

**\*Revisions: (1) Superintendent’s Reports revised to add Local Control Funding Formula and State Budget Updates, (2) Tab 20, Resolution Investing Priorities for Equitable Learning Environments for All LAUSD Students is To Be Postponed, (3) Tab 26, Add Dr. Vladovic as co-sponsor to the Supporting Educational Equity and Student Achievement through Expanded Access to Libraries Resolution, (4) Add Tab 30, Mr. Zimmer – Representation for Board District 1 (Waiver of Board Rule 72), and (5) Add an Announcement.**

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

**REGULAR MEETING REVISED ORDER OF BUSINESS**

333 South Beaudry Avenue, Board Room

1 p.m., Tuesday, January 14, 2014

**Roll Call**

**Pledge of Allegiance**

**Board President’s Reports**

Committee Chair Reports

Labor Partner Updates

Report from Legal Counsel Regarding District 1 Vacancy

**Superintendent’s Reports**

Local Control Funding Formula and State Budget Updates

API School Recognitions

NCLB Waiver for California Office to Reform Education (CORE) Districts: Update and Recognition of Reward Schools

2013 National Assessment of Educational Progress (NAEP) Assessment Results

**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.

**Old Business for Action**

1. Board of Education Report No. 129 – 13/14 **POSTPONED FROM THE 12-17-13  
REGULAR BOARD MEETING**  
Office of the Deputy Superintendent of Instruction  
(Amendment to the Information Technology Division Strategic Execution Plan to Update the Common Core Technology Project) Recommends an amendment to the Information Technology Division Strategic Execution Plan to update the Common Core Technology Project to add 38 Phase 2 specified schools with an iPad for each student, 7 high schools with a laptop computer for each student, a keyboard for each Phase 1 and Phase 2 student, enough iPad devices to allow all other schools to participate in the state testing program and all ancillary software, support and contingencies at a total authorized amount of approximately \$115 million to be funded from school construction bond funds from Measures R, Y and Q. In addition, there is an estimated General Fund impact of \$11.75 million plus additional amounts that may be determined necessary by bond counsel.

2. Board of Education Report No. 130 – 13/14      **POSTPONED FROM THE 12-17-13  
REGULAR BOARD MEETING**  
Charter Schools Division  
(Revocation Hearing and Final Decision to Revoke for Garr Academy of Mathematics and Entrepreneurial Studies Charter School) Recommends the approval of the Facts in Support of Revocation, and the final decision to revoke Garr Academy of Mathematics and Entrepreneurial Studies Charter School (G.A.M.E.S.).
  
3. Board of Education Report No. 143 – 13/14      **POSTPONED FROM THE 12-17-13  
REGULAR BOARD MEETING**  
Facilities Services Division  
(School Upgrade Program) Recommends approval of the guiding principles for the facilities School Upgrade Program and the allocation of \$7,853 million of construction program reserves, State bond interest earned, and School Construction Bond Measures R, Y and Q proceeds. Additionally, requests approval of the School Upgrade Program Spending Targets replacing the Measure Q 2008 Bond Package Summary and previous actions on allocations.

**New Business for Action**

4. Board of Education Report No. 179 – 13/14  
Facilities Services Division  
(Contract Actions) Recommends approval of actions that have been executed within the delegated authority including the approval of the award of 3 advertised construction contracts for approximately \$338,000, the award of 1 job order contract for \$3 million; 157 change orders for approximately \$2.6 million; completion of 31 contracts; award of 31 informal contracts totaling approximately \$577,000; the award of 7 architectural and engineering contract amendments for \$1.2 million; the award of 10 professional and technical service contracts for approximately \$1.5 million and extra services and amendments totaling approximately \$739,000. Additionally, awards good and general services contracts for playground safety matting for \$10.5 million.
  
5. Board of Education Report No. 180 – 13/14  
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 \$10.4 million for assistance to instructional coaches, training for integrating disabled students onto campuses, gang intervention services, Personalized Learning Community support, school security consulting services, preschool teacher science support, 8,241 procurement transactions and low value contracts. Additionally, recommends approval of professional services contracts goods and general services contracts with agreements and amendments for amounts over \$250,000 not under the delegated authority as detailed in Attachment B, including professional development and support to restart model at Washington Prep High School, an amendment to a contract to provide building trades apprenticeship training, approximately \$128.3 million for capacity contracts for hot water boilers, air conditioners, and 10 vans for the Division of Special Education, and purchase of Apple branded computer equipment.

6. Board of Education Report No. 181 – 13/14  
Human Resources Division  
(Routine Personnel Actions) Recommends approval of 1,484 routine personnel actions such as promotions, transfers, leaves, terminations, etc.
7. Board of Education Report No. 183 – 13/14  
Human Resources Division  
(Nonroutine Personnel Actions) Recommends the dismissals of 2 classified employees and the rescission of dismissal of one classified employee.
8. Board of Education Report No. 188 – 13/14  
Charter Schools Division  
(Conditional Renewal of the Charter for Birmingham Community Charter High School)  
Recommends the conditional approval of the renewal of the charter for Birmingham Community Charter High School for 5 years to serve 3,200 students in grades 9-12 at the school located at 17000 Haynes St. in the Lake Balboa area of the San Fernando Valley. The renewal is contingent upon the execution of a use agreement and a shared use agreement for the campus.
9. Board of Education Report No. 189 – 13/14  
Charter Schools Division  
(Renewal of the Charter for The Accelerated School) Recommends the approval of the renewal of the charter for The Accelerated School for 5 years to serve 737 students in grades K-8 at the school located at 4000 S. Main St. in Los Angeles.
10. Board of Education Report No. 190 – 13/14  
Charter Schools Division  
(Denial of the Charter for W.E.S.T. Academic Leadership Academy) Recommends the denial of the charter school petition for W.E.S.T. Academic Leadership Academy proposed to serve 500 students in grades 9-12 at a facility in Southwest Los Angeles. Further recommends the adoption of the Findings of Fact supporting the denial.
11. Board of Education Report No. 191 – 13/14  
Facilities Services Division  
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve Projects at 107 Schools to Replace Deteriorated Playground Matting Systems and or Structures)  
Recommends approval of an amendment to the Facilities Strategic Execution Plan to define and approve projects to replace deteriorated playground matting systems at 107 schools.
12. Board of Education Report No. 192 – 13/14  
Facilities Services Division  
(Amendment to the Facilities Services Division Strategic Execution Plan to Define and Approve Underground Piping Replace Project) Recommends approval of an amendment to the Facilities Strategic Execution Plan to define and approve underground piping replacement contract at Monte Vista Elementary School with a projected budget of \$455,105.

13. Board of Education Report No. 193 – 13/14  
Facilities Services Division  
(Proposition 39 Charter Facilities Compliance for the 2014-2015 School Year) Recommends adoption of findings and written statements of reasons why certain charter schools that submitted a Proposition 39 facilities request for the 2014-15 school year cannot be accommodated on a single site.
14. Board of Education Report No. 201 – 13/14  
Office of the Superintendent  
(Proposals for District-Sponsored Legislation in 2014) Recommends authorization for District staff to sponsor, support and advocate for specific legislation and regulations in the 2014 State Legislative session.
15. Board of Education Report No. 202 – 13/14  
Office of Intensive Support and Intervention  
(Next Gen Learning Systems Competition Grant Application) Recommends approval of a grant application to the Gates Foundation for a potential \$100,000 per school for 30 schools award to implement Personalized Learning models.
16. Board of Education Report No. 203 – 13/14  
Office of Intensive Support and Intervention  
(Establishing Four New Pilot Schools and Applying for Two CDS Codes) Recommends approval of 4 new pilot schools at specific sites and authorizes the District’s School Information Office to apply for a County-District-School (CDS) code for each new site and 2 additional sites at already established schools.
17. Board of Education Report No. 215 – 13/14  
Office of Intensive Support and Intervention  
(Class Size Reduction Waiver Renewal Request to for QEIA Funds) Recommends approval an application to the State Board of Education to allow 72 Quality Education Investment Act (QEIA) schools to meet funding requirements with specified student to teacher ratios.
18. Board of Education Report No. 218 – 13/14  
Parent Community Services Branch  
(Establishment of the Parent Advisory Committee and English Learner Parent Advisory Committee Pursuant to Local Control Funding Formula Requirements) Recommends approval of the establishment of the Parent Advisory Committee and English Learner Parent Advisory Committee and that 47 representatives to the Parent Advisory Committee be selected using the methodology specified.
19. Board of Education Report No. 219 – 13/14  
Accounting and Disbursements Division  
(Report of Cash Disbursements, 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 approximately \$500 million, reimbursement of the Controller’s Revolving Cash Fund, and the acceptance of 3 donations to the District totaling approximately \$203,000.

**PUBLIC HEARING**

## Board Member Resolutions For Action

20. Mr. Zimmer - Investing Priorities for Equitable Learning Environments for All LAUSD Students (Noticed September 10, 2013 and Postponed from Previous Board Meetings) **TO BE POSTPONED**

Whereas, The passage of Proposition 30 and the Governor's Local Control Funding Formula (LCFF) proposal present the Los Angeles Unified School District an opportunity to stabilize schools, invest in programs that support improved student achievement, restore essential positions and restore some of the sacrifices made by employees so the District could survive the budget crisis;

Whereas, Declining enrollment, Federal sequestration, and an unstable long-term financial picture require the District to make balanced, strategic and informed budget decisions to ensure school community stability in the coming years;

Whereas, Five years of devastating cuts to basic programs and services at school sites have dramatically affected the resources available to students and families and have negatively affected academic experiences;

Whereas, District employees have not been able to receive Cost Of Living Adjustment (COLA) increases throughout the budget crisis; and

Whereas, Governing Board of the Los Angeles Unified School District resolutions have directed the Superintendent and the Board to engage parents, community and our bargaining unit representatives in soliciting input on priorities for the Board to use when implementing the LCFF; now, therefore, be it

Resolved, That the Superintendent, in accordance with District goals, policies and mandates, prioritize stabilizing schools, re-hiring staff to fill needed positions and restoring programs as the first round of LCFF funding is delivered to the District and the Superintendent delivers budget priorities to the Board;

Resolved further, That the Superintendent be guided by the following principles as he develops stabilization, re-hiring and program restoration plans:

- Increasing student achievement and graduation
- Bringing the District in line with national averages for class size, counselor ratios, administrator ratios, and clerical and classified ratios;
- Eliminating the statutory rehire lists and returning severed employees working in temporary status to permanent status;
- Increasing student, staff and community safety in and around our school communities;
- Seeing input on funding priorities from parents, students, staff, and community members and bargaining units;

Resolved further, That the Superintendent also prioritize incremental salary restoration for all employees to meet at least the State statutes for COLA for the 2012-13 fiscal year and work with our bargaining unit partners to develop a strategy for District-wide restoration over time; and, be it finally

Resolved, That the Superintendent work with parents, students, community and bargaining units to develop immediate priority issues to be considered for funding, should Local Control Funding Formula funding be released during the 2013-14 school year.

21. Mr. Zimmer – Aligning the Recruitment, Preparation and Support of the Next Generation of LAUSD Teachers to Assure All Students Succeed Academically and Prepared to Achieve Their Dreams (Noticed December 17, 2013)

Whereas, After facing four years of teaching staff reductions and layoffs, the Los Angeles Unified School District projects hiring a significant number of new teachers in coming years;

Whereas, The Board of Education has a once-in-a-generation opportunity to consider who will teach LAUSD students in every throughout the District;

Whereas, Despite significant improvements and important efforts towards increasing diversity in the teaching workforce, a significant disparity remains between the diversity of the teaching population and the student population in LAUSD;

Whereas, Numerous studies attribute the opportunity and achievement gap to a deficit in “culturally and linguistically appropriate instruction (Banks & Banks, 1995; Delpit, 1995; Haberman, 1995; Howard, 2003; Huerta, 2011; Ladson-Billings, 1995; Nieto, 2000);

Whereas, Harvard University’s Strategic Data Project recently reported that students of National Board Certified Teachers in LAUSD gained roughly the equivalent of two months of additional instruction in Math and one month in English Language Arts, compared with students taught by non-Board certified teachers;

Whereas, The same study found that our Pareducator Career Ladder participants demonstrated a positive impact on student achievement in mathematics and have the highest teacher retention rate in LAUSD and other studies have shown that the positive impact of having a National Board Certified Teacher is even greater for low-income students (Cavalluzzo, 2004; Goldhaber & Anthony, 2007);

Whereas, The first independent empirical study of the teacher residency approach to training conducted by the National Bureau of Economic Research, showed that 80 percent of residency teachers stayed through year three, compared with 63 percent of their colleagues and that 75 percent stayed to year five compared with 51 percent of new, nonresident teachers; and

Whereas, There have been 192 new hires over the last three years from the LAUSD Urban Teacher Residency Programs and there are 1,333 active National Board Certified teachers in LAUSD; now, therefore, be it,

Resolved, That the Board of Education of the City of Los Angeles directs the Superintendent to set a goal to significantly expand the number of LAUSD teachers that hold a Bilingual Crosscultural Language and Academic Development (BCLAD) certificate, Standard English Learner (SEL) certification and training in effective strategies for literacy instruction for English Language Learners, and that the Superintendent will report back to the Board of Education with progress towards the proposed components of the plan, and the investments needed to achieve this goal;

Resolved further, That the Board of Education set a goal that by the 2015-16 School Year 100 percent of LAUSD's new certificated hires demonstrate, in several measureable parts of the selection process, authentic and substantiated cultural fluency and pedagogical strengths, and that our recruitment, outreach and selection process reflect these priorities, and that the Superintendent report to the Board annually on progress towards this goal;

Resolved further, That the Board of Education directs the Superintendent to report back to the Board of Education on programs, incentives and preferences in other school districts that encourage teachers to be either a graduate of the school district or live in the community in which they teach;

Resolved further, That the Board of Education set a goal that by the 2015-16 School Year 100 percent of LAUSD's new certificated hires be graduates of, or participants in, a teacher residency or credentialing program that includes effectively mentored student teaching or completed a supervised internship program with significant in-classroom hours, that our recruitment, outreach and selection process reflect this priority, and that the Superintendent report to the Board annually on progress towards this goal;

Resolved further, That Board of Education set as a goal to expand the number of National Board Certified teachers who are currently teaching in low performing schools and that the Board of Education create a working group with UTLA, AALA and other LA Compact partners to explore the possibility of a new certification process based in Los Angeles;

Resolved further, That the Board of Education directs the Superintendent to work with the Chief Human Resources Officer, the LA Compact, our labor partners and our consortium of colleges of education to expand the Career Ladder Program and that the Superintendent report to the Board by the February 2014 Board of Education meeting about progress towards this goal and necessary investments to pilot an expanded program for the 2014-15 academic year;

Resolved further, That the Board of Education directs the Superintendent, in coordination with the Human Resources Division, UTLA, AALA and the LA Compact, to develop a mandatory training for all new PreK – 12 teachers prior to the beginning of their school year. Such training will include, but not be limited to, culturally responsive teaching practices, classroom management techniques, strategies for teaching English Learners and Standard English Learners, Gifted and Special Education students, and an introduction to LAUSD resources, programs and support for teacher growth, development, and success; and be it finally,

Resolved, That the Board of Education direct the Superintendent, in coordination with the Human Resources Division, local universities, UTLA, AALA, and the LA Compact to convene a one day meeting in 2014 to explore the future of the teaching profession in Los Angeles.

22. Mr. Zimmer – Examining Recruitment and Staffing Challenges within LAUSD Special Education and Early Childhood Divisions (Noticed November 12, 2013 and Postponed from Previous Board Meeting)

Whereas, The Los Angeles Unified School District is committed to providing every student with a quality education in a safe learning environment;

Whereas, Special Education Assistants, Special Education Trainees, Health Care Assistants, Special Needs Assistants, Sign Language Interpreters, and other Special Education classifications accepted reductions in work hours in 2012 to assist the District in balancing its budget and to avoid layoffs;

Whereas, Special Education employees report that this reduction of hours has resulted in negative impacts to student health, safety, and learning; and

Whereas, The Division of Special Education is experiencing numerous challenges related to funding and recruitment of employees; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District recognizes that employees working in the Division of Special Education help provide services that assist in assuring the health and safety of students throughout the District;

Resolved further, That the Board directs the Superintendent to work with parents, staff and others that have been affected by cuts to the Division of Special Education to evaluate the impacts the reduction in staff hours has had on student health, safety, and learning;

Resolved further, That the Board also directs the Superintendent to identify recruitment and training strategies to fill certificated and classified positions in the Divisions of Early Childhood Education and Special Education that have been difficult to staff;

Resolved further, That the Board directs the Superintendent to report back to the Board on the potential advantages and feasibility of re-instituting a career ladder training partnership and other tuition reimbursement programs for classified employees seeking Special Education credentials and/or certification; and, be it finally

Resolved, That the Board directs the Superintendent to report back in 90 days on the impact of Division of Special Education staff hours reductions on student health, safety, and learning and recruitment and training methods for Divisions of Early Childhood Education and Special Education staff.

23. Ms. Galatzan, Ms. García - Local Control Funding Formula Strategy and Implementation (Noticed June 4, 2013 and Postponed from Previous Board Meetings) **POSTPONED**

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

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



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

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

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

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

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

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

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

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

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

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

24. Ms. García, Ms. Galatzan – Recommitting to 21<sup>st</sup> Century Learning for Students  
(Noticed December 17, 2013)

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

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

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

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

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

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

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

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

25. Ms. García, Ms. Galatzan, Dr. Vladovic - Celebration of Black History Month  
(Noticed at the January 7, 2014, Special Board Meeting)

Whereas, Carter G. Woodson, a Harvard-trained historian, like W.E.B. Du Bois before him, believed that truth would not be denied and that reason would prevail over prejudice, and as a result announced Negro History Week in 1925 to raise the awareness of the contributions of African Americans;

Whereas, The first event was celebrated during a week in February 1926, encompassing the birthdays of Abraham Lincoln and Frederick Douglass, two key figures in the history of African Americans;

Whereas, When this week was officially established in 1976, the Library of Congress, National Archives and Records Administration, National Endowment for the Humanities, National Gallery of Art, National Park Service, Smithsonian Institution and United States Holocaust Memorial Museum, joined in to pay official tribute to the generations of African Americans who struggled with adversity to achieve full citizenship in American society;

Whereas, this year marks the 50th anniversary of Freedom Summer - a 1964 voter registration project in Mississippi, part of a larger effort by civil rights groups such as the Congress on Racial Equality and the Student Non-Violent Coordinating Committee (SNCC) to expand black voting in the South;

Whereas, this year also marks the 50th anniversary of The Civil Rights Act of 1964- the nation's benchmark civil rights legislation that prohibits discrimination on the basis of race, color, religion, sex or national origin. Passage of the Act ended the application of "Jim Crow" laws, in which the Court held that racial segregation purported to be "separate but equal" was constitutional;

Whereas, The Governing Board of the Los Angeles Unified School District stated that the academic performance of African American students, which is among the four lowest academic performing groups, gave demands for an urgent action by the Los Angeles Unified School District;

Whereas, The District recognizes the importance of culturally relevant and historically accurate education in improving academic performance and has implemented the Academic English Mastery Program (AEMP) in several of its schools; and

Whereas, Black History Month is an opportunity for all students and stakeholders to enrich their educational experience and to deepen their understanding of the role of African Americans in the development of the United States and the world; now, therefore be it

Resolved, That the Governing Board of the Los Angeles Unified School District recognizes February as Black History Month; and, be it finally

Resolved, That the Superintendent will work with all schools of the District to recognize and celebrate Black History Month through culturally relevant activities and through in-depth discussions of historically relevant topics.

**(Board Member Resolutions For Action Continued on Tab 30)**

**Board Member Resolutions For Initial Announcement**

26. Ms. Ratliff, Dr. Vladovic - Supporting Educational Equity and Student Achievement through Expanded Access to Libraries

Whereas, The Los Angeles Unified School District and Governing Board are committed to creating academic environments for students to flourish and to build a culture of curiosity and a community of life-long learners<sup>i</sup>;

Whereas, The Common Core State Standards emphasize that “To be ready for college, workforce training, and life in a technological society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create a high volume and extensive range of print and nonprint texts in media forms old and new”<sup>1</sup>;

Whereas, In 2012-2013, less than half (48 percent) of District students were proficient or advanced in English Language Arts, 9 percentage points below the state average<sup>ii</sup>;

Whereas, Research studies show that access to print materials improves children’s reading skills and improves attitudes toward reading and learning<sup>iii</sup>;

Whereas, Reading at grade-level by the end of third grade is the most important predictor of school success and high school graduation;

Whereas, A study of California school library programs and student achievement shows that test scores tend to be significantly higher for schools that have full-time certificated librarians<sup>iv</sup>;

Whereas, Librarians and library aides cultivate and curate information resources, teach information literacy skills, collaborate with faculty, and work with students to establish a foundation for life-long learning;

Whereas, Currently, the District has only 98 out of a total of 726 school libraries staffed by a certificated teacher-librarian, and only 296 schools have at least one library aide; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District promotes and supports student achievement through the development of textual and digital literacy skills, and by ensuring equitable access to texts in diverse media;

Resolved further, That the Board recognizes the importance of libraries as resource centers that provide the space and opportunity for students to both learn at an individual and cooperative level within and outside of the assigned curriculum;

Resolved further, That the Board recognizes the importance of librarians and library aides as integral to schools to help students learn to access, explore, utilize and appreciate ideas, information, and literature, both textual and digital;

Resolved further, That the Board directs the Superintendent to establish a Modern Libraries Task Force comprised of a representative from each of the following:

- Integrated Library and Textual Support Services
- Office of Curriculum, Instruction and School Support
- Parent and Community Services Branch
- United Teachers Los Angeles – Library Professionals Committee
- California School Employees Association
- Los Angeles Public Library
- University of California, Los Angeles Graduate School of Education and Information Studies
- At least one literacy-focused not-for-profit entity for the purpose of developing a framework by which the District can guarantee all students access to an adequately stocked and staffed modern school library; and, be it finally

Resolved, That the Superintendent and Task Force will issue a report within 90 days and/or prior to the creation of the 2014-2015 budget outlining recommendations for achieving the aforementioned goals. The report shall focus on:

- Outlining the current state of school libraries in the District, with regards to staffing, book collections, and technical capabilities.
- Defining the role of libraries, librarians, and library aides in support of the Common Core State Standards and the District's Common Core Technology Project.
- Funding sources for staffing libraries and increasing access to high quality resources for students throughout the District.
- Exploring potential collaboration with the Los Angeles Public Library system and charitable organizations.

- Proposing alternative plans for making libraries accessible to students at schools throughout the District.
- Identifying and prioritizing communities with highest need for library services.

<sup>1</sup> "LAUSD Strategic Plan, 2012-2015." *Los Angeles Unified School District*. Web. 18 Dec. 2013.

[http://www.lausd.net/lausd/offices/Office\\_of\\_Communications/LAUSD\\_Strategic\\_Plan\\_2012-2015.pdf](http://www.lausd.net/lausd/offices/Office_of_Communications/LAUSD_Strategic_Plan_2012-2015.pdf)

<sup>2</sup> "English Language Arts Standards." *Common Core State Standards Initiative*. Web. 18 Dec. 2013. <http://www.corestandards.org/ELA-Literacy/introduction/key-design-consideration>

<sup>3</sup> "2013 STAR Test Results for LAUSD." *Standardized Testing and Results*. California Department of Education. Web. 18 Dec. 2013.

<http://star.cde.ca.gov/star2013/ViewReport.aspx?ps=true&lstTestYear=2013&lstTestType=C&lstCounty=19&lstDistrict=64733-000&lstSchool=&lstGroup=1&lstSubGroup=1>

<sup>4</sup> Lindsay, Jim, Ph.D. "Children's Access to Print Material and Education-related outcomes." *Reading is Fundamental*. Aug. 2010. Web. 18 Dec. 2013.

<http://www.rif.org/documents/us/RIFandLearningPointMeta-FullReport.pdf>

<sup>5</sup> Achterman, Douglas L. *Haves, Halves, and Have-Nots: School Libraries and Student Achievement in California*. Denton, Texas. UNT Digital Library. <http://digital.library.unt.edu/ark:/67531/metadc9800/>. Accessed December 18, 2013.

## Correspondence and Petitions

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

## Public Hearings

28. Charter for Equitas Academy #3 Charter School

Consideration of the level of support for a charter petition requesting a 5-year term to serve 500 students in grades TK-4 with a proposed location in the Pico Union – MacArthur Park area of Los Angeles.

## Approval of Minutes

29. 10:00 a.m. Regular Board Meeting, December 17, 2013

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

## Board Member Resolution For Action

30. Mr. Zimmer – Representation for Board District 1 (Waiver of Board Rule 72)

Resolved, That the Board of Education appoint an interim representative to execute the responsibilities of Board District 1 from the period of March 10, 2014 to July 1, 2014;

Resolved further, That the Board establish an Ad-Hoc Board Committee to work with Legal Counsel, and the Board Secretariat, to receive input from the community, establish a process for application, a rubric for evaluation of applications and a process for making an interim representative recommendation to the Board on February 11, 2014; and be it finally

Resolved, That upon approval from the Board, the identified interim representative will be installed at a Special Board meeting to be scheduled for March 11, 2014.

## Announcement

Election of Board Member Representative to California School Boards Association

## Public Comment

## Adjournment

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

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

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

If you or your organization is seeking to influence an agreement, policy, site selection or any other LAUSD decision, registration may be required under the District's Lobbying Disclosure Code. Please visit [www.lausd.net/ethics](http://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/01-14-14RegBd>

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

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