

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

2 p.m., Tuesday, November 13, 2007

Roll Call

Pledge of Allegiance

Presentations

Association of Student Body Presidents

Superintendent's Report on Transformation Metrics

New Business for Action

1. Board of Education Report No. 136 – 07/08
Facilities Services Division
(Authorization to Accept Title to Property and Enter into Agreements for the State Charter School Facilities Program) Recommends authorizing District staff to accept titles to properties purchased by charter schools under provisions of the State Charter Schools Facilities Programs in trust for the State of California and authorize District staff to negotiate and enter into Memoranda of Understanding, Use Agreements and other instruments necessary for the District to fulfill its obligations under the Charter Schools Facilities Programs.
2. Board of Education Report No. 140 – 07/08 **WITHDRAWN PRIOR TO MEETING**
3. Board of Education Report No. 127 – 07/08
Pupil Services
(Student Expulsion Issues) Recommends approval of expulsion and appropriate placement of 3 students, including the suspension of enforcement for 1 of the students.
4. Board of Education Report No. 128 – 07/08
Pupil Services
(Student Reinstatement) Recommends approval of the reinstatement of 1 previously expelled student.
5. Board of Education Report No. 133 – 07/08
Human Resources
(Approval of Nonroutine Personnel Actions) Recommends the dismissal of 3 classified employees.

6. Board of Education Report No. 134 – 07/08
Human Resources
(Approval of Routine Personnel Actions) Recommends approval of 5,390 routine personnel actions such as promotions, transfers, leaves, etc.
7. Board of Education Report No. 135 – 07/08
Human Resources
(Provisional Internship Permit) Recommends approval of request for 55 teachers in the subjects indicated to be employed under the Provisional Internship Permit program.
8. Board of Education Report No. 130 – 07/08 **WITHDRAWN PRIOR TO MEETING**
9. Board of Education Report No. 131 - 07/08
Specially Funded Programs Division
(Approval of Delegation of Authority for the Specially Funded Programs Division to Approve Schools' Single Plan for Student Achievement (SPSA)) Recommends approval of delegation authorizing District staff to approve each school's Single Plan for Student Achievement required by Ed. Code 640001 et. seq. This delegation will become effective immediately and remain in effect after the December 31, 2007, sunset provision for all currently existing delegations.
10. Board of Education Report No. 137 – 07/08
Division of Student Health and Human Services
(Approval of Delegation of Authority and Resetting of Authority for Division of Student Health and Human Services) Recommends approval of delegation authorizing Student Health and Human Services staff to negotiate and execute no cost memoranda of understanding between the District and program providers for health related services. This delegation will become effective immediately and remain in effect after the December 31, 2007, sunset provision for all currently existing delegations.
11. Board of Education Report No. 139 – 07/08
Office of General Counsel
(Approval and Resetting of Delegations of Authority for the Office of the General Counsel) Recommends approval of 3 delegations authorizing the Superintendent and the General Counsel to enter into settlement agreements for amounts under \$250,000 and to file lawsuits when immediate action is required. These delegations will become effective immediately and remain in effect after the December 31, 2007, sunset provision for all currently existing delegations.
12. Board of Education Report No. 141 – 07/08
Board Secretariat
(Approval and Resetting of Board Secretariat Delegation of Authority) Recommends approval of 2 delegations authorizing the Executive Officer of the Board to make technical changes and corrections to Board Reports and Board Rules. These delegations will become effective immediately and remain in effect after the December 31, 2007, sunset provision for all currently existing delegations.

13. Board of Education Report No. 129 – 07/08
Business Services Division
(Professional Services Agreements) Recommends approval of agreements technology staff augmentation and consultancy services for the Nutrition Network, and mentoring services for students at Tom Bradley Environmental Science Magnet School.
14. Board of Education Report No. 132 – 07/08
Accounting and Disbursements Division
(Report of Warrants Issued, Request to Reissue Stale Dated Warrant, and Donations of Money)
Recommends approval of warrants for things such as salary payments for a total value of approximately \$607 million and the acceptance of donations to 3 schools for approximately \$162,000.
15. Board of Education Report No. 138 – 07/08
Office of Risk Management and Insurance Services
(Liability Insurance Claims) Ratifies employee reimbursement for losses of approximately \$23,000, payment of claims and legal fees for \$892,000, the payment of worker’s compensation claims for \$6.5 million, rejection of claims, and collection of reimbursement from third parties for \$35,000.

Board Members Resolutions For Action

16. Ms. Canter, Ms. García – Resolution to Streamline the Charter Review Process (Noticed October 23, 2007

Whereas, The Governing Board of Los Angeles Unified School District is empowered and obligated under the California Charter Schools Act of 1992 to, among other things, authorize, renew, and revoke charters;

Whereas, Under the California Charter Schools Act of 1992 the District must oversee operations of charter schools authorized by the District and conduct other business relative to charter schools;

Whereas, Education Code Section 47605 mandates public hearings for certain charter school matters;

Whereas, The Board and the District as a whole seek to effectively and efficiently fulfill public hearing obligations and exercise authority to best serve students and families of the District’s community;

Whereas, Given the volume, breadth and magnitude of issues that come before the Board, there is a need to streamline the charter review process;

Whereas, The Board has created the Charters and Innovation Division Committee (“Committee”); now, therefore, be it

Resolved, That in order to better serve the public and to streamline the charter review process, the Board of Education of the City of Los Angeles establishes the following changes in policy:

1. The Committee will function as an arm of the Board to conduct legally required public hearings concerning charter schools and provide advice and guidance to the Board on other matters relating to charter school policy;
- ~~2. The Board hereby delegates authority to conduct legally required public hearings regarding charter matters, except as provided in paragraph three, to Members of the Board assigned to the Committee within the guidelines of applicable law, regulations, policies, and this resolution;~~
2. All recommendations by the Charter School Office for non-renewal and denial will proceed to the full Board for hearing;
- ~~3. The Board preserves the right to approve, deny, or revoke any charter petition or renewal and hereby delegates authority to approve charter petitions and renewals to the Members of the Board assigned to the Committee within the guidelines of applicable law, regulations, policies, and this resolution;~~
3. The Board hereby delegate authority to conduct legally required public hearings regarding charter matters, except as provided in paragraph two, to Members of the Board assigned to the Committee within the guidelines of applicable law, regulations, policies, and this resolution;
4. The Committee will conduct public hearings and make ~~determinations~~ recommendations to the Board based on a majority vote of the present Members of the Board assigned to the Committee ~~recommendations to the Board~~ consistent with the California Charter Schools Act of 1992 and all other applicable laws, regulations, and policies;
- ~~5. The Committee shall prepare written evidence of such approvals and provide a letter to the petitioner and other agencies as designated by law confirming that:~~
 - ~~a. A public hearing consistent with the law was held and the date thereof;~~
 - ~~b. The action taken or recommended;~~
 - ~~c. The authority delegated to the Committee; and~~
 - ~~d. Any other information mandated by law.~~
5. All Committee actions, determinations, decisions and recommendations shall be considered for ratification in a single action by the full Board within 30 days. Pursuant to Board Rule 79, any Board Member may request a separate vote on any charter included in the action before the Board. The Board reserves the right to approve, deny, or revoke any charter petition or renewal or refer the matters back to the Committee for reconsideration in a manner consistent with the California Charter Schools Act of 1992; and be it finally

~~6. All Committee actions, determinations, decisions and recommendations shall, absent exigent circumstances, be ratified in a single action by the full Board at the next regular meeting of the Board for which the applicable notice period has not passed. Members of the Board reserve their right to record individual votes on any charter action; and be it finally~~

Resolved, That the adopted changes in policy be incorporated into the Charter Schools Policy dated June 11, 2002, identified in Board Rule 1008.

17. Ms. LaMotte, Ms. Korenstein, Ms. Canter – National Diabetes Awareness Month, November 2007 (Noticed October 23, 2007)

Whereas, 21 million children and adults in the United States are living with diabetes and another 54 million people are at risk;

Whereas, Type 1 (Juvenile) diabetes, which usually strikes in childhood, adolescence, or young adulthood but lasts a lifetime, is a chronic, debilitating, auto-immune disease in which a person's pancreas stops producing insulin, a hormone that enables people to get energy from food;

Whereas, Nearly one child out of 400 develops Type 2 diabetes, and that risk is higher than virtually all other severe chronic diseases of childhood;

Whereas, Founded in 1970 by parents of children with diabetes, the Juvenile Diabetes Research Foundation International (JDRF) was established to find a cure for the disease and its complications through the support of research; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District proclaims and supports the month of November 2007 as National Diabetes Awareness Month throughout this District; and be it

Resolved further, That the District encourages all students, staffs, parents, and entire school communities to support the efforts of the American Diabetes Association and the Juvenile Diabetes Research Foundation as they move research from the laboratory to the patient's bedside, translating scientific advances into longer, healthier lives for those with diabetes while moving closer to the goal of finding a cure for diabetes and its complications.

18. Ms. LaMotte, Ms. García, Ms. Flores Aguilar – Resolution to Support Equal Protection and Civil Rights for All Students in All Los Angeles Unified School District Schools (Noticed October 23, 2007)

Whereas, Recent events such as those in Jena, Louisiana, and Palmdale, California, have brought to light the disturbing reality that racism and social injustice continue to exist in the educational community and the criminal justice system, as well as the community at large;

Whereas, The lack of appropriate school interventions, the imposition of racially discriminatory disciplinary action, and the failure to effectively address racially motivated hate incidents directed against African-American and other students underscore the need for aggressive and continued advocacy for civil rights and equal justice in the schools;

Whereas, For more than 3 decades, African American youth attending District schools have been disproportionately represented in the District's suspended and expelled student population. (In 2007, close to 80,000 African American students were enrolled in the District. Approximately 21% (16,464) of those students were suspended from school making them the highest ethnic group suspended compared to other ethnic groups in the District);

Whereas, African American youth are disproportionately overrepresented in referrals and assessments for Special Education eligibility (African Americans students comprise 11.2% of the District's total student population, yet currently represent 16.4% of the total number of District's special education population);

Whereas, African American students continue to remain in the lowest levels of academic achievement;

Whereas, The Equal Protection Clause of the United States Constitution, the Civil Rights Act of 1964, and State doctrines, such as the California Constitution, demand and guarantee equality of treatment, social justice, protection of civil rights, and freedom from racial discrimination; now, therefore, be it

Resolved, That the Board of Education of the City of Los Angeles publicly recognizes its responsibility as the governing board of one of this nation's leading educational institutions to serve as a committed advocate for equality of every student and to be a champion of social justice and civil rights;

Resolved further, That the Board challenges school districts throughout this nation to take the position that racial injustice and educational inequality in any school is unacceptable;

Resolved further, That the District shall work together with parent groups, community organizations, and institutions of higher education to explore methods of addressing and remedying the disparate treatment of youth in our schools and community;

Resolved further, That the Superintendent of Schools be directed to ensure that the District's Vision, Mission, Goals, and Objectives are aligned with principles consistent with those relating to equality in treatment, protection of civil rights, and social justice; and be it finally

Resolved, That the Superintendent, administrative officials, and every employee of the District take immediate action to identify and remedy any and all District practices that may result, or have resulted, in the disparate treatment of students. Such action may include, but is not limited to:

1. The review and analysis of current student discipline and Special Education policies and practices that may result or may have resulted in the inequitable treatment of African American and other students;
2. The review and evaluation of current school police policies, practices and training relating to the equitable treatment of students;

3. The evaluation of the professional development training of District employees relating to the District's Educational Equity, Human Relations, School Operations, Special Education, College and Career Counseling and Pupil Services programs regarding the equitable treatment of students;
4. The incorporation of classroom instruction providing comprehensive and age-appropriate lessons for elementary and secondary students to learn about civil rights, social justice and appreciation of racial and cultural differences;
5. Mandate that, as an accountability for school site principals, every school shall include within their school safety plan measures to address discriminatory actions that maybe taken against students and staff for any reason (e.g., race, gender, sexual orientation, religion or disability) and that school site officials must develop a system for identifying and remedying suspected or known acts of discrimination in any form;
6. Collaboration with local colleges and universities to ensure the instruction of civil rights, racial equality, social justice and human relations in programs offering teaching and administrative credentials;
7. Mandate that, as part of the District's Transformational Team, school site officials participate in professional development (such as that provided in the Student Support Strategies Institute) that focuses on providing tools to examine the underlying causes that contribute to problematic student behavior and to help re-connect students to the learning process;
8. Develop a plan that identifies several methods of remediation for the overrepresentation of African American students in special education, student expulsions, suspensions, and/or Community Day Schools;
9. Provide sufficient resources and support to accelerate the full implementation of the District's "Closing the Achievement Gap" initiatives which include the Action Plan for a Culturally Relevant Education to Benefit African American Students and All Other Students; and
10. Provide to the Governing Board within 90 days from the date the Board takes action on this resolution, a status report identifying the actions taken to implement the mandates set forth in this resolution.

19. Ms. García – Declare November 19 as World Day for Prevention of Child Abuse

Whereas, World Day for Prevention of Child Abuse was first organized by the Women's World Summit Foundation in 2000 and was declared to be commemorated on every November 19;

Whereas, World Day for Prevention of Child Abuse strives to encourage governments and community organizations to play more active roles in protecting children to break the cycle of abuse;

Whereas, To focus attention on this difficult problem, over 783 organizations from 128 countries have joined World Day for Prevention of Child Abuse;

Whereas, Organizations participating in the day agree to host activities that increase awareness and education about child abuse and violence toward children; promote respect for the Rights of the Child; and make preventing child abuse a top priority;

Whereas, The International Child Abuse Networks (Yes I Can) reports that in 1999 an estimated 3,244,000 children were reported to Child Protective Services (CPS) agencies worldwide as alleged victims of child maltreatment;

Whereas, The U.S. Department of Health and Human Services reported that in 2002, 1,400 children died from abuse or neglect, and nearly 900,000 children were abused;

Whereas, The Children's Bureau reports that professionals, including teachers, law enforcement officers and social service workers, made 56% of the screened-in reports nationwide;

Whereas, The abuse and neglect of children results in countless health, societal and community problems, including poor academic performance, soaring school drop out rates, violent crime statistics, and substance abuse;

Whereas, Schools, parent education program, community centers, respite care services and other preventive programs help to protect children by addressing circumstances that place families at risk for child abuse and neglect; and

Whereas, The mission of educating children includes a responsibility to promote the health and welfare of children; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District declares November 19 as World Day for Prevention of Child Abuse and directs the Superintendent and all District staff to host activities that promote awareness of child abuse prevention, both on November 19 and throughout the year.

20. Ms. LaMotte – Keeping Kids Safe (Waiver of Board Rule 72)

Whereas, The Metropolitan Transportation Authority's (MTA) Expo Light Rail Line is proposed to operate primarily at-grade;

Whereas, According to the Summary of Metro Blue Line Train/Vehicle and Train Pedestrian Accident Report (7/90-6/07), in 17 years of operating primarily at-grade, the Metro Blue Line has become the nation's deadliest and most accident-prone light rail line in the country, and statistics indicate 88 deaths and 795 accidents have occurred in urban areas with lower vehicular and pedestrian traffic volume and residential density than the Expo Rail Line corridor;

Whereas, The proposed Expo Line's median-running and side-street running designs from the intersection of 11th and Flower Streets to Arlington Avenue and Exposition Boulevard is the exact replica of the most accident prone portion of the MTA's Blue Line;

Whereas, The Los Angeles Unified School District Distance Criteria for School Siting precludes schools from being built within 128 feet of an active rail line; unless the risk is found to be less than significant;

Whereas, The property line of Susan Miller Dorsey High School, with a student population of over 1,600, is within 20 feet of the proposed at-grade Expo Rail Line crossings;

Whereas, The property line of Foshay Learning Center, with a student population of over 3,400, is within 50 feet of the proposed at-grade Expo Rail Line crossings;

Whereas, The Expo Line is proposed to operate within walking distance of Foshay Learning Center, Theodore T. Alexander Science Center Elementary School, Weemes Elementary, Baldwin Hills Elementary School, and Dorsey High School;

Whereas, On a daily basis thousands of students walk in close proximity and cross the Expo Line tracks, which encompasses several safe passage school routes;

Whereas, To ensure a quality learning environment, interior and exterior noise levels must maintain acoustical standards not exceeding American National Standards Institute guidelines (ANSI S.12.60-2002) and criteria established by the Collaborative for High Performing Schools (CHPS);

Whereas, The Expo Rail Line trains will blow its horns on approach and through each at-grade crossing near District schools as frequently as 30 times per hour;

Whereas, Horn blowing would not be required if the Expo Line is constructed above or below grade, and noise impacts would be significantly reduced;

Whereas, The increased traffic and vehicles idling near the school sites will have an adverse effect on the health of school occupants;

Whereas, MTA is making the investment to eliminate all at-grade crossings on the Expo Rail Line in the City of Culver City; and

Whereas, MTA is making the investment to construct an underpass at Figueroa Street and Exposition Boulevard adjacent to the University of Southern California; now, therefore, be it

Resolved, That the Los Angeles Unified School District is opposed to any active rail line that presents a potentially significant risk to school occupants, either while on campus, or walking to school;

Resolved further, That the District is opposed to the operation of any at-grade design of the Expo Light Rail Line along streets in close proximity to school sites;

Resolved further, That the District supports the position of the community, which opposes the at-grade design of the Expo Light Rail Line, currently proposed by MTA; and be it finally

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to exhaust all legal options in working with MTA to eliminate all at-grade crossings that present a significant risk to pedestrian safety.

Motion Requested by the Superintendent

21. Resolved, That Board of Education of the City of Los Angeles ratifies the reappointment of Charles Bergson and Elizabeth Bar-El as Parent Members to the Bond Oversight Committee commencing November 11, 2007.

Board Member Resolutions for Initial Announcement

22. Ms. García, Ms. Canter, Ms. Korenstein – Support of Green Jobs Act of 2007

Whereas, Changes in climate, demographics, and global markets are creating concurrent pressures on our communities' health, employability, and on physical environment's sustainability;

Whereas, Solutions to these escalating pressures require a comprehensive, integrated, and farsighted approach;

Whereas, The Green Jobs Act of 2007 (Solis), also known as United States House Resolution 2847, seeks to amend the Workforce Investment Act of 1998 to "establish an energy efficiency and renewable energy worker training program," linking these two key concerns with a considered appreciation for current environmental, industrial and workforce development trends;

Whereas, This Act will support nationwide transitions in the energy-efficient building, construction, and retrofits industries; the renewable electric power industry; the energy efficient and advanced drive train vehicle industry; the bio-fuels industry; the deconstruction and materials use industries; the energy efficiency assessment industry serving the residential, commercial, or industrial sectors; and manufacturers that produce sustainable products using environmentally sustainable processes and materials;

Whereas, As a key component of these transitions, this effort seeks to simultaneously provide for the concurrent training and workforce development needs of workers affected by national energy and environmental policy; individuals in need of updated training related to the energy efficiency and renewable energy industries; veterans, or past and present members of reserve components of the Armed Forces; unemployed workers; at-risk youth; individuals seeking employment pathways out of poverty and into economic self-sufficiency; and formerly incarcerated, adjudicated, non-violent offenders;

Whereas, The Los Angeles Unified School District's Division of Adult & Career Education (DACE), which is on the forefront of providing innovative and forward-looking programs in workforce development, serves some 400,000 plus pupils, many of whom belong to one of the aforementioned populations in need, as well as an area heavily impacted by climate change; and

Whereas, This bill will enable the District's DACE to further refine and expand its course offerings, benefiting the educational, economic, and environmental viability of our society at large; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District supports the passage of HR 2847 (Solis) which the District advances as a common-sense approach to addressing the escalating environmental, industrial and economic exigencies of the 21st century.

23. Ms. García, Ms. Flores Aguilar, Ms. Korenstein – Support of the Mental Health in Schools Act of 2007

Whereas, United States House Resolution 3430, also known as the Mental Health in Schools Act of 2007 (Napolitano), seeks to amend the Public Health Service Act in order “to revise and extend projects relating to children and violence to provide access to school-based comprehensive mental health programs;”

Whereas, While approximately 1 in 5 children have a diagnosable mental disorder and approximately 1 in 10 children have a serious emotional or behavioral disorder that is severe enough to cause substantial impairment in functioning at home, at school, or in the community;

Whereas, It is currently estimated that about 75 percent of children with emotional and behavioral disorders do not receive specialty mental health services;

Whereas, Although it is well recognized that mental health directly affects children's learning and development, current research indicates that one-third of school districts in the United States reported decreased funding for school mental health services, despite the fact that two-thirds of school districts reported increased need for such services;

Whereas, Health and well-being, including physical and emotional safety, are necessary for a student to fully access learning; and there is often a relationship between incidents of physical and emotional violence and the mental health status, both before and after such incidents, of both perpetrators and victims;

Whereas, The proposal under consideration would (1) revise, increase funding for, and expand the scope of the Safe Schools-Healthy Students program in order to provide access to more comprehensive school-based mental health services and supports; (2) provide for comprehensive staff development for school and community service personnel working in the school; and (3) provide for comprehensive training for children with mental health disorders, for parents, siblings, and other family members of such children, and for concerned members of the community;

Whereas, This bill seeks to provide financial support to enable local communities to implement a comprehensive culturally and linguistically appropriate school mental health program that incorporates positive behavioral interventions and supports to foster the health and development of children, as well as to better understand the linkages between mental health and incidents of violence; and

Whereas, Despite acknowledging mental health parity as a priority for healthcare provision nationwide, there remains a gap in the funding needed to meet the government's obligation to protect its most vulnerable constituents through mental health diagnosis and treatment, and such deficit in the mental health safety net for children and students often compromises students' academic and social outcomes; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District supports the passage of House Resolution 3430 (Napolitano), which seeks to ensure that mental health needs are addressed in order to support the general health, well-being and academic success of our students.

24. Ms. García – Support of the Communities of Color Teen Pregnancy Prevention Act of 2007

Whereas, The Communities of Color Teen Pregnancy Prevention Act of 2007 (Solis), also known as United States House Resolution 468, seeks to “make grants to carry out activities to prevent teen pregnancy in racial or ethnic minority or immigrant communities,” communities historically and presently disproportionately affected by this phenomena;

Whereas, The service area of the Los Angeles Unified School District is home to a high concentration of teens of color who are at-risk of early or unwanted pregnancies and of teen parents who are struggling to meet the demands of being a primary caretaker while concurrently trying to satisfy challenging matriculation and graduation requirements;

Whereas, In recognition of the fact that educating youth about the consequences of teen pregnancy must be an inclusive and holistic effort, engaging families, local educational agencies, and community based organizations to forge a unified social support system;

Whereas, This Act integrates multiple points of contact and multiple modes of communication, including intra-familial dialogue, governmental and non-governmental educational programs, and traditional media outreach in order to convey and reinforce its key messages;

Whereas, In order to meet this end, the authors have required that all services be designed to support culturally and linguistically appropriate intra-familial communication regarding the responsibilities and consequences of teen pregnancy, addressing how early pregnancy and parenthood can interfere with educational and other goals as well as providing medically accurate information about contraception for teens who are already sexually active;

Whereas, In order to implement this proposal, a cooperative model between public and private entities, including of at least one local educational agency within the service area, will be charged with (a) Carrying out activities, including counseling, to prevent teen pregnancy, (b) Providing necessary social and cultural support services regarding teen pregnancy, (c) Providing health and educational services related to the prevention of teen pregnancy, (d) Promoting better health and educational outcomes among pregnant teens, and (e) Providing training for individuals who plan to work in school-based support programs regarding the prevention of teen pregnancy; and

Whereas, In order to qualify for said grants, applicants must agree to utilize research based interventions and methodologies that have been proven effective in preventing teen pregnancy, and to participate in appropriate program evaluation in turn; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District declares its support for H. R. 468 (Solis) and encourages Congress to pass and fully fund this important measure.

25. Ms. García – Support of the Pride Act

Whereas, The mission of the Los Angeles Unified School District is to provide every student with a high-quality education through a coherent and rigorous curriculum, so that every student graduates college-prepared and career ready;

Whereas, The District provides services to approximately 290,000 English Learners in some 840 schools and education centers;

Whereas, Data indicate that the lack of coherence and accountability in the current programs—including English immersion, basic bilingual, and dual language programs—undermines the achievement levels of English Learners and immigrant students;

Whereas, The percentage of English Learners in the elementary grades who score Proficient or Above in the CST-English Language Arts is 13%;

Whereas, The percentage of English Learners in the elementary grades who score Proficient or Above in the CST-Mathematics is 32%;

Whereas, The District recently reaffirmed its commitment to the academic success of these students through adoption of the English Learners: Hope on the Horizon Resolution;

Whereas, The Resolution directed the Superintendent to develop a comprehensive English Language Development support system that meets the needs of English Language Learners in elementary, middle, and high schools;

Whereas, This support system will include dual-language programs, in which students are taught literacy and content in two languages and use the partner language for at least half of the instructional day and foster bilingualism, biliteracy, enhanced awareness of linguistic and cultural diversity, and high levels of academic achievement through instruction in two languages;

Whereas, Studies indicate that children enrolled in dual-language programs experience substantial gains in language, literacy, and mathematics;

Whereas, Congresswoman Hilda L. Solis has introduced the Providing Resources to Improve Dual Language Education (PRIDE) Act, or H.S. 3842;

Whereas, The purpose of the Act is to “demonstrate effective strategies in ensuring the academic success of low-income minority students through the implementation and evaluation of a high-quality dual language program that serves cohorts of economically disadvantaged minority and English Language students from preschool through fifth grade;

Whereas, The Act would make grant funding available through a competitive process to school districts ready to implement high-quality programs that support these goals;

Whereas, Programs chosen for the demonstration project will be required to utilize student-centered instructional methods; recruit, train, and continuously develop staff; and establish positive, active, and ongoing relationships with students’ families and the community; and

Whereas, The Act would also establish an infrastructure that supports a rigorous assessment system, including dedicated staff time and professional development in assessment, a data collection plan, and the collection of multiple measures of academic progress; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District declares its support for House Resolution 3842 (Solis) and encourages the Congress to pass and fully fund this important measure.

26. Ms. García, Dr. Vladovic – Resolution to Reverse Renorming and Restore School Site QEIA Funds

Whereas, On September 4, 2007 the Governing Board of the Los Angeles Unified School District adopted the Superintendent’s Final Budget for Fiscal Year 2007-08;

Whereas, The Final Budget included several reductions to General Fund Programs, including a policy to reinstitute “Mid-Year Renorming” for middle and high schools for the 2007-08 school year to yield an estimated savings of approximately \$18 million;

Whereas, The practice of Renorming requires schools to reevaluate school enrollment mid-year and, if enrollment has declined between the fall and spring semesters, to release teachers proportionately as specified in District norm tables;

Whereas, Mid-Year Renorming, while a well-intentioned cost-savings strategy, may lead to the loss of teachers (maximum six teachers per school in the Spring Semester, two per track), potentially creating unintended disruptions to classrooms and Small Learning Communities (SLCs);

Whereas, In order to mitigate the impacts of Renorming at the school site, the District has proposed that schools may reallocate their Quality Education Investment Act (QEIA) funds to retain fall-semester teachers that would otherwise be released as a consequence of the new policy;

Whereas, QEIA, or SB 1133, was passed by the State Legislature in 2006 to accelerate student achievement at high-need schools by enabling them to hire additional teachers, decrease class size, improve the student-to-counselor ratio, and provide more assistance and training for existing teachers and principals;

Whereas, The intention of QEIA funds was therefore to supplement existing services at the school site, rather than to supplant existing General Funds, as described above;

Whereas, The Act also stipulates that the SB1133-funded programs must be identified under the school site's Single Plan for Pupil Achievement established under Section 64001, and that the School Site Council should play an active role in developing and approving the Single Plan for Pupil Achievement;

Whereas, In practice, many School Site Councils lack the capacity to make active and informed decisions regarding the best use for QEIA funds at their respective school sites; and

Whereas, This year the District has retained at least 10% of QEIA funds for central administration, significantly reducing the sum directly available to school site administrators to implement class size reduction and other activities designed by SB1133 to increase student achievement; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District instructs the Superintendent not to implement Mid-Year Renorming for Fiscal Year 2007-08;

Resolved further, That the Board instructs the Superintendent not to include Mid-Year Renorming in his Proposed Budget for Fiscal Year 2008-09;

Resolved further, That the Board instructs the Superintendent within 45 days to develop and recommend to the Board his operational plan for how the District will train School Site Councils to take a leadership role in implementing QEIA at each school site in this school year; and be it finally

Resolved, That in the 2008-09 Fiscal Year and all subsequent years the District will allocate no more than 3% of QEIA funds for central administrative functions, with 97% of QEIA funds to be allocated directly to the respective school sites.

27. Ms. Flores Aguilar, Ms. García, Dr. Vladovic – Translation: Putting Kids First Through Parent Engagement

Whereas, Authentic parent engagement is central to improving student success and educational outcomes;

Whereas, One of the Superintendent's Five Guiding Principles is to "Improve our engagement of parents and community in the work of teaching and caring for our children";

Whereas, Engaging parents in the educational process requires the ability to communicate effectively between school and home, regardless of language, both orally and in written form;

Whereas, The Los Angeles Unified School District has the largest number of English Learner (EL) students in the country, with only five school districts across the nation having a total student population in excess of the District's English Learner population alone;

Whereas, In 2006-07, the District had almost twice as many EL students as the New York City Department (NYC) of Education (265,000 compared to 140,000), the largest District in the country;

Whereas, 68% of District students (480,000) have a home language that is non-English and therefore, parents may need translation and interpretation services to communicate effectively with their children's teachers and school administrators;

Whereas, NYC Department of Education currently budgets close to \$5 million for translation services compared to the District's \$3.1 million, even though they serve 125,000 fewer EL students and their families;

Whereas, The District has just twelve full time Spanish translators/interpreters to cover the needs of more than 430,000 students whose home language is Spanish, and nine additional staff to cover requests in five other core languages (Korean, Chinese, Vietnamese, Armenian, and Russian);

Whereas, Requests for translation services and interpretation services grew by 47% and 11%, respectively, in the District from 2005-06 to 2006-07;

Whereas, More than 3,000 requests for interpretation services went unfilled in 2006-07 due to a lack of sufficient resources (a 15% increase from the previous year), and another 5,600 went unfilled in the previous two years, meaning that a large number of non-English speaking parents continue to be excluded from vital conversations affecting their child's education (parent-teacher conferences, IEP meetings, expulsion hearings, truancy meetings, etc.);

Whereas, The District's translation equipment has not been replaced in ten years, requiring Translations Unit staff to repair the equipment in-house, and it is getting difficult to find replacement parts for repairs, therefore the equipment will need to be replaced in the near future;

Whereas, The Translations Unit's already insufficient budget was cut by 20% (\$770,449) for 2007-08, resulting in the elimination of two vacant full-time positions; all part-time staff (23 persons who provided interpretation/translation services); overtime; all resources for ongoing supply needs; and nearly all of the resources used for contract translation/interpretation services in sign language and more than 40 other languages spoken in the homes of the District's students;

Whereas, Approximately 120 requests for interpretation services are now going unfilled per week as a result of the cuts to the Translations Unit's budget;

Whereas, The District has not made the funding of translation services a priority nor provided adequate resources to meet not only the existing, but also the increasing translation and interpretations needs of the District's non-English speaking children and families; now, therefore, be it

Resolved, That, at the closing of the District's books, funds available be prioritized to return \$770,449 to the Translation Unit's budget for 2007-08, allowing for the restoration of 23 part time staff positions, contract interpreters for sign language and other languages as needed, overtime, and supplies;

Resolved further, That at the closing of the District's books, resources allowing, the Translation Unit's budget be increased by an additional \$2 million dollars, which would enable the purchasing and replacement of all translation equipment, as well as the hiring of additional personnel to staff the District's unmet demand for translation and interpretation services; and be it finally

Resolved, That the Translations Unit continue to collect data on translation and interpretation services requested, services provided, and requests unable to be filled; and that they use those data to present a report to the Board at the close of the 2007-08 fiscal year highlighting progress and results in meeting the translation and interpretation needs of the District's students and families.

28. Dr. Vladovic – Building Success through Service

Whereas, The President of the United States of America has created USA Freedom Corps, to promote and expand volunteer service in America and to build a culture of service, citizenship and responsibility;

Whereas, The Safe and Drug-Free Schools and Communities Act, Title IV, Part A of the No Child Left Behind, authorizes formula grants to States to carry out programs under which students expelled or suspended from school are required to perform community service;

Whereas, The Los Angeles Unified School District supports developing awareness of effective community service programs that can serve expelled youth;

Whereas, Community service will help students improve their behavior and develop values of social responsibility and social consciousness;

Whereas, Levels of student alienation may be reduced through student involvement in community service activities, which can lead to an increase in self-esteem and a decrease in negative behaviors;

Whereas, Community service can positively impact students' intellectual development by expanding their basic academic skills, their critical thinking capacity and their problem solving ability;

Whereas, Section 48900 et. seq. of the California Education Code encourages the use of community service in student rehabilitation plans for expelled pupils;

Whereas, Community service provides youth with opportunities to contribute to the community;

Whereas, There is a wide range and great number of options for community service which can reflect a student's individual interests;

Whereas, The Governing Board of the Los Angeles Unified School District supports community service because it can enrich and expand a student's perspective, help students to improve their behavior and fosters development of positive personal characteristics such as social skills, compassion, and cooperation;

Whereas, Community service will provide expelled students with positive activities that will teach them the value of service to their community and help foster civic responsibility;

Whereas, Community service can be a meaningful consequence to a student's unlawful behavior;

Whereas, The economic conditions of many District families limit a parent's ability to make monetary restitution;

Whereas, The District has numerous opportunities for student community service such as the District's School Police Explorers, Volunteers of America, People Who Care, and the Boys and Girls Club that provide positive, safe after school activities that incorporate service to underprivileged children, the homeless and the community; and

Whereas, Community service can be performed both at school sites or off campus with non-profit agencies; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent within 30 days of adoption of this motion to draft administrative procedures for developing a community service pilot program;

Resolved further, That the purpose of the pilot program is to ensure that District officials from the Student Expulsion Intervention Unit incorporate community service as part of the rehabilitation for all expelled students who have committed any offense under Education Code sections 48900(f), 48900(g), 48915(b) or 48915(e), unless extenuating circumstances, clearly defined in law or in the administrative procedures, require otherwise;

Resolved further, That community service will not be substituted in lieu of restitution when a student commits property damage to a school, as such restitution affords the school the legal remedy to obtain funds to repair damage;

Resolved further, That Student Expulsion Intervention Unit staff will determine on a case-by-case basis, the number of community service hours which are appropriate for a student's rehabilitation plan;

Resolved further, That Student Expulsion Intervention Unit staff shall monitor student progress through the term of their expulsion and will ensure that students fulfill their community service requirements;

Resolved further, that Educational Options Unit staff shall coordinate alternative education services with community service programs; and be it finally

Resolved, That the administrative policy provide that community service will not be substituted in lieu of restitution when a student commits property damage to a school because schools need the money recovered through restitution to repair damage to school property.

28A. Dr. Vladovic, Ms. Galatzan – Use of Hybrid or Other Alternative Energy Vehicles,

Whereas, The threat to the environment from the release of exhaust emissions into the atmosphere is well-documented;

Whereas, A 2005 study by researchers at the University of Southern California “suggest[s] that air pollution, particularly from vehicles, may be worse for people’s health than previously thought. Children are especially susceptible to air pollution because their bodies are still developing and they breathe more rapidly than adults.” (Daily News, 10/14/05, “Tailpipes hazardous to health.”);

Whereas, The Los Angeles Unified School District enacted the Healthy Breathing Initiative in 2003 to reduce the harmful effects of diesel emissions for the students in the City of Los Angeles;

Whereas, Carbon dioxide fumes are a major contributor to global warming;

Whereas, The cost of gasoline has risen dramatically nationwide over the past year, with no end in sight;

Whereas, Hybrid and other alternative fueled light duty vehicles are more fuel efficient than standard vehicles;

Whereas, The benefits of using light duty hybrid or other alternative fueled vehicles also includes lower exhaust emissions and reduced noise pollution;

Whereas, The District has reduced its administrative vehicle fleet for senior staff from 67 to 33 over the past four years;

Whereas, Other government agencies, including the City of Los Angeles and County of Los Angeles, have for some time been converting to light duty hybrid vehicles for their administrative fleets;

Whereas, The District’s fleet at present does not include any hybrid vehicles;

Whereas, The Business Services Division analysis estimates that light-duty hybrid vehicles for use in the administrative vehicle program can save the District money based on fuel efficiency and reduced maintenance costs over the current district-owned administrative vehicles;

Whereas, The District will continue to replace administrative vehicles on an as needed basis; and

Whereas, The District is committed to pursuing sound fiscal and environmental policies and to reducing the number of District-owned administrative vehicles to the minimum necessary to provide support for our schools, students, and staff; now, be it

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to instruct the Business Services Division to begin replacing its current fleet of administrative and light duty vehicles with hybrid, or other alternative energy vehicles, where operationally practical to do so beginning in 2008.

Miscellaneous Business

Correspondence and Petitions

29. Report of Correspondence

Approval of Minutes

30. 1:00 p.m., Regular Meeting, October 25, 2005
10:00 a.m., Regular Meeting, May 9, 2006
1:00 p.m., Regular Meeting, June 27, 2006
1:00 p.m., Regular Meeting, October 9, 2007
1:00 p.m., Special Meeting, August 23, 2007
10:00 a.m., Special Meeting, September 4, 2007
10:00 a.m., Special Meeting, October 16, 2007
12 noon, Special Meeting, October 23, 2007

Announcements

Motion finding Ms. Korenstein absent from the Special and Regular Board Meetings of October 23, 2007

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 Standing Committee of the Board of Education, which meets on the Thursday immediately after this meeting.

Members of the public who wish to address the Board regarding items on this agenda should contact the Board Secretariat in person or by calling (213) 241-7002 or toll free (877) 772-6273, extension 128, one hour prior to the beginning of the meeting to determine if they may be added to the speakers' list. Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to the Board Secretariat.

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If you or your organization is seeking to influence a purchasing, 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 the LAUSD