

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, May 14, 2013

Roll Call

Pledge of Allegiance

Superintendent's Reports

Budget Update

Academic Decathlon Recognitions

Aspen Challenge Winners Recognition

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 April 16, 2013, 12 p.m.

1. Board of Education Report No. 233 – 12/13
Facilities Services Division (Amended 4/16/13 to postpone action on Hawkins HS)
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve the 2013-2014 Proposition 39 Facilities Renovation Effort) Recommends approval of an amendment to the Facilities Services Division Strategic Execution Plan to define and approve a Proposition 39 renovation project at Augustus Hawkins High School. All other listed schools were previously approved.

New Business for Action

2. Board of Education Report No. 256 – 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 \$15.8 million for technology services, a 5th grade student science program, private school professional development, SAP software licenses and 13,531 procurement transactions and low value contracts. Also, approves a contract by which the District could receive royalties for use of Academic Growth Over Time model and an indemnification agreement for a donation of tools. 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 Chanda Smith Consent Decree expenses, employee drug testing services, periodic student achievement assessments, network equipment and services, and gardening equipment, for a total authorization amount increase of approximately \$60.8 million.

3. Board of Education Report No. 262 – 12/13
Accounting and Disbursements Division
(Report of Warrants Issued, Request to Reissue Expired Warrants, Reimbursement of the Controller’s Revolving Cash Fund, and Donations of Money) Recommends approval of warrants for things such as salary payments for a total value of \$499,920,226.35, the reissuance of one expired warrant totaling \$2,869.42, reimbursement of the Controller’s revolving cash fund in the amount of \$100, and the acceptance of eight donations to the District totaling \$526,568.

4. Board of Education Report No. 289 – 12/13 **PUBLIC HEARING**
Budget Services and Financial Planning Division
(Proposed Use of Tier III Categorical Funds) Recommends the adoption of the recommendations for the proposed use of Tier III Categorical funds in specific areas such as Adult Ed, Targeted Instructional Improvement Block Grant and professional development. Programs recommended for possible closure are indicated in Attachment A.

5. Board of Education Report No. 302 – 12/13
Office of the Chief Financial Officer
(2013-14 Tax and Revenue Anticipation Notes) Recommends approval of resolution authorizing the preparation and sale of not-to-exceed \$1.5 billion of 2013-14 TRANs, approval of the Preliminary Official Statement and other legal documents, authorization the sale of the TRANs by negotiation with team of underwriters. The Budget Services and Financial Planning Division will to make the necessary budget adjustments to reflect the anticipated TRANs receipts.

6. Board of Education Report No. 303 – 12/13
Office of the Chief Financial Officer
(2013 Refunding Certificates of Participation) Recommends approval of the necessary resolution and legal documents regarding the issuance of refunding Certificates of Participation (COPs) up to \$26 million through June 30, 2014 for cost savings by lowering interest rate costs.

7. Board of Education Report No. 304 – 12/13
Budget Services and Financial Planning Division
(2013-14 Budget Increase Request – School Police Operational Needs) Recommends authorization to increase Los Angeles School Police funding for fiscal year 2013-14 by \$4.2 million for staffing augmentation to meet the operating needs at newly opened campuses.

8. Board of Education Report No. 305 – 12/13
Budget Services and Financial Planning Division
(Request for Maintain KLCS Funding at 2012-2013 Levels) Recommends authorization to fund and continue operations of KLCS-TV in fiscal year 2013-14 at current 2012-13 levels.

9. Board of Education Report No. 306 – 12/13
Budget Services and Financial Planning Division
(Supplementary Staffing Support) Recommends authorization for one-time funding in fiscal year 2013-14 for supplemental staffing support for enrollment increases and specific school and program support.

10. Board of Education Report No. 307 – 12/13
Budget Services and Financial Planning Division
(Breakfast in the Classroom Continuation) Recommends authorization for the District to continue implementation and service of the Breakfast in the Classroom program.

11. Board of Education Report No. 263 – 12/13
Human Resources
(Routine Personnel Actions) Recommends approval of 3,684 routine personnel actions such as promotions, transfers, leaves, etc.
12. Board of Education Report No. 264 – 12/13
Human Resources
(Nonroutine Personnel Actions) Recommends the dismissals of four classified employees, the demotion-suspension of one classified employee, the suspension-dismissals of three classified employees, and the rescission of dismissal for one classified employee.
13. Board of Education Report No. 257 – 12/13
Facilities Services Division
(Facilities Services Division Contract Actions) Recommends approval of actions that have been executed within the delegated authority of the Superintendent as listed in Attachment A, including the approval of award of six advertised construction contracts for \$4,313,000; 2 job order contract awards for \$700,000; approval of change orders for approximately \$2.2 million; the completion of 32 contracts; the award of 20 informal contracts totaling \$182,699; the takeover of one contract; the award of one sole source contract for fire alarm completion; the award of two architectural and engineering contracts; the award of a technical services contract and professional services contract amendments for parking services, solar panels, labor compliance support services and construction management services; and the approval of goods and services contracts totaling approximately \$459,000. Additionally, recommends approval of contract actions not under the delegated authority as listed in Attachment B, including approval of professional and technical service contracts for hazardous materials abatement and consulting services for a not to exceed amount of \$10 million and legal services; and amendments of professional and technical service contracts for playground matting, parking lot shuttle services, and electrical engineering support for an additional capacity of approximately \$5.7 million.
14. Board of Education Report No. 222 – 12/13
Facilities Services Division
(Authorization to Execute a Lease with Para Los Niños for the Financing and Operation of the Middle School Portion of the 9th Street Span K-8 School Redevelopment Project) Recommends authorization for District staff to enter into a lease with Para Los Niños for the financing and operation of the middle school portion of the 9th Street Span K-8 School Redevelopment Project. The middle school shall consist of 405 seats and Para Los Niños was previously selected as the operator of the co-located charter middle school.
15. Board of Education Report No. 259 – 12/13
Facilities Services Division
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve a Campus-Wide Fire Alarm Project at Verdugo Hills High School) Recommends approval of an amendment to the Facilities Services Division Strategic Execution Plan to define and approve the upgrade of the manual fire alarm system at Verdugo Hills High School to a campus-wide fully automatic fire alarm system at a cost of \$3,934,036.

16. Board of Education Report No. 291 – 12/13
Facilities Services Division
(Establishment of 9th Street Elementary School and Request for County-District-School Code) Recommends approval to establish 9th Street Elementary School as a "District Operated New School Site" effective July 1, 2013 and authorization for District staff to apply for a County-District-School code for the school.
17. Board of Education Report No. 292 – 12/13
Facilities Services Division
(Authorization to Extend a Lease for a Central High School Program Located at 2812 Newell Street) Recommends approval to extend the lease for a Central High School Program, located at 2812 Newell Street, Los Angeles, CA 90039 for a period of one year.
18. Board of Education Report No. 293 – 12/13
Facilities Services Division
(Authorization to Extend the Harbor Teacher Preparation Academy Lease at the Los Angeles Harbor College) Recommends approval to extend the lease for Harbor Teacher Preparation Academy, located at Los Angeles Harbor College, 1111 Figueroa Place, Wilmington, CA 90744 for a period of up-to-five years beginning on July 1, 2013.
19. Board of Education Report No. 294 – 12/13
Facilities Services Division
(Resolution of Intention to Dedicate an Easement at Harry Bridges Span School) Recommends the adoption of a resolution of intention on the dedication of an easement to the City of Los Angeles for a vehicular drop-off area, new corner cuts for accessibility purposes and public street widening at Harry Bridges Span School.
20. Board of Education Report No. 295 – 12/13
Facilities Services Division
(Authorization to Enter into a Lease Extension for the North Valley Occupational Center Satellite Facility at 16550 Saticoy Street on Van Nuys Airport Property) Recommends approval to extend the lease for the North Valley Occupational Center Satellite Facility, located on the Van Nuys Airport property at 16550 Saticoy Street, Van Nuys, CA 91640 on a month-to-month ongoing basis beginning on July 1, 2013.
21. Board of Education Report No. 297 – 12/13
Facilities Services Division
(Authorization to Extend the Lease for the Manual Arts-Crenshaw Alternative Education Work Center at 3741 Stocker Street) Recommends approval to extend the lease for the Manual Arts-Crenshaw Alternative Education Work Center, located at 3741 Stocker Street, Los Angeles, CA 90008 on a month-to-month basis for a period of up to two years beginning on July 1, 2013.
22. Board of Education Report No. 266 – 12/13
Charter Schools Division
(Charter for Ivy Bound Academy Math, Science and Technology Charter Middle School 2) Recommends the approval of the charter for Ivy Bound Academy Math, Science and Technology Charter Middle School 2 for 5 years to serve 480 students in grades 5, 6, 7 and 8 at the proposed location of 20040 Parthenia Street, in the Northridge area.

23. Board of Education Report No. 267 – 12/13
Charter Schools Division
(Charter for KIPP Elementary School No. 5) Recommends the approval of the charter for KIPP Elementary School No. 5 for 5 years to serve 533 students in grades K-4 at the proposed location of 4545 Dozier Avenue, in Los Angeles.
24. Board of Education Report No. 268 – 12/13
Charter Schools Division
(Charter for KIPP Middle School No. 6) Recommends the approval of the charter for KIPP Middle School No. 6 for 5 years to serve 490 students in grades 5-8 at the proposed location of 6410 Rita Avenue, in the Huntington Park area of Los Angeles.
25. Board of Education Report No. 269 – 12/13
Charter Schools Division
(Conversion to Independent Charter Status for Student Empowerment Academy) Recommends the approval of the charter for Student Empowerment Academy as an independent conversion for 5 years to serve up to 310 students in grades 9-12 in year 1 and expand to serve up to 455 students in grades 9-12 by the end of its charter term with a proposed co-location at the Jefferson High School Complex.
26. Board of Education Report No. 270 – 12/13
Charter Schools Division
(Conversion to Affiliated Charter Status for Calahan Street Elementary) Recommends the approval of the charter for Calahan Street Elementary to convert to an affiliated charter school for 5 years to serve approximately 600 students in grades K-5 at the proposed location of 18722 Knapp Street in Northridge.
27. Board of Education Report No. 271 – 12/13
Charter Schools Division
(Conversion to Affiliated Charter Status for Calvert Street Elementary) Recommends the approval of the charter for Calvert Street Elementary to convert to an affiliated charter school for 5 years to serve approximately 401 students in grades K-5 at the location of 19850 Delano Street in Woodland Hills.
28. Board of Education Report No. 272 – 12/13
Charter Schools Division
(Conversion to Affiliated Charter Status for Chandler Elementary) Recommends the approval of the charter for Chandler Elementary to convert to an affiliated charter school for 5 years to serve approximately 633 students in grades K-5 at the location of 14030 Weddington Street in Van Nuys.
29. Board of Education Report No. 273 – 12/13
Charter Schools Division
(Conversion to Affiliated Charter Status for Chatsworth Senior High) Recommends the approval of the charter for Chatsworth Senior High to convert to an affiliated charter school for 5 years to serve approximately 3204 students in grades 9-12 at the location of 10027 Lurline Avenue in Chatsworth.
30. Board of Education Report No. 274 – 12/13
Charter Schools Division
(Conversion to Affiliated Charter Status for Darby Avenue Elementary) Recommends the approval of the charter for Darby Avenue Elementary to convert to an affiliated charter school for 5 years to serve approximately 561 students in grades K-5 at the location of 10818 Darby Avenue in Northridge.

31. Board of Education Report No. 275 – 12/13
Charter Schools Division
(Conversion to Affiliated Charter Status for Emelita Street Elementary) Recommends the approval of the charter for Emelita Street Elementary to convert to an affiliated charter school for 5 years to serve approximately 514 students in grades K-5 at the location of 17931 Hatteras Street in Encino.
32. Board of Education Report No. 276 – 12/13
Charter Schools Division
(Conversion to Affiliated Charter Status for Granada Elementary) Recommends the approval of the charter for Granada Elementary to convert to an affiliated charter school for 5 years to serve approximately 527 students in grades K-5 at the location of 17170 Tribune Street in Granada Hills.
33. Board of Education Report No. 277 – 12/13
Charter Schools Division
(Conversion to Affiliated Charter Status for Grover Cleveland High School) Recommends the approval of the charter for Grover Cleveland High School to convert to an affiliated charter school for 5 years to serve approximately 3,757 students in grades 9-12 at the location of 8140 Vanalden Avenue in Reseda.
34. Board of Education Report No. 280 – 12/13
Charter Schools Division
(Conversion to Affiliated Charter Status for William Howard Taft Senior High) Recommends the approval of the charter for William Howard Taft Senior High to convert to an affiliated charter school for 5 years to serve approximately 3603 students in grades 9-12 at the location of 5461 Winnetka Avenue in Woodland Hills.
35. Board of Education Report No. 282 – 12/13
Charter Schools Division
(Material Revision to the Charter for Alliance Gertz-Ressler High to Merge with Alliance Richard Merkin Middle) Recommends approval of a material revision to the charter of Alliance Gertz-Ressler High School to allow the merger of Alliance Gertz-Ressler High School and Alliance Richard Merkin Middle School in order to provide a continuous secondary (grades 6-12) education for students.
36. Board of Education Report No. 283 – 12/13
Charter Schools Division
(Material Revision to the Charter for Alliance William and Carol Ouchi Academy High School to Merge with Alliance Christine O'Donovan Middle Academy) Recommends approval of a material revision to the charter of Alliance William and Carol Ouchi Academy High School to allow the merger of Alliance William and Carol Ouchi Academy High School and Alliance Christine O'Donovan Middle Academy in order to provide a continuous secondary (grades 6-12) education for students.
37. Board of Education Report No. 285 – 12/13 **PUBLIC HEARING**
Charter Schools Division
(Renewal of the Affiliated Charter for Open Charter Magnet School) Recommends the approval of the renewal of the charter for Open Charter Magnet School for 5 years to serve 410 students in grades K-5 at the school located at 5540 West 77th Street in Los Angeles.

38. Board of Education Report No. 286 – 12/13 **PUBLIC HEARING**
 Charter Schools Division
 (Renewal of the Charter for Pacoima Charter School) Recommends the approval of the renewal of the charter for Pacoima Charter School for 5 years to serve 1540 students in grades K-5 at two locations, 11016 Norris Avenue and 11187 De Foe Avenue, both in Pacoima.
39. Board of Education Report No. 287 – 12/13 **PUBLIC HEARING**
 Charter Schools Division
 (Denial of the Charter for Gian Charter Academy) Recommends denial of a charter petition for a 340 student in grades K-5 school and the adoption of the Findings of Fact.
40. Board of Education Report No. 298 – 12/13 **PUBLIC HEARING**
 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.
41. Board of Education Report No. 299 – 12/13 **PUBLIC HEARING**
 Charter Schools Division
 (Material Revision to Crown Preparatory Academy’s Charter to Incorporate Provisions in the Board Approved Joint Partnership Plan for 24th Street Elementary School Pursuant to the Parent Empowerment Act) Recommends approval of a material revision to the charter of Crown Preparatory Academy to amend provisions in the charter pertaining to admissions preferences and description of the educational program to incorporate the joint partnership plan with 24th Street Elementary School pursuant to the Parent Empowerment Act at the school located on the campus of 24th Street Elementary School.
42. Board of Education Report No. 308 – 12/13
 Office of the Superintendent
 (Parent Empowerment Act Final Disposition for Weigand Elementary) Recommends approval of implementation of the requested intervention option, the transformation model, as defined in NCLB and the Parent Empowerment Act.
43. Board of Education Report No. 265 – 12/13
 Office of the Superintendent
 (LAUSD-AALA Memorandum of Understanding Concerning Phase III of the Teacher Growth and Development Program, 2012-13) Recommends adoption of MOU between the District and Associated Administrators of Los Angeles covering the Educator Growth and Development Cycle program activities and roles for the 2012-13 school year for which every site based administrator is being trained. For the pilot, one volunteer teacher will be paired with an administrator at every school in the District.
44. Board of Education Report No. 260 – 12/13
 Student Health and Human Services
 (Network for a Healthy California – LAUSD Amendment No:A01) Recommends approval of an amendment to the existing three year contract to shift funds between budgetary lines in years two and three for the program funded by the United States Department of Agriculture to provide students with nutrition education and resources.

45. Board of Education Report No. 231 – 12/13
Office of Instruction
(Fully Utilize UC/CSU Guidelines for A-G which Include Course Validation/Substitution Beginning with the Graduating Classes of 2016 and 2017) Recommends approval of a revision to the Board adopted A-G course graduation requirements to adopt university admission guidelines for validation and substitution of class requirements. The A-G university entrance requirements will be treated distinctly from District and state graduation requirements.
46. Board of Education Report No. 247 – 12/13
Division of Special Education
(Community Advisory Committee Membership) Recommends the approval of the specified 11 community members to the state required special education Community Advisory Committee for a two year term ending June 2015.
47. Board of Education Report No. 258 – 12/13 **PUBLIC HEARING**
Division of Special Education
(Special Education Annual Budget Plan and Annual Service Plan for the 2013-2014 School Year) Recommends adoption of the 2013-2014 Annual Service and Budget Plans for Special Education describing the special education programs and services provided to students with disabilities for submission to the California Department of Education.
48. Board of Education Report No. 290 – 12/13
School Operations
(Naming of Sally Ride Elementary School: A SMArT Academy) Recommends approval to rename Central Region Elementary School No. 21 as Sally Ride Elementary School: A SMArT Academy.
49. Board of Education Report No. 300 – 12/13
School Operations
(Naming of Legacy High School Complex) Recommends approval to rename South Region High School No. 9 as Legacy High School Complex.
50. Board of Education Report No. 301 – 12/13
School Operations
(Naming of Diego Rivera Learning Complex) Recommends approval to rename South Region High School No. 2 as Diego Rivera Learning Complex.
51. Board of Education Report No. 309 – 12/13
School Operations
(Naming of Dr. Sammy Lee Medical and Health Science Magnet Elementary School) Recommends approval to rename Central Region Elementary School No. 20 as Dr. Sammy Lee Medical and Health Science Magnet Elementary School.

Board Member Resolutions For Action (Continues at Tab 66)

52. Mr Kayser, Ms. Galatzan—Resolution Supporting AB 375 “Updating and Streamlining Teacher Discipline and Dismissal Process”

Motion to reconsider the action taken by the Board on the Resolution Supporting AB 375 “Updating and Streamlining Teacher Discipline and Dismissal Process” at the April 16, 2013 Noon Regular Board Meeting to allow for the amendments indicated below.

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

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

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

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

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

Resolved, The Los Angeles Unified School District supports the goals and objectives of Assembly Bill 375 in its present form, which is intended to expedite the current certificated employee dismissal process in order to protect and ensure the safety of our children and instructs the Superintendent and legislative team to continue working with Assembly Member Buchanan and the Legislature to support the intent of the bill while continuing to seek amendments and/or additional provisions that would further strengthen the statutory dismissal process.

53. Mr. Kayser – Ensuring Transparency and Effective School Choice
(Noticed March 19, 2013, 9 a.m. and Postponed from Previous Meetings)

Whereas, Magnet schools came into existence as a result of Crawford vs. Los Angeles Board of Education in an effort to desegregate Los Angeles Unified School District schools;

Whereas, The District has 172 magnet schools comprised of 59,000 students;

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

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

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

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

Whereas, Magnet schools have historically been created centrally without formal input from the community and other impacted parties;

Whereas, Communities, parents, principals, teachers, and all stakeholders are critical to the success of public schools;

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

Whereas, There is a need for an alternative method to allow school communities to recommend the creation of magnets; now, therefore, be it

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

- Before a magnet plan is written, a comprehensive process involving community input which includes, but is not limited to:
 - A publicly noticed community meeting to discuss potential themes for the magnet and/or other potential programs at the school
 - A parent survey of potential themes for the magnet
- Before a magnet plan is written, a majority vote of the existing permanent certificated staff and community stakeholders must take place
- A writing committee shall be created once a theme is agreed upon by all stakeholders. The writing team shall consist of, but is not limited to:
 - Principal or Assistant Principal
 - Teachers
 - Parents
 - Community Members
 - Students (if magnet is for high school)
- Upon approval from the Board, District staff will fully support the new magnet(s) at the proposed site to ensure that all master scheduling, curriculum development, and any other outstanding issues associated with the creation of the magnet(s) is addressed. This support will include professional development for all staff to ensure the highest quality of instruction for the new magnet(s) and a community meeting to ensure all stakeholders are aware of the changes at the school site.
- If a magnet proposed pursuant to this process is approved by the Board, all permanent certificated staff at the school site shall indicate through a District form if they wish to retain their position at the school site. Those who choose to opt out and apply for transfer from the school site shall be given full support by District staff to seek their transference. Furthermore, if a school site deems their magnet theme requires a special certificate and/or skill that school site may interview teachers who possess the special certificate and/or skill to fill the position(s) of need.

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

Resolved, That the process described in this resolution shall apply to any magnet school that will be approved by the Board.

54. Ms. Martinez, Ms. García, Mr. Zimmer – Community Partnerships to Enhance College Preparation and Career Readiness by Maximizing Linked Learning Resources
(Noticed March 19, 2013 and Postponed from the Regular Board Meeting of April 16, 2013, 12pm)

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

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

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

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

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

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

Whereas, Research demonstrates "that integrating work-based learning into a comprehensive educational program can address students' diverse learning styles thereby enabling them to learn and master skills and competencies through problem-solving; add relevance to academic curriculum by linking classroom learning to real world applications; expose students to career options that can motivate and inform their decision-making; and promote psychological and social development via adult interaction;" (NRC, 2004, Benard, 2004¹);

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

- Preference for compensated work-based learning opportunities, as feasible, over those which are not compensated;
- Preference for the provision of sequenced work-based learning opportunities;
- Group placement, as appropriate;
- Provision which is sensitive to the transportation challenges experienced by many students including, but not limited to:
 - Transportation assistance;
 - Virtual apprenticeships;

- School-based enterprises; and, be it finally

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

55. Mr. Kayser – To Engage the Los Angeles Unified School District Community and Establish Fiscal Priorities (Noticed March 19, 2013 and Postponed from the Regular Board Meeting of April 16, 2013, 12pm)

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

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

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

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

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

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

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

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

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

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

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

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

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

56. Mr. Kayser – To Create Sustainable Funding for Modern Technology in Los Angeles Unified School District Classrooms (Noticed March 19, 2013 and Postponed from the Regular Board Meeting of April 16, 2013, 12pm)

TO BE POSTPONED

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

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

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

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

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

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

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

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

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

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

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

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

57. Mr. Zimmer, Mr. Kayser – Opposition to Proposed Power Distribution Station Near Marquez Charter School (Noticed April 16, 2013, 9am)

Whereas, In February 2012, the Los Angeles Unified School District was notified by the Los Angeles Department of Water and Power (DWP) that they propose to construct a power distribution station within the community of Pacific Palisades;

Whereas, The DWP is considering a site immediately adjoining Marquez Charter School to locate their new power distribution station;

Whereas, There are numerous reports of safety and health concerns including the risk of explosion, fire and potential exposures to electromagnetic fields (EMFs) associated with the operation of power distribution stations;

Whereas, Staff and the parents of students attending Marquez Charter School have expressed overwhelming concern by the prospect of locating a power distribution station next to their school; and

Whereas, At the request of Steve Zimmer, School Board Member, Ronald Nichols, DWP General Manager, and Bill Rosendahl, Los Angeles Council Member, a task force was convened whose membership, comprised of community members, identified several alternative sites for locating the power distribution station; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District recognize the efforts of the community task force and support the position to find a different site;

Resolved further, That the Board opposes any proposal by DWP to construct a new power distribution station adjacent to Marquez Charter School no matter how slight or debatable the safety and health risks may be; and, be it finally

Resolved, That the Board directs staff to employ whatever legal means available to oppose any proposed environmental certification or issuance of a permit to operate associated with the siting of a power distribution station near Marquez Charter School.

58. Ms. García – Student Personal Safety and Child Abuse Prevention Awareness Month
(Noticed April 16, 2013, 12pm)

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

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

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

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

Whereas, While the Governing Board of the Los Angeles Unified School District recognizes that the overwhelming majority of District employees are competent and caring professionals committed to the safety and academic success of all students, no accommodation or protection can be extended to any employee who preys on our children and violates the trust between the student and the adult; now, therefore, be it

Resolved, That employees who do not comply with the Code of Conduct and/or applicable state or federal law will face the possibility of discipline, including but not limited to suspension, demotion or dismissal;

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

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

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

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

59. Ms. García – 2013 School Discipline Policy and School Climate Bill of Rights
(Noticed April 16, 2013, 12pm)

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

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

Whereas, Restorative justice approaches build on and work in conjunction with the positive behavior interventions in the Discipline Foundation Policy because they are an appropriate prevention and intervention approach within the tiered intervention process and because they seek accountability through understanding the impact of school discipline incidents and repairing the harm caused through a shared decision-making process which addresses root causes to prevent future harm and supports the healing of all parties;

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

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

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

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

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

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

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

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

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

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

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

Resolved further, That the Superintendent shall, in keeping with the goals of AB 1729, develop an objective Discipline Matrix with the input of the SWPBIS Task Force, as discussed further below, that shall establish which interventions (a.k.a. “other means of correction”), at a minimum, shall be utilized for all students and in a consistent and age appropriate manner prior to any suspensions, except those limited offenses where suspension is required under California Education Code §48915(c). The superintendent shall take steps to reinforce the legal process for issuing suspensions in the Los Angeles Unified School District.

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

Alternative to School Suspension: Unless suspension is required under category 1 (also known as Ed. Code §48915(c)), no student shall be suspended until a school demonstrates that it has exhausted all alternatives to suspension, as outlined in the Discipline Matrix. All students shall have the right to in and out of school alternatives to suspensions.

Willful Defiance: Beginning Fall 2013, no student shall be suspended or expelled for a “willful defiance” (48900(k) offense.

Restorative Justice: By 2020, as an alternative to traditional school discipline, all schools shall develop and implement restorative justice defined as:

Practices that resolve school disciplinary incidents by having personnel trained in restorative approaches and all parties involved come together, identify the harm that was caused, and determine who was responsible. The group, generally through a circle conferencing process, then develops a shared process for repairing harm and addressing root causes to prevent future harm. Restorative Justice will be used as an intervention consistent with the SWPBIS policy for all school disciplinary incidents unless a recommendation for expulsion is required as under California Education Code Section 48915.

Beginning Fall 2015 and every year thereafter, the District shall provide training to school sites, identified by the Superintendent based on suspension data, in restorative justice as defined above within 60 days of:

- Finding that any school has more than 15% of a particular subgroup or 10% of overall students suspended, or 10% of a particular subgroup or 10% of overall students, arrested or given citations, from the prior school year. Such finding shall be made each October based on data collected from the prior year.
- Such training shall ensure that any student who requests this as an alternative to be utilized in the school shall have the right to have restorative justice utilized to address the harm to the school community and reintegrate the student.

Data: Every student and parent shall have a right to obtain the following aggregate data on discipline in the District on a monthly basis using website publishing by service area centers:

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

School Wide Positive Behavior Intervention and Support:

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

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

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

Appeals to Suspensions and Grievance Process:

- To ensure that students and parents understand and have notice of their existing right pursuant to suspension policy (BUL-5655.0, pg. 13) and state and federal law, to appeal their suspensions, when suspension notifications are issued to parents/guardians, this notification will include clear information on the steps and timeline to initiate a suspension appeal.

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

Resolved further, That the role of the SWPBIS Task Force established under the SWPBIS Policy shall be augmented to provide a stronger oversight role to achieve “full implementation” as follows, the SWPBIS Task Force shall:

- a. Make meeting times accessible to students during non-school hours;
- b. Within 60 days of this resolution, develop the objective criteria by which full implementation of the SWPBIS Policy shall be measured, which shall include measurements for determining whether key elements have been met and to establish

- outcomes and benchmarks for reductions in office discipline referrals, suspensions, involuntary transfers, and expulsions in the District and from individual schools;
- c. Meet monthly at a regularly set time and with the appropriate notice required by the Brown Act and shall have the authority to request access to all necessary documents and materials to be able to assess full implementation of the SWPBIS Policy;
- d. At each meeting, hear from individuals who have concerns about implementation and provide a forum to bring information or complaints to the attention of the SWPBIS Task Force;
- e. Report on its finding related to full implementation at least once per year at a School Board meeting at which the item shall be agendaized;
- f. Have the authority to review and make recommendations regarding the Discipline Matrix developed by the Superintendent and shall recommend to approve such matrix prior to its implementation;
- g. The independent auditor required by the Policy (BUL-3638, pgs 7, 10-11), shall provide an annual report to the Board regarding findings of individual complaints and broader recommendations regarding implementation and monitoring; and, be it finally

Resolved, That the Superintendent shall:

1. Present a report to the Governing Board of Los Angeles Unified School District regarding how and when he will implement all of the above and update the Discipline Policy to include these requirements within 120 days from passage of this resolution;
2. Make available the final resolution to the public, principals and necessary personnel 30 days after;
3. Develop and implement a training plan for school leadership and personnel, parents and students that shall be fully implemented in the 2013-2014 school year.
4. The Superintendent shall give quarterly updates on progress of the implementation of the Student Bill of Rights to the Board and SWPBIS Taskforce.
5. The Superintendent will do a yearly review and adjust for trends and outcomes as well as recommendations by community including but not limited to the SWPBIS Task Force.

Resolutions Requested by the Superintendent

60. 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. Paul Escala, representing the California Charter Schools Association, for a two-year term, commencing the day following the expiration date of his previous term, and determines that Mr. Escala is not an employee, official, vendor, contractor, or consultant of the District.

Board Member Resolutions for Initial Announcement

61. Ms. García – Beyond 180: Increasing Instructional Time to Improve Student Success (For Action June 18, 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”;

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 Superintendant 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 Superintendant to report back on the implementation of this resolution within 120 days.

62. Ms. Galatzan – Defining Criteria That Would Trigger Material Revisions for Charter Schools
(For Action June 18, 2013)

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, educational program, governance, organizational structure, demographic targets, financial plan, enrollment, etc., as part of the legally required 16 elements as stated in law;

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.

Correspondence and Petitions

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

Public Hearings

64. Charter for Resolute Academy Charter School
Consideration of the level of support for a charter petition requesting a 5-year term to serve 480 students in grades 5-8 with a proposed location of the Florence area of South Los Angeles, 90003.
- Charter for Summit Preparatory Charter School
Consideration of the level of support for a charter petition requesting a 5-year term to serve 600 students in grades 4-8 with a proposed location of the Vermont Square area, Historic South Central and Central-Alameda area of South Los Angeles - 90037, 90058, 90011.

(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

65. 12 p.m., Regular Board Meeting Minutes, September 11, 2012

Board Member Resolutions For Action (Continued)

66. Mr. Kayser – Resolution Supporting the Local Control Funding Formula
(Noticed May 14, 2013, 9am)

Whereas, All Local Education Agencies in California have experienced severe budget reductions since the 2008-09 fiscal year, including cuts to revenue limits and categorical programs, which disproportionately impacted school districts like the Los Angeles Unified School District;

Whereas, The drastic cuts disproportionately reduced support and core services for low-income and minority children throughout California, which resulted in large budget reductions for districts with high concentrations of these student populations;

Whereas, California's per pupil funding was identified as 49th in the nation by the 2013 Quality Counts in Education Week;

Whereas, The current finance system does not provide for equitable funding for the neediest students in the state;

Whereas, The California Legislature is considering Governor Jerry Brown's proposed reform of the K-12 school financing system, also known as the "Local Control Funding Formula" (LCFF);

Whereas, The goal of the new system of finance is to modernize and simplify California's overly complex and historically outdated system;

Whereas, Governor Brown has proposed the new funding formula based on the principles of subsidiarity, equity, and transparency;

Whereas, The proposed formula would also include supplemental grants and concentration grants to provide additional funding to districts to address needs of English Learners, students in poverty and students in foster care, all relatively large populations in the District;

Whereas, The funding levels for these supplemental grants are based upon current needs and not benchmarked from historical precedent, and as a result proposed funding for these purposes is increased many times over prior practices;

Whereas, The Governor proposes to keep Targeted Instructional Improvement Grant (TIIG) and Home-to-School Transportation outside of the formula in an effort to recognize the important programs these specific funds support. For example, the District uses this funding to fulfill the requirements of court-ordered desegregation and our esteemed magnet school programs; and

Whereas, The new funding formula would hold Local Education Agencies accountable to their local communities for implementing the Common Core State Standards, improving student achievement, making progress in closing achievement gaps, increasing attendance and high school graduation rates and improving preparation for college and career; and

Whereas, The LCFF does not seek to address the funding distribution for students with special needs, which has historically been underfunded by the state and federal government; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District supports the Governor's proposed Local Control Funding Formula, which supports local decision making and accountability to address the educational needs of all students in the District;

Resolved further, That the Board directs the Superintendent and the Office of Government Relations to work with Governor Jerry Brown and the California Legislature to seek enactment of a LCFF in 2013-14 that provides supplemental funding to the neediest students, directs additional resources to districts with the highest concentrations of need and protects funding to TIIG and Home-to-School Transportation; and, be it finally

Resolved, That the Board 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 that has historically underfunded students with special needs in future years.

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.

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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/05-14-13RegBd>

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