunities Unlimited (Y.O.U.), is a small school for dropouts between the ages of 14 & 21 who have not been enrolled in school for at least 40 days. The three primary focuses of the schools are educational development, employment training, and youth and family development. The school was developed as a model of community based, collaborative education between the U.S. Department of Labor, the City of Los Angeles, and the District.

Opportunity Schools. Opportunity Schools are small campuses serving students (in grades 7-12) who are habitually truant, have irregular attendance, and exhibit other at-risk behaviors. These schools offer specialized instruction, guidance and counseling, psychological services, and tutorial assistance to help students overcome barriers to learning.

Independent Study School. City of Angels, the independent study school, consists of many small sites throughout the District. It is designed for K-12 students with individual needs that do not allow them to attend school daily. Each student meets one-on-one with a teacher once a week.

Carlson Home/Hospital School. Instruction in the home or hospital is provided for eligible students in grades K-12 whose non-contagious temporary medical disability prevents attendance in regular day class for a limited period of time. The intent is to maintain continuity of the student's instructional program during the interim period of disability.

Whereas, The mission of the educational options schools is to provide a success-oriented learning environment that addresses the individual needs of at-risk students by promoting academic, social, and occupational skills so that each student may contribute to and benefit from society;

Whereas, Options schools are designed to provide students a smaller, more personalized education supported by knowledgeable, supportive educators working collaboratively. The options schools' strength is their focus on individualized instruction which includes open entry; relevant, rigorous, standard-based instruction; high expectations; and competency-based teaching and learning;

Whereas, Students can enroll at an options school any time throughout the school year. This continuous enrollment format allows students to begin, continue, and complete classes at any time during the year;

Whereas, Through individualized instruction, directed teaching, small learning groups, exhibitions, and project-based learning, students receive a relevant, rigorous, standards-based instruction;

Whereas, Options students are consistently expected to meet the same rigorous levels of competency as students in traditional schools, and

Whereas, Student work is competency-based, students do not complete a course until they successfully demonstrate an understanding of the California course standards. Options schools do not issue failing marks. Options schools provide students with personalizing teaching and learning, allowing each student the amount of instructional time needed to learn the California course standards; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District reaffirm its commitment to all of the option programs and add them to the plan being prepared by the Superintendent called for in the September 11, 2012 Resolution to Support and Expand Access to Continuation Schools.

Correspondence and Petitions

34. Report of Correspondence

Public Hearings (Continues at Tab 37)

35. Charter for Lashon Academy
Consideration of the level of support for a charter petition requesting a 5-year term to serve 660 students in grades K-6 with a proposed location of Van Nuys.

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

Approval of Minutes

36. 10 a.m., Special Closed Session Meeting, June 12, 2012
9 a.m., Regular Closed Session Meeting, August 21, 2012
9 a.m., Regular Closed Session Meeting, September 11, 2012

Public Hearings

37. Resolutions of Intention to Dedicate Easements to the County of Los Angeles at Humphreys Elementary School
38. Resolutions of Intention to Dedicate Easements to the City of Los Angeles at Playa Vista Elementary School

Board Member Resolutions For Action (Continues at Tab 39)

39. Mr. Zimmer - LAUSD Voter Registration Day (Waiver of Board Rule 72)

Whereas, Voter participation in elections is the cornerstone of a representative democracy;

Whereas, The participation of younger voters in the voting process is essential to the future of our democracy;

Whereas, Public schools present an ideal forum for non-partisan voter education and civic education;

Whereas, The November 6, 2012 election will have significant impacts on the Los Angeles Unified District;

Whereas, In order to vote in elections, citizens must be registered to vote; and

Whereas, The California State Voter Registration deadline is October 22, 2012; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District declares Tuesday October 16th, 2012 "LAUSD Voter Registration Day";

Resolved further, That the Superintendent direct the appropriate departments to work with community members to ensure voter registration guides and materials are available at every parent center, senior high school and adult school;

Resolved further, That the Superintendent encourage District leadership and staff to visit senior high schools, adult schools and parent centers on October 16th to raise awareness and register voters; and, be it finally

Resolved, That the Board encourages schools to offer opportunities for students to engage in service learning projects geared towards voter registration between now and October 22, 2012.

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/10-09-12RegBd>

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