

OLD BUSINESS

TAB 1

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

2



Report Number:	012-13/14
Date:	August 20, 2013
Subject:	COMMON CORE BUDGET
Responsible Staff:	Jaime Aquino
Name	Deputy Superintendent of Instruction
Office/Division	Office of the Deputy Superintendent of Instruction
Telephone No.	213-241-4822

BOARD REPORT

Action Proposed: LAUSD should approve the Common Core Budget to enable the District to support student achievement and learning of the new Common Core State Standards (CCSS) as well as the 21st Century skills needed to graduate college and career ready. With this budget, LAUSD will be able to accelerate its plan to remodel our educational system by keeping the best of what we have while also replacing outdated ways of learning with a clear focus on the key knowledge and skills students need.

Background: The State Budget provides \$1.25 billion statewide in one-time funds from 2012-13 for the implementation of the CCSS. Funds will be allocated based upon prior-year enrollment to school districts. The allocation is estimated to be about \$200 per student. LEAs can encumber funds any time during the 2013-14 and 2014-15 school years.

LEAs can spend the funds for the following allowed purposes:

- Professional Development for teachers, administrators, and paraprofessional educators or other classified employees involved in the direct instruction of pupils that is aligned to the CCSS academic content standards
- Instructional materials and supplemental instructional materials aligned to the CCSS academic content standards
- Technology
 - Funds can be used for the integration of the content standards through technology-based instruction for the purposes of improving the academic performance of pupils including,



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

3

but not limited to: The administration of computer-based assessments and providing adequate Internet connectivity to support the computer-based assessments

As a condition of the receipt of funds, an LEA must:

- Develop and adopt an expenditure plan detailing how the funds shall be spent
- Plan must be adopted and a public hearing must be held on the plan

Expected Outcomes: All teachers and administrators will have a common understanding of:

- Common Core instructional shifts, structure of the standards, College and Career Readiness anchor standards, and learning progressions.
- Devices and tools to advance student learning and create learning spaces that are designed to increase learner engagement.

All students will have:

- The knowledge and skills for success in both higher education and career
- The opportunity to engage with digital curriculum, interactive supports and adaptive assessments
- Access to 21st century skills and technology.

Board Options and Consequences: Yes - The process of advancing student learning and creating learning spaces that are designed to increase learner engagement through the Common Core will be accelerated.
No – LAUSD will have to draft a new budget plan that will delay implementation of the Common Core standards and technology for students.

Policy Implications:

Budget Impact:

- These are one-time funds that will be available in fiscal year 2013-14 and 2014-15. Although all positions will expire at the end of those 2 years, our plan is to also develop leadership capacity over the course of the funding cycle so that we will have highly qualified principal candidates ready to step into school leadership roles.
- The attached plan is based upon the \$113 million estimated allocation. As the year progresses, changes might be needed between budget line items. A revised budget plan will be submitted with updated allocations.



LOS ANGELES UNIFIED SCHOOL DISTRICT

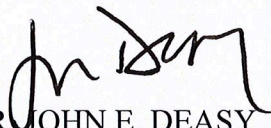
Board of Education Report

Attachments:

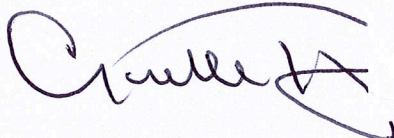
☐ **Informative**

☐ **Desegregation
Impact Statement**

Respectfully submitted,

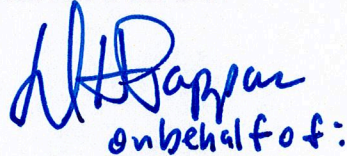

DR. JOHN E. DEASY
Superintendent

APPROVED BY:



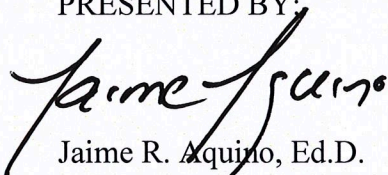
MICHELLE KING
Senior Deputy Superintendent
School Operations

REVIEWED BY:


on behalf of:

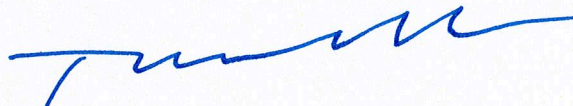
DAVID HOLMQUIST
General Counsel

APPROVED &
PRESENTED BY:



Jaime R. Aquino, Ed.D.
Deputy Superintendent
Office of the Deputy Superintendent of Instruction

☒ Approved as to form.


TONY ATIENZA
Director of Budget Services and
Financial Planning

☒ Approved as to budget impact statement.

Office of Curriculum, Instruction, and School Support

Common Core Implementation Budget Proposal

Item	Purpose/Outcomes	FY 2013-14	FY 2014-15
CCSS Professional Development Teachers, Principals, and support staff Provide stipends for professional development provided on non-school days and afterschool.	<ol style="list-style-type: none"> 1. Administrators and teachers will understand the instructional changes required to teacher the CCSS. 2. Teachers will implement the CCSS strategies learned in the professional development in their classrooms. 3. Teachers will learn strategies for implementing the CCSS curriculum contained on the digital platform. 	\$8.13	\$7.51
Summer School 2014-15 Provide summer school to students to assist in the transition to CCSS.	<ol style="list-style-type: none"> 1. Students will be better prepared to meet the higher level of rigor found in the CCSS. 	5.00	5.00
Teacher Advisers ELA-61 Math-61 One ELA and Math Adviser (61 of each) will be assigned to support the network of schools for each Instructional Director.	<ol style="list-style-type: none"> 1. Support professional development for principals, school teams, and teachers in the implementation of the CCSS in ELA and math. 2. Develop instructional lessons aligned to the common core standards for elementary and secondary classrooms. 3. Demonstrate and model instructional practices aligned to the CCSS. 4. Model effective use of technology to enhance learning and engage students. 5. Teacher Advisors will replace the Virtual Learning Complex facilitators (VLCs), currently supporting the Phase I roll implementation, who cannot provide direct support to teachers. 	12.22	12.22
Content Coordinators/Specialists 10-Science 10-History/Social Science 5-ELD 5-Arts One elementary and one secondary content Coordinators/ Specialists per ESC to support the implementation of CCSS in the content areas of Science, History/Social Science. One Arts and English language development specialist for each ESC.	<ol style="list-style-type: none"> 1. Provide demonstration lessons modeling the CCSS in content areas. 2. Model the effective use of technology to enhance learning and engage students through content instruction. 3. Embed the CCSS standards for H/SS, Science, and Technical Subjects through the curriculum. 	4.06	4.06
ESC-CCSS Administrator 1-administrator per ESC to supervise and coordinate CCSS implementation efforts in each regional area.	<ol style="list-style-type: none"> 1. Provide leadership and technical support in the implementation of the CCSS. 2. Work with the ESC Directors to implement CCSS in each instructional network. 	0.82	0.82

Office of Curriculum, Instruction, and School Support

Item	Purpose/Outcomes	FY 2013-14	FY 2014-15
Org Change Mgmt Coordinator 1-position	<ol style="list-style-type: none"> 1. Assist in managing the change process associated with the implementation of a new set of standards. 2. Support professional development on the changes in school cultures that will be needed for implementation of the CCSS. 	0.16	0.16
Instructional Technology Specialists 1-English Language Development 1-Special Education 2-Secondary Content – Science and History/Social Science	<ol style="list-style-type: none"> 1. Support the transition to a digital platform and the CCSS standards for special populations and teachers of subjects other than English and math. 2. Provide differentiated professional development to teachers of students with disabilities, English learners, content subjects, and technical subjects on the use of the iPad to meet the CCSS standards 	0.40	0.40
Micro-Computer Support Asst. 1-position	<ol style="list-style-type: none"> 1. Provide technical support to schools for the transition to online assessments. 	0.08	0.08
Clerical Support 1-Senior Secretary 1-Sr. Office Tech 1-Office Tech	<ol style="list-style-type: none"> 1. Provide clerical support to the CCTP staff. 	0.28	0.28
Certificated Z-Time/ Professional Experts	<ol style="list-style-type: none"> 1. Provide support to develop curriculum maps, grade specific lessons, validate resources, and develop secondary courses. 	0.30	0.30
Content Specialists 1-Elementary Science 1-Elementary History/Social Science	<ol style="list-style-type: none"> 1. Support the implementation of the CCSS throughout all subject areas. 2. Create interdisciplinary units. 3. Develop content area performance tasks that measure content knowledge and mastery of the CCSS literacy and math standards. 4. Support the implementation of the Next Generation Science Standards. 	0.25	0.25
Operations Advisor 1-position	<ol style="list-style-type: none"> 1. Organize the logistics of the professional development needed to support the implementation of the Common Core State Standards. 	0.11	0.11
iPads for Certificated Staff-OCISS and ESC	<ol style="list-style-type: none"> 1. Ensure that all certificated staff have the technology needed to support the implementation of the Common Core State Standards. 	0.35	-
K-2 Assessments	<ol style="list-style-type: none"> 1. Purchase K-2 literacy and CCSS assessments for the SBAC non-tested grades. 	1.30	-

Office of Curriculum, Instruction, and School Support

Item	Purpose/Outcomes	FY 2013-14	FY 2014-15
Professional Development	1. Provide minimal central funding for PD delivery costs.	2.00	2.00
Item	Purpose/Outcomes	FY 2013-14	FY 2014-15
Instructional Materials	1. Purchase apps to support instruction using technology and supplement instruction in all content areas including Art.	1.35	1.35
Project Evaluation/Research Promising Practices	1. Hire one project evaluation manager to coordinate various research evaluations around this implementation. 2. Hire a research evaluation vendor to conduct an in-depth evaluation of the deployment, implementation, and ongoing use and impact of the technology and curriculum. 3. Identify best practices that can be replicated throughout the District.	1.00	1.00
Allocation to Schools	Allocate \$70 per student to schools to support CCSS implementation based on need and school context. Schools to follow State guidelines on appropriate use of funds.	39.67	-
Expenditures by Year		\$77.47	\$35.53
Total Expenditures		\$113.00	

INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Office of the Deputy Superintendent of Instruction

Board of Education Report
No. 012-13/14
For 09/10/13 Board Meeting

INFORMATIVE

TO: Members, Board of Education
Dr. John E. Deasy, Superintendent

DATE: August 30, 2013

FROM: Jaime R. Aquino, Ph.D.
Deputy Superintendent of Instruction

SUBJECT: COMMON CORE BUDGET (REVISED)

The purpose of this informative is to share some of the changes made to the Common Core Budget that was presented to the Board on August 20th and to respond to some of the questions posed. The new budget reflects changes based on the input from different stakeholders that was discussed at the board meeting or at subsequent meetings. Please note that to accommodate the changes requested at the Board meeting, we no longer have a reserve to allow us to fund the staffing for a third year if approved by CDE.

Changes made based on feedback

- Professional Development allocation
During the Aug. 20th board meeting, board members inquired as to how the proposed budget impacts pilot schools that are given semi-autonomy over their budgets. As I stated during the meeting, the second professional development line item in the original budget was meant for school-based professional development allocations. However, to make it clear, we have decided to allocate \$70 per pupil to all schools. Seventy-nine percent of the remaining funds are allocated to support professional development for teachers and principals. Schools will use the per pupil allocation will to provide:
 - o Professional development for teachers, administrators, and other staff involved in the direct instruction of pupils that is aligned to the CCSS academic content standards
 - o Instructional materials and supplemental instructional materials aligned to the CCSS academic content standards
 - o Integration of the content standards through technology-based instruction for the purposes of improving the academic performance of pupils including, but not limited to: the administration of computer-based assessments and providing adequate Internet connectivity to support the computer-based assessments.

Since the district will be required to submit an expenditure plan and will be audited to ensure that the intent of the funding is preserved, each school will have to submit a plan detailing how they will spend their per-pupil allocation.

- *How does the plan support SELs?*

The plan addresses the needs of all students, including Standard English Learners, English Learners, and Students with Disabilities. The staff from the Academic English Mastery Program (AEMP) has collaborated with the instructional content team to develop and deliver Common Core State Standards (CCSS) professional development (PD) specifically designed to address the needs of Standard English Learners at all schools. In addition, targeted professional development on the CCSS is provided to AEMP schools and those schools identified with a large population of Standard English Learners. 24 of the 47 Phase I schools are participating in the AEMP program, and 4 of the 5 Model AEMP schools are part of the Phase I cohort.

In addition to these supports, the expectation for the 122 teacher specialists is that they will provide professional development in support to all teachers, regardless of the students that they teach.
- *How does the plan support Students with Disabilities?*

Division of Special Education instruction specialists have been and will continue to work with their general education colleagues in OCISS to develop the content for the direct instruction of students with disabilities in alignment with the CCSS academic content standards. An assistive technology specialist, Division of Special Education, has been working with the OCISS team to consider the technology needs and challenges for our students with disabilities including the content for students with moderate to severe disabilities.

Members, Board of Education
Dr. John E. Deasy

-3-

August 30, 2013

The technology team has been investigating tools and applications that will enhance the ability of students with disabilities to access the academic program as well as advance their behavioral, social, and communication skills.

Instructional specialists from the Division of Special Education will be working with OCISS to provide professional development and ongoing support to teachers and special education assistants with the implementation of the CCSS and the use of technology.

- *Can the funding be used to train classified staff?*
The regulations state that the money can only be used to train those that are engaged in direct instruction of the new standards.
- *Will schools be allocated funding to run their own summer school?*
Summer school funds are not allocated directly to schools. We will run a district wide summer school as we have done every year.

Attached is the revised budget that will be submitted for board action on September 10, 2013.

If you have any questions, please contact Gerardo Loera, Executive Director, Office of Curriculum, Instruction, and School Support at (213) 241- 4235 or Julie Kane, Director of Academic Operations at (213) 241- 4822.


Attachment

c: Michelle King
David Holmquist
Enrique Boull't
Jefferson Crain
Sharyn Howell
Gerardo Loera
Julie Kane

INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Office of the Deputy Superintendent of Instruction

INFORMATIVE

TO: Members, Board of Education
Dr. John E. Deasy, Superintendent

FROM: Jaime R. Aquino, Ph.D. 
Deputy Superintendent of Instruction

DATE: August 19, 2013

SUBJECT: COMMON CORE TECHNOLOGY PROJECT QUESTIONS

This board informative addresses questions regarding the implementation of the Common Core Technology Project (CCTP) posed by Board Member, Mónica Ratliff.

Question #1

Can devices be used for social media and do we have any documents that address this question?

The District does not allow access to social media sites that are targeted at adults, 18 years or older and most social media is currently blocked from the District network. For educational purposes, only staff has the ability to override this block for some social media sites by entering their single sign-on.

Some social media is being used in the classroom to collaborate and schools are given the autonomy to leverage this. This same level of filtering will be in place at all times students work on their tablets. In addition, web-filtering will be installed to block websites that the District finds unacceptable (Attachment A).

Question #2

What notification are parents receiving? What is their accountability? Attach copies of what is sent to them.

Current District policy, Bulletin 5509 titled, "Restitution Procedures for the Loss or Damage of School Property", outlines parental obligations regarding school property and provides templates schools for schools to use in communicating with parents (Attachment B). This is currently being updated to include tablets.

Phase I principals are attending meetings specific to the tablet rollout and will be provided with talking points and additional documents to send to parents. These are currently being finalized.

Question #3

Do we have a policy on the usage/security processes?

Parents are also provided a copy of the Acceptable Use Policy (AUP) contained in Bulletin 999.8, Acceptable Use Policy (AUP) for District Computer and Network Systems (Attachment C). Schools collect a parental sign-off acknowledging awareness of these policies (Attachment D).

The District also has a policy for employees using social media for educational purposes (Attachment E).

Per Bulletin 5181.2, Policy Regarding Internet Safety for Students, all principals are to provide internet safety training to all students and certify having done so via the Administrator's Certification (Attachment F).

Question #4

What is the role of the Microcomputer Support Assistant (MCSA)?

The MCSAs are paired with a Virtual Learning Complex Readiness Facilitator. Please see the attached job description (Attachment G).

If you need additional information, please contact either Bernadette Lucas, Director, Common Core Technology Project at bernadette.lucas@lausd.net or Walter Flores at walter.flores@lausd.net.

Attachments

c: Michelle King
David Holmquist
Enrique Boull't
Matt Hill
Jefferson Crain
Ron Chandler
Earl Perkins
Gerardo Loera
Bernadette Lucas
Walter Flores



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

Attachment A

TITLE: Web Content Filtering Policy

NUMBER: BUL- 5242.0

ISSUER: Ronald Chandler
Chief Information Officer

DATE: August 20, 2010

ROUTING

All Employees
All Locations

POLICY: The District is required to provide a safe learning environment for Internet access to all students at all locations.

MAJOR CHANGES: This is a new District policy.

BACKGROUND: The Children's Internet Protection Act (CIPA) is a federal law enacted in 2001 "to address concerns about access to offensive content over the Internet on school and library computers." Because many of the District's network projects are subsidized by the Federal E-rate program, the District is required to certify our compliance with CIPA.

CIPA requires the District to take measures to block access to web sites that are (a) obscene, (b) child pornography, or (c) harmful to minors. The District has adopted the Internet safety policy and must implement a solution that inspects web content and filters or blocks any web site meeting the criteria described above.

GUIDELINES: In order to comply with CIPA, the following defines sites that are blocked and the reasons.

Categories of Blocked Web Sites	Reason
Any web sites containing, or providing access to, adult, pornographic, violent, racist, or hateful content are deemed inappropriate for children and are blocked. The message " Blocked by URL Filter Database " appears when attempting to access any site meeting this criterion.	CIPA
Any site providing anonymous use of direct electronic communication such as e-mail, chat rooms, and instant messaging,	CIPA and District Policy
Web sites providing games are not considered harmful to minors, but are blocked during schools hours (7:00 AM to 3:00 PM) to limit distractions to the learning environment. " Blocked During School Hours " will display if an attempt is made to access any game site.	District Policy



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

Web sites that provide information that can be used for hacking or filter avoidance (web proxies) are blocked as these sites are deemed detrimental to the proper operation of the District's network.	District policy
Web sites that provide peer-to-peer file sharing services like Kazaa and Napster are considered an inappropriate use of network resources and are blocked.	District policy

There are millions of web sites and thousands added every day, so it is possible for web sites to be incorrectly categorized. If you are denied access to a site you believe to be acceptable, or you are allowed to visit a site that meets any of the criteria listed above, open a ticket with the Service Desk by going to <http://techsupport.lausd.net/> and clicking on "Open A Service Request On-Line." The ticket will be routed to a member of the security staff and you will be notified by e-mail when the ticket is assigned and completed.

Although not immediately available, staff may be able to access selected blocked sites by using their Single Sign-On (SSO) account. Certain job classifications, such as school principals, will be granted permission to selected social networking sites. An IT governance committee, comprised of school and non-instructional staff, are developing a list of criteria that will guide policy on which positions can override security protocols.

RELATED RESOURCES:

- BUL-999.4: *Acceptable Use Policy (AUP) for District Computer Systems*
- BUL-1077.1: *Information Protection Policy*
- BUL-1759.0: *Authorized Internet Service Provider (ISP) Connections to District Locations*
- BUL-5181.0: *Policy Regarding Internet Safety for Students*
- Bulletin K-24: *District Firewall Policy*

ASSISTANCE:

For assistance or further information contact Information Technology Divisions (ITD) Service Desk at (213) 241-5200. For questions regarding this policy, contact Gash Teshome, Coordinator of IT Security at (213) 241-0627.



LOS ANGELES UNIFIED SCHOOL DISTRICT

POLICY BULLETIN

TITLE: Restitution Procedures for the Loss or Damage of School Property

NUMBER: BUL-5509

ISSUER: Jamie R. Aquino, Ph.D
Deputy Superintendent of Instruction

Gerardo Loera, Executive Director
Office of Curriculum, Instruction,
and School Support

DATE: June 19, 2012

POLICY: A student's parent or guardian is liable for any Los Angeles Unified School District (District) property that a student loses or damages. After due process, a student's grades, diploma, and transcripts can be withheld. Loss or damage to instructional materials may also result in the denial of participation in school activities that are deemed privileges (e.g., culmination/graduation ceremonies, dances, senior prom, student body office, inter-scholastic athletics, or other local school activities).

MAJOR CHANGES: This Bulletin replaces Bulletin BUL-4808 with the same title, dated July 28, 2009. It updates contact information and provides schools with an additional form to use to notify parents and guardians of instructional materials issued to students.

GUIDELINES: California Education Code section 48904 states that the parent or guardian of a minor is liable to a school district for all property loaned to and failed to be returned, or willfully damaged by a minor. The liability shall not exceed \$10,000. In addition, it authorizes school districts, after affording the student due process rights, to withhold the grades, diploma, and transcripts of a student until the student or parent/guardian pays for the lost or damaged school property, e.g., textbooks, library books, computers, shop materials, physical education clothes, and sports equipment. It also provides for a program of voluntary work for the minor in lieu of the payment of monetary damages.

Teachers and other District employees, under the direction of the principal, are held responsible for the proper use and control of school property, equipment, materials, and supplies, particularly such property as is located in the room or rooms to which they are assigned (Board

ROUTING

Educational Service Center
Superintendents
Educational Service Center
Instructional Directors
Operations Center Fiscal
Service Managers
Principals
Library Media Personnel
UTLA Representatives



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

Rule 1704 and UTLA-District Agreement article IX. 4.0 "Other Professional Duties").

It is the policy of the District to seek restitution when a student, among other things, willfully cuts, defaces, or otherwise injures any property, or loses or fails to return property, real or personal, belonging to the school District or school employee. The parent/guardian is liable for such damages, not exceeding \$10,000. In cases of the above types of loss or damage, the school must attempt to identify the student(s) responsible and the amount of the loss in accordance with the procedures as outlined in this bulletin.

In the case of theft or vandalism, the school administrator shall consult with School Police to determine any criminal justice recourse. If a criminal case is filed, the courts may order restitution upon successful prosecution. The Division of Risk Management and Insurance Services will then pursue the collection of court-ordered restitution. In cases where no criminal charges are filed, the school is responsible for the collection of damages from the student and parent/guardian.

The authority to withhold grades, diploma, or transcripts applies only to situations where the student, parent or guardian has requested a copy of the student's records. When a student transfers to another K-12 school or school district, a copy of the student's permanent record must be sent to the requesting K-12 school or district even though there may be charges or fees owed by the student, parent, or guardian. (5 CCR 438). In such cases, upon sending the permanent student record to the new (receiving) school, the new school shall be notified of the restitution debt so that the new school may likewise withhold the grades, diploma, or transcripts. (Education Code section 48904.3)

PROCEDURES: Responsibilities of the School – Policy Implementation

1. The school shall adopt an accounting system that clearly identifies the student and the type of school property issued to the student. No student shall have marks, diploma, or transcripts withheld in the absence of satisfactory evidence of an accounting (inventory) system for school and/or District property.
2. At the time of enrollment or at the beginning of each school year, the school shall notify the student and parent or guardian of the District's and school's policies regarding the parents' or guardians' financial responsibility for school property that is not returned or where the student causes damage to school property. The school policy shall be reviewed with students in the appropriate classrooms or homeroom. *Attachment A* contains a sample letter to parents in English and Spanish, explaining the policy. *Attachment B* is an



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

example of a debt notification letter, which can be formulated using the *Destiny* Textbook Management System, under the “Reports” tab. For schools not using the *Destiny* Textbook Management System, contact your Educational Service Center regarding the price of books.

3. The school shall implement a restitution process by which students are afforded the opportunity to return the missing property, pay for the damages, or participate in a voluntary work program in lieu of payment of the monetary amount owed. This process shall be approved by the school’s Shared Decision Making/School Based Management Council, consistent with its role in deciding matters related to student discipline. Upon completion of the voluntary work, the debt is discharged and any withheld grades, diploma, or transcripts of the student shall be released and the full privileges of participation in school activities shall be restored.
4. The school shall adopt the due process procedure listed below that allows the parent, guardian, or student an opportunity to review, discuss, and respond to the imposition of any fees or charges resulting from this policy.
 - The parent or guardian shall be informed in writing immediately after any alleged loss which gives rise to an obligation under Section 48904 of the Education Code.
 - The parent or guardian may present information on behalf of the student, during a conference at the school, as to the reasons why a fee should not be imposed.
 - The principal/designee shall, after reviewing any information presented during this meeting, decide whether or not to withhold the marks, diploma, or transcripts and/or impose the fee for damages. The parent/guardian and student shall be notified in writing of the decision. The decision of the principal is final, and there is no appeal beyond the school level.
 - Upon receiving notification of the school’s decision, the parent or guardian may, if necessary, pay the outstanding obligation, or the student may complete a voluntary work assignment determined by the school.
5. When the parent/guardian agrees to the pay the debt:

The parent/guardian may replace the book. The replacement book must be identical to the lost/damaged book and have the same ISBN. To ensure this is not a different LAUSD issued book, the designated textbook staff member must see the receipt showing the book has



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

been purchased.

6. The parent may pay for the book with cash or a check:
 - The designated textbook staff member will determine the replacement cost of the material(s) and provides the parents/guardians with a bill/invoice.
 - The parent/guardian writes a check (made payable to LAUSD) or gives cash to the school SAA or Financial Manager. The SAA or Financial manager provides a receipt to the parents/guardian.
 - Deposit cash into the Student Body fund and issue a check for the same amount payable to LAUSD.
 - Checks are submitted to the Operations Center Fiscal Service Manager by December 31st and June 30th.
 - Operations Center Fiscal Service Managers deposit checks into the 4152 account.
 - The parent/guardian brings the receipt of payment to the designated textbook staff member. The designated staff member clears the student's record.
7. Upon payment or satisfactory completion of the school voluntary work assignment, the marks, diploma, or transcripts shall be released and the debt discharged.

AUTHORITY: California Education Code Sections 48904, and 98904.3
5 CCR 438.
LAUSD Board Rule 1704
UTLA and District Agreement IX 4.0

ASSISTANCE: For assistance regarding library books and textbooks, please contact Sandy Hartshorn, Specialist, (213) 241-2733 or slh1233@lausd.net .
For assistance regarding computers, please contact Ana Cortez, Equipment Replacement Fund (Division of Risk Management and Insurance Services), at (213) 241-3127, or at ana.cortez@lausd.net .



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

BUL-5509
June 19, 2012

ATTACHMENT A

[SAMPLE BEGINNING OF THE YEAR RESPONSIBILITY LETTER]

RE: FINANCIAL RESPONSIBILITY FOR DAMAGED SCHOOL PROPERTY

Dear Parents/Guardians:

This letter is to inform you of your legal responsibility regarding loss or damage of school property belonging to the Los Angeles Unified School District (District). California Education Code section 48904 states that the parent or guardian of any minor who willfully cuts, defaces, or otherwise injures any real or personal property of the District or its employees shall be liable for all damages caused by the minor up to \$10,000. District property includes buildings and grounds, as well as instructional materials, library books, computers, shop materials, physical education clothes, and sports equipment. A parent or guardian is liable to the District for all District property loaned to a minor and not returned upon demand.

We will discuss the meaning of this responsibility with all students. We need your help to ensure that District property is kept in good condition and that loaned items are returned to school upon demand. **Parents are expected to pay the replacement or repair cost for any lost or damaged District property.** The school is legally authorized to withhold the grades, diploma, and transcripts of students, or to deny participation in school activities that are deemed privileges (e.g. culmination/graduation ceremonies, dances, interscholastic sports, student body office, or other local school activities) until the obligation is cleared.

The following are ways to help your student understand this responsibility:

- Model careful handling of instructional materials, library books, and other school property.
- Help students find a safe place to keep books during the borrowing period.
- Inform students that vandalism is not only a crime, but parents or guardians may be held financially responsible for the damage.

We look forward to a successful school year with your student.

(Signed by the School Principal or Designee)



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

BUL-5509
June 19, 2012

ATTACHMENT A

RESPONSABILIDADES FINANCIERAS PARA LA PROPIEDAD DAÑADA DE EL DISTRITO

Estimado padres de familia o tutores legales:

El propósito de esta carta es de informarles acerca de sus responsabilidades con relación a la pérdida o daño a cualquier material que sea propiedad del Distrito Escolar Unificado de Los Angeles. El artículo 48904 del Código de Educación especifica que el padre o tutor legal de un menor de edad que intencionalmente dañe cualquier objeto que sea propiedad del Distrito Unificado de Los Angeles, o de sus empleados, será obligado a pagar todos los daños causados por el menor de edad. El padre de familia o tutor legal puede ser obligado a pagar una cantidad de hasta \$10,000. La propiedad del Distrito incluye edificios, jardines y patios, libros de textos, libros de biblioteca, computadoras, materiales de taller, ropa de educación física y equipos deportivos. El padre de familia o el guardián legal es responsable de entregar, cuando sean requeridos, los objetos que han sido prestados al menor de edad y que pertenecen al Distrito.

Los estudiantes serán informados del significado de estas responsabilidades. Necesitamos su ayuda para garantizar que la propiedad de El Distrito se conserve en buenas condiciones y que los objetos prestados a los estudiantes sean devueltos a las escuelas cuando sean requeridos. **Los Padres serán responsables de reemplazar o de pagar el costo de cualquier objeto que pertenezca a El Distrito y que se ha perdido o dañado.** La escuela está autorizada legalmente a retener las calificaciones, diplomas, y constancia de calificaciones de los estudiantes, o a negar la participación en actividades que se consideren privilegios (por ejemplo, ceremonias de culminación y graduación, bailes, deportes intercolegiales, puestos en concilios estudiantiles, o cualquier otra actividad escolar) hasta que todas las deudas sean saldadas.

He aquí algunas sugerencias para ayudar a que su hijo/a asume esta responsabilidad

Muéstreles como tratar cuidadosamente los libros de textos, libros de biblioteca y cualquier propiedad del Distrito.

Ayude a su hijo/a a encontrar un lugar seguro en donde pueda guardar sus libros durante el tiempo que se le han prestado.

Infórmele a su hijo/a que destruir propiedad ajena no solamente es un crimen pero que también son gastos que usted como padre de familia tiene que pagar.

Esperamos tener un año escolar muy prospero con su estudiante.

(Firma de el director or directora de la escuela, o de la persona asignada)



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

BUL-5509
June 19, 2012

ATTACHMENT B

EXAMPLE OF A DEBT NOTIFICATION LETTER

Checked Out/Overdue Materials & Unpaid Fines Notice

Dear parents of guardians of

Section 48904 of the Education Code provides that parents/guardians are responsible for property loaned to students; therefore, we are requesting that the materials listed below be returned to the school or payment made by [Insert due date here]. Our school is authorized to withhold the grades, diploma, and transcripts of the student, or to deny participation in school activities that are deemed privileges (e.g. culmination/graduation ceremonies, dances, senior prom, student body office, inter-scholastic athletics, or other local school activities) until the debt is cleared.

You have an opportunity to review, discuss, and respond to the imposition of any fees or charges. Please know, our school provides a program of voluntary work in lieu of payment of monetary damages. If you have any questions or concerns about this letter, please contact [Insert contact person's name here] at [Insert phone number here].

Parent signature Date

Student signature Date

Textbooks			
<i>Due</i>	<i>Barcode</i>	<i>Title</i>	<i>Est. Fine</i>
6/15/2011	400000000000069	Holt California Geometry (\$76.60)	



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

BUL-5509
June 19, 2012

ATTACHMENT B

EJEMPLO DE UNA CARTA DE NOTIFICACIÓN DE DEUDA

Checked Out/Overdue Materials & Unpaid Fines Notice

Estimado(s) padre(s) o tutor(s)

El artículo 48904 del Código de Educación dispone que los padres o tutores legales son responsables de los bienes que se hayan prestado a los estudiantes; por consiguiente, le(s) pedimos que regrese(n) a la escuela los materiales enumerados a continuación, o que los pague(n) antes del [Insert due date here]. Nuestra escuela está autorizada para retener las calificaciones escolares, los diplomas, y las constancias de estudios de los alumnos, a negar la participación en actividades que se consideren privilegios (por ejemplo, ceremonias de culminación y graduación, bailes, deportes intercolegiales, puestos en concilios estudiantiles, o cualquier otra actividad escolar) hasta que todas las deudas sean saldadas.

Usted(es) tiene(n) la oportunidad de revisar, discutir, y apelar cualquier cargo o cuota que se le(s) imponga(n). Deseamos que sepa(n) que nuestra escuela proporciona un programa de trabajo voluntario en lugar del pago monetario por los daños y perjuicios. Si tiene(n) alguna pregunta respecto a esta carta, por favor, llame(n) a [Insert contact person's name here], al [Insert phone number here].

firma de padre(s) o tutor(s) fecha

firma de estudiante fecha

Textbooks

<i>Due</i>	<i>Barcode</i>	<i>Title</i>	<i>Est. Fine</i>
6/15/2011	40000000000069	Holt California Geometry (\$76.60)	



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

TITLE: Acceptable Use Policy (AUP) For District Computer and Network Systems

NUMBER: BUL - 999.8

ISSUER: Ronald S. Chandler,
Chief Information Officer

DATE: June 18, 2013

ROUTING

Administrators
Instructional Technology
Applications Facilitators
Principals
Teachers
Parent Community
Representatives

POLICY: Teachers, administrators, and other school personnel should ensure District data systems are used in a responsible, efficient, ethical, and legal manner, and that such use be in support of the District's business and education objectives.

MAJOR CHANGES: This revision replaces BUL-999.7 dated August 14, 2012, adding language to specify the District's obligation to monitor online activity, manage and store data as necessary for legal discovery, and fortify the network against cyber security threats.

BACKGROUND: On January 8, 2002, the LAUSD Board of Education established Board Rule 1254 as the Acceptable Use Policy as required by the *Children's Internet Protection Act*. All uses of the Los Angeles Unified School District (LAUSD) computer and network systems by students, employees, contractors, and consultants are subject to the LAUSD's Acceptable Use Policy (AUP). This bulletin will undergo periodic review to ensure it reflects current laws and regulations.

PROCEDURES: Users of District computer systems, networks, or the Internet must adhere to the Acceptable Use Policy.

Students:
Site administrators must annually distribute, collect, and keep on file the completed attached forms from students prior to authorizing access to the Internet or the District's network:

ATTACHMENT A: AUP information and sign-off form for Students and Parents

Employees will confirm their assent to the AUP electronically when they activate their District account and/or change passwords.

ATTACHMENT B: Employees

ASSISTANCE: For further information, please contact the IT Helpdesk on the web <http://helpdesk.lausd.net> or by telephone at (213) 241-5200.



Los Angeles Unified School District

Acceptable Use Policy (AUP) for District Computer Systems Information for Students and Families

This Acceptable Use Policy was adopted by the Board on April 25, 2006

The District's Acceptable Use Policy ("AUP") is to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of or access to sensitive information, and to comply with the Children's Internet Protection Act ("CIPA"). As used in this policy, "user" includes anyone using the computers, Internet, email, chat rooms and other forms of direct electronic communications or equipment provided by the District (the "network.") regardless of the physical location of the user. The AUP applies even when District provided equipment (laptops, tablets, etc.) is used off of District property.

The District will use technology protection measures to block or filter, to the extent practicable, access of visual depictions that are obscene, pornographic, and harmful to minors over the network. The District reserves the right to monitor users' online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems necessary. Users should have no expectation of privacy regarding their use of District property, network and/or Internet access or files, including email.

The District will take all necessary measures to fortify the network against potential cyber security threats. This may include blocking access to District applications—including but not limited to email, data management and reporting tools, and other web applications—outside the United States and Canada.

Acceptable Uses of the LAUSD Computer Network or the Internet

Schools must verify each year students using the computer network and Internet access for that school year have a signed page acknowledging this policy. Students who are under 18 must have their parents or guardians sign this page and schools must keep it on file. Once signed that permission/acknowledgement page remains in effect until revoked by the parent, or the student loses the privilege of using the District's network due to violation of this policy or is no longer an LAUSD student. Employees and other users are required to follow this policy. Even without signature, all users must follow this policy and report any misuse of the network or Internet to a teacher, supervisor or other appropriate District personnel. Access is provided primarily for education and District business. Staff may use the Internet, for incidental personal use during duty-free time. By using the network, users have agreed to this policy. If a user is uncertain about whether a particular use is acceptable or appropriate, he or she should consult a teacher, supervisor or other appropriate District personnel.

Unacceptable Uses of the Computer Network or Internet

These are examples of inappropriate activity on the District web site, but the District reserves the right to take immediate action regarding activities (1) that create security and/or safety issues for the District, students, employees, schools, network or computer resources, or (2) that expend District resources on content the District in its sole discretion determines lacks legitimate educational content/purpose, or (3) other activities as determined by District as inappropriate.



Los Angeles Unified School District

Acceptable Use Policy (AUP) for District Computer Systems Information for Students and Families

- Violating any state or federal law or municipal ordinance, such as: Accessing or transmitting pornography of any kind, obscene depictions, harmful materials, materials that encourage others to violate the law, confidential information or copyrighted materials;
- Criminal activities that can be punished under law;
- Selling or purchasing illegal items or substances;
- The unauthorized collection of email addresses ("harvesting") of e-mail addresses from the Global Address List and other District directories;
- Obtaining and/or using anonymous email sites; spamming; spreading viruses;
- Causing harm to others or damage to their property, such as:
 1. Using profane, abusive, or impolite language; threatening, harassing, or making damaging or false statements about others or accessing, transmitting, or downloading offensive, harassing, or disparaging materials;
 2. Deleting, copying, modifying, or forging other users' names, emails, files, or data; disguising one's identity, impersonating other users, or sending anonymous email;
 3. Damaging computer equipment, files, data or the network in any way, including intentionally accessing, transmitting or downloading computer viruses or other harmful files or programs, or disrupting any computer system performance;
 4. Using any District computer to pursue "hacking," internal or external to the District, or attempting to access information protected by privacy laws; or
 5. Accessing, transmitting or downloading large files, including "chain letters" or any type of "pyramid schemes".
- Engaging in uses that jeopardize access or lead to unauthorized access into others' accounts or other computer networks, such as:
 1. Using another's account password(s) or identifier(s);
 2. Interfering with other users' ability to access their account(s); or
 3. Disclosing your own or anyone's password to others or allowing them to use your or another's account(s).
- Using the network or Internet for Commercial purposes:
 1. Using the Internet for personal financial gain;
 2. Using the Internet for personal advertising, promotion, or financial gain; or
 3. Conducting for-profit business activities and/or engaging in non-government related fundraising or public relations activities such as solicitation for religious purposes, lobbying for personal political purposes.

Student Internet Safety

1. Students under the age of eighteen should only access LAUSDnet accounts outside of school if a parent or legal guardian supervises their usage at all times. The student's parent or guardian is



Los Angeles Unified School District

Acceptable Use Policy (AUP) for District Computer Systems Information for Students and Families

responsible for monitoring the minor's use;

2. Students shall not reveal on the Internet personal information about themselves or other persons. For example, students should not reveal their name, home address, telephone number, or display photographs of themselves or others;
3. Students shall not meet in person anyone they have met only on the Internet; and
4. Students must abide by all laws, this Acceptable Use Policy and all District security policies.

Penalties for Improper Use

The use of a District account is a privilege, not a right, and misuse will result in the restriction or cancellation of the account. Misuse may also lead to disciplinary and/or legal action for both students and employees, including suspension, expulsion, dismissal from District employment, or criminal prosecution by government authorities. The District will attempt to tailor any disciplinary action to the specific issues related to each violation.

Disclaimer

The District makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from use of the network or accounts. Any additional charges a user accrues due to the use of the District's network are to be borne by the user. The District also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of the District, its affiliates, or employees.

I have read, understand, and agree to abide by the provisions of the
Acceptable Use Policy of the Los Angeles Unified School District.

Date: _____ School: _____

Student Name: _____ Student Signature: _____

Parent/Legal _____

Guardian _____

Guardian Name: _____ Signature: _____

Please return this form to the school where it will be kept on file. It is required for all students that will be using a computer network and/or Internet access.



Los Angeles Unified School District

Acceptable Use Policy (AUP) for District Computer Systems Information for Employees

This Acceptable Use Policy was adopted by the Board on April 25, 2006

The District's Acceptable Use Policy ("AUP") is to prevent unauthorized access and other unlawful activities by users online, prevent unauthorized disclosure of or access to sensitive information, and to comply with the Children's Internet Protection Act ("CIPA"). As used in this policy, "user" includes anyone using the computers, Internet, email, chat rooms and other forms of direct electronic communications or equipment provided by the District (the "network.") regardless of the physical location of the user. The AUP applies even when District provided equipment (laptops, tablets, etc.) is used off of District property.

The District will use technology protection measures to block or filter, to the extent practicable, access of visual depictions that are obscene, pornographic, and harmful to minors over the network. The District reserves the right to monitor users' online activities and to access, review, copy, and store or delete any electronic communication or files and disclose them to others as it deems necessary. Users should have no expectation of privacy regarding their use of District property, network and/or Internet access or files, including email.

The District will take all necessary measures to fortify the network against potential cyber security threats. This may include blocking access to District applications—including but not limited to email, data management and reporting tools, and other web applications—outside the United States and Canada.

Acceptable Uses of the LAUSD Computer Network or the Internet

Employees and other users are required to follow this policy. Employees are required to confirm their consent to this policy when they activate their account or change passwords. Even without this confirmation, all users must follow this policy and report any misuse of the network or Internet to a supervisor or other appropriate District personnel. Access is provided primarily for education and District business. Staff may use the Internet, for incidental personal use during duty-free time. By using the network, users have agreed to this policy. If a user is uncertain about whether a particular use is acceptable or appropriate, he or she should consult a supervisor or other appropriate District personnel.

Unacceptable Uses of the Computer Network or Internet

These are examples of inappropriate activity on the District web site, but the District reserves the right to take immediate action regarding activities (1) that create security and/or safety issues for the District, students, employees, schools, network or computer resources, or (2) that expend District resources on content the District in its sole discretion determines lacks legitimate educational content/purpose, or (3) other activities as determined by District as inappropriate.

- Violating any state or federal law or municipal ordinance, such as: Accessing or transmitting pornography of any kind, obscene depictions, harmful materials, materials that encourage others to violate the law, confidential information or copyrighted materials;
- Criminal activities that can be punished under law;



Los Angeles Unified School District

Acceptable Use Policy (AUP) for District Computer Systems Information for Employees

-
- Selling or purchasing illegal items or substances;
 - The unauthorized collection of email addresses ("harvesting") of e-mail addresses from the Global Address List and other District directories;
 - Obtaining and/or using anonymous email sites; spamming; spreading viruses;
 - Causing harm to others or damage to their property, such as:
 1. Using profane, abusive, or impolite language; threatening, harassing, or making damaging or false statements about others or accessing, transmitting, or downloading offensive, harassing, or disparaging materials;
 2. Deleting, copying, modifying, or forging other users' names, emails, files, or data; disguising one's identity, impersonating other users, or sending anonymous email;
 3. Damaging computer equipment, files, data or the network in any way, including intentionally accessing, transmitting or downloading computer viruses or other harmful files or programs, or disrupting any computer system performance;
 4. Using any District computer to pursue "hacking," internal or external to the District, or attempting to access information protected by privacy laws; or accessing, transmitting or downloading large files, including "chain letters" or any type of "pyramid schemes".
 - Engaging in uses that jeopardize access or lead to unauthorized access into others' accounts or other computer networks, such as:
 1. Using another's account password(s) or identifier(s);
 2. Interfering with other users' ability to access their account(s); or
 3. Disclosing your or anyone's password to others or allowing them to use your or another's account(s).
 - Using the network or Internet for Commercial purposes:
 1. Using the Internet for personal financial gain;
 2. Using the Internet for personal advertising, promotion, or financial gain; or
 3. Conducting for-profit business activities and/or engaging in non-government related fundraising or public relations activities such as solicitation for religious purposes, lobbying for personal political purposes.

Student Internet Safety

1. Students under the age of eighteen should only access LAUSDnet accounts outside of school if a parent or legal guardian supervises their usage at all times. The student's parent or guardian is responsible for monitoring the minor's use;
2. Students shall not reveal on the Internet personal information about themselves or other persons. For example, students should not reveal their name, home address, telephone number, or display photographs of themselves or others;
3. Students shall not meet in person anyone they have met only on the Internet; and
4. Students must abide by all laws, this Acceptable Use Policy and all District security policies.



Los Angeles Unified School District

Acceptable Use Policy (AUP) for District Computer Systems

Information for Employees

Penalties for Improper Use

The use of a District account is a privilege, not a right, and misuse will result in the restriction or cancellation of the account. Misuse may also lead to disciplinary and/or legal action for both students and employees, including suspension, expulsion, dismissal from District employment, or criminal prosecution by government authorities. The District will attempt to tailor any disciplinary action to the specific issues related to each violation.

Disclaimer

The District makes no guarantees about the quality of the services provided and is not responsible for any claims, losses, damages, costs, or other obligations arising from use of the network or accounts. Any additional charges a user accrues due to the use of the District's network are to be borne by the user. The District also denies any responsibility for the accuracy or quality of the information obtained through user access. Any statement, accessible on the computer network or the Internet, is understood to be the author's individual point of view and not that of the District, its affiliates, or employees.

LOS ANGELES UNIFIED SCHOOL DISTRICT

[Insert School Name]

[Insert School Address]

[Insert School Principals Name]

[Insert School Phone Number]

Rules and Regulations Concerning Use of iPads Assigned to Students

Student's Last Name (PRINT)	Student's First Name (PRINT)	Grade	Student ID Number
-----------------------------	------------------------------	-------	-------------------

I am being issued a Los Angeles Unified School District iPad for use in the classroom, and I agree to keep it safe and use it responsibly. I will follow the guidelines for care of the iPad as explained below. My parent's (guardian's) and my initials for each section indicate that we have read, understand and agree to the following:

SECURITY (student and parent initial here) Student _____ Parent _____

1. I will know where my assigned iPad is at all times.
2. I will never leave my assigned iPad unattended.
3. I will never loan my assigned iPad to anyone. I understand that if I let someone borrow the iPad and it is damaged or stolen, the damage or loss is my responsibility.
4. I realize that security devices have been installed on the assigned iPad and that tracking and usage will be monitored.
5. I will use the iPad only in the classroom and I will check the iPad back in to the teacher and return it to _____ each day.

CARE (student and parent initial here) Student _____ Parent _____

6. I will protect the screen from scratches.
7. I will keep food and beverages away from my assigned iPad since they may cause damage to it.
8. I understand that the iPad assigned to me includes a protective case that must remain on the iPad at all times. I will not remove or replace it, and will not let anyone else remove or replace it.
9. I will not mark, draw, write or place unapproved stickers on the iPad or case.
10. I will not disassemble or attempt any repairs on any part of my assigned iPad. I understand that this would void the iPad's warranty.

USAGE (student and parent initial here) Student _____ Parent _____

11. I will keep my assigned iPad muted (sound = off), unless directed otherwise by the teacher. I will plug in my earphones if I need to listen to audio (with my teacher's permission).
12. I will follow the LAUSD Acceptable Use Policy (AUP).
13. Headphones for my assigned iPad are not provided. I may use my own personal headphones, but only with the permission of the classroom teacher while in class.
14. I understand that I may, with my teacher's permission, install apps using my personal and confidential Apple ID when I am assigned one.
15. Before taking a video or picture of someone, I will always get their permission.
16. I will not reformat the iPad or change the iOS/operating system.
17. I will adhere to all applicable copyright and software license agreements that forbid downloading of media and software that have not been legally acquired.
18. I will not engage in any harassment or acts of intimidation (cyber-bullying) in an attempt to harm other people using any electronic device or network in general and, specifically, using my assigned iPad and the LAUSD network.

RESPONSIBILITY (student and parent initial here) Student _____ Parent _____

19. I understand that my assigned iPad is subject to inspection by any staff member, teacher or administrator at the school, at any time and without notice. I further understand that the iPad remains the property of the Los Angeles Unified School District.
20. I agree to return the District iPad in good working condition to the designated location (specified above) each day. I understand that I am responsible for using the iPad and will pay for replacement in the event I damage the iPad either willfully or through negligence (see current replacement costs below).
21. If the District iPad is lost, stolen, or damaged, I will report it immediately. I understand that failing to report a lost or stolen iPad may result in loss of school privileges or other consequences determined by the school principal.
22. I agree to pay the replacement cost of the District-issued iPad if I willfully or negligently cause the device to become damaged. Section 48904 of the Education Code provides that parents/guardians are responsible for property loaned to students. If I lose the device, our school is authorized to withhold my grades, diploma, and, or to deny participation

LOS ANGELES UNIFIED SCHOOL DISTRICT

[Insert School Name]

[Insert School Address]

[Insert School Principals Name]

[Insert School Phone Number]

Rules and Regulations Concerning Use of iPads Assigned to Students

in school activities that are deemed privileges (e.g. culmination/graduation ceremonies, dances, senior prom, student body office, inter-scholastic athletics, or other local school activities) until the debt is cleared.

23. I understand that this agreement does not allow me to remove the iPad from the school site. I understand that failure to return the device subjects me to criminal prosecution or civil liability and may result in a theft report being filed with the Los Angeles School Police Department or other law enforcement authority in addition to replacement costs of the iPad if it is not returned and/or is not in working condition. If I wish to have the iPad assigned to me for use outside of regular school hours, I understand that my parent (guardian) and I will need to sign a separate agreement from this one, and that such an agreement has additional restrictions and responsibilities which differ from those in this document.

24. I acknowledge that I have been given information regarding iPad replacement costs for which I will be responsible for if I willfully or negligently cause the iPad to become lost or damaged.

Replacement costs (subject to change)

- 32 GB LAUSD iPad \$599.00
- iPad case \$79.95
- USB charger \$19.00
- USB sync cable \$19.00

I have received the material listed below and agree to the care, safekeeping and return conditions listed above. I am responsible for any willful or negligent loss or damage of the assigned iPad (please see current replacement costs above) while I am using the device at the school. I further acknowledge that this agreement does not allow me to take the iPad home or anywhere besides the school and that the iPad is to be returned to the teacher daily at the location designated below. I further agree to abide by the Los Angeles Unified School District's Acceptable Use Policy concerning computer equipment and use of the District's computer network (see attached).

Loaned Equipment Description: One (1) Apple 32GB iPad (4th generation), One (1) USB cable and power adapter and Griffin Survivor rubberized case with clear plastic face cover and stand.

Print Student Name (Last, First): _____

Student Signature: _____ **Date:** _____

Print Parent (Guardian) Name: _____

Parent (Guardian) Signature: _____ **Date:** _____

Location where I will return my assigned iPad each day: _____

iPad Asset Tag Number: _____ **iPad Serial Number** _____

Original: School

Copy: Student/Parent (Guardian)

Copy: CCTP



Social Media Policy

YOUR PERSONAL ACCOUNT

1. Do not accept friend requests from students.
2. Do not use the district logo on your site
3. Please post the following disclaimer: "The views on this page are personal and do not reflect the views of the Los Angeles Unified School District."
4. If you identify yourself as a district employee, conduct yourself under LAUSD's code of ethics.

SET UP A SEPARATE WORK ACCOUNT

1. You may accept friend requests from students and parents on your work account to interact about educational activities.
2. Posts or pictures about a student must have written consent from parent/guardian and the principal. (i.e. media release form)
3. Never post any private or personnel information, such as information about grades or attendance.
4. There is no expectation of privacy when you use Facebook at work.

POSTS SUBJECT TO DISCIPLINE

- Any post that is threatening, harassing, racist, biased, derogatory, disparaging, or bullying. (Discipline governed by our Bullying and Hazing Policy "Workplace Violence, Bullying, and Threats")
- Serious threats (contact LASPD, School Operations, and Crisis Counseling and Intervention)
- Sexualized images of minors (Contact LAPD and LASPD)

WHAT TO DO IF YOU SEE AN INAPPROPRIATE POST

- Pornography: Do not download or print any images. Only law enforcement can gather this type of evidence, not a district employee.
- Other inappropriate posts: Take and print a screen shot or download onto flash drive to save as evidence.
- Document critical incidents on Incident System Tracking Accountability Report (iSTAR)
- Target should contact internet service provider or webmaster to report abuse, and ask the post be removed.



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

TITLE: Policy Regarding Internet Safety for Students

NUMBER: BUL-5181.2

ISSUER: Ronald S. Chandler,
Chief Information Officer

DATE: June 1, 2013

ROUTING

Administrators
Principals
Teachers
Parent Community
Representatives

POLICY: All students who are provided access to the Internet must participate in an Internet Safety Education Program. Teachers, administrators, and staff are responsible to provide Internet safety education and must comply with this policy.

MAJOR CHANGES: Changes have been made to accommodate and clarify more strict Federal laws around accountability.

BACKGROUND: The use of the Internet in schools and at home can have a major positive impact on a student's education. The use of the Internet also presents certain risks, which can be reduced greatly when students learn how to use their online access safely and appropriately.

State and Federal laws require K-12 institutions to provide a safe learning environment, which includes Internet use at schools. The *Protecting Children in the 21st Century Act* was signed into law in October 2008 as part of the *Broadband Data Improvement Act*. In November 2009, the Federal Communications Commission (FCC) proposed rules and procedures for implementing this legislation, including the following:

- "The Internet safety policy adopted and enforced pursuant to 47 U.S.C. 254(h) ... must educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response."
- "A recipient of E-rate funding for Internet access and internal connections should be required to certify, on its FCC Form 486 for funding year 2010, that it has updated its Internet safety policy to include plans for educating minors about appropriate online behavior ... as required by the Protecting Children in the 21st Century

PROCEDURES:

LAUSD's network infrastructure that provides Internet access to students is supported in large part through the Federal E-rate program. Participating in E-rate as well as other Federal funds requires all schools to comply with Bulletin 999.5: *Acceptable Use Policy (AUP) for District Computer and Network Systems* (May 1, 2012).

Schools providing Internet access to students must educate their students in accordance to the *Protecting Children in the 21st Century Act*, described above.

In an effort to make compliance with the law and provide a safe online environment for students and staff, several free resources that can be used by elementary, middle, and high schools. These resources can be found at



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

<http://edtech.lausd.net/safety>.

School site principals must certify that education was provided to all students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response to assure compliance with Federal law.

Using the age appropriate resources available at <http://edtech.lausd.net/safety>, principals may:

- Hold a school assembly (or set of assemblies)
- Ask teachers that educate their students

RELATED RESOURCES:

- Administrator Certification Online System – 2012-13, MEM-4207.6, dated August 13, 2013, issued by the Senior Deputy Superintendent, School Operations
- Anti bullying policy (In Schools, at School-Related Events, and Traveling to and from School), Bulletin No. BUL-1038.1, dated August 16, 2004, issued by the Office of the Chief Operating Officer
- Social Media Policy for Employees and Associated Persons, Bulletin No. BUL-5688.0, dated February 1, 2012, issued by the Office of the Superintendent
- <http://edtech.lausd.net/safety>
- <http://www.lausd.net/lausd/techplan>
- <http://edtech.lausd.net>

CONTACTS:

For further information, please contact Dr. Themy Sparangis (themy.sparangis@lausd.net), Chief Technology Director by email at themy.sparangis@lausd.net or by telephone at (323) 224-2240

LOS ANGELES UNIFIED SCHOOL DISTRICT
PERSONNEL COMMISSION

CLASS DESCRIPTION
Class Code 2210
Unit C

MICROCOMPUTER SUPPORT ASSISTANT

DEFINITION

Installs computing systems, diagnoses basic technology related problems and troubleshoots hardware and software malfunctions at local sites.

TYPICAL DUTIES

Installs and tests computers and related devices on a local area network.
Installs commercial off the shelf software.
Inspects and diagnoses hardware malfunctions.
Troubleshoots hardware and commercial off the shelf software problems, mobile computing device hardware, software applications and peripheral devices.
Assists in establishing local site guidelines for and implements software security programs in accordance with District policies.
Diagnoses and repairs basic technology related problems throughout a campus; contacts the Information Technology Division (ITD) regarding issues such as mobile computing, SIS/ISIS, local area networks, intrusion alarms, PA/Intercommunication systems, and telephone systems.
Refers complex mobile device issues, such as warranty, policy, or procedural concerns to ITD.
Sets up technology/computer labs, mobile computing carts, and mobile devices.
Assists with set up and activation of student and staff single sign on accounts and creates and maintains user groups on the local network server.
Acts as a resource in technology-related matters.
Addresses connectivity problems to make sure computing devices and peripherals are properly connected to the local area network.
Verifies and identifies CAT 5 cable labeling.
Reports repair and service needs to ITD and other service providers in accordance with District policies.
Provides first level support for operation to personal computer, mobile device, and peripheral equipment operation to users.
Maintains site inventory of technology hardware and software licensing; including ensuring hardware is logged, stripped and secured prior to disposal or return to vendor.
Assists in ordering technology related supplies.
May diagnose local server and local network communication problems.
May develop and maintain local computer lab schedules.
Maintains a repair log to track repairs by component, serial number, and model number.
Refers major hardware issues to vendor services personnel for repair or replacement.
May support multiple sites.
May assist school administrators with maintaining an online presence, such as webpages and social networking sites as needed.
Performs related duties as assigned.

DISTINGUISHING CHARACTERISTICS AMONG RELATED CLASSES

A Microcomputer Support Assistant generally reports to a local site and installs and maintains computing systems, replaces malfunctioning components, and refers major hardware or software problems to service personnel.

An IT Field Services Technician works for the Information Technology Division and installs, configures, and analyzes problems of desktop and laptop computers and software, and performs maintenance, service and repairs desktop and laptop computers and related peripherals.

An Information Systems Support Assistant performs routine tasks associated with the installation of computers, such as copying programs, running check programs, verifying accuracy of inventory records, printing labels, and exchanging storage media and installing revised programs in computers at school sites.

SUPERVISION

General supervision is received from a higher-level supervisor or an administrator. No supervision is exercised.

CLASS QUALIFICATIONS

Knowledge of:

- Principles of software and hardware installation
- Hardware mechanical functioning, basic electronics, and tools used in the maintenance and simple repair of computer equipment
- Computing systems using Windows OS, Apple OS, iOS Android and Chrome
- Basic concepts of static web design
- Network access, including wireless, 3G and 4G
- Software applications for mobile devices
- Mobile device management and mobile access management technologies
- Internet, software and security applications

Ability to:

- Analyze and diagnose simple malfunctions of hardware and software; perform required repairs
- Learn the characteristics of new types and models of computers and peripheral equipment
- Maintain effective working relationships with District personnel and service
- Communicate effectively, both orally and in writing.
- Carry out written and oral directions; read and follow logic diagrams and schematics
- Work independently; multitask and function in a fast-paced environment with frequent changes and multiple deadlines
- Maintain basic web pages

Special Physical Requirement:

- Safely lift and carry objects weighing up to thirty-five pounds

ENTRANCE QUALIFICATIONS

Education:

- Graduation from high school or evidence of equivalent educational proficiency, supplemented by two courses involving the installation and maintenance of computer systems and related equipment.

Experience:

Six months of experience primarily involving the installation, set up, and maintenance of networked personal computers and other computing devices. Successful completion of a District sponsored internship in information technology may be substituted for the required experience.

Special:

A+ certification preferable.

A valid California Driver License may be required for some positions.

Use of an automobile may be required for some positions.

This class description is not a complete statement of essential functions, responsibilities, or requirements. Requirements are representative of the minimum level of knowledge, skill, and/or abilities. Management retains the discretion to add or change typical duties of a position at any time.


Revised
04-17-13
SD

INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Office of the Deputy Superintendent of Instruction

INFORMATIVE

TO: Members, Board of Education
Dr. John E. Deasy, Superintendent

DATE: August 30, 2013

FROM: Jaime R. Aquino, Ph.D. 
Deputy Superintendent of Instruction

SUBJECT: COMMON CORE BUDGET (REVISED)

The purpose of this informative is to share some of the changes made to the Common Core Budget that was presented to the Board on August 20th and to respond to some of the questions posed. The new budget reflects changes based on the input from different stakeholders that was discussed at the board meeting or at subsequent meetings. Please note that to accommodate the changes requested at the Board meeting, we no longer have a reserve to allow us to fund the staffing for a third year if approved by CDE.

Changes made based on feedback

- Professional Development allocation
During the Aug. 20th board meeting, board members inquired as to how the proposed budget impacts pilot schools that are given semi-autonomy over their budgets. As I stated during the meeting, the second professional development line item in the original budget was meant for school-based professional development allocations. However, to make it clear, we have decided to allocate \$70 per pupil to all schools. Seventy-nine percent of the remaining funds are allocated to support professional development for teachers and principals. Schools will use the per pupil allocation will to provide:
 - o Professional development for teachers, administrators, and other staff involved in the direct instruction of pupils that is aligned to the CCSS academic content standards
 - o Instructional materials and supplemental instructional materials aligned to the CCSS academic content standards
 - o Integration of the content standards through technology-based instruction for the purposes of improving the academic performance of pupils including, but not limited to: the administration of computer-based assessments and providing adequate Internet connectivity to support the computer-based assessments.

Since the district will be required to submit an expenditure plan and will be audited to ensure that the intent of the funding is preserved, each school will have to submit a plan detailing how they will spend their per-pupil allocation.

- Elimination of 2 teacher coordinators at school sites.
In order to maximize schools' autonomy to decide how these professional development funds will be used, the line item of 2 teacher coordinators was eliminated and folded into the professional development allotments.
- Decrease in amount of K-2 assessments
As I stated during the meeting, we had over-estimated the amount of the K-2 assessments, so the number we are putting here is more realistic.
- Decrease in Professional Development from \$26.4 million to \$4 million
All funds were allocated to schools with the exception of minimal central funding for PD delivery costs.
- Instructional materials reduced from \$8 million to \$2.7 million
All funds were allocated to schools with the exception of minimal funding to cover expenditures for digital content in areas other than English Language Arts and Mathematics.

Questions regarding the budget

The following questions about the Common Core budget surfaced during the board meeting or at subsequent meetings.

- *How does the plan support SELs?*
The plan addresses the needs of all students, including Standard English Learners, English Learners, and Students with Disabilities. The staff from the Academic English Mastery Program (AEMP) has collaborated with the instructional content team to develop and deliver Common Core State Standards (CCSS) professional development (PD) specifically designed to address the needs of Standard English Learners at all schools. In addition, targeted professional development on the CCSS is provided to AEMP schools and those schools identified with a large population of Standard English Learners. 24 of the 47 Phase I schools are participating in the AEMP program, and 4 of the 5 Model AEMP schools are part of the Phase I cohort.
In addition to these supports, the expectation for the 122 teacher specialists is that they will provide professional development in support to all teachers, regardless of the students that they teach.
- *How does the plan support Students with Disabilities?*
Division of Special Education instruction specialists have been and will continue to work with their general education colleagues in OCISD to develop the content for the direct instruction of students with disabilities in alignment with the CCSS academic content standards. An assistive technology specialist, Division of Special Education, has been working with the OCISD team to consider the technology needs and challenges for our students with disabilities including the content for students with moderate to severe disabilities.

The technology team has been investigating tools and applications that will enhance the ability of students with disabilities to access the academic program as well as advance their behavioral, social, and communication skills.

Instructional specialists from the Division of Special Education will be working with OCISS to provide professional development and ongoing support to teachers and special education assistants with the implementation of the CCSS and the use of technology.

- *Can the funding be used to train classified staff?*
The regulations state that the money can only be used to train those that are engaged in direct instruction of the new standards.
- *Will schools be allocated funding to run their own summer school?*
Summer school funds are not allocated directly to schools. We will run a district wide summer school as we have done every year.

Attached is the revised budget that will be submitted for board action on September 10, 2013.

If you have any questions, please contact Gerardo Loera, Executive Director, Office of Curriculum, Instruction, and School Support at (213) 241- 4235 or Julie Kane, Director of Academic Operations at (213) 241- 4822.

Attachment

c: Michelle King
David Holmquist
Enrique Boull't
Jefferson Crain
Sharyn Howell
Gerardo Loera
Julie Kane

TAB 2



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

Report Number:	BR 035-13/14
Date:	September 10, 2013
Subject:	District Initial Proposals 2013-14 for all Classified and Certificated Bargaining Units
Responsible Staff:	
Name	Dr. John A. Bowes, Director of Labor Relations
Office/Division	Office of General Counsel
Telephone No.	(213) 241-7637

BOARD REPORT

Action Proposed: Adoption of District Initial Proposals for all certificated and classified bargaining units (attached).

Background: Government Code Section 3540 *et seq* and the Educational Employment Relations Act (EERA) obligates public school employers and exclusive representatives to present their initial negotiating proposals to the public and to provide an opportunity for public expression on such proposals. The practices contained in this bulletin are designed to implement Government Code Section 3547 (Public Notice) of the EERA.

Expected Outcomes: Adoption of the initial proposals will allow the District to join with its labor partners (Associated Administrators of Los Angeles, California School Employees Association – Chapter 500, Health Benefits Committee, Los Angeles/Orange Counties Building and Construction Trades Council, Los Angeles School Police Association, Los Angeles School Police Management Association, Service Employees' International Union - Local 99, Teamsters Local Union 572, United Teachers Los Angeles) to develop collectively-bargained agreements that are consistent with and supportive of District goals and objectives outlined in the attached Initial Proposals.

Board Options and Consequences: Adopt the attached District Initial Proposals, thereby complying with the Educational Employment Relations Act (EERA; Government Code Section 3540 *et seq.*) which provides for and establishes requirements for collective bargaining between public school employers and employee organizations.



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

Do not adopt the Initial Proposals and postpone their adoption to a later date, thereby delaying collectively bargained agreements reflective of current District goals and objectives.

Policy Implications: As detailed in District Bulletin 6117.0 “Public Notice of Negotiations Proposals (Implementation Of Educational Employment Relations Act: Government Code Section 3547)” from the Office of General Counsel/Office of Labor Relations, conforms to Government Code Section 3540 *et seq* and the Educational Employment Relations Act (EERA) requirements.

Any policy Implications associated with the eventual outcome of the negotiations process for Collective Bargaining negotiations with the Classified and Certificated Bargaining Units will be reflected in later reports.

Budget Impact: Any budget implications associated with the eventual outcome of the negotiations process will be reflected in later Board Reports.

Issues and Analysis: This proposal may form the eventual basis for revisions to the Collective Bargaining Agreements. Any subsequent new subjects for negotiations initiated by the District or by an exclusive representative of a District bargaining unit shall be made public pursuant to Bulletin 6117.0

Attachments: Attachment

☐ **Informative**

☐ **Desegregation
Impact Statement** N/A



LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

10

Respectfully submitted,

DR. JOHN E. DEASY
Superintendent

APPROVED BY:

MICHELLE KING
Senior Deputy Superintendent
School Operations

REVIEWED BY:

DAVID HOLMQUIST
General Counsel

APPROVED &
PRESENTED BY:

DR. JOHN A. BOWES
Director of Labor Relations
Office of General Counsel

☒ Approved as to form.

TONY ATIENZA
Director of Budget Services and
Financial Planning

☒ Approved as to budget impact statement.

2013-2014 NEGOTIATIONS – ALL BARGAINING UNITS

The District seeks to join with its labor partners (Associated Administrators of Los Angeles, California School Employees Association – Chapter 500, Health Benefits Committee, Los Angeles/Orange Counties Building and Construction Trades Council, Los Angeles School Police Association, Los Angeles School Police Management Association, Service Employees' International Union - Local 99, Teamsters Local Union 572, United Teachers Los Angeles) to develop collectively-bargained agreements that are consistent with, and supportive of, the following goals and objectives:

1. Transform teaching and learning so that we prepare all youth to graduate college and workforce ready.
2. Ensure there is an effective employee at every level of the organization focused on improving student outcomes.
3. Provide a portfolio of high quality schools for youth, families and communities.
4. Ensure a safe, caring, and nurturing environment for all youth.
5. Operate an effective, efficient, and transparent organization in order to assure the public trust.
6. Continue to improve the quality of employee performance, accountability and development.
7. Address economic issues with due regard for the following interests:
 - a. The realities and limitations of District fiscal resources, revenues, continuing program demands and commitments, and the impact of the District's ongoing structural budgetary deficits.
 - b. The desire to address employee compensation and staffing issues, in recognition of the reductions in programs, services, personnel and employee compensation that have been required for the past several years of reduced state funding.
 - c. Recognition of the continuing high and growing cost of health insurance benefits, including retiree health benefits, and also the continuing high and growing costs of the employee pensions.

- d. Recognition of the ongoing structural costs of required annual step/column salary increases, and the need to fund full work years (without furloughs).
- 8. The need to continue to attract, retain and reward effective employees with competitive total compensation, including incentives for exceptional service.
- 9. Recognize the need for improved student and employee attendance and punctuality.
- 10. The District reserves the right to supplement these initial proposals with subsequent proposals at any time, and provide notice thereof to the public in the appropriate Initial Proposal notebooks located in the main lobby (see Bulletin 6117.0).

TAB 3



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

Report Number:	021-13/14
Date:	September 10, 2013
Subject:	Parent Empowerment Act Guidelines for Schools and Communities
Responsible Staff:	
Name	Donna E. Muncey, Ph.D.
Office/Division	Chief of Intensive Support and Intervention
Telephone No.	213-241-7000

BOARD REPORT

Action Proposed Staff proposes the Board of Education adopt the recommended *Parent Empowerment Act Guidelines for Schools and Communities*.

Background: On June 18, 2013, the Los Angeles Unified School District Board of Education passed the *Comprehensive Information for Parent Initiated School Transformation Resolution*.

The resolution recommends that LAUSD seek legislative changes to the current Parent Empowerment Act. Currently, the Office of the General Counsel and Division of Intensive Support and Intervention are working with the Office of Government Relations to propose amendments to the Parent Empowerment Act. Staff will keep the Board of Education informed of progress.

In the resolution, the Board of Education requested the following information to be presented when a Parent Empowerment petition is submitted to the District:

1. Independent verification of the signatures and the signature gathering process
2. Evidence of public notice and a summary of information presented at a public meeting held in the school community detailing accurate information about the school and the available options for school reform
3. An analysis of five years of school data
4. A summary of interventions attempted at the school site and an analysis of the success or failure of these attempted interventions
5. An analysis of school report card data and/or school climate



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

survey data

The resolution also called for the Superintendent to bring Parent Empowerment Act school-site guidelines and operational procedures to the Board for review. The *Parent Empowerment Act Guidelines for Schools and Communities* were crafted explicitly to support school site personnel that work on campuses subject to the Parent Empowerment Act. The Guidelines were developed with maximum input from LAUSD employees with first hand experience with the Parent Empowerment Act at their school sites and are consistent with the Parent Empowerment Act and corresponding regulations.

The Guidelines are intended to be an overview of the major aspects of the Parent Empowerment Act and its implications for school sites. The Guidelines include resources for Educational Service Center staff, instructional directors, administrators, teachers, parent liasons and families.

The *Parent Empowerment Act Guidelines for Schools and Communities* provide detailed information on the following topics:

- Parent Empowerment Act Statute
- School Eligibility
- Intervention Options
- Petition Requirements, Process and Checklist
- Signature Eligibility and Verification
- Lead Petitioner
- Final Disposition
- LAUSD Procedure for Processing Petitions
- Parent and Legal Guardians' Rights
- Principals and School Staff's Rights
- Use of Facilities and District Resources
- Complaints Procedures
- Parent Resource Flyer
- *Building Relational Trust for School Transformations* Toolkit

The *Parent Empowerment Act Guidelines for Schools and Communities* were created as a resource for all schools, but particularly for schools that are subject to intervention under the Parent Empowerment Act. The release of the Guidelines will be coupled with a series of two-day professional development opportunities for employees in schools subject to the Parent Empowerment Act.



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

Through professional development and direct support, a group of experienced facilitators will train parent educator coaches and instructional directors to support parents and school staff. The professional development trainings will be available to Educational Service Center staff, instructional directors, school administrators, parent coordinators and designated school staff representatives. The professional development will focus on building relational trust at the school site in order to promote parent engagement and school improvement.

The trainings will prepare staff to lead four sessions on: building relational trust, collaboration, conducting a school needs review process and creating a school improvement action plan. The four sessions involve school-wide participation from parents, teachers and administrators to conduct a comprehensive needs assessment at the school site and utilize the findings to improve the schools' educational programs and engagement strategies.

The Division of Intensive Support and Intervention is developing a set of templates to provide guidance about the following provisions of the *Comprehensive Information for Parent Initiated School Transformation Resolution*:

1. Evidence of public notice and a summary of information presented at a public meeting held in the school community detailing accurate information about the school and the available options for school reform;
2. An analysis of five years of school data;
3. A summary of interventions attempted at the school site and an analysis the success or failure of these attempted interventions;
4. An analysis of school report card data and/or school climate survey data.

Staff from the Division of Intensive Support and Intervention also will collaborate with any school that will be preparing and presenting these materials to their parent and local community.

While the *Comprehensive Information for Parent Initiated School Transformation Resolution* requests that the District conduct an independent verification of the petition signatures and the signature gathering process, the District needs to develop and issue a Request for Information (RFI) to determine the feasibility and potential costs of



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

conducting independent verification of signatures. Thereafter, the District would need to issue a Request for Proposals (RFP) for the selection of the vendor. The RFI (and RFP) would need to address the following issues and concerns:

1. A contractor providing signature verification services would have to abide by federal (i.e., FERPA) and State privacy laws and District policies regarding protection of student information, such as entering into a separate confidentiality agreement.
2. The contractor would have to meet District insurance requirements, which may include bonding.
3. The contractor must address secure data collection, protection and storage procedures.
4. The cost and timelines analysis including comparison with the signature verification conducted by District's Pupil Services Branch which was completed in a timely, efficient, accurate, and cost effective manner.

Should the District receive a Parent Empowerment petition pending the RFI and RFP process, the District will use District staff and resources to conduct signature verification given the stringent timelines imposed in the statute and regulations.

One final point of potential relevance to the guidelines provided above: On August 6, 2013, the United States Department of Education granted the California Office to Reform Education (CORE) Districts a waiver from several central provisions of No Child Left Behind (NCLB). We begin our formal meetings as a statewide CORE team at the end of this week and, should there be any implications for the guidelines proposed above from our conversations with our CORE colleagues, we will make changes to this set of guidelines as appropriate.

Expected Outcomes: The *Parent Empowerment Act Guidelines for Schools and Communities* will clarify the Parent Empowerment Act regulations and provide resources for District employees and parents about their rights. The accompanying professional development trainings and resources on building relational trust and conducting a school needs review will benefit parent engagement and school improvement strategies at subject school sites.

Board Options and LAUSD has schools that are subject to the Parent Empowerment Act. The



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

Consequences: *Parent Empowerment Act Guidelines for Schools and Communities* are a resource for District employees and the families they serve to understand their rights under the statute. If the Board chooses not to adopt the Guidelines, families and employees will not have guidelines, resources and training supports if their school becomes the subject to the Parent Empowerment Act petition process.

Policy Implications: None

Budget Impact: None

Issues and Analysis:

Informative

**Desegregation
Impact Statement** This action does not require a Desegregation Impact Statement.




LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

Respectfully submitted,


 DR. JOHN E. DEASY
 Superintendent

APPROVED BY:


 MICHELLE KING
 Senior Deputy Superintendent
 School Operations

REVIEWED BY:


 DAVID HOLMQUIST
 General Counsel

APPROVED &
 PRESENTED BY:


 DONNA E. MUNCEY
 Chief of Intensive Support & Intervention

☒ Approved as to form.


 TONY ATIENZA
 Director of Budget Services and
 Financial Planning

☒ Approved as to budget impact statement.

PARENT EMPOWERMENT ACT GUIDELINES FOR SCHOOLS AND COMMUNITIES

What is "Parent Empowerment Act?"

Parent Empowerment Act is a statute passed in 2010 and codified in California *Education Code (EC)* [sections 53300-53303](#). Regulatory laws are outlined in Title 5, California Code of Regulations, sections 4800, et seq ("5 CCR"). The Parent Empowerment Act provides a legal mechanism for at least one-half of the parents or legal guardians of pupils who are enrolled in a subject school, or a combination of at least one-half of the parents or legal guardians of pupils attending the school and the elementary or middle schools that normally matriculate into a middle or high school, the option to petition the local educational agency (LEA) to implement a specific intervention/reform in the school for the subsequent school year.

What schools are eligible for Parent Empowerment?

A school eligible for Parent Empowerment ("subject school") is identified by the State Superintendent of Public Instruction (SSPI) as a school that:

- Is **not** one of the persistently lowest-achieving schools identified by the State Board of Education (SBE)
- Has been in corrective action for at least one full academic year
- Has failed to make adequate yearly progress ([AYP](#))
- Has an Academic Performance Index ([API](#)) score of less than 800.

(A school that is "not one of the persistently lowest-achieving schools" identified by the SBE refers to the list of Tier I and II [persistently lowest-achieving schools](#) eligible for the School Improvement Grant (SIG) that was identified and approved by the SBE).

What are the reforms that a Parent Empowerment petition might implement?

The options for reform include, and are limited to:

- [Turnaround](#)
- [Restart](#)
- [School Closure](#)
- [Transformation](#)
- [Alternative Governance Arrangement](#)

What information needs to be on a Parent Empowerment petition?

Complete information on the content of a Parent Empowerment Petition as outlined in *California Code of Regulations*, Title 5 (5 CCR) Section 4802 can be found under [Contents of a Parent Empowerment Petition](#). A Parent Empowerment petition must include the following:

- a heading and statement of intent
- the name and contact information of the person to be contacted with regards to the petition
- an identification and description of the requested intervention(s)
- the name of the subject school
- signature boxes (with the following information: signature of petition signer, printed name, date, pupil's name, pupil's date of birth, name of school pupil is currently attending, pupil's current grade)
- an affirmation that the signing parent or legal guardian is requesting the LEA to implement the identified intervention at the Subject School.
- a request to an LEA to implement the restart model may also request that the Subject School be reopened under a specific charter school operator, charter management organization (CMO) or education management organization (EMO). If so, that information must be clearly stated on the front page of the petition including contact information of the charter school operator, CMO or EMO, names of any agencies or organizations that are supporting the petition, either through direct financial assistance or in-kind contributions of staff and volunteer support, must be prominently displayed on the front page of the petition.

Who is eligible to sign a Parent Empowerment petition?

Signatures on a petition must be of parents or legal guardians holding the right to make educational decisions for pupils attending the subject school or a combination of signatures of parents and legal guardians for pupils attending the subject school and the matriculating schools. (I.e., if a subject school is an elementary school, signatures may be obtained from parents/legal guardians of students attending the elementary school [parents/legal guardians of pre-Kindergarten or early education students may not sign the petition]; if the subject school is a middle or high school, signatures may be obtained from parents of students at the middle/high school and also from parents/legal guardians of students from the matriculating school(s).) (5 CCR, section 4801(a)).

"Parents or Legal Guardians" include other persons with the legal right to make educational decisions for a pupil when the petition is signed, which may include foster parents who are designated by the court as having educational rights over the pupil.

A petition may be signed by a parent or a legal guardian only once for each of his or her pupils attending the subject school, or once for each of his or her pupils attending the subject school and the elementary or middle schools that normally matriculate into the subject elementary, middle or high school.

Only one parent or legal guardian per pupil may sign a petition. (Section 4801(e) of 5 CCR, section 4801(e)).

All parents/legal guardians of students who are enrolled in the subject school on the day the petition is submitted are eligible to sign the petition. This includes parents/legal guardians of students who are on permit, transient or homeless; as long as the student is enrolled at the school the day the petition is submitted.

Is a petitioner allowed to withdraw his/her signature from a Parent Empowerment petition?

ESC Superintendents should forward any questions to the Office of the General Counsel.

What percentage of parent/guardian signatures is required on a petition to be submitted?

EC Section 53300 specifically refers to "a combination of at least one-half of the parents or legal guardians" at the Subject School and matriculating schools. The LEA of the subject school will provide enrollment and matriculation data including the number of signatures that would be required for a Parent Empowerment petition to be submitted.

Who is the "lead petitioner" and what do they do?

When the petition is submitted to the LEA, the petitioners must also submit a separate document that identifies at least one, but no more than five, lead petitioners with their contact information. The role of lead petitioner(s) is to assist and facilitate communication between the parents who have signed the petition and the LEA. Lead petitioner contact(s) are not authorized to make decisions for the petitioners or negotiate on behalf of the parents. (5 CCR Sections 4802.05 (c) and (d)).

How much time does an LEA have to issue a final disposition on the petition?

The timeline under the Parent Empowerment Act and regulations are extremely stringent. Once the petition is submitted, the District has 45 calendar days to process the petition **and** present a recommendation to the Board of Education for a final disposition unless the parties agree to a 25-calendar day extension of time. The LEA may return the petition to the person(s) designated as the lead petitioner(s) within 40 calendar days of receiving the petition if the LEA determines that (1) one half of the parents or legal guardians of pupils meeting the requirements have not signed the petition; or (2) that the school named in the petition is not a Subject School; or (3) that the petition does not meet the requirements specified in the regulations. If the LEA does not return the petition within 40 calendar days, the LEA will have 45 calendar days from the date the petition is received to reach a final disposition.

If a petition is returned for one of the reasons listed can it be resubmitted?

If a petition is returned due to insufficient or unverifiable signatures, the same petition may be resubmitted to the LEA with verified signatures as long as no substantive changes are made to the petition. (5 CCR Section 4802.1(j)). The petitioners are provided one resubmission opportunity which must be completed within 60 calendar days after the return of the petition. Once petition is resubmitted, the District has 25 days to verify the signatures.

What is a "final disposition"?

"Final disposition" means the action taken by the LEA to implement the requested intervention option presented by a petition or to implement one of the other intervention options if they cannot implement the requested intervention. (5 CCR Section 4800.1(c).)

If a Parent Empowerment petition is submitted to an LEA and is not rejected, when will the intervention be implemented?

The Parent Empowerment Act states that the selected model will be implemented in the subsequent year.

If the petitioners disagree with the final disposition of the LEA do they have the right to appeal the decision?

No. Nothing in the Parent Empowerment statute states there is an appeal process if a requested intervention model is not implemented.

When is a school no longer eligible for parent empowerment?

A school that exits Program Improvement will not be subject to continued identification on the Parent Empowerment list. (5 CCR Section 4800.1(k)(5).) In addition, a school ceases to be a subject school when it exits Program Improvement and obtains an 800 or higher API. (5 CCR Section 4802.1(c).)

What are the possible models for "Requested Intervention"?

- **"Turnaround Model"**
 - *Replace the principal who led the school prior to commencement of the turnaround model and grant the newly appointed school principal sufficient operational flexibility to implement a comprehensive approach in order to substantially improve student achievement and increase high school graduation rates.*
 - *Measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students. This entails:*
 - *Screening all existing staff and rehiring no more than 50 percent.*

- *Selecting new staff with the skills necessary to meet the needs of the students.*
 - *Implementing strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the school.*
 - *Providing staff with ongoing, job-embedded, professional development aligned with the school's instructional program. Professional development must be designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement reform strategies.*
 - *Adopting a new governance structure to obtain added flexibility in exchange for greater accountability.*
 - *Using data to identify and implement an instructional program that is research-based and aligned vertically as well as with State academic standards.*
 - *Promoting the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.*
 - *Establishing schedules and implementing strategies that provide increased learning time.*
 - *Providing appropriate social-emotional and community-oriented services and support for students.*
 - *A turnaround model may also implement other strategies, such as any of the required and permissible activities under the transformation model, or a new school model.*
- **"Transformation Model"**

In 5 CCR Section 4806, an LEA implements the following four strategies:

 1. *Developing and increasing teacher and school leader effectiveness*
 2. *Using comprehensive instructional reform strategies*
 3. *Increasing learning time and creating community-oriented schools*
 4. *Providing operational flexibility and sustained support*
 - *Strategy 1: Develop and increase teacher and school leader effectiveness*
 - *Replace the principal prior to the transformation model.*
 - *Use rigorous, transparent, and equitable evaluation systems for teachers and principals that:*
 - *Take into account data on student growth as well as other factors such as multiple observation-based assessments and ongoing collections of professional practice reflective of student achievement and increased high-school graduations rates.*

- *Are designed and developed with teacher and principal involvement.*
- *Identify and reward school leaders, teachers, and other staff who have increased student achievement and high school graduation rates.*
- *Identify and remove those school leaders, teachers, and other staff who have been provided the opportunities to improve their professional practice, but have not done so.*
- *Provide staff with ongoing, job-embedded, professional development aligned with the school's instructional program. Professional development must be designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement reform strategies.*
- *Implement strategies that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.*

An LEA may also implement other strategies to develop teachers' and school leaders' effectiveness, such as:

- *Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school.*
- *Instituting a system for measuring changes in instructional practices resulting from professional development*
- *Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority.*

➤ *Strategy 2: Comprehensive instructional reform strategies*

- *Using data to identify and implement an instructional program that is research-based and “vertically aligned” from one grade to the next as well as aligned with State academic standards.*
- *Promoting the continuous use of student data to inform and differentiate instruction in order to meet the academic needs of individual students.*

An LEA may also implement comprehensive instructional reform strategies, such as:

- *Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective.*
- *Implementing a school wide “response-to-intervention” (RTI) model.*

- *Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities and limited-English-proficient students.*
- *Using and integrating technology-based supports and interventions as part of the instructional program.*

In secondary schools:

- *Increasing rigor by offering opportunities for students to enroll in advanced coursework, early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers.*
- *Providing appropriate supports designed to ensure that low-achieving students can take advantage of the aforementioned programs and coursework.*
- *Improving student transition from middle to high school through summer transition programs or freshman academies.*
- *Increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills.*
- *Establishing early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.*

➤ *Strategy 3: Increasing learning time and creating community-oriented schools*

- *Establish schedules and implement strategies that provide increased learning time.*
- *Provide ongoing mechanisms for family and community engagement.*

An LEA may also implement other strategies that extend learning time and create community-oriented schools, such as:

- *Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, and other State or local agencies to create safe school environments that meet students' social, emotional, and health needs.*
- *Extending or restructuring the school day to add time to implement strategies that build relationships between students, faculty, and other school staff.*
- *Implementing approaches to improve school climate and discipline.*
- *Expanding the school program to offer full-day kindergarten or pre-kindergarten.*

➤ *Strategy 4: Providing operational flexibility and sustained support*

- *Give the school sufficient operational flexibility to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.*
- *Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the State Educational Agency (SEA), or a designated external lead partner.*

The LEA may also implement other strategies for providing operational flexibility and intensive support, such as:

- *Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA.*
 - *Implementing a per-pupil school-based budget formula that is weighted based on student needs.*
- **“Restart”**
 - *An LEA converts a school, or closes and reopens a school, under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) as defined below.*
 - *The charter school operator, CMO, or EMO must be selected through the rigorous review process required by 5 CCR Section 4802.2.*
 - *A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools.*
 - *An EMO is a for-profit or non-profit organization that provides “whole-school operation” services to an LEA.*
 - *A restart model must enroll, within the grades it serves, any former student who wishes to attend the school.*
 - *If a restart model is requested, the Parent Empowerment Petition may either:*
 - *Specify a charter school operator, charter management organization (CMO) or educational management organization (EMO) to operate the school; or,*
 - *Not identify a specific charter operator, CMO or EMO. If the petition does not specify an operator:*
 - *Petitioners could opt to solicit charter proposals if the Board adopts the restart model in the final disposition. Petitioners have 90 days to solicit and submit a charter petition to the District. The charter petition is then processed by the Charter Schools Division pursuant to the charter approval process in the Charter Schools Act; or,*
 - *Petitioners could request the District to solicit charter proposals from charter school operators, CMOs or EMOs. The District has to within 20 days issue RFP for charter school operators, CMOs or EMOs to operate the school. The*

charter petition is then processed by the Charter Schools Division pursuant to the charter approval process in the Charter Schools Act

- **“School Closure Model”**

- *According to 5 CCR Section 4805, School Closure occurs when an LEA closes the Subject School. The pupils enrolled in the now closed Subject School are then enrolled in other higher achieving schools in the district. These higher achieving schools should be within reasonable distance to the closed Subject School and may include, but are not limited to, charter schools or new schools.*

What is an "Alternative Governance Arrangement?"

According to definition in the Parent Empowerment regulations, alternative governance is a model in which an LEA institutes any other major restructuring of the school's governance arrangement that makes fundamental reforms, such as significant changes in the school's staffing and governance, to improve student academic achievement in the school and that has substantial promise of enabling the school to make [AYP](#) as defined in the State plan under Section 6311(b)(2) of the federal Elementary and Secondary Education Act.

LAUSD PROCEDURE FOR PROCESSING PETITIONS:

(See *Attachment 1*, Timeline Chart)

- Once a Parent Empowerment petition has been submitted to the District, the Office of Intervention and Intensive Support (OIIS) will on the same day obtain from the Office of Data and Accountability the number of students enrolled at the school. This is necessary to determine the required 50% number of signatures that need to be verified to submit a petition. In addition, an enrollment list with names of pupils enrolled on the day the petition is submitted, grade level, name of parent/legal guardian, and teacher name, must be obtained from the Office of Data and Accountability.
- Within 48 hours, the ESC Superintendent and Operational Director will discuss with the OIIS the timeline and next steps including the verification of signatures. The ESC will assign support and resources necessary to verify signatures. Signature verifiers will not be staff from the subject school.
- Enrollment information containing names of pupils and parents are protected under the Family Educational Rights and Privacy Act (FERPA) and should not be released to any individuals, media or organizations. Any requests for information should go through the Public Records Act request:

California Public Records Act Requests
Office of the General Counsel
Los Angeles Unified School District
333 S. Beaudry Avenue, 24th Floor
Los Angeles, CA 90017
Phone: (213) 241-6601
Fax: (213) 241-8444
Email: pra@lausd.net

- **District has 40 days from submission of petition to do the following:**
 - Verify Signatures
 - Check to see if the petition complies with substantial content requirements in regulations (*See Attachment 2*, petition content checklist)
- **The District may return the petition to the petitioners if it finds the following:**
 - At least 50% signature requirement was not reached
 - Petition does not substantially meet requirements under the regulations regarding the content of the petition.

- If the District returns the petition, lead petitioner has 60 days to correct deficiencies and resubmit petition. Petitioners cannot substantively change the petition. If substantive changes were made, petition must be re-circulated and the 45 day timeline restarts.
- If the District does not return the petition, it has 45 days from petition submission to render a “final disposition” (or additional 25 days if agreed upon by petitioners – agreement needs to be in writing).

How does the District verify signatures?

- The District may make reasonable efforts to verify that the signatures on the petition can be counted consistent with these regulations.
- Common verification documents shall be used to authenticate signatures (e.g., emergency verification cards; cumulative records; free and reduced lunch applications)
- No invalidation of signatures for minor technicality
- The District shall make good faith effort to contact parents or guardians when a signature is not clearly identifiable including phone calls to the parent or guardian. (*The District can only contact parent regarding verification of signature not talk about the petition.*)
- If the District finds sufficient signatures cannot be verified it shall immediately notify the lead petitioner and provide the lead petitioner the names of those parents it cannot verify. The lead petition contacts shall be provided 60 calendar days to assist the District to verify the signatures.

What is the Board’s decision – “Final Disposition”?

- The ESC Superintendent and the OIIS will collaborate to determine and formulate a “final disposition” recommendation to the Board of Education.
- The Board of Education has to implement requested model *unless* it makes a written finding stating *reason it cannot implement the recommended option* and designates in writing which other intervention option it will implement.
- The Board of Education needs to render final disposition at a regularly scheduled public meeting.

PARENTS AND LEGAL GUARDIANS' RIGHTS:

- Signature gatherers may not offer gifts, rewards, or tangible incentives to parents or legal guardians to sign a petition.
- Signature gatherers may not make any threats of coercive action, false statements or false promises of benefits to parents or legal guardians in order to persuade them to sign a petition.
- Students, parents and legal guardians shall be free from harassment, threats, and intimidation related to circulation of or signing a petition.
- School resources shall not be used to impede the signature gathering process.
- Every pupil that attended the school shall continue to be enrolled in the school during and after an intervention is implemented unless the parent or legal guardian chooses to enroll the pupil in another school.
- Any pupil who resides in the attendance area of the school during or after the implementation of an intervention has a right to attend the school.
- Petition shall name lead petitioners who will facilitate communication between parents who signed the petition and the District. The lead petitioners shall not be authorized to make decisions for the petitioners or negotiate on behalf of the parents.

PRINCIPALS AND SCHOOL STAFF'S RIGHTS:

- Staff shall be free from harassment, threats, and intimidation related to circulation of or signing a petition (this includes members of the community).
- Staff may discuss education related improvements hoped to be realized by implementing any intervention.
- School site hours of operation, safety policies and visitor sign in procedures must be adhered to.

USE OF FACILITIES AND DISTRICT RESOURCES

District resources shall not be used to impede the signature gathering process. District resources, including but not limited to copiers, papers, bulletin boards, etc., will not be used to generate material that would be construed as impeding the signature gathering process. Distribution of flyers, leaflets, materials, etc. by staff is prohibited on campus and during work hours. Moreover, staff shall avoid engaging in conduct which could be construed as violating the LAUSD Code of Conduct with Students and the LAUSD Code of Ethics.

Individuals, teachers, staff, unions, organizations, community members who request to hold meetings must obtain a civic center permit pursuant to the bulletin on Procedures for Third Party Use of Facilities (BUL 5993.0).

Signature gatherers cannot circulate petitions and gather signatures on school site.

What is the Procedure for Handling Complaints?

Individuals should be directed to file complaints with the Administrator of Operations at the local Educational Service Center.

Educational Service Center North
 Juan Flecha, Administrator of Operations
 6621 Balboa Blvd.
 Van Nuys, CA 91406
 Fax #: (818) 881-6728

Educational Service Center South
 Dr. James Noble, Administrator of Operations
 1208 Magnolia Avenue
 Gardena, CA 90247
 Fax #: (310) 532-4674

Educational Service Center West
 Jan Davis, Administrator of Operations
 11380 W. Graham Pl.
 Los Angeles, CA 90064
 Fax #: (310) 445-4785

Educational Service Center East
 Eugene Hernandez, Administrator of Operations
 2151 North Soto Street
 Los Angeles, CA 90032
 Fax #: (323) 222-5702

Intensive Support and Innovation Center
 Daryl Narimatsu, Administrator of Operations
 333 S. Beaudry, 11th Floor
 Los Angeles, CA 90017
 Fax #: (213) 241-3350

In the instance of threats, intimidation and/or damage to property, or any other instances requiring law enforcement involvement, contact LASPD or law enforcement. LASPD Communications Center (Dispatch) and Watch Office: (213) 625-6631. Please refer to LAUSD bulletin on Procedures for Handling Disturbances, or Demonstrations on or Adjacent to School Sites for handling disruptions (See *Attachment 3*, BUL 3641.1).

ACCOUNTABILITY

If you are aware that your school has become a subject of parent organizers, please notify your Local Educational Service Center Superintendent, who in turn, shall notify the Chief of Intensive Support and Intervention. Once it has been confirmed that parents are organizing the school site and that the school falls under the jurisdiction of the Parent Empowerment Act, ESC Superintendent shall hold a meeting notifying parents, community and staff that the school is subject to the Parent Empowerment Act rules and regulations. The meeting will detail the status of the school including a presentation on five years of school performance data, summary of interventions attempted at the school and an analysis of the success or failure of the attempted interventions, and an analysis of the school report card data and/or school climate survey data. Pursuant to the Parent Empowerment Act, the meeting shall not be a forum to encourage or discourage parents to sign a petition.

The District will request the parents union to provide evidence of public meetings held discussing the intervention option requested in the petition and information on the process used to gather signatures.

What Can I Say and do to minimize the possibility that my school will be subject to Parent Union organizing?

In advance of a school becoming the subject of organizing under the Parent Empowerment Act, please communicate early and often with school staff to educate them about the Parent Empowerment legal process and LAUSD staff's rights and responsibilities. Please express confidence in school staff to honor their professional commitments as stated in LAUSD's Employee Code of Ethics and Code of Conduct with Students.

The Parent, Community and Student Services Branch has created a two-day training, Building Relational Trust for School Transformations. The training is recommended for Educational Service Center staff, instructional directors, parent coordinators and designated teachers working with Parent Empowerment Act "subject schools". The training includes a facilitators' guide that could be used on a school campus to lead a collaborative process with parents and school site staff. The modules describe research-based parent engagement strategies and help school administrators build solid relationships with parents and communities.

What Can I Say and do once my school has been subject to Parent Union organizing?

It is important that school site employees respect the Parent Empowerment legal process. LAUSD employees must respect the parents' legal rights to organize. School site staff and District representatives may discuss "education related improvements hoped to be realized by implementing any intervention described in the [Parent Empowerment Act] regulations." (5 CCR, section 4801(g)). If inaccurate information is being disseminated, District representatives may state objective, verifiable and accurate information.

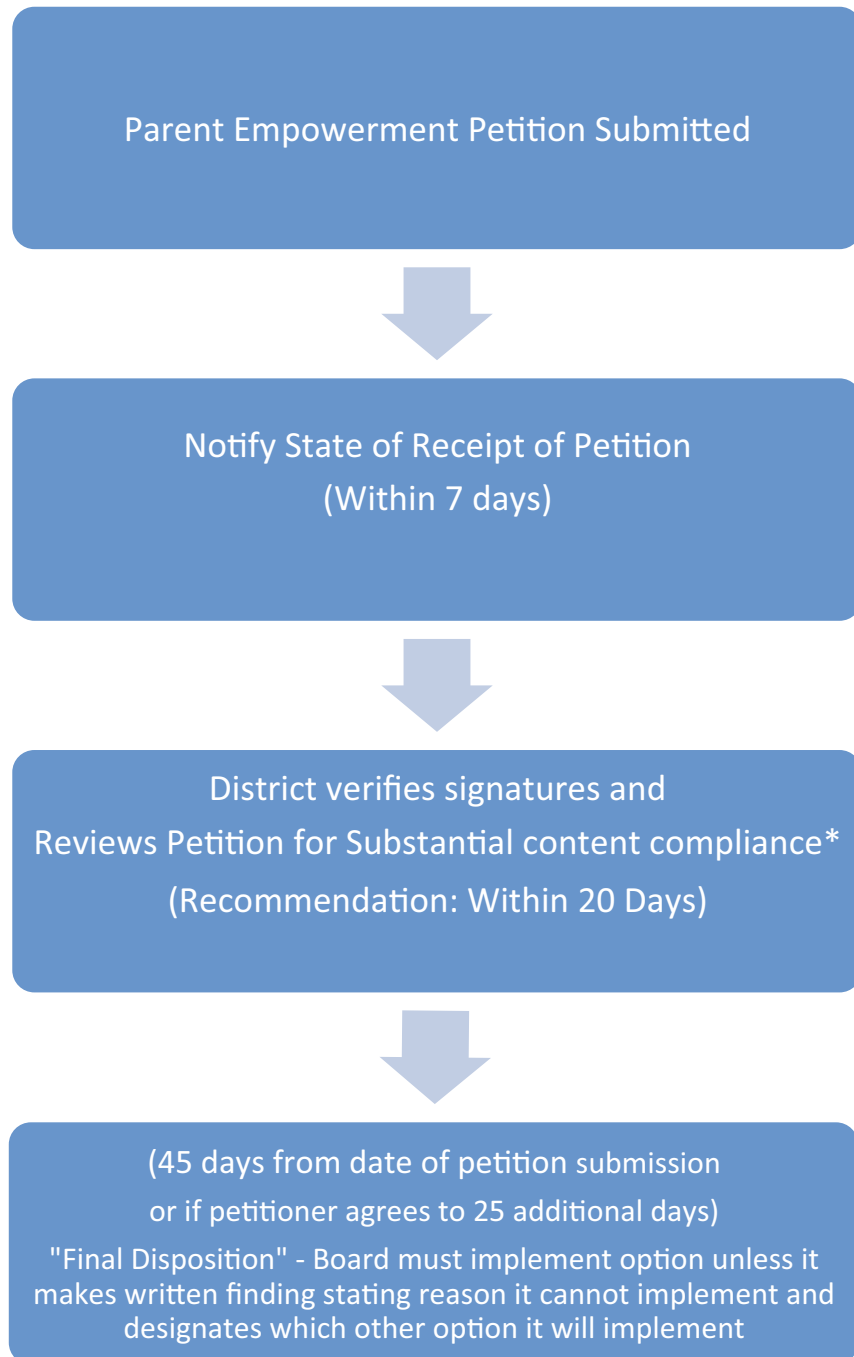
Media Statements: If the Local Educational Service Center Superintendent, Instructional Director or school site principal is interested in issuing a press release or media statement once the Parent Empowerment petition has been submitted to the District, please contact Tom Waldman, Director of Media and Communications: (213) 241-6766; thomas.waldman@lausd.net.

Parent Organizers

If the school has been organized by parents supported by an independent non-profit, such as Parent Revolution, we encourage the Local Educational Service Center Superintendent,

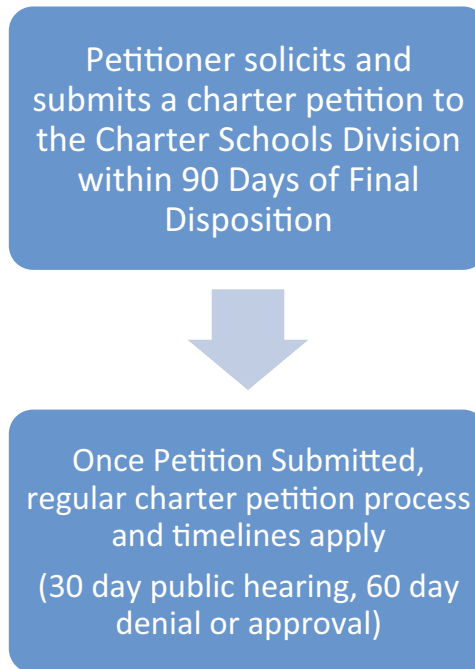
Instructional Director and School Principal to arrange a meeting with the third party organization. All parties should commit to discussing the following topics:

- Parent Empowerment Act guidelines
- The 3rd Party Organization and the Parent Union's roles at the school site
- Ethical organizing practices
- The school's academic performance and the community's strengths and challenges
- School improvement strategies already in place
- Transparent, honest communication processes between all parties

ATTACHMENT 1**GENERAL OUTLINE OF PARENT EMPOWERMENT PETITION PROCESS**

*If District cannot verify signatures or finds that petition does not substantially comply with content requirements of the Parent Empowerment Act regulations, District is to communicate this immediately to lead petitioner. As long as there are no substantive changes to the petition, petitioner has 60 days to correct and resubmit petition. District has 25 calendar days to verify the signatures.

If Petition Requests Restart Option and Board's Final Disposition is to adopt Restart:



ATTACHMENT 2

PARENT EMPOWERMENT ACT PETITION CONTENT CHECKLIST (5 CCR §4802)

SUBJECT SCHOOL: _____
DATE PETITION
SUBMITTED: _____

		Y	N
1.	A Heading stating that it is a <i>Petition</i> of Parents, Legal Guardians, Foster Parents and Persons Holding the Right to Make Educational Decisions for Pupils or request an Intervention be implemented at the specified subject school.	<input type="checkbox"/>	<input type="checkbox"/>
2.	A Statement that the petition seeks the <i>Signatures</i> of the Parents /Legal Guardians of: a) the pupils attending the subject school; or <input type="checkbox"/> b) the signatures of the parents or legal guardians of the pupils attending the subject school and of those attending elementary or middle schools who would normally matriculate into the subject school. <input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3.	The Name and Contact Information of the <i>Person to be Contacted</i> by either persons interested in the petition or by the LEA.	<input type="checkbox"/>	<input type="checkbox"/>
4.	<i>Identification</i> of the Requested Intervention.	<input type="checkbox"/>	<input type="checkbox"/>
5.	A <i>Description</i> of the Requested Intervention using the language set forth in either §§ 4803, 4804, 4805, 4806, or 4807, without omission to ensure full disclosure of the impact of the intervention.	<input type="checkbox"/>	<input type="checkbox"/>
6.	The Name of the Subject School.	<input type="checkbox"/>	<input type="checkbox"/>
7.	Boxes as designated in section 4801(c) and (d);		
REQUIRED		OPTIONAL	
a)	Signature(s) of Petition Signer <input type="checkbox"/>	a)	Signer's Address, City, Zip Code <input type="checkbox"/>
b)	Printed Name of Petition Signer <input type="checkbox"/>	b)	Other voluntary information <input type="checkbox"/>
c)	Date Signed <input type="checkbox"/>		
d)	Pupil's name <input type="checkbox"/>		
e)	Pupils' DOB <input type="checkbox"/>		
f)	Pupil's current Grade <input type="checkbox"/>		
g)	Name of School <input type="checkbox"/>		
8.	An <i>Affirmation</i> that the signing parent or legal guardian is requesting the LEA to implement the identified intervention at the subject school.	<input type="checkbox"/>	<input type="checkbox"/>
9.	If requesting implementation of the restart model intervention identified pursuant to <i>EC §53202(a)(2)</i> , and that the subject school be reopened under a specific charter school operator,	<input type="checkbox"/>	<input type="checkbox"/>

	CMO, or EMO, a clear statement containing that information on the front of the petition, including contact information of the charter school operator, charter management organization or education management organization		
10.	The names of any agencies or organizations that are supporting the petition, either through direct financial assistance or in-kind contributions of staff and volunteer support prominently displayed on the front page of the petition.	<input type="checkbox"/>	<input type="checkbox"/>

**NAME & TITLE
OF REVIEWER:**

SIGNATURE:

DATE:

TAB 4



LOS ANGELES UNIFIED SCHOOL DISTRICT Board of Education Report

Report Number:	022-13/14
Date:	September 10, 2013
Subject:	Facilities Services Division Contract Actions
Responsible Staff:	
Name:	Mark Hovatter, Chief Facilities Executive
Office/Division:	Facilities Services Division
Telephone No.:	(213) 241-4811

BOARD REPORT

Action Proposed:	Staff proposes that the Board of Education (Board) ratify the Facilities Services Division (FSD) contract actions taken by Facilities Contracts under delegated authority as listed in Attachment “A” including: award of advertised construction contracts; job order contracts/amendments; approval of change orders; completion of contracts; award of informal contracts; negotiated sole-source contracts; award of architectural and engineering contracts /amendments; extra services/amendments; award of professional / technical services contracts; and award of contracts for materials in support of Board-approved projects.
Background:	Facilities Contracts staff prepares monthly reports for contract actions necessary for the execution of projects approved by the Board and contained in the FSD Strategic Execution Plan (SEP), and for the maintenance and operation of District facilities in accordance with District policies and Board-delegated authority. As described in the January 10, 2012 BOE 136-11/12 Informative, detailed information is provided on the Procurement Services website.
Expected Outcomes:	Approval of these items will allow services provided by these contracts to proceed in support of FSD projects, District policies and goals, and the Board-approved FSD-SEP.
Board Options and Consequences:	The Board can approve all actions presented or postpone selected actions pending receipt of additional information. Non-ratification of actions awarded under delegated authority in Attachment “A” will result in the immediate discontinuance of services. While non-ratification may be legally defensible, it will likely result in costly litigation over discontinued payments or if the District attempts to reclaim payments made to a vendor. District costs will likely increase as fewer contractors compete for future procurements.



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

Policy Implications:	This action does not change District policy and conforms to <i>California Education Code section 17604</i> that permits the Board of Education to delegate authority for Facilities Contracts (Board Report #200-12/12), which the Board exercised on April 16, 2013.
Budget Impact:	The contract actions presented are within the budget authority previously approved by the Board.
Issues & Analysis:	There are no policy implications on these agreements.
Attachments:	Attachment "A" - Ratification of Facilities Contract Actions Awarded Under Delegated Authority
Informative	None
Desegregation Impact Statement	N/A



LOS ANGELES UNIFIED SCHOOL DISTRICT Board of Education Report

Respectfully submitted,

APPROVED BY:

Dr. JOHN E. DEASY
Superintendent

MICHELLE KING
Senior Deputy Superintendent
School Operations

APPROVED BY:

REVIEWED BY:

MARK HOVATTER
Chief Facilities Executive
Facilities Services Division

DAVID HOLMQUIST
General Counsel

Approved as to form.

PRESENTED BY:

TONY ATIENZA
Director of Budget Services and Financial
Planning

Approved as to budget impact statement.

YVETTE MERRIMAN-GARRETT
Director of Facilities Contracts
Facilities Services Division

ATTACHMENT A
RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

A. AWARD OF ADVERTISED CONSTRUCTION CONTRACTS

\$7,767,798

<u>CONTRACTOR</u>	<u>BID NO./ CONTRACT NO.</u>	<u>SCHOOL / PROJECT</u>	<u>AMOUNT</u>
Masters Contracting Corporation	1310082/4400001126	<u>Cienega ES</u> Demolition of Classroom Building; New Amphitheater, Landscaping and Synthetic Turf Board Member: <u>Marguerite Poindexter LaMotte</u>	\$1,094,000
Enterprise Construction, Inc.	1310088/4400001175	<u>Taft HS</u> Small Learning Communities Phase II (PSA) Board Member: <u>Steve Zimmer</u>	\$930,000
AVA Builders, Inc.	1310106/4400001270	<u>Muir MS</u> Gym and Auditorium A/C and New Fire Alarm System Board Member: <u>Marguerite Poindexter LaMotte</u>	\$2,465,000
H.A Lewis, Inc.	1310112/4400001743	<u>San Fernando HS and Sylmar HS</u> New Fire Sprinklers in Science Classrooms Board Member: <u>Mónica Ratliff</u>	\$632,000
Landshapes	1310115/4400001914	<u>Heliotrope ES</u> New Sanitary Building Board Member: <u>Bennett Kayser</u>	\$529,600
C&P Construction Development, Inc. (SBE)	1310128/4400002002	<u>Northridge MS</u> Closed Circuit TV System Board Member: <u>Tamar Galatzan</u>	\$146,200
NSA Construction Group, Inc. (SBE)	1310136/4400001941	<u>San Pedro HS</u> Small Learning Community Implementation (PSA) Board Member: <u>Richard Vladovic</u>	\$1,294,000
R Brothers, Inc. (SBE)	1310130/4400001972	<u>Willow ES</u> Gate Modifications and Access Control Board Member: <u>Bennett Kayser</u>	\$92,000

The District has engaged in two-tier procurement for its Year 2012 Local Area Network (LAN) Modernization Projects (ITD/E-Rate) partially funded by Federal E-Rate grants. The five (5) contracts below represent the second tier procurement made pursuant to Public Contract Code Section 20118.2.

Reyes Electrical Contractor, Inc. (SBE)	1310080/1200203	<u>Olympic Primary Center and Vernon City ES</u> Board Members: <u>Mónica García and Bennett Kayser</u>	\$165,000
Edessa Construction, Inc. (SBE)	1310113/1200204	<u>Hamasaki ES</u> Board Member: <u>Mónica García</u>	\$92,000
G A Technical Services, Inc. (SBE)	1310121/1300172	<u>Cimarron ES and Lizarraga ES</u> Board Members: <u>Marguerite Poindexter LaMotte and Richard Vladovic</u>	\$160,000
RB Developing Group, Inc. (SBE)	1310123/1300026	<u>Kenter Canyon ES</u> Board Member: <u>Steve Zimmer</u>	\$79,998
Jam Fire Protection, Inc. dba Jam Corp. (SBE)	1310127/1300174	<u>Manhattan Place ES</u> Board Member: <u>Marguerite Poindexter LaMotte</u>	\$88,000

ATTACHMENT A
RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

A. AWARD OF ADVERTISED CONSTRUCTION CONTRACTS (CONT.'D)

17406 CONTRACTS

<u>CONTRACTOR</u>	<u>CONTRACT NO.</u>	<u>SCHOOL/PROJECT</u>	<u>AMOUNT</u>
None			

17406 CONTRACT AMENDMENTS

<u>CONTRACTOR</u>	<u>CONTRACT NO.</u>	<u>SCHOOL / PROJECT</u>	<u>AMOUNT</u>
None			

JOB ORDER CONTRACT AWARDS

<u>CONTRACTOR</u>	<u>BID NO. / CONTRACT NO.</u>	<u>SCHOOL / PROJECT</u>	<u>AMOUNT</u>
C&P Construction Development, Inc. (SBE)	1330018 / 4400001780	<u>Mechanical Contracting Services</u> Board Member: <u>District-Wide</u>	\$350,000
Fredrick Towers, Inc.	1330019 / 4400001781	<u>Mechanical Contracting Services</u> Board Member: <u>District-Wide</u>	\$350,000
Beta Investments and Contracts, Inc.	1330020 / 4400001759	<u>Mechanical Contracting Services</u> Board Member: <u>District-Wide</u>	\$350,000
National Demolition Contractors	1330013 / 4400001885	<u>Abatement and Demolition Contracting Services</u> Board Member: <u>District Wide</u>	\$350,000
Asbestos Instant Response, Inc.	1330014 / 4400001884	<u>Abatement and Demolition Contracting Services</u> Board Member: <u>District Wide</u>	\$350,000
C&P Construction Development, Inc. (SBE)	1330043 / 4400001888	<u>Electrical Contracting Services</u> (W-Opteman-Underground Utility Service Conduits Installation) Board Member: <u>District Wide</u>	\$500,000
Fredrick Towers, Inc.	1330046 / 4400001889	<u>Electrical Contracting Services</u> (W-Opteman-Underground Utility Service Conduits Installation) Board Member: <u>District Wide</u>	\$1,000,000
Telenet VoIP, Inc. (SBE)	1330031 / 4400001886	<u>Electrical and Wireless Local Area Network (WLAN) Contracting Services</u> Board Member: <u>District Wide</u>	\$350,000
Jam Fire Protection, Inc. dba Jam Corp. (SBE)	1330033 / 4400001887	<u>Electrical and Wireless Local Area Network (WLAN) Contracting Services</u> Board Member: <u>District Wide</u>	\$350,000

ATTACHMENT A
RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY
AWARD OF ADVERTISED CONSTRUCTION CONTRACTS (CONT.'D)

JOB ORDER CONTRACT AMENDMENTS

\$2,000,000

<u>CONTRACTOR</u>	<u>RFP NO. / CONTRACT NO. (Amendment No.)</u>	<u>SCHOOL / PROJECT</u>	<u>CAPACITY INCREASE</u>
Everlast Builders, Inc. (SBE)	R-13027 / 1330002 (1330002.01)	<u>General Contracting Services</u> Board Member: <u>District-Wide</u>	\$1,000,000*
Current contract term: 06/12/13 through 06/11/14 Plus two one-year options Initial Contract Value: \$350,000 *Amendment No. 1 \$1,000,000 Aggregate Contract Value: \$1,350,000			
C & P Construction Development, Inc. (SBE)	R-13029 / 1330004 (1330004.01)	<u>General Contracting Services</u> Board Member: <u>District-Wide</u>	\$1,000,000*
Current contract term: 06/12/13 through 06/11/14 Plus two one-year options Initial Contract Value: \$350,000 *Amendment No. 1 \$1,000,000 Aggregate Contract Value: \$1,350,000			

B. APPROVAL OF CHANGE ORDERS

\$557,778

	<u>QUANTITY</u>	<u>AMOUNT</u>
Construction contracts that have change orders which do not individually exceed 10 percent for July 2013 (Average transaction: \$10,721)	54	\$578,923
Repair and modernization contracts that have change orders which do not individually exceed 15 percent for July 2013 (Average Transaction: <\$16,088>)	25	<\$402,207>
Repair and modernization contracts that have change orders which individually exceed 15 percent (but do not exceed 25 percent) for July 2013 that require 75 percent approval by the Board.	1	\$381,062

<u>Memo Number</u>	<u>Contractor</u>	<u>School/Project/Scope</u>	<u>Contract Number</u>	<u>Change Order Amount</u>	<u>Individual Change Order Percentage</u>
13-77-B	Edessa Construction Inc. (SBE)	Washington Prep HS Fire Alarm <i>Compensation for extended overhead</i>	0910271	\$381,062	17.87%

QUANTITY

C. COMPLETION OF CONTRACTS – July 2013

12

D. AWARD OF INFORMAL CONTRACTS (Not Exceeding \$83,400)

\$174,117

	<u>QUANTITY</u>	<u>AMOUNT</u>
A & B Letters for July 2013 (Avg. Trans. \$13,394)	13	\$174,117

ATTACHMENT A
RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

E. REJECTION OF BIDS

<u>CONTRACTOR</u>	<u>SCHOOL/PROJECT</u>	<u>REASON</u>
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None

F. TERMINATION OF CONTRACTS FOR CONVENIENCE

<u>CONTRACTOR</u>	<u>CONTRACT NO.</u>	<u>SCHOOL/PROJECT</u>	<u>REASON</u>
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None

G. AWARD OF NEGOTIATED SOLE SOURCE CONTRACT

\$1,615,290

<u>CONTRACTOR</u>	<u>BID NO./ CONTRACT NO.</u>	<u>SCHOOL/PROJECT</u>	<u>AMOUNT</u>
The Lamb Associates Architects, Inc. (SBE)	1320024 / 4400001932	<u>Polytechnic SH</u> Architectural services to complete modernization and alterations to Buildings E, F, H, M and Z authorized and initiated under Agreement No. 882133 Board Member: <u>Mónica Ratliff</u> Current contract term: 06/01/13 through 05/31/14 Plus one (1) one-year options	\$10,000
LPA, Inc.	1320014 / 4400002051	<u>Fremont HS Redevelopment</u> Architectural-Engineering services for Project Anatomy Session, Bid and Award, Construction Administration and Closeout/Certification Board Member: <u>Richard Vladovic</u>	\$1,605,290

ATTACHMENT A
RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

H. AWARD OF ARCHITECTURAL AND ENGINEERING CONTRACTS

\$2,695,000

TASK ORDERS ISSUED AGAINST CONTRACTS AWARDED THROUGH AN RFQ PROCESS

Eleven task order agreements were issued to provide electrical engineering and low voltage design services consisting of upgrade of the existing Local Area Network (LAN) systems, installation of a new Wireless LAN for instructional sites and the design and preparation of construction documents for 74 schools with aging IT network infrastructure pursuant to the Facilities Services Division (FSD) Strategic Execution Plan Amendment adopted by the Board on June 18, 2013 (BOE No. 317-12/13).

Eleven Contracts' term: through 07/31/14 Plus four (4) one-year options.

<u>CONTRACTOR</u>	<u>BID NO./ CONTRACT NO.</u>	<u>NOT-TO-EXCEED AMOUNT</u>
TTG Engineers	1420011 / 4400001732	\$245,000
N. A. Cohen Group, Inc. (SBE)	1420008 / 4400001735	\$245,000
Budlong & Associates, Inc. (SBE)	1420002 / 4400001746	\$245,000
FBA Consulting Engineers (SBE)	1420003 / 4400001747	\$245,000
GLUMAC	1420004 / 4400001748	\$245,000
J. C. Chang & Associates, Inc. (SBE)	1420006 / 4400001751	\$245,000
J. D. Crevier & Associates, Inc.	1420007 / 4400001752	\$245,000
S Y Lee Associates, Inc. (SBE)	1420009 / 4400001753	\$245,000
BERG Power Engineers, Inc. (SBE)	1420001 / 4400001774	\$245,000
tk1sc (SBE)	1420010 / 4400001775	\$245,000
ICI Engineers, Inc. (SBE)	1420005 / 4400001776	\$245,000

ARCHITECTURAL AND ENGINEERING CONTRACT AMENDMENTS

\$5,000

<u>CONTRACTOR</u>	<u>BID NO./ CONTRACT NO. (Amendment No.)</u>	<u>SCHOOL/PROJECT</u>	<u>AMOUNT</u>
WPNA Architecture (SBE)	1220038 / 4400001069 (No. 1)	<u>95th St. EEC; Mikes EEC; Miles EEC; and Wilmington EEC</u> Architectural services to complete projects initiated by the Agreement #0020536 Board Members: <u>Marguerite Poindexter LaMotte; Bennett Kayser; and Richard Vladovic</u> Current contract term including all prior amendments: 7/20/12 through 7/31/14 Including 1 option-year Initial Contract Value: \$5,000 *Amendment No. 1 Option Year + \$5,000 Aggregate Contract Value: \$10,000	\$5,000*

EXTRA SERVICES /AMENDMENTS

\$2,670

ATTACHMENT A

RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

Contract No.: 0120033

I. AWARD OF PROFESSIONAL / TECHNICAL SERVICES CONTRACTS

\$590,000

NEW CONTRACTS NOT EXCEEDING \$250,000

<u>CONTRACTOR</u>	<u>RFP NO. / CONTRACT NO.</u>	<u>SERVICES</u>	<u>NOT-TO-EXCEED AMOUNT</u>
A to Z Glass & Mirror, Inc.	1390023	Capacity contract to provide window glazing services for the District Beaudry Headquarters and other non-school sites Current contract term: 08/01/13 through 07/31/14 Plus four one-year options	\$15,000 <i>General Funded</i>
JKH Landscape 1 (SBE)	1490003/4400001983	Capacity contract to provide landscaping and other related Property Maintenance Services District-wide Current contract term: 07/01/13 through 06/30/14 Plus four one-year options	\$150,000
EMAC Construction, Inc. (SBE)	1490002/4400001981	Capacity contract to provide Cost Estimator, Debris Removal, Electrical, General Maintenance, Plumbing, Property Inspection and other related Property Maintenance Services for District owned property Current contract term: 07/01/13 through 06/30/14 Plus four one-year options	\$150,000
Security America Inc. (SBE)	1490006/4400001984	Capacity contract to provide security and other related services District-wide on construction projects Current contract term: 07/01/13 through 06/30/14 Plus four one-year options	\$125,000
Security Watchman Services (SBE)	1490007/4400001985	Capacity contract to provide security and other related stationary guard services District-wide on construction projects Current contract term: 07/01/13 through 06/30/14 Plus four one-year options	\$150,000

PROFESSIONAL / TECHNICAL SERVICES CONTRACT AMENDMENTS

<u>CONTRACTOR</u>	<u>CONTRACT NO. (Amendment No.)</u>	<u>SERVICES</u>	<u>CAPACITY INCREASE</u>
None			

ATTACHMENT A
RATIFICATION OF CONTRACTS AWARDED UNDER DELEGATED AUTHORITY

J. AWARD OF CONTRACTS FOR MATERIALS IN SUPPORT OF BOARD-APPROVED PROJECTS

\$10,000,000

<u>CONTRACTOR</u>	<u>RFP NO./ CONTRACT NO.</u>	<u>SERVICES</u>	<u>NOT-TO-EXCEED AMOUNT</u>
Accu-Tech	C-1074 / 4400001767	Capacity contracts to provide data network cables and related accessories for School Information Technology	\$10,000,000
Anixter	C-1074 / 4400001768	Network Infrastructure and Equipment Upgrade projects at 74 school sites with aging IT network infrastructure pursuant to the Amendment to the Facilities Services Division and Information Technology Strategic	Five Contracts'
Graybar	C-1074 / 4400001769	Execution Plans to Define and Approve 309 School Facilities Improvement Projects Board Report (BOE No. 317-12/13, approved on June 18, 2013). The total amount is only an estimate since the expenditures made against contracts are based upon purchases and/or approved invoices for the specific construction projects.	Five Year Aggregate Value
John B. Rudy	C-1074 / 4000001793		
Karish Industries (SBE)	C-1074 / 4400001794		
Contract Term: 08/01/13 through 07/31/18 Including two (2) one-year option renewals			

TAB 5



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

49

Report Number:	023-13/14
Date:	September 10, 2013
Subject:	<u>APPROVAL OF PROCUREMENT ACTIONS</u>
Responsible Staff:	
Name:	George Silva, Chief Procurement Officer
Office/Division:	Procurement Services Division
Telephone No.:	(213) 241-1751

EXECUTIVE SUMMARY

Action Proposed: Staff proposes that the Board of Education (Board) **ratify** the contract actions taken by the Procurement Services Division within delegated authority as listed in Attachment “A” including the approval of award of Professional Service Contracts not exceeding \$250,000: New Contracts and Amendments; After the Fact Contracts; Low Value – Decentralized Purchase Orders; Goods and General Services Contracts: Purchase Orders, Low Value – Decentralized Purchase Orders; District Credit Card Transactions; General Stores Distribution Center; and Book/Instructional Material Purchase Orders; and **approve** the Professional Service Contracts (exceeding \$250,000): New Contracts and Amendments; Goods and General Services Contracts (exceeding \$250,000): New Contracts and Amendments; and Piggyback Contracts listed in Attachment “B.”

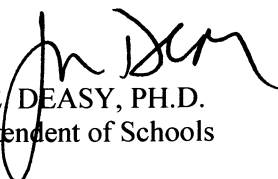
Background: Procurement Services staff prepares monthly reports for contract actions necessary for the execution of the projects approved by the Board for the educational and operational requirements of the District in accordance with Board delegated authority to the Superintendent.

Expected Outcomes: Approval of these items will allow services provided by these contracts for furnishing equipment, supplies, or services to the Los Angeles Unified School District that supports Board policies and goals.

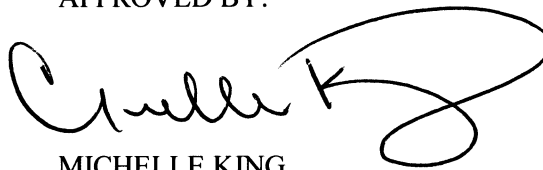
Board Options and Consequences: The Board can approve all actions presented, or postpone selected actions pending receipt of additional information. Non-ratification of actions awarded under delegated authority in Attachment “A” will result in immediate unavailability of products or discontinuance of services, or both. While non-ratification may be legally defensible, it will likely result in costly litigation over discontinued payments or if the District attempts to reclaim payments made to a vendor. District costs will likely increase as fewer vendors compete for future procurements. Postponement of actions presented for approval in Attachment “B” will delay contract award or delivery dates.

- Policy Implications:** This action does not change District policy and conforms to *California Education Code section 17604* that permits the Board of Education to delegate authority for Procurement Services (Board Report #200-12/13), which the Board exercised on April 16, 2013.
- Budget Impact:** The contract actions presented are within the budget authority previously approved by the Board.
- Ratification of contracts awarded under delegation of authority and within their Board approved budget listed in Attachment “A” includes:
- Award of Professional Service Contracts not exceeding \$250,000:
New Contracts; Amendments; and
Low Value – Decentralized Purchase Orders
- Goods and General Services Contracts not exceeding \$250,000: Procurement Transactions; Purchase Orders, Low Value – Decentralized Purchase Orders; District Credit Card Transactions; General Stores Distribution Center; and Book/Instructional Material Purchase Orders.
- Request for Approval of Procurement Contracts not under delegated authority listed in Attachment “B” includes:
- Goods and General Services Contracts (exceeding \$250,000).
- Issues & Analysis:** There are no policy implications on these agreements. The Business and Government Services Team, Office of the General Counsel, has reviewed and approved the agreements as to form.
- Attachments:**
- ☒ **Informative**
- ☐ **Desegregation Impact Statement**

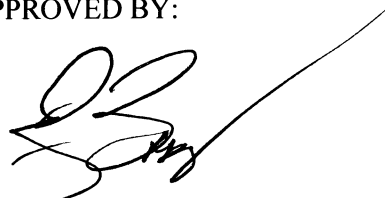
Respectfully submitted,


JOHN E. DEASY, PH.D.
Superintendent of Schools

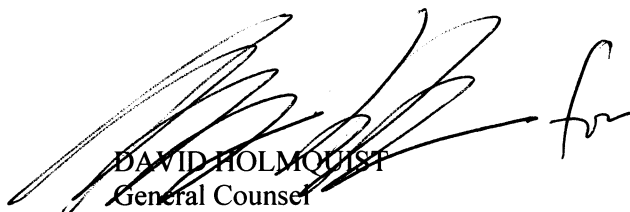
APPROVED BY:


MICHELLE KING
Senior Deputy Superintendent,
School Operations

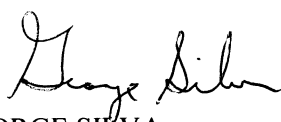
APPROVED BY:



ENRIQUE BOULL'T
Chief Operating Officer

REVIEWED BY:


DAVID HOLMQUIST
General Counsel
☐ Approved as to form.

PRESENTED BY:


GEORGE SILVA
Chief Procurement Officer


TONY ATIENZA
Director of Budget Services and Financial
Planning
☒ Approved as to budget impact statement.

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY**A. PROFESSIONAL SERVICE CONTRACTS ALREADY AWARDED****NEW CONTRACTS NOT EXCEEDING \$250,000****\$351,029**

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO</u>	<u>DESCRIPTION</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
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Advancement Via Individual Determination (AVID)	1400032	Single-source contract with Advancement Via Individual Determination (AVID) to enable the District's AVID secondary schools (75) to implement AVID's research-based college readiness system. Contract ensures the quality implementation of the AVID college Readiness System by enabling select District secondary schools to access AVID's curriculum and instructional support, including professional development, data collection and reporting certification.	General Funds (College Readiness Transition) (100%)	\$149,479
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Contract Term: 07/01/13 through 06/30/14**Total Contract Value:** \$149,479

Requester: *Arzie Galvez*
Administrative Coordinator
Office of Curriculum Instruction and School Support

State Controller's Office	1400057	Single-source contract to provide data compiled by the Department of Health Services and match to the District's retiree list. Data provided by the State Controller's Office will give the District the ability to terminate health benefits for deceased retirees and dependents.	Health and Welfare Benefit Fund (100%)	\$19,800
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Contract Term: 07/01/13 through 06/30/18**Total Contract Value:** \$19,800

Requester: *Janice Sawyer, Director*
Benefits Administration

Los Angeles Educational Partnership	1400059	Single-source contract to provide Community School Coordinator responsible for broadening student educational experience through extracurricular excursions, on campus workshops, and developing resources to supplement the classroom experience.	CE-EIA State Compensatory Education (100%)	\$28,500
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Contract Term: 07/01/13 through 06/30/14**Total Contract Value:** \$28,500

Requester: *Pedro Garcia, Principal*
Thomas A. Edison Middle School

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY**A. PROFESSIONAL SERVICE CONTRACTS ALREADY AWARDED****NEW CONTRACTS NOT EXCEEDING \$250,000 (CONT.)**

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO</u>	<u>DESCRIPTION</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Institute For Standards, Curricula and Assessments - UTLA	1400060	Informally competed contract to provide training to 60 teachers at 19 grant-funded schools in the lesson design study process. All schools are School Improvement Grant (SIG) schools and all teachers participating are teachers from these schools. Contract Term: 07/13/13 through 12/20/13 Total Contract Value: \$81,500 Requester: <i>Nader Delnavaz, Director School Improvement Grant Unit</i>	NCLB Cohort 1 – Area T1 – SIG Yr3 (21%) NCLB T1 School Improvement Grant (79%)	\$81,500
University of California, Los Angeles – Center X	1400061	Informally competed contract to provide professional development to support teachers in the implementation of the Common Core State Standards, strategies for supporting English Language Learners and differentiation, and strategies for supporting student discourse and questioning techniques. Through collaborative processes and structures, teachers will address the focus areas identified in the LAUSD Teaching and Learning Framework. Contract Term: 07/16/13 through 09/30/13 Total Contract Value: \$71,750 Requester: <i>Leo I. Gonzalez, Principal Stevenson Middle School</i>	School Improvement Grant (100%)	\$71,750

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY**A. PROFESSIONAL SERVICE CONTRACTS ALREADY AWARDED****AMENDMENTS NOT EXCEEDING \$250,000****\$169,000**

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION & AMEND- MENT NO.</u>	<u>DESCRIPTION</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
Thomas A. Rubin	1200010-2	Increase contract capacity and extend time to review District proposals, reports and other documents as necessary, and provide analysis, comments and recommendations to the Bond Oversight Committee for review and oversight of the Bond Program.	General Funds (100%)	\$169,000*

Current Contract Term including all prior amendments: 07/01/11 through 06/30/13
New end date by this amendment: 06/30/14

Initial Contract Value:	\$169,000
Amendment No.1:	\$151,527
*Amendment No. 2	\$169,000
Aggregate Contract Value:	\$489,527

Requester: *Megan Reilly, Chief Financial Officer
Office of the Chief Financial Officer*

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY**B. AFTER THE FACT NEW CONTRACTS NOT EXCEEDING \$250,000 ALREADY AWARDED \$0**

The contract actions represented below are unauthorized commitments initiated by the sponsoring school or division without a formal contract in place. This action requires the Board to ratify the contract after the fact to allow the vendor to be paid. The District did request and has received the benefit of the services. **Informative memorandum included.**

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>DESCRIPTION</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
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None

**C. PROFESSIONAL SERVICES CONTRACT ALREADY AWARDED
NEW CONTRACTS EXCEEDING \$250,000 \$0**

The contract action represented below is part of the Common Core Technology Project Plan and ITD-SEP previously adopted by the Board on February 12, 2013, under Board Report No. 157-12/13.

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>DESCRIPTION</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
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None

**GOODS AND GENERAL SERVICES CONTRACTS ALREADY AWARDED
NEW CONTRACTS EXCEEDING \$250,000 \$0**

The contract actions represented below are part of the Common Core Technology Project Plan and ITD-SEP previously adopted by the Board on February 12, 2013, under Board Report No. 157-12/13. The total amount is only an estimate since the expenditures made against contracts are based upon purchases and/or approved invoices.

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>DESCRIPTION</u>	<u>SOURCE OF FUNDS</u>	<u>NOT TO- EXCEED AMOUNT</u>
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None

ATTACHMENT A

APPROVAL OF PROCUREMENT CONTRACTS: RATIFICATION OF DELEGATED AUTHORITY**D. PROFESSIONAL SERVICES NOT EXCEEDING \$250,000****\$720,811**

The contract actions represented below are those actions put in place within each sponsoring school's or division's approved budget. These delegated procurement methods represent streamline ordering tools that assist schools and offices in meeting immediate mission essential needs for professional services.

	<u>QTY. OF POs</u>	
Low Value – Decentralized Purchase Orders July 2013 (<i>Avg. Trans. \$7,587</i>)	95	\$720,811

PROCUREMENT AGREEMENTS NOT EXCEEDING \$250,000**\$4,772,006**

The contract actions represented below are those actions put in place within each sponsoring school's or division's approved budget. These delegated procurement methods represent streamline ordering tools that assist schools and offices in meeting immediate mission essential needs for goods or services.

	<u>QTY. OF POs</u>	
Purchase Orders – (<i>Avg. Trans.- \$43,456</i>)	21	\$912,572
Low Value – Decentralized (<i>Avg. Trans. - \$825</i>)	1,742	\$1,436,637
DISTRICT CREDIT CARD TRANSACTIONS- (<i>Avg. Trans. \$546</i>)	2,445	\$1,343,195
GENERAL STORES DISTRIBUTION CENTER - (<i>Avg. Trans. \$12,944</i>) Informative memo included	71	\$918,998
BOOK/INSTRUCTIONAL MATERIAL PURCHASE ORDERS (BPO) - (<i>Avg. Trans. \$4,867</i>)	33	\$160,604

Detailed information is provided on the Procurement Services website.

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

A. APPROVAL OF PROFESSIONAL SERVICES CONTRACTS

NEW CONTRACTS EXCEEDING \$250,000

\$0

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>DESCRIPTION</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
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None

AMENDMENTS EXCEEDING \$250,000

\$0

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>DESCRIPTION</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
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None

ATTACHMENT B

**REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER
DELEGATED AUTHORITY**

B. APPROVAL OF GOODS AND GENERAL SERVICES CONTRACTS**\$31,377,750**

Authority to award contracts for furnishing equipment, supplies and general services. The total amount is only an estimate since the expenditures made against contracts are based upon purchases and/or approved invoices.

NEW CONTRACTS EXCEEDING \$250,000

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>DESCRIPTION</u>	<u>SOURCE OF FUNDS</u>	<u>NOT TO EXCEED AMOUNT</u>
Nelson Adams Naco	4400001842 C-1070	Capacity contract to provide wall fold tables & benches to be used by Maintenance and Operations at various locations District-wide. Contract Term: 10/01/13 through 09/30/18 Includes two (2) one-year options. Aggregate Five (5) Years Not-to-Exceed Contract Value: \$31,377,750	Bond (95%) General (5%)	\$6,275,550 Per Year
Requester: <i>Robert Laughton, Deputy Director Maintenance and Operations</i>				

ATTACHMENT B

REQUEST FOR APPROVAL OF PROCUREMENT CONTRACTS NOT UNDER DELEGATED AUTHORITY

B. APPROVAL OF GOODS AND GENERAL SERVICES CONTRACTS

AMENDMENT TO CONTRACT EXCEEDING \$250,000

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>DESCRIPTION</u>	<u>SOURCE OF FUNDS</u>	<u>NOT TO EXCEED AMOUNT</u>
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None

UTILIZATION OF PIGGYBACK CONTRACT IN EFFECT EXCEEDING \$250,000

\$0

Authorize the utilization of piggyback contracts in effect. The proposed action complies with the Public Contract Code Sections 10299 and 20118, which allows school districts to utilize other governmental agencies' established contracts, and does not change District policy.

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>DESCRIPTION</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
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None

INCOME CONTRACTS

\$0

<u>CONTRACTOR</u>	<u>IDENTIFI- CATION NO.</u>	<u>DESCRIPTION</u>	<u>SOURCE OF FUNDS</u>	<u>AMOUNT</u>
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None

INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Facilities Services

INFORMATIVE

TO: Members, Board of Education
Dr. John E. Deasy, Superintendent of Schools

DATE: August 19, 2013

FROM: Roger Finstad, Director
Maintenance and Operations

SUBJECT: CONTRACTOR: NELSON ADAMS NACO
CONTRACT NO.: 4400001842 CONTRACT AMOUNT: \$6,275,550 PER YEAR
FOR THREE YEARS PLUS TWO, 1-YEAR OPTIONS
RECOMMENDATION TO AWARD

Maintenance and Operations is requesting the Board of Education's approval to award Contract No. **4400001842**, for the purchase of wall fold tables & benches to be used by Maintenance and Operations at various locations District-wide.

Why is this necessary?

This contract is needed to provide the lowest overall competitive cost for the purchase of wall fold tables & benches.

Why do we need to do this now?

This new annual contract is needed for the purchase of wall fold tables & benches to be used to replace wall fold tables & benches identified as posing the highest potential safety hazard. The adopted amendment to the Facilities Services Division Strategic Execution Plan, Removal and Replacement of Fold-up Tables/Benches Program requires the purchase of wall fold tables & benches.

What would happen if this were not approved?

If the contract is not approved, there would be an increased administrative cost and burden to the Maintenance & Operations Branch for the purchase of these materials. Additionally, it is anticipated that purchases of wall fold tables & benches will exceed the public contract code that limits the District's total purchase of a commodity to \$83,400 per year. Future purchases will need to advertise formally for each purchase thereafter.

What are the terms of the proposed agreement?

The terms of the contract will be 36 months. Upon approval of the Board, up to two (2), 12 month extensions may be awarded. Funding will be provided by the Facilities Services Division Strategic Execution Program for the Removal and Replacement of Fold-up Tables/Benches, and on an as needed basis by individual departments making the purchases.

If you have any questions, please contact me at roger.finstad@lausd.net or (213) 241-0304.

c:	Michelle King	Matt Hill	David Holmquist	Yvette Merriman-Garrett
	Enrique Boull't	Jaime Aquino	Jefferson Crain	Mark Hovatter

Board of Education Report
No. 023-13/14
For 09/10/13 Board Meeting

INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Bond Oversight Committee

INFORMATIVE

DATE: August 19, 2013

TO: Members, Board of Education
Dr. John E. Deasy, Superintendent of Schools

FROM: Gary Anderson
Bond Administrator, Bond Oversight Committee

**SUBJECT: AWARDED CONTRACTOR NAME: THOMAS A. RUBIN
CONTRACT NO.:1200010 AMENDMENT NO. 2
CONTRACT AMOUNT: \$169,000
REQUEST FOR RATIFICATION OF AMENDMENT TO CONTRACT TO
INCREASE CAPACITY AND EXTEND TIME**

BACKGROUND

The Bond Oversight Committee appoints a consultant annually to assist in its mission of oversight of District Facilities Bond Program. The BOC has full discretion in selecting the individual to serve in that position. The incumbent, Thomas Rubin, has occupied the position of consultant to the BOC for over a decade.

The Bond Oversight Committee is requesting a waiver of the 75% rule to increase the awarded value of the contract for the 2013/2014 fiscal year to ensure the contractor's uninterrupted service.

Why is this necessary?

The multi-billion dollar Facilities Bond Program demands the highest level of oversight to ensure continued public confidence in the ability of the District to carry out the mission effectively.

Why was this firm selected?

The contractor has extensive oversight experience with the program and enjoys the confidence of the committee members.

How was fair price established?

The pricing is in line with similar contractors who provide this service and possess the credentials of the incumbent. The renewal provides a 6% increase to the hourly rate.

What would happen if this were not approved?

The Bond Oversight Committee would not be able to provide effective oversight.

What are the terms of the proposed agreement?

The hourly rate is \$169 to a maximum of 1000 hours.

Members, Board of Education
Dr. John E. Deasy, Superintendent

-2-

August 19, 2013

If you have any questions or require additional information, please contact me at gary.anderson@lausd.net or at (213) 241-5201.

c: Michelle King
Matt Hill
David Holmquist
Enrique Boull't
Jaime Aquino
Jefferson Crain
George Silva
Megan Reilly

Board of Education Report
No. 023-13/14
For 09/10/13 Board Meeting

INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Division of Risk Management and Insurance Services

INFORMATIVE

DATE: Sept. 10, 2013

TO: Members, Board of Education
Dr. John E. Deasy, Superintendent of Schools

FROM: Janice J. Sawyer
Director of Benefits Administration

SUBJECT: **AWARDED CONTRACTOR NAME: STATE CONTROLLER'S OFFICE**
CONTRACT NO.: 1400057
CONTRACT AMOUNT: \$19,800
REQUEST FOR RATIFICATION OF CONTRACT FOR DATA FROM
THE DEPARTMENT OF HEALTH SERVICES

The Benefits Administration of the Division of Risk Management and Insurance Services provides medical, dental, and vision benefits to retirees and their eligible dependents. Benefits Administration is requesting a single source contract with the State Controller's office to obtain information on deceased retirees and dependents in order to terminate their benefits. The State Controller's office would provide the Los Angeles Unified School District (District) with the death match service for deceased retirees and their dependents.

Why is this necessary?

The service is necessary to ensure that the District's benefit eligibility records are accurate and ensure Consolidated Omnibus Budget Reconciliation Act (COBRA) compliance. By removing deceased retirees and dependents, the District saves on the overall premiums.

Why do we need to do this now?

This is a renewal of the existing contract with the State Controller's office. The State Controller is the only organization that can acquire this data. The data from the California Department of Public Health and Social Security Administration are compiled by the State Controller's office on a quarterly basis based on death certificates filed with them.

What would happen if this were not approved?

The District will not have data on deceased retirees and dependents, therefore we would incur additional and unnecessary premium costs. There are also COBRA fines which the District may incur for failing to terminate deceased retirees in a timely manner.

Members, Board of Education
Dr. John E. Deasy, Superintendent

-2-

September 10, 2013

What are the terms of the proposed agreement?

The State Controller has not increased the annual service fee since 2010. The duration of the contract shall be from July 1, 2013 through June 30, 2018 and is not to exceed the amount of \$19,800 for the term of the contract, with funding provided by the Health and Welfare Fund. The terms of the agreement require that the District provide a list of all retirees and dependents enrolled in benefits on a quarterly basis. The District updates their records regarding retirees and dependents that have passed away, based on information provided by the State Controller's office.

If you have any questions or require additional information, please contact me at janice.sawyer@lausd.net or (213) 241-2551.

Thank you.

c: Michelle King
Matt Hill
David Holmquist
Enrique Boull't
Jaime Aquino
Jefferson Crain
George Silva

INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Procurement Services

INFORMATIVE

TO: Members, Board of Education
Dr. John E. Deasy, Superintendent

DATE: July 31, 2013

FROM: Marc Monforte
Director of Materiel Management

**SUBJECT: GENERAL STORES DISTRIBUTION CENTER SPEND FOR
REPLENISHMENT OF STOCK INVENTORY OF SUPPLIES,
EQUIPMENT AND FURNITURE**

At the Board's April 10, 2012 meeting, pre-authorization was given to the Procurement Division to enter into various new contracts, extend existing contracts, and award various purchase orders to make regular and routine procurements of products stocked in the General Stores Distribution Section, that are needed by schools and offices. As part of the pre-authorization, it was agreed that Procurement would report on the total procurement activity on a monthly (per board report) basis. In an effort to streamline and enhance the reporting process, the chart below lists the major commodity categories and total purchase order issuance for the month of July.

GENERAL STORES DISTRIBUTION

MAJOR COMMODITY CATEGORIES	PURCHASE ORDER ISSUANCE JULY 1 TO JULY 31, 2013	ACCUMULATIVE FISCAL YEAR TOTAL
Furniture	\$632,594.78	\$632,594.78
Office Essentials	\$133,432.00	\$133,432.00
Custodial/Maint. & Operations	\$17,394.32	\$17,394.32
Paper	\$44,052.25	\$44,052.25
Visual Arts	\$30,396.36	\$30,396.36
Educational Supplies/Tools	\$29,514.32	\$29,514.32
Science/Home Economics/First Aid	\$4,547.18	\$4,547.18

Members, Board of Education
Dr. John E. Deasy, Superintendent

-2-

July 31, 2013

MAJOR COMMODITY CATEGORIES	PURCHASE ORDER ISSUANCE JULY 1 TO JULY 31, 2013	ACCUMULATIVE FISCAL YEAR TOTAL
Audio Visual	\$0	\$0
Athletic Equipment	\$425.04	\$425.04
Forms & Publications	\$26,640.90	\$26,640.90
Music	\$0	\$0
TOTALS	\$918,997.66	\$918,997.66

If you have questions or require additional information, please contact me at (562) 654-9361.

c: Michelle King
David Holmquist
Enrique Boull't
Jaime Aquino
Jefferson Crain
George Silva

INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Office of Curriculum, Instruction and School Support

INFORMATIVE

DATE: September 3, 2013

TO: Members, Board of Education
John E. Deasy, Superintendent

FROM: Gerardo Loera, Executive Director 

SUBJECT: ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)

Action Proposed

The Office of Curriculum, Instruction and School Support (OCISS) requests that the Los Angeles Board of Education approve the AVID contract with AVID Center. This contract directly supports the District commitment that every student graduate from high school prepared for college and career success.

Background Information

Currently, there are 74 District schools implementing AVID. (See attachment which lists the District's AVID schools.) The decision to implement AVID rests with the school and reflects a site's effort to increase the number of students participating and succeeding in rigorous academic courses, i.e., Advanced Placement (AP) and graduating prepared for college success.

As a result of cuts to state funding, LACOE no longer covers the annual membership fees for LAUSD AVID schools. Thus, this agreement enables the District's 74 AVID schools (1 elementary, 34 middle, 39 high and 1 span) to remain AVID sites and to continue to have full membership benefits, which include access to AVID resources, i.e., curriculum, professional development.

It is important to note that the 2013-2014 annual membership fee is based on the total number of participating District AVID sites and reflects a one year 50% discount. This year's contract amount also includes the acquisition of the AVID curriculum library and participation at AVID Summer Institute (new AVID schools only). Although OCISS covers the cost of membership (all AVID schools) and the curriculum library (new schools only), it is the responsibility of the seven new AVID schools to issue payment for AVID Summer Institute registration (\$41,384). The total amount of the contract is \$136,900.

The Office of Curriculum, Instruction and School Support is requesting the Board's approval of this contract, which ensures that all students, including the historically underrepresented and first-generation college bound, are fully supported for college and career preparation and success.

If you need additional information, please contact Arzie Galvez, Administrative Coordinator, Advanced Learning Options, at (213) 241-6444.

Enclosure

C: Michelle King
David Holmquist
Enrique Boull't
Jaime Aquino
Jefferson Crain

AVID SCHOOLS

2013-14

Academic Leadership	Nobel MS *
Adams MS	Northridge MS
Banning HS*	Olive Vista MS
Bell HS	Orthopaedic Med Magnet
Belmont HS	Pacoima MS
Berendo MS	Panorama HS
Bethune MS	Peary MS
Burbank MS	Pio Pico MS
Canoga Park HS	Porter MS
Carnegie MS	Public Service Community School HS- (SRHS #2)
Carver MS*	Reseda HS*
Castro MS	Roosevelt (Sch Comm, New Media & Tech)
Chatsworth HS	San Fernando HS
Cleveland HS	San Pedro HS
Clinton MS	Santee Ed Complex
Cochran MS	Sepulveda MS
Crenshaw HS	SOCES*
East Valley HS *	Stevenson MS
Edison MS	Sun Valley MS
El Sereno MS	Sutter MS
Foshay LC*	Sylmar Biotech Academy
Gage MS*	Taft HS
Gardena HS	University HS
Garfield HS	Van Nuys HS
Gratts Learning Academy (ES)	Van Nuys MS
Griffith MS	Venice HS
Hale MS	Vista MS
Harbor Teacher Prep HS	Washington Prep HS
Holmes MS *	Webster MS
Jefferson HS	White MS
Kennedy HS	Wilson HS
Lawrence MS	Woodland Hills Academy
Lincoln HS	
Los Angeles HS	
Manual Arts HS-	
Mark Twain MS	
Marquez- Social Justice*	
Mendez LC 1A	
Mendez LC 1B	
Middle College	
Monroe HS	
Nimitz MS	

* New AVID School

As of 9/3/13

TAB 6



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

Report Number:	024-13/14
Date:	September 10, 2013
Subject:	Approval of Routine Personnel Actions
Responsible Staff:	
Name	Vivian K. Ekchian, Chief Human Resources Officer
Office/Division	Human Resources Division
Telephone No.	(213) 241-6131

BOARD REPORT

Action Proposed: Approve 4,640 routine personnel actions (including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and contracts) according to the following breakdown:

Certificated:	1,254
Classified:	2,748
Unclassified:	638

It is proposed that the following routine personnel actions (including, but not limited to elections, promotions, transfers, leaves, terminations, separations, permits and contracts) be approved.

SAP transaction numbers: 1744128 to 1755716

ROUTINE PERSONNEL ACTIONS

	Total (this report) (07/27/13 to 08/15/13)	Total (Year-to-date)
1. Certificated	1,254	221,462
2. Classified	2,748	156,663
3. Unclassified	638	83,527
TOTAL	4,640	461,652



LOS ANGELES UNIFIED SCHOOL DISTRICT Board of Education Report

BREAKDOWN OF ACTIONS

Actions	Certificated	Classified	Unclassified	Total
Hire	281	275	228	784
Leaves/Paid	52	61	0	113
Leaves/Unpaid	16	11	0	27
Reassignments/Demotions	0	5	0	5
Reassignments/Transfer	220	1215	66	1501
Reassignments/Promotions	122	164	1	287
Retirements	31	31	0	62
Separation/Non-Resignations	44	236	96	376
Separation/Resignation	30	111	18	159
Other Actions*	458	639	229	1326

*Other actions include absences, conversion codes from legacy, change of pay, change of work schedule and benefits.

Background: This report is presented at each Board Meeting for approval of routine personnel actions.

Expected Outcomes: Not applicable

Board Options and Consequences: Specifically in regard to disciplinary action, a no vote may nullify the disciplinary action due to legal time constraints. A no vote impacts the timeliness of processing personnel actions for classified and certificated employees regarding their assignment, salary/rate, transfer, and new appointment and may be in conflict with procedural rights and benefits afforded them under applicable Education Code provisions, Personnel Commission Rules, District Policy, and respective Collection Bargaining Agreements (UTLA, AALA, Teamsters, Los Angeles School Police Sergeants and Lieutenants Association). Employees have procedural rights that are based on their status (permanent or probationary) associated with the specific personnel action being submitted and the respective rights available to them in accordance with the above. Additionally, based on Personnel Commission Rules, permanent classified employees have rights to appeals.

Policy Implications: Not applicable

Budget Impact: Cost Neutral

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report



**Issues and
Analysis:**

Not applicable

Attachments:

All actions affecting classified personnel and apprentice personnel reported herein are in accordance with Section 45123-45125, 45135, and 45240-45318 of the Education Code and with the Rules of the Personnel Commission.

X Informative

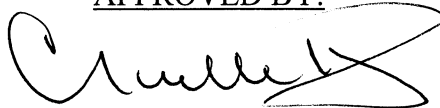
☐ **Desegregation
Impact
Statement**

These actions have been reviewed and do not require a Desegregation Impact Statement.

Respectfully submitted,

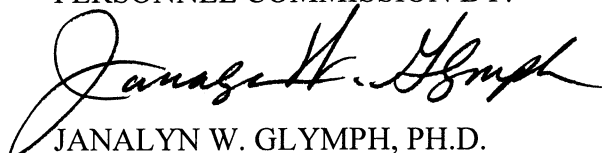

DR. JOHN E. DEASY
Superintendent

APPROVED BY:



MICHELLE KING
Senior Deputy Superintendent
School Operations

CERTIFIED FOR THE
PERSONNEL COMMISSION BY:


JANALYN W. GLYMPH, PH.D.
Personnel Director

REVIEWED BY:



DAVID HOLMQUIST
General Counsel

☒ Approved as to form.

APPROVED &
PRESENTED BY:



VIVIAN K. EKCHIAN
Chief Human Resources Officer
Human Resources Division



TONY ATIENZA
Director of Budget Services and
Financial Planning

☒ Approved as to budget impact statement.

TAB 7



LOS ANGELES UNIFIED SCHOOL DISTRICT Board of Education Report

Report Number:	025-13/14
Date:	September 10, 2013
Subject:	Approval of Non-Routine Personnel Actions
Responsible Staff:	
Name	Vivian K. Ekhchian, Chief Human Resources Officer
Office/Division	Human Resources Division
Telephone No.	(213) 241-6131

BOARD REPORT

Action Proposed: It is proposed that the following non-routine personnel actions be approved:

CLASSIFIED

Dismissals

1. EN 695205 from permanent Maintenance Worker effective at the close of September 11, 2013.
2. EN 796374 from permanent Plant Manager I effective at the close of September 11, 2013.

Suspension-Dismissal

3. EN 696724 from permanent Special Education Assistant. Suspension from August 13, 2013 through September 11, 2013; dismissal effective at the close of September 11, 2013.

Background: This report is presented at each Board Meeting for approval of non-routine personnel actions.

Expected Outcomes: Not applicable

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report




Board Options and Consequences:	Specifically in regard to disciplinary action, a no vote may nullify the disciplinary action due to legal time constraints. A no vote impacts the timeliness of processing personnel actions for classified and certificated employees regarding their assignment, salary/rate, transfer, and new appointment and may be in conflict with procedural rights and benefits afforded them under applicable Education Code provisions, Personnel Commission Rules, District Policy, and respective Collective Bargaining Agreements (UTLA, AALA, Teamsters, Los Angeles School Police Association, Service Employees International Union, Local 99, California School Employees Association, Los Angeles/Orange Counties Building and Construction Trades Council, Los Angeles School Police Sergeants and Lieutenants Association). Employees have procedural rights that are based on their status (permanent or probationary) associated with the specific personnel action being submitted and the respective rights available to them in accordance with the above. Additionally, based on Personnel Commission Rules, permanent classified employees have rights to appeals.
Policy Implications:	Not applicable
Budget Impact:	No budget impact
Issues and Analysis:	Not applicable
Attachments:	All actions affecting classified personnel and apprentice personnel reported herein are in accordance with Section 45123-45125, 45135, and 45240-45318 of the Education Code and with the Rules of the Personnel Commission.
X Informative	
Desegregation Impact Statement	These actions have been reviewed and <u>do not require</u> a Desegregation Impact Statement.

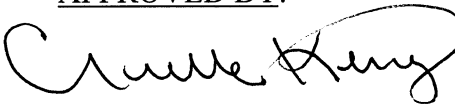
LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report




Respectfully submitted,


 DR. JOHN E. DEASY
 Superintendent

APPROVED BY:


 MICHELLE KING
 Senior Deputy Superintendent
 School Operations

CERTIFIED FOR THE
 PERSONNEL COMMISSION BY:



 JANALYN W. GLYMPH, PH.D.
 Personnel Director

REVIEWED BY:


 DAVID HOLMQUIST
 General Counsel

☒ Approved as to form.

APPROVED &
 PRESENTED BY:


 VIVIAN K. EKCHIAN
 Chief Human Resources Officer
 Human Resources Division


 TONY ATIENZA
 Director of Budget Services and
 Financial Planning

☒ Approved as to budget impact statement.

TAB 8

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report



Report Number:	026-13/14
Date:	September 10, 2013
Subject:	Unaudited Actuals Report for Fiscal Year 2012-13 and Gann Limit Resolution
Responsible Staff:	
Name	Luis Buendia
Office/Division	Accounting and Disbursements Division
Telephone No.	213-241-2150

BOARD REPORT

Action Proposed: In accordance with Education Code section 42100, the Board is requested to approve the Unaudited Actuals Report for Fiscal Year 2012-13 (Attachment A) and direct staff to submit the report to the County Superintendent of Schools. In addition, pursuant to Education Code 42132, the Board is also requested to adopt the Gann Limit Resolution (Attachment B).

Background: Education Code Section 42100 requires the governing board of each school district to approve, in a format prescribed by the Superintendent of Public Instruction, an annual statement of all receipts and expenditures of the district for the preceding fiscal year and to file the statement with the County Superintendent of Schools on or before September 15th.

Education Code Section 42132 requires the governing board of each school district to adopt a resolution identifying their estimated appropriations limit for the current year and their actual appropriations limit for the preceding year. The so-called “Gann” Initiative placed limits on the growth of expenditures for publicly funded programs. Although the Gann Limit Calculations are provided as part of the Unaudited Actuals Report, a specific resolution is required by statute.

Expected Outcomes: The District’s statement of revenues and expenditures (Unaudited Actuals) for Fiscal Year 2012-13 will be filed with the County Superintendent of Schools, in compliance with Education Code 42100. The budget for the current fiscal year (2013-14) will be updated based on the Unaudited Actuals report. The adopted Gann Limit Resolution will be made available to the public.



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

Board Options and Consequences: Board approval and filing of the Unaudited Actuals Report and adoption of the Gann Limit Resolution is statutorily mandated.

Policy Implications: None.

Budget Impact: Budget adjustments for the current fiscal year may be required based on updated ending balances from the prior fiscal year. In addition, budget projections for the current fiscal year and two out-years may be revised based on a review of expenditures and updated balances from the Unaudited Actuals. The informative on the Unaudited Actuals provides a summary of 2012-2013 ending balances.

Issues and Analysis: None.

Attachments:

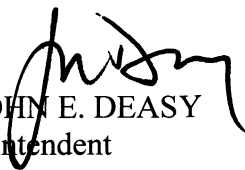
x Informative

**Desegregation
Impact Statement**

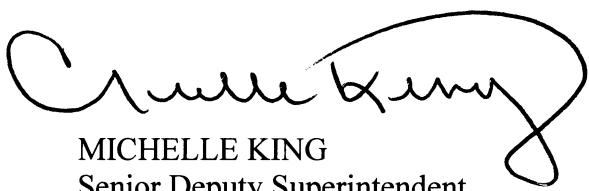
LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report



Respectfully submitted,


 Dr. JOHN E. DEASY
 Superintendent

APPROVED BY:


 MICHELLE KING
 Senior Deputy Superintendent
 School Operations

APPROVED &
 PRESENTED BY:


 MEGAN REILLY
 Chief Financial Officer
 Office of the Chief Financial Officer

REVIEWED BY:


 DAVID HOLMQUIST
 General Counsel

☒ Approved as to form.


 TONY ATIENZA
 Director of Budget Services and
 Financial Planning

☒ Approved as to budget impact statement.

**RESOLUTION OF THE LOS ANGELES UNIFIED SCHOOL DISTRICT BOARD OF
EDUCATION DECLARING COMPLIANCE WITH THE BUDGET APPROPRIATION
LIMITATIONS ESTABLISHED IN PROPOSITION 4 (GANN LIMITATION)**

WHEREAS, in November of 1979, the California electorate adopted Proposition 4, commonly called the Gann Amendment, which added Article XIII-B to the California Constitution; and,

WHEREAS, the provisions of that Article establish maximum appropriation limitations, commonly called Gann Limits, for public agencies, including school districts; and,

WHEREAS, the District must establish a revised Gann Limit for the 2012-13 fiscal year and a projected Gann Limit for the 2013-14 fiscal year in accordance with the provisions of Article XIII-B and applicable statutory law;

NOW, THEREFORE, BE IT RESOLVED that this Board of Education does provide public notice that the calculations and documentation of the Gann Limit for the 2012-13 and 2013-14 fiscal years set forth in Attachment "I" are made in accordance with applicable constitutional and statutory law;

AND BE IT FURTHER RESOLVED that this Board does hereby declare that the appropriations in the budget for the 2012-13 and 2013-14 fiscal years do not exceed the limitations imposed by Proposition 4;

AND BE IT FURTHER RESOLVED that, upon request, the District will provide copies of this Resolution along with Attachment "I" to interested citizens of this district.

INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Office of the Chief Financial Officer

TO: Members, Board of Education
Dr. John Deasy, Superintendent

DATE: August 27, 2013

FROM: Megan K. Reilly
Chief Financial Officer

**SUBJECT: MATERIALS FOR BOARD ITEM 026-13/14 – UNAUDITED ACTUALS
REPORT FOR FISCAL YEAR 2012-13 AND GANN LIMIT RESOLUTION**

The Unaudited Actuals Report for FY 12-13 (Board Report 026-13/14) will be presented to board on September 10, 2013 in order to meet Education Code Section 42100 requirement by September 15.

The State timeline is challenging for LAUSD due to the size and complexity of the District's annual operating budget. Therefore, we estimate that the official State Account Code (SACs) reports and informative for the Unaudited Actuals and Gann Limit Resolution will be ready for board distribution on September 6th (Friday).

Please call me at (213) 241-7888 if you have any questions.

c: Michelle King
David Holmquist
Enrique Boull't
Jaime Aquino
Jefferson Crain
Luis Buendia

TAB 9



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

Report Number:	027-13/14
Date:	September 10, 2013
Subject:	Report of warrants issued Request to reissue expired warrants Donations of money
Responsible Staff:	
Name	V. Luis Buendia, Controller
Office/Division	Accounting and Disbursements Division
Telephone No.	213-241-7889

BOARD REPORT

- Action Proposed:**
1. Report of warrants issued: The Controller reports having issued the following warrants in payment of approved demands, and recommends that the Board approve the issuance of these warrants against funds of the District.

List and Payrolls Dated: July 1, 2013 through
July 31, 2013.

“A” Warrants

Warrant Numbers: 9826905-A through 9835864-A

Total of “A” Warrants issued: \$ 190,093,404.22

“B” Warrants

Warrant Numbers:

20652342-20652394	20685507-30685598
20654646-20654666	20687531-20687639
20656642-20656800	20689141-20689242
20660208-20660256	20693067-20693155
20662682-20662781	20694734-20694966
20668395-20668395	20696653-20696660
20675356-20675363	20698224-20698504
20677785-20677785	20700061-20700359
20679520-20679520	20701992-20702138
20681986-20681988	20703616-20703785

Total of “B” Warrants issued: \$ 157,466,821.87

Total Amount of Report: \$ 347,560,226.09



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

The above disbursements are within approved budgeted appropriations or were made in accordance with established Board policies.

2. Request to reissue expired warrants that were not cashed within six months of being issued: The following warrants have been submitted to the Controller with a request to have them reissued amounting to \$ 1,051.25.

Warrant Number	Date	Payee	Amount
8245539	August 8, 2008	S Hargrave	\$ 206.88
7121681	June 28, 2006	D Stewart	\$ 310.15
7255689	November 27, 2006	J Okuma	\$ 534.22

3. Donation of Money: It is recommended that the donations be accepted; that appreciation be expressed to the donors for their contributions; the funds in the amount shown be deposited; and the Controller be authorized to draw checks for the purpose shown below:

Date: 7/9/2013
 Donor: The Partnership for Los Angeles Schools
 Donation: \$28,490.33
 For use at: Markham Middle School
 Purpose: To provide funding for a secondary counselor position.

Date: 7/9/2013
 Donor: The Partnership for Los Angeles Schools
 Donation: \$27,121.00
 For use at: Roosevelt Environmental & Social Policy HS
 Purpose: To provide partial funding for a categorical program advisor position and full funding for a supervision aide position.

Date: 7/9/2013
 Donor: The Partnership for Los Angeles Schools
 Donation: \$39,277.33
 For use at: Jordan High School
 Purpose: To provide partial funding for an instructional specialist position.



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

Date: 7/9/2013
 Donor: The Partnership for Los Angeles Schools
 Donation: \$100,730.34
 For use at: Roosevelt Senior High School, School of Communications, New Media and Technology
 Purpose: To fund positions, supplies and other needs in support of the instructional program.

Date: 7/26/2013
 Donor: Community Magnet Parent Association
 Donation: \$84,434.00
 For use at: Community Magnet Charter
 Purpose: To provide funding for instructional materials, teacher assistant relief time and substitute time.

Date: 7/31/2013
 Donor: DragonSprouts
 Donation: \$90,776.00
 For use at: Broadway Elementary School
 Purpose: To provide funding for seven (7) 6-hour teacher assistant positions.

Date: 7/31/2013
 Donor: Playa Vista Education Group Inc.
 Donation: \$72,135.00
 For use at: Playa Vista Elementary School
 Purpose: To provide funding for six (6), 6-hour teacher assistant positions and funding to convert one 4-hour to a 6-hour teacher assistant position.

Date: 8/6/2013
 Donor: Dahlia Heights PTA
 Donation: \$25,980.00
 For use at: Dahlia Heights Elementary School
 Purpose: To provide funding for 12 hours a week of teacher assistant time.



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

Date: 8/9/2013
 Donor: Friends of Marquez
 Donation: \$315,000.00
 For use at: Marquez Charter School
 Purpose: To provide funding for five (5) class size reduction teacher positions.

Date: 8/12/2013
 Donor: Friends of Porter Ranch Community School
 Donation: \$70,232.00
 For use at: Porter Ranch Community School
 Purpose: To provide funding for a non-classroom teacher position.

Date: 8/16/2013
 Donor: Palisades Enrichment Programs
 Donation: \$77,000.00
 For use at: Palisades Elementary Charter School
 Purpose: To provide funding for two (2) class size reduction teacher positions.

Background: This is a recurring monthly board report for the board to approve various financial transactions that occur as part of school business.

Expected Outcomes: The Board will be approving routine District financial transactions.

Board Options and Consequences: A yes vote:

1. Approves the warrants previously issued;
2. Approves the reissuance of warrants requested to be reissued by the recipients; and
3. Accepts the donations of money.

A no vote could cause the cancellation of previously issued payments, decline to reissue warrants which expired because they were over six months old, and decline cash donations made to the District.

Policy Implications: This board report does not change any school policy.

Budget Impact: This board report approves financial transactions but does not change the budget.

Issues and Analysis: The Board will be approving routine District financial transactions.




LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

109


Attachments:

- ☐ **Informative**
- ☐ **Desegregation
Impact Statement**

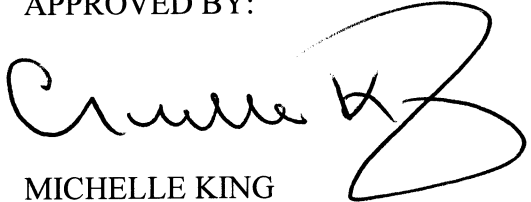
Respectfully submitted,


DR. JOHN E. DEASY
Superintendent

APPROVED &
PRESENTED BY:


MEGAN K. REILLY
Chief Financial Officer

APPROVED BY:


MICHELLE KING
Senior Deputy Superintendent
School Operations

REVIEWED BY:


DAVID HOLMQUIST
General Counsel

☒ Approved as to form.


TONY ATIENZA
Director of Budget Services and
Financial Planning

☒ Approved as to budget impact statement.

TAB 10



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

110

Report Number:	028 – 13/14
Date:	September 10, 2013
Subject:	Approval of the Amendment to the LAUSD Administrative Procedures for Charter School Authorizing to Include Criteria and Procedures for Material Revision of Charters
Responsible Staff:	
Name	José J. Cole-Gutiérrez, Director
Office/Division	Charter Schools Division
Telephone No.	(213) 241-0399

BOARD REPORT

Action Proposed: The Charter Schools Division (CSD) recommends approval of the Amendment to the LAUSD Administrative Procedures for Charter School Authorizing to include criteria and procedures for material revision of charters.

Background: The District currently oversees approximately 250 independent and affiliated charter schools authorized by the Board to operate for periods of up to five years. From time to time during their charter terms, due to changes in circumstance or desire to enact further innovations or improvements, charter schools seek to add, delete, or modify one or more provisions of their charters. The District must approve any proposed change to the provisions of a charter before the change can be implemented. While some proposed changes to a charter may be deemed non-material and, therefore, can be handled administratively by the CSD, any amendment that would constitute a “material revision” of the charter must be approved by the governing board of the charter school and the LAUSD Board of Education in accordance with the California Charter Schools Act, California Education Code §47607(a)(1).

In the 2012-2013 school year, the Board took action on 17 requests for material revision of charters; the Board acted on 15 material revision requests submitted in 2011-2012.

On June 18, 2013, the Board of Education passed a resolution directing staff to return in 60 days with a definitive list of criteria and a plan for determining whether a proposed change to a charter constitutes a “material revision” that requires Board approval, to be included in the existing Board-approved Administrative Procedures for Charter School Authorizing.

The criteria and procedures for material revision of charters, to be incorporated into the current LAUSD Administrative Procedures for Charter School Authorizing, have been designed to provide a clear and comprehensive description and list of criteria for determining whether a proposed change to a



LOS ANGELES UNIFIED SCHOOL DISTRICT Board of Education Report

111

charter requires Board approval as well as a procedural framework for efficiently and effectively processing charter school requests for material revision of their charters. The Charter Schools Collaborative, which includes District staff, charter school operators, and state charter school association representatives, met on July 18, 2013, to review and discuss the proposed material revision criteria and procedures.

Expected Outcomes: Through the approval of the Amendment to the LAUSD Administrative Procedures for Charter School Authorizing, the District will establish definitive criteria and procedures for processing requests by charter school operators for material revision of their charters. Upon approval, the Board-approved Administrative Procedures for Charter School Authorizing will be amended to include the criteria and procedures for material revision of charters.

Board Options and Consequences: “Yes” – Approval would amend the current LAUSD Administrative Procedures for Charter School Authorizing to include criteria and procedures for material revision of charters.

“No” – Denial would prohibit the amendment of the current LAUSD Administrative Procedures for Charter School Authorizing to include the criteria and procedures for material revision of charters.

Policy Implications: The District’s Administrative Procedures for Charter School Authorizing will be amended to include criteria and procedures for material revision of charters.

Budget Impact: The impact of clarifying the criteria for determining whether a proposed change to a charter constitutes a “material revision” in accordance with the Administrative Procedures for Charter School Authorizing, as amended, will depend on the number and type of requests by charter schools for changes to their charters.

Issues and Analysis: No further issues and analysis at this time.

Attachments:

☐ Informative

☐ Desegregation
Impact Statement



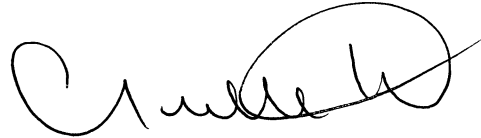
LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

112

Respectfully submitted,


APPROVED BY:



DR. JOHN E. DEASY
Superintendent


MICHELLE KING
Senior Deputy Superintendent
School Operations


APPROVED & PRESENTED BY:

REVIEWED BY:


JOSÉ J. COLE GUTIÉRREZ
Director
Charter Schools Division


on behalf of:
DAVID HOLMQUIST
General Counsel

☒ Approved as to form.


TONY ATIENZA
Director of Budget Services and
Financial Planning

☒ Approved as to budget impact statement.



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

113

MATERIAL REVISIONS

Introduction to Material Revisions

During the term of its charter, a charter school may determine that it is necessary or desirable to seek an amendment of its current approved charter. The District must approve any proposed change to the provisions of a charter before the change can be implemented. While some proposed changes to a charter may be deemed non-material and, therefore, can be handled administratively by the CSD, any amendment that would constitute a “material revision” of the charter must be approved by the governing board of the charter school and the LAUSD Board of Education in accordance with California Education Code §47607(a)(1). Material revisions are governed by the same standards and criteria that apply to new petitions (Cal. Ed. Code §47607(a)(2)). Accordingly, the CSD must determine whether the charter, as amended, would be reasonably comprehensive, educationally sound, and likely to be successfully implemented. Based on its conclusion, the CSD makes a recommendation to the Superintendent for presentation to the Board of Education. The following guide, designed by the CSD with input from the Charter Schools Collaborative, serves to provide charter school governing boards, administrators, staff and the public a clear understanding of the process for submitting and reviewing applications for material revisions of charters.

Material Revision Application Review Process

This section describes each phase of the application and review process for material revisions.

Step 0: Prior to Submission of the Application for Material Revision

Once a charter school has determined that it wishes to request an amendment of its current approved charter, it should contact the CSD administrator assigned to the school. The CSD administrator will work with the school to ascertain whether the proposed amendment amounts to a “material revision” that requires LAUSD Board approval.

Amendments that constitute “material revisions” include, but are not necessarily limited to, any change that would significantly alter a charter school's mission, vision, educational philosophy, educational program, governance, or organizational structure. These changes may include but are not limited to:

- The addition or reduction of grades served
- Enrollment increases:
 - (a) For schools occupying non-LAUSD facilities, any increase of more than 20% or 100 students, whichever is less, above the enrollment capacity in the charter
 - (b) For schools occupying LAUSD facilities, an increase above the enrollment capacity in the charter

Note: To receive consideration in a Proposition 39 facilities request for a particular fiscal year, any increase in enrollment above the enrollment capacity in the charter must be approved by November 1 of the preceding fiscal year.

- Any change to instructional model or design, other than changes required by law
- Any change to admissions preferences and lottery/enrollment procedures not expressly cited in federal or state law or regulation
- Any change to disciplinary procedures



LOS ANGELES UNIFIED SCHOOL DISTRICT Board of Education Report

114

- Any change to governance or leadership structure including, but not limited to, substantial changes in the number of governing Board Members, changes to Board Member selection process or replacement of the nonprofit corporation identified in the charter to operate the charter school

Upon making the determination whether the proposed change is a material revision, the CSD will promptly inform the charter school of the decision, generally within three (3) business days. If the proposed change is determined to be a material revision of the charter, the school must seek approval of its proposal through the material revision application process outlined below. If, however, the CSD determines that the proposed amendment does not constitute a “material revision” of the charter, the school may then send its requested change(s) in writing (by regular or electronic mail) to the CSD administrator assigned to the school. The CSD will review the written request and communicate its response to the charter school, generally within 15 business days of receipt. As part of its review of a request for non-material amendment of the charter, the CSD may request additional information and/or documentation as necessary.

Step 1: Submission and Review of the Application for Material Revision

In order to be accepted for review, an application requesting material revision of a charter must be complete. The CSD website provides resources such as the *Request for Material Revision Checklist* and *Required Language for Independent Charter Petitions* (i.e. “District Required Language”) to assist the charter school in the preparation of the application for material revision of its charter. Additionally, the school’s assigned CSD administrator and other CSD staff are available to respond to technical questions as needed.

In the event that a Charter Management Organization (CMO) seeks identical material revision of multiple charters, it should contact the CSD administrator(s) assigned to the schools prior to preparing and submitting its material revision request. At that time, the CSD will determine, in consultation with the charter school and other District personnel as needed, how best to ensure an effective and efficient material revision review and documentation process consistent with these procedures.

Once the charter school has submitted a complete material revision application, CSD staff, in coordination with LAUSD’s legal counsel and other appropriate District staff, will review the submitted application materials, together with the charter school’s record of academic, operational, and organizational management performance, in order to determine its recommendation. Under certain circumstances, the CSD may determine that it is necessary to conduct a capacity interview as part of its effort to ascertain whether the school has the capacity to successfully implement the proposed changes. In that event, the CSD will notify the school promptly so that the interview can be scheduled as soon as practicable. The petitioner team should plan to make itself available for the capacity interview within five (5) days of receiving notification from the CSD.

Step 2: Recommendation and Board Action

Upon review, if the CSD determines that it will recommend approval of the requested material revision(s), District staff will draft the material revision agreement document and send it to the charter school for execution (signature). In addition to the proposed material revision(s), the document will include those revisions necessary to conform the charter to the current District Required Language and



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

115

any changes in the law since the current charter was granted. The CSD will proceed to schedule and prepare for Board action on the CSD recommendation of approval of the material revision request. The material revision agreement document must be signed by the charter school prior to Board action.

If, however, the CSD determines that it will recommend denial of the requested material revision(s), it will notify the school promptly. At that time, the school may choose to withdraw the request or indicate its intent to proceed to Board action notwithstanding the CSD recommendation. If the school determines not to withdraw the request, CSD will proceed with scheduling and preparing for Board action on the CSD recommendation of denial of the request for material revision.

Based on the recommendation of the CSD and the guidelines delineated in Education Code §47605, the Board of Education will make a final decision to approve or deny the request for material revision of the charter. The Board of Education may approve a request for material revision with or without conditions and/or benchmarks. The Board of Education may deny a request for material revision if it finds that:

1. the charter school will provide an unsound educational program for students during the term of its charter, as amended;
2. the charter school is demonstrably unlikely to successfully implement the program set forth in the charter, as amended;
3. the charter, as amended, does not provide reasonably comprehensive descriptions of the 16 required elements set forth in the Charter Schools Act.

Should the charter school's request for material revision of its charter be denied, the school will continue to operate under the terms of its current approved charter.

Material revisions shall take effect immediately upon LAUSD Board approval, unless a different effective date expressly applies, such as the beginning of the next school year.

Roles and Responsibilities

Roles and Responsibilities at Each Step of the Material Revision Application Review Process

Application Review Step	Charter Schools Division	Charter School
Step 0: Prior to Submission	Determine whether proposed amendment constitutes "material revision" of the charter. Provide material revision submission instructions.	Contact CSD to communicate intent to seek amendment of charter. Learn about the material revision submission and review process and expectations for successful applications.



LOS ANGELES UNIFIED SCHOOL DISTRICT Board of Education Report

116

Application Review Step	Charter Schools Division	Charter School
Step 1: Submission and Review	<p>Review material revision application.</p> <p>Determine, in consultation with appropriate District staff, whether the proposed material revision is educationally sound, likely to be successfully implemented, and reasonably comprehensive.</p> <p>Conduct capacity interview, as needed</p>	<p>Ensure that material revision application is complete and ready for submission.</p> <p>Participate in capacity interview, as needed.</p>
Step 2: Recommendation and Board Action	<p>Prepare recommendation and material revision agreement.</p> <p>Work with charter school to finalize the proposed material revision agreement.</p> <p>Present recommendation to the Board.</p>	<p>Execute (sign) material revision agreement.</p> <p>Work with CSD to finalize the proposed material revision agreement.</p> <p>Attend Board meeting, if desired.</p>

The CSD encourages the submission of requests for material revision between August 1 and March 15 each year, in recognition of the District's summer recess schedule.

TAB 11

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report



Report Number:	030– 13/14
Date:	September 10, 2013
Subject:	Authorization to Issue a Notice of Intent to Lease Four Closed School Sites to an Operator that will Finance, Redevelop, and Operate a Permanent Facility
Responsible Staff:	
Name	Mark Hovatter, Chief Facilities Executive
Office/Division	Facilities Services Division
Telephone No.	(213) 241-4811

BOARD REPORT

Action Proposed: Staff proposes that the Board of Education authorize the Chief Facilities Executive, and/or his designee, to issue a Notice of Intent to Lease four closed school sites: Collins, Highlander, Oso, and Platt Ranch Elementary Schools. Staff will solicit proposals for the financing, redevelopment, and long-term operation of a permanent facility on each of the aforementioned sites.

Background: The four school sites have been closed for approximately 30 years. While some of the sites have been leased intermittently since their closure, they ceased operating as District elementary schools in the 1980s. All four closed school sites are in various states of disrepair, are currently not habitable for school use, and as part of the Request for Proposals (RFP), would require extensive renovations and possibly demolition in order to be utilized.

In an effort to redevelop these deteriorating sites, proposals from various school operators as well as non-educational users will be considered. First priority will be given to District authorized charter schools, then to charter schools authorized by agencies other than the District, and then to other educational programs. If staff determines that no educational proposals meet the requirements as stated in the RFP, then non-educational uses (e.g., non-profit organizations, recreational uses, etc.), as deemed appropriate by the District, will be considered.

In November 2008, the Board designated these four closed school sites for charter school utilization and authorized staff to select charter school operators through an RFP process. The only viable proposal received was from Ivy Bound Academy Charter School for the Highlander Elementary School site. Subsequently, in February 2011, the Board approved an amendment to the Strategic Execution Plan (SEP) to authorize \$2 Million



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

for the rehabilitation of Highlander Elementary School by Ivy Bound Academy Charter School. However, the charter recently confirmed with staff that they are unable to move forward with their proposed project. As such, staff anticipates bringing a proposal to cancel the project to the Bond Citizens' Oversight Committee (BOC) in September for their consideration and the Board of Education in October for their approval.

The Notice of Intent to Lease will enable staff to issue an RFP for these sites. Authorization by the Board to lease each of the four closed school sites does not obligate the District to select an operator or lease a site if the proposal submitted is not in the best interest of the District. Staff anticipates returning to the Board in the Spring of 2014 to request approval of the selected operator(s) and authorization to negotiate and execute the necessary agreements.

All four closed school sites are located in Educational Service Center North. Collins and Oso Elementary schools are located in Board District 4 (Steve Zimmer) and Highlander and Platt Ranch Elementary schools are located in Board District 3 (Tamar Galatzan).

Expected Outcomes: This action, if approved, will allow staff to issue a Notice of Intent to Lease in accordance with *Education Code 17467*, for selection of an operator(s) to finance, redevelop, and operate a permanent facility on four closed school sites.

Board Options and Consequences: If the proposed action is not approved, the four closed school sites will continue to remain vacant until such time that an alternative use is identified.

Policy Implications: If a charter school operator is selected for any of the four closed school sites, the potential agreement that would be executed would be consistent with the District's Charter School Facilities Expansion Policy. The policy, which was adopted on April 10, 2007, designates program requirements for projects that provide long-term facility solutions as an alternative to the annual Proposition 39 allocation of District facilities.

Budget Impact: Any revenue generated from the lease of the four closed school sites will be provided to the General Fund.

Charter schools have the opportunity to apply for bond dollars that have been earmarked by the Board for charter school facilities projects. Any potential allocation of bond funds would be subject to consideration by the Bond Oversight Committee and approval by the Board.



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

Issues and Analysis: The authorization proposed will allow staff to immediately publish a Notice of Intent to Lease. Authorization by the Board to lease each of the four closed school sites does not obligate the District to select an operator or lease a site if the proposal submitted is not in the best interest of the District. Per *Education Code 17467*, the Notice of Intent must be published no less than three times in a period of 15 days in a newspaper of general circulation. In addition to the 15-day period, operators will be given 60 days to submit their proposals, which will be evaluated by a panel of District employees.

The Notice of Intent will include eligibility criteria used in previous facilities proposal reviews, including, but not limited to:

1. The operator must present a credible plan and program that acknowledges community engagement to create a compatible and broadly supportive experience;
2. The operator must be in compliance with all requirements of any operating and/or facilities use agreements with the District;
3. The operator must be current on any financial obligations to the District;
4. The operator must not be engaged in any litigation or alternative dispute resolution with the District; and
5. The operator must comply with all laws and District rules and regulations for construction.

In addition, if the proposed operation is a charter school, they must:

1. Have a strong track record of academic performance and operation;
2. Have a valid charter and be in compliance with all applicable laws and District policies related to charter schools;
3. Be a validly formed California public benefit corporation in good standing;
4. Have been in operation for five or more years or have a proven track record of operating a school(s) for five or more years; and
5. Waive their rights to submit a Proposition 39 facilities request for a term coterminous with the use of the school site.

Attachments: None

Informative

**Desegregation
Impact Statement**

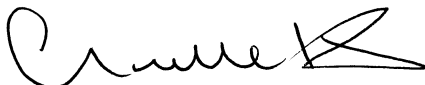
LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report



Respectfully submitted,

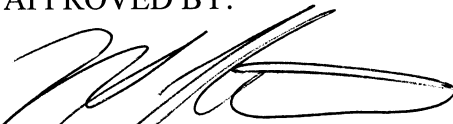
APPROVED BY:


 DR. JOHN E. DEASY
 Superintendent


 MICHELLE KING
 Senior Deputy Superintendent
 School Operations

REVIEWED BY:

APPROVED BY:


 MARK HOVATTER
 Chief Facilities Executive
 Facilities Services Division


 DAVID HOLMQUIST
 General Counsel

☒ Approved as to form.

PRESENTED BY:


 KRISZTINA TOKES
 Director of Asset Management
 Facilities Services Division


 TONY ATIENZA
 Director of Budget Services and
 Financial Planning

☒ Approved as to budget impact statement.

INTEROFFICE CORRESPONDENCE
Los Angeles Unified School District
Facilities Services Division

INFORMATIVE

TO: Members, Board of Education
Dr. John E. Deasy, Superintendent

DATE: September 2, 2013

FROM: Mark Hovatter, Chief Facilities Executive

**SUBJECT: AUTHORIZATION TO ISSUE A NOTICE OF INTENT TO LEASE FOUR
CLOSED SCHOOL SITES**

On September 10, 2013, the Board of Education is scheduled to consider a proposal to issue a Notice of Intent (NOI) to Lease four closed school sites. The proposal, if approved, will authorize staff to solicit proposals for the financing, redevelopment, and long-term operation of a permanent facility on the Collins, Highlander, Oso and Platt Ranch Elementary School sites. This informative provides supplemental information requested about the proposal detailed in Board Report No. 30-13/14. Specifically, staff was requested to address the use of any potential revenue generated, and the rationale for proposing to lease, instead of sell, these closed school sites.

Use of Any Potential Revenue Generated

If revenue is generated from the lease of any of the four closed school sites, it will be provided to the General Fund.

Rationale for Proposing to Lease, Instead of Sell, these Closed School Sites

Property owned by the District is considered a valuable resource. As such, staff is constantly looking at ways to maximize the use and value of the District's real estate assets. Staff's proposal to Issue an NOI to Lease could result in potential savings and revenue for the District's General Fund and significant improvements to these deteriorating sites which would subsequently increase the value of the property. This strategy also enables the District to maintain ownership of approximately 29 acres of real estate, that at the end of the lease term, could be utilized/reconfigured for District's use.

If you have any questions or require additional information, please contact Krisztina Tokes, Director of Facilities Planning and Development at 213.241.4213.

c: Michelle King
David Holmquist
Enrique Boull't
Jaime Aquino
Jefferson Crain
Krisztina Tokes
Brianna Garcia
Members, Citizens' Bond Oversight Committee

INTEROFFICE CORRESPONDENCE

Los Angeles Unified School District

Transmittal Form

For Use with Correspondences to Office of Superintendent



TO: Office of the Superintendent
Michelle King, Senior Deputy Superintendent, School Operations

DATE: 9.2.13

FROM: Amanda Rios, Special Assistant to the Chief Facilities Executive

SUBJECT: AUTHORIZATION TO ISSUE A NOTICE OF INTENT TO
LEASE FOUR CLOSED SCHOOL SITES

This communication has been sent to you for the following reason/s:

- ☒ Attached is a standard informative to be distributed to Staff and/or Board Member Offices.
- ☐ Attached is a response/informative requested by Board Member made during Board/Committee meeting held on_____.
- ☐ Attached is a response/informative requested by Board Member __made outside of a Board/Committee meeting on___.
- ☐ Attached is a correspondence for your files.
- ☐ Attached is a request for signature. Explain reason for request below:

Informative was drafted in response to questions raised by Board President Vladovic during the Executive Board Briefing.

Approval:

Local District / School Based Employee

Facilities Division

Instructional Division

School Operations

Chief Strategy Officer

General Counsel

Chief of Intensive Support & Intervention

Local District Superintendent

Mark Hovatter

Jaime Aquino

Michelle King

Matt Hill

David Holmquist

Donna Muncey

Approved: Michelle King
Office of Superintendent

Additional information or instructions: _____

Please return to:

Office: Facilities Services Division Contact Person: Amanda Rios Telephone: X14582

PLEASE NOTE: *If this is a waiver request for a Conference Attendance form, travel expense reimbursement, P-Card freeze exception request, position, Procurement freeze exception or Imprest Fund Freeze exception requests, please include the appropriate freeze form.*

TAB 12



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

Report Number:	031-13/14
Date:	September 10, 2013
Subject:	Ratification of Real Estate Leases, Licenses, and Other Agreements or Instruments That Are Necessary or Incidental for the Use of Real Property
Responsible Staff:	
Name	Mark Hovatter, Chief Facilities Executive
Office/Division	Facilities Services Division
Telephone No.	213-241-4811

BOARD REPORT

Action Proposed: Staff proposes that the Board of Education ratify the leases, licenses, and other agreements or instruments entered into by the Facilities Services Division within its delegated authority for the period of January 2013 through June 2013 as listed in Attachment “A.”

Background: The District is a party to various types of lease agreements and other real estate instruments. The Facilities Services Division processes these transactions for various user groups within the District under delegated authority granted by the Board of Education. Pursuant to this delegation and Board policy, the Facilities Services Division presents leases and other related instruments to the Board of Education for ratification on a semi-annual basis.

Expected Outcomes: Ratification of the lease, licenses and other agreements included in this report as shown in Attachment “A”.

Board Options and Consequences: These real property transactions have been executed under Board delegated authority and are being presented to the Board for ratification. The leases and other real estate instruments listed in this report vary in length of term. Some transactions have expired, yet Board ratification is still required. A “yes” vote will validate the in-place agreements. A “no” vote may render these current agreements unenforceable.

Policy Implications: The requested action does not change current District policies.



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

Budget Impact: Pursuant to this delegation and Board policy, the Facilities Services Division is presenting leases and other related instruments to the Board for ratification. Attachment "A" is a summary of leases and other agreements entered into by the District for the period of January 2013 through June 2013 broken into five subcategories: A through E.

(A) Third Party Leases (District as Tenant)

- Number of Transactions: -0-
- Cumulative Rent Over Lease Term: \$-0-

(B) Long Term Leases (District as Landlord)

- Number of Transactions: 48
- Total Anticipated Receipts: \$2,706,284

(C) Short Term Leases (District as Landlord)

- Number of Transactions: 522
- Total Receipts: \$975,157

(D) Other Agreements (Joint-Use, Permits, License Agreements, etc.)

- Number of Transactions: 52
- Total Anticipated Receipts: \$25,709

(E) Charter Agreements

- Number of Transactions: 22
- Total Anticipated Receipts: \$-0-

Issues and Analysis: None

Attachments: Attachment A

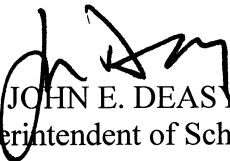
Informative None

**Desegregation
Impact Statement** NA

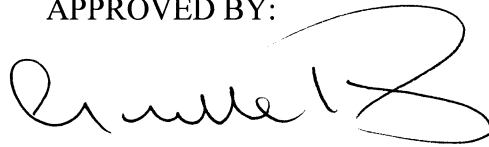
LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report



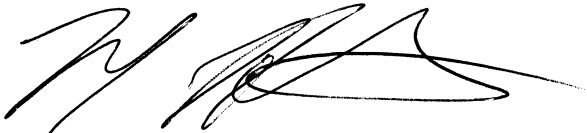
Respectfully submitted,


 DR. JOHN E. DEASY
 Superintendent of Schools

APPROVED BY:


 MICHELLE KING
 Deputy Superintendent, School Operations

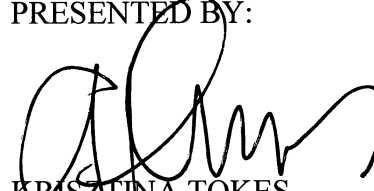
APPROVED BY


 MARK HOVATTER
 Chief Facilities Executive
 Facilities Services Division


REVIEWED BY:


 DAVID HOLMQUIST
 General Counsel

PRESENTED BY:


 KRISZTINA TOKES
 Director of Asset Management
 Facilities Services Division

☒ Approved as to form.


 TONY ATIENZA
 Director of Budget services and Financial Planning

☒ Approved as to budget impact statement.

A. THIRD PARTY LEASES (DISTRICT AS TENANT)

<u>Lessor Premises</u>	<u>School/User Group Purpose/Use</u>	<u>Term</u>	<u>Cumulative Rent Over Term of Lease</u>
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No Third Party leases to be ratified during this period.

Total Transactions
Total Anticipated Rent

0
\$-0-

B. LONG TERM LEASES (DISTRICT AS LANDLORD)

<u>BOARD DISTRICT 1</u>		<u>School</u>	<u>Licensee</u>
No. of Transactions	10	Audubon Middle School	Divine Deliverance Ministries, Inc.
Sum of Anticipated Receipts	\$205,490	Bradley Environment Science & Humanities	Children Youth and Family Collaborative
		Bradley Environment Science & Humanities	Love and Live Again Ministries
		Cochran Middle School	Spirit Child Development Center
		Coliseum Elementary School	Children Youth and Family Collaborative
		Los Angeles High School	New Life Vision Church
		Mann Middle School	Children Youth and Family Collaborative
		Marvin Elementary School	Children Youth and Family Collaborative
		Purche Elementary School	Arise Family Ministries
		West Valley Occupational Center	Ride Rite, Inc.
<u>BOARD DISTRICT 2</u>		<u>School</u>	<u>Licensee</u>
No. of Transactions	6	Hobart Elementary School	Healthy Zone Jook Hyang
Sum of Anticipated Receipts	\$208,186	Kim Elementary - Oxford Parking Lot	Matt Construction Corporation
		Kim Elementary School	JOY Community Church
		Lanterman High School	New Dawn Christian Village
		Salvin Special Education Center	Intervention Services, Inc.
		White Elementary School Garage	1865 Bush Street Investors L.P., Montgomery Partners, Inc.
<u>BOARD DISTRICT 3</u>		<u>School</u>	<u>Licensee</u>
No. of Transactions	10	Chandler Elementary School	Community Bible Church
Sum of Anticipated Receipts	\$135,755	Chatsworth High School	West Valley Boys and Girls Club
		Cleveland High School	West Valley Boys and Girls Club
		Dearborn Elementary School	ICFG/M Church
		East Valley High School	International Church of the Foursquare Gospel
		Mulholland Middle School	Inspiring Notes, Inc.
		Riverside Elementary School	Ruach LA
		Stagg Elementary School	Inspiring Notes, Inc.
		Welby Elementary School	Parents of Welby Way
		Winnetka Elementary School	Calvary Chapel Winnetka
<u>BOARD DISTRICT 4</u>		<u>School</u>	<u>Licensee</u>
No. of Transactions	12	Hollywood High School	Athena Parking, Inc.
Sum of Anticipated Receipts	\$1,910,180	Melrose Elementary School	One Church International
		Richland Elementary School	Westlight Community Church
		Selma Elementary School	Athena Parking, Inc.
		Sutter Middle School	Inspiring Notes, Inc.
		Topanga Elementary School	Topanga Enrichment Programs-Topanga Elementary
			Theatre Arts
		University High School	Vintage Church
		Webster Middle School	Asahi Gakuen
		Westminster Elementary School	Athena Parking, Inc.
		Westminster Elementary School	Continental Parking Services
		Woodland Hills Academy	Shepherd of the Hills West Valley
		Woodland Hills Elementary School	Westlake Patticate
<u>BOARD DISTRICT 5</u>		<u>School</u>	<u>Licensee</u>
No. of Transactions	4	Bell High School	Rhema of Life Church
Sum of Anticipated Receipts	\$65,618	Buchanan Elementary School	Antioch City Church
		Dahlia Heights Elementary School	PCS Enterprises, Inc. dba Prime Time Sports Camp
		Micheltorena Elementary School	Ghetto Gloss

ATTACHMENT "A" (continued)

125

B. LONG TERM LEASES (DISTRICT AS LANDLORD) continued

<u>BOARD DISTRICT 6</u>		<u>School</u>	<u>Licensee</u>
No. of Transactions	5	Cantara Elementary School	West Valley Boys and Girls Club
Sum of Anticipated Receipts	\$178,095	Lorne Elementary School	Inspiring Notes, Inc.
		Panorama High School	Los Angeles International Church of Christ/ Turning
			Point Christian Church
		Reseda High School	Islamic Center of Reseda
		Vista Middle School	Praise Chapel Christian Fellowship
<u>BOARD DISTRICT 7</u>		<u>School</u>	<u>Licensee</u>
No. of Transactions	1	Carnegie Middle School	Los Angeles Church of Christ South Region
Sum of Anticipated Receipts	\$2,958		
Total No. of Transactions	48		
Total Anticipated Receipts	\$2,706,284		

C. SHORT TERM LEASES (DISTRICT AS LANDLORD)

<u>Board District 1</u>		<u>School</u>	<u>Licensee</u>	<u>No. of Leases</u>
No. of Transactions	77	3rd Street Elementary School	Friends of Third	1
Total Receipts	\$110,153	3rd Street Elementary School	Kids Kor	1
		61st Street Elementary School	Slauson Spanish Congregation of Jehovah's Witnesses	1
		74th Street Elementary School	Melchizedek's Excellent Ministry Order	2
		Alexander Science Center	Alexander Science Center PTA	1
		Alta Loma Elementary School	Palm Grove Spanish Congregation of Jehovah's Witnesses	1
		Angeles Mesa Elementary School	Cornerstone Church of South Los Angeles	1
		Angeles Mesa Elementary School	Los Angeles Urban League	1
		Audubon Middle School	United States Representative Karen Bass	1
		Baldwin Hills Elementary School	Village Green Owners Association	1
		Bancroft Middle School	A Time for Dance	1
		Bancroft Middle School	Premiere Valet Service	5
		Bancroft Middle School	Yeshiva Rav Isaacsohn	1
		Bethune Middle School	J-TECH Institute dba Southern California Falcons	1
		Blend Elementary School	Paramount Pictures	1
		Bright Elementary School	Exposition Spanish Congregation of Jehovah's Witnesses	1
		Burroughs Middle School	Los Angeles Police Department Wilshire Community Station	1
		Burroughs Middle School	Los Angeles Neighborhood Land Trust	1
		Canfield Elementary School	Beverlywood Homes Association	1
		Canfield Elementary School	Friends of Canfield	2
		Castle Heights Elementary School	Golden Heart Center	2
		Clover Elementary School	Clover Avenue Booster Club	3
		Cochran Middle School	La Brea Congregation of Jehovah's Witnesses	1
		Crenshaw High School	Communicate Me	1
		Crenshaw High School	Eyes, Hands & Feet	1
		Crenshaw High School	Galilee Baptist Church	2
		Crescent Heights Elementary School	Cheder Menachem Elementary Boys School	1
		Crescent Heights Elementary School	Summer Sunshine Enrichment Academy	1
		Dorsey High School	ICEF Public Schools	1
		Dorsey High School	Junior Firefighter Foundation	1
		Dorsey High School	Los Angeles Junior Chamber of Commerce	1
		Dorsey High School	Rimpau Congregation of Jehovah's Witnesses	1
		Foshay Learning Center	Los Angeles Urban League	1
		Fremont High School	Central Soccer League	1
		Hamilton High School	Creation Station Dance	1
		Hamilton High School	Marcus Garvey School	1
		Hamilton High School	National Youth Arts	1
		Hamilton High School	New Los Angeles Charter School	1
		Hamilton High School	Pacific Academy of Dance	1
		Hawkins High School	IDCS Youth	1
		Hawkins High School	Los Angeles South Congregation of Jehovah's Witnesses	1

ATTACHMENT "A"
(continued)

126

C. SHORT TERM LEASES (DISTRICT AS LANDLORD) continued

			<u>No. of</u>
			<u>Leases</u>
	<u>School</u>	<u>Licensee</u>	
	King Junior Elementary School	Creative Learning Academy, Inc.	1
	Mack Elementary School	Hoover Spanish Congregation of Jehovah's Witnesses	1
	Mack Elementary School	Los Angeles Police Commission	1
	Manual Arts High School	City Year, Inc.	1
	Manual Arts High School	Reverend Robert Frank Gay II	1
	Muir Middle School	City Year, Inc.	1
	Overland Elementary School	Overland Elementary School PTA	1
	Palms Elementary School	Palms Neighborhood Council	1
	Pio Pico Middle School	Wilshire Spanish Congregation of Jehovah's Witnesses	1
	Purche Elementary School	Arise Family Ministries	1
	Raymond Elementary School	Estrella Spanish Congregation of Jehovah's Witnesses	1
	Saturn Elementary School	Redondo Spanish Congregation of Jehovah's Witnesses	1
	Vine Elementary School	Chuck's Parking Service, Inc.	3
	Vine Elementary School	Premiere Valet Service	1
	Vine Elementary School	Z Valet & Shuttle Service, Inc.	1
	Washington Preparatory High School	Community Coalition	1
	Washington Preparatory High School	Los Angeles Junior Chamber of Commerce	1
	Weemes Elementary School	Walton Spanish Congregation of Jehovah's Witnesses	1
	Western Elementary School	Church of Apostolicity	1
	Wilshire Crest Elementary School	Got Game Sports	1
	Wilshire Crest Elementary School	The Enrichment Center	1
	Windsor Hills Elementary School	The Enrichment Center	1
	YES Academy	Ronald Chasen Crossley	1
	Various Schools	Vangent, Inc.	1
<u>Board District 2</u>	<u>School</u>	<u>Licensee</u>	<u>No. of</u>
<u>No. of Transactions</u>			<u>Leases</u>
<u>Total Receipts</u>	83		
	\$152,498		
	1st Street Elementary School	Boyle Heights Spanish Congregation of Jehovah's Witnesses	1
	10th Street Elementary	Steve Nash Foundation	1
	Adams Middle School	Adair Spanish Congregation of Jehovah's Witnesses	1
	Ann Elementary School	Live Nation	1
	Bravo Medical Magnet High School	Yale Undergraduate Admissions	1
	Castelar Elementary School	Asian Pacific Health Corps	1
	Chavez Elementary School	El Sereno Congregation of Jehovah's Witnesses	1
	Clinton Middle School	ARC Afterschool Program	1
	Contreras Learning Center	American Cancer Society	1
	Contreras Learning Center	City of Los Angeles Department of Recreation & Parks	1
	Contreras Learning Center	New Economics for Women	1
	Contreras Learning Center	Trojan Swim Club	1
	Contreras Learning Center	UCLA Downtown Labor Center	1
	Contreras Learning Center	Waranco Group, Inc.	1
	Cortines Visual & Performing Arts High School	California Alliance for The Arts Education	1
	Cortines Visual & Performing Arts High School	California Institute of The Arts Community Arts Partnership	1
	Cortines Visual & Performing Arts High School	Center Theater Group	1
	Cortines Visual & Performing Arts High School	Complexions, A Concept in Dance	1
	Cortines Visual & Performing Arts High School	Concrete Hero	1
	Cortines Visual & Performing Arts High School	Diavolo	1
	Cortines Visual & Performing Arts High School	Festival of New American Musical Theatre	1
	Cortines Visual & Performing Arts High School	Music Center	1
	Cortines Visual & Performing Arts High School	Performing Arts Center of Los Angeles County	1

**ATTACHMENT “A”
(continued)**

127

C. SHORT TERM LEASES (DISTRICT AS LANDLORD) continued

<u>School</u>	<u>Licensee</u>	<u>No. of Leases</u>
Cortines Visual & Performing Arts High School	St. Anthony's Kolo Club	1
Cortines Visual & Performing Arts High School	The Colburn School	2
Cortines Visual & Performing Arts High School	Young Musicians Foundation	4
Del Olmo Elementary School	Montessori Shir-Hashirim	1
Del Olmo Elementary School	The Church LA	2
Downtown Business Magnet	Los Angeles Police Department	1
East Los Angeles Skills Center	Para Los Ninos	1
El Sereno Middle School	Rocket Learning	1
Elysian Heights Elementary School	Friends of Elysian Heights Elementary School	1
Friedman Occupational Center	Los Angeles County of Education	2
Garfield High School	Pedro Antonio Romo	1
Gratts Elementary School	Loma Congregation of Jehovah's Witnesses	1
Griffith Middle School	Via Corona Spanish Congregation of Jehovah's Witnesses	1
Harrison Elementary School	Rocket Learning	1
Harvard Elementary School	Hollywood Spanish Congregation of Jehovah's Witnesses	1
Hobart Elementary School	Health L 333, Inc. dba Jook Hyang	2
Kim Academy	Bangladesh Performing Arts Academy	1
Kim Academy	Bangladesh Readers & Writers Association	1
Kim Academy	Korean War Veterans Association, Inc.	1
Lanterman High School	Central Spanish Congregation of Jehovah's Witnesses	1
Mendez Learning Center	City Year, Inc.	1
Murchison Elementary School	Senate Rules Committee on Behalf of Senator De Leon	1
Plasencia Elementary School	Echo Park Spanish Congregation of Jehovah's Witnesses	1
Robert F Kennedy Community Schools	ACE Mentor Program	1
Robert F Kennedy Community Schools	Alliance for Better Community	1
Robert F Kennedy Community Schools	Coalition for Education Justice (CEJ)	1
Robert F Kennedy Community Schools	Educators for Excellence	1
Robert F Kennedy Community Schools	Fulfillment Fund	1
Robert F Kennedy Community Schools	Global Girls Media	1
Robert F Kennedy Community Schools	Institute for Global Ethics	1
Robert F Kennedy Community Schools	Los Angeles County Office of Education	1
Robert F Kennedy Community Schools	Los Angeles Doctors Symphony Orchestra	1
Robert F Kennedy Community Schools	Rose Low Aquatics	1
Robert F Kennedy Community Schools	The Echo, LLC	1
Robert F Kennedy Community Schools	The Echo, LLC and Primetime	1
Robert F Kennedy Community Schools	United Way of Greater Los Angeles	1
Robert F Kennedy Community Schools	Wilshire Center Business Improvement Corporation	1
Roosevelt High School	Altamed Health Services Corporation	1
Roosevelt High School	College Track	1
Roybal Learning Center	Los Angeles Junior Chamber of Commerce	1
Roybal Learning Center	Top Flight Sports Productions, LLC	1
Roybal Learning Center	United States Yoga Federation	1
Stevenson Middle School	Hollenbeck Congregation of Jehovah's Witnesses	1
Torres High School	Ditman Spanish Congregation of Jehovah's Witnesses	1
Torres High School	South Coast Air Quality Management District	1
Virgil Middle School	March As One	1
West Adams Preparatory High School	Richard Merking Middle School	1
West Adams Preparatory High School	Street Boleros	1
West Adams Preparatory High School	The Dance Center dba My Gym	1
White Elementary School	Community Partners	1
White Elementary School	LUCID Public Relations	1
Wilshire Park Elementary School	Los Angeles Doctors Symphony Orchestra	1
Various Schools	East Los Angeles College - Jaime Escalante Math Program	1

ATTACHMENT "A"
(continued)

128

C. SHORT TERM LEASES (DISTRICT AS LANDLORD) continued

Board District 3		School	Licensee	No. of Leases
No. of Transactions	84	Andasol Elementary School	Parker-Anderson Enrichment	1
Total Receipts	\$122,954	Balboa Magnet Elementary School	Balboa Spirit Club	3
		Beckford Elementary School	Beckford Ave PTA	3
		Beckford Elementary School	Beckford Charter for Enriched Studies PTA	1
		Canoga Park High School	Canoga Park Booster Club	1
		Canoga Park High School	Canoga Park High School FFA Alumni and Boosters	1
		Canoga Park High School	Canoga Park Spanish Congregation of Jehovah's Witnesses	1
		Canoga Park High School	S Club	1
		Carpenter Elementary School	Farnaz Mobasheri Kaufman	1
		Carpenter Elementary School	Lori Belateche	1
		Chatsworth High School	American Cancer Society	1
		Chatsworth High School	Los Angeles Volleyball Coaches Association	1
		Chatsworth High School	Sylmar Chatsworth Volleyball League	1
		Cleveland High School	American Cancer Society	1
		Colfax Charter Elementary School	Colfax Summer Camp	1
		Colfax Charter Elementary School	Parents Association Colfax Elementary	1
		Columbus Middle School	Big Up Kidz	1
		Darby Elementary School	North Valley Family YMCA	1
		East Valley High School	Los Pinos Christian Congregation of Jehovah's Witnesses	1
		EL Oro Elementary School	El Oro Way PTA	1
		Germain Elementary School	Germain PTA	1
		Henry Middle School	Crafty Ladies Boutique	1
		Henry Middle School	Mission Hills Filipino Congregation of Jehovah's Witnesses	1
		Kester Elementary School	Kester Avenue Magnet Parent Association	2
		Kester Elementary School	Kester PTA	1
		Lawrence Middle School	Shingary's School of Rhythm	1
		Lawrence Middle School	The Green Leaf Academy	1
		Madison Middle School	Kaiser Permanente	1
		Madison Middle School	Panorama Christian Congregation of Jehovah's Witnesses	1
		Millikan Middle School	Southern California Arts Program	1
		Millikan Middle School	Sports Plus Day Camp	1
		Millikan Middle School	The Tyler Project, Inc.	1
		Monlux Elementary School	Play Well TEKnologies	2
		Monlux Elementary School	Sky High Dance	2
		Nobel Middle School	The Elephant Bar Restaurant	1
		North Hollywood High School	Kerala Association of Los Angeles	1
		North Hollywood High School	Kerala Christian Fellowship of Southern California	1
		North Hollywood High School	Lankershim Spanish Congregation of Jehovah's Witnesses	1
		Northridge Middle School	Los Angeles Opera	1
		Pomelo Community Charter School	Team Pomelo	1
		Porter Middle School	YMCA of Metropolitan Los Angeles	1
		Porter Ranch Community School	Pinnacle Prodigies	1
		Porter Ranch Community School	YMCA of Metropolitan Los Angeles	1
		Reed Middle School	American Cancer Society	1
		Reed Middle School	Carol Kiernan	1
		Reed Middle School	East Valley Family YMCA/La Metro	1
		Reed Middle School	Friends of Reed Middle School	2
		Reed Middle School	Tomer Kleinman	1
		Reed Middle School	Watch Me Dance Studio Inc.	1
		Reseda High School	Islamic Center of Reseda	1
		Reseda High School	Paramjit Khinda	1
		Rinaldi Adult Center	Islamic Center Northridge	1
		Rio Vista Elementary School	Sky High Dance	2
		Rio Vista Elementary School	Toluca Baseball, Inc.	1
		Riverside Elementary School	Parents for Riverside Drive	1
		Sherman Oaks Elementary School	Blue Starz Productions	1
		Sherman Oaks Elementary School	Friends of Wilbur	1
		Superior Elementary School	Academic Chess	1

ATTACHMENT "A" (continued)

129

C. SHORT TERM LEASES (DISTRICT AS LANDLORD) continued

		<u>School</u>	<u>Licensee</u>	<u>No. of Leases</u>
		Superior Elementary School	Superior Street Elementary School PTA	1
		Van Gogh Elementary School	A.S.E. Enrichment, Inc.	2
		Van Gogh Elementary School	Friends of Van Gogh	2
		Van Gogh Elementary School	Sky High Dance	2
		Van Nuys Middle School	Kester Avenue Magnet Parent Association	1
		Van Nuys Middle School	Maharashtra Mandal of Los Angeles	2
		Woodlake Elementary School	Electronic Recycling Solutions	1
		Woodlake Elementary School	Woodlake Avenue PTSA	6
Board District 4		<u>School</u>	<u>Licensee</u>	<u>No. of Leases</u>
No. of Transactions	142	Bernstein High School	March As One	1
Total Receipts	\$326,259	Bernstein High School	Mt Olympus	1
		Braddock Elementary School	Venice Portuguese Congregation of Jehovah's Witnesses	1
		Brentwood Science Magnet	Coast Sports LLC	1
		Calabash Charter Academy	Calabash PTA	3
		Canyon Elementary School	AA Valet, Inc.	1
		Canyon Elementary School	Canyon Charter Booster Club	1
		Coeur D'Alene Elementary School	Friends of Coeur D'Alene	4
		Community Magnet Charter School	Community School Parents Association	1
		Community Magnet Charter School	Creative City Repertory Co., Inc.	1
		Community Magnet Charter School	Z Valet & Shuttle Service, Inc.	1
		Emerson Middle School	Team Prime Time	1
		Encino Elementary School	Encino Charter Elementary School E-Team	1
		Fairburn Elementary School	Fairburn Youth Association	1
		Fairfax High School	Alzheimer's Association, California Southland Chapter	1
		Fairfax High School	Athletic Gaines	1
		Fairfax High School	Michael Cartegena	1
		Fairfax High School	Shondell Spiegel, Class of 1963	1
		Fairfax High School	United Valet	1
		Gardner Elementary School	Regrand Productions, LLC	1
		Grand View Elementary School	Beverly Hills Best Valet	1
		Grand View Elementary School	Grandview PTA	1
		Grand View Elementary School	Wildwood School	2
		Hesby Oaks Elementary School	Planet Bravo, LLC	1
		Hollywood High School	AN2013DO Management, Inc.	1
		Hollywood High School	Goldenvoice, LLC	1
		Hollywood High School	Grad Girls Network	1
		Hollywood High School	Lege Artis Entertainment	1
		Hollywood High School	The Saban Free Clinic	1
		Hollywood High School	Zimmer's Children's Museum	1
		Kentwood Elementary School	Kentwood Educational Fund	1
		Lanai Elementary School	Lanai Road PTA	1
		Mar Vista Elementary School	Ken Garland Music	1
		Marina Del Rey Middle School	Venice Japanese Community Center	1
		Marquez Elementary School	Friends of Marquez	1
		Marquez Elementary School	Marquez Charter Elementary School PTA	1
		Melrose Elementary School	One Church International	1
		Mosk Elementary School	A & J Valet Parking Services	1
		Nestle Elementary School	Chabad of The Valley dba Camp Gan of Israel	1
		Nestle Elementary School	Friends of Nestle	2
		Nestle Elementary School	Kids Art	2
		Nestle Elementary School	Play-Well TEKologies	1
		Nestle Elementary School	Sky High Dance	2
		Open Magnet Charter	Friends of the Open School	2
		Paseo Del Rey Science Magnet	Paseo Del Rey PTO	2
		Paseo Del Rey Science Magnet	Westchester Family YMCA	1
		Playa Del Rey Elementary School	Booster Club of Playa Del Rey	1
		Playa Vista Elementary School	Friends of Playa Vista	2
		Portola Middle School	Pretty Bird	1
		Revere Middle School	California YMCA	1
		Revere Middle School	Dance for Kids	2

ATTACHMENT "A"
(continued)

130

C. SHORT TERM LEASES (DISTRICT AS LANDLORD) continued

<u>School</u>	<u>Licensee</u>	<u>No. of Leases</u>
Revere Middle School	Parking Service 2000, Inc.	1
Revere Middle School	Premiere Valet Service	1
Revere Middle School	Santa Monica Oceanaires & Barbershop Harmony Society	1
Revere Middle School	Sports Mania - Personal Enrichment Program (PEP, Inc.)	1
Revere Middle School	Trailhead Marketing, Inc.	1
Revere Middle School	Village Arts Center	1
Roscomare Elementary School	Roscomare School Booster Club	1
Rosewood Elementary School	Chuck's Parking Service	1
Rosewood Elementary School	City of Los Angeles, City Clerk - Election Division	1
Rosewood Elementary School	Friends of Rosewood	1
Rosewood Elementary School	Los Angeles Gay & Lesbian Center	1
Rosewood Elementary School	The Center for Early Education	1
Serrania Elementary School	Friends of Serrania	3
Serrania Elementary School	Serrania PTA	2
Short Elementary School	Calvary Coastline Ministries	1
Sterry Elementary School	Nora Sterry Parents Booster Club	1
Sterry Elementary School	Wilderness Travel Committee, Sierra Club	1
Sutter Middle School	Dada Bhagwan Vigman Institute	1
Sutter Middle School	Los Angeles Church of Christ	1
Sutter Middle School	Vietnamese Community of San Fernando Valley	1
Taft High School	818 Volleyball	1
Taft High School	Foster Care Counts	1
Taft High School	KO High League, Inc.	1
Taft High School	River Way Ranch Camp	1
Taft High School	Valley All Stars	1
Topanga Elementary School	Foster Care Counts	1
Topanga Elementary School	Shulamit Suman	1
Topanga Elementary School	Topanga Elementary Theater Arts	1
Twain Middle School	The Argonaut Newspaper	1
University High School	The Dance Center	1
University High School	Vintage Church	1
Valley View Elementary School	Athena Parking	1
Venice High School	American Cancer Society	1
Venice High School	Venice High School Alumni Association	1
Venice High School	Venice Community Housing	1
Venice Skills Center	A Window Between Worlds	1
Venice Skills Center	Karen Christensen	1
Venice Skills Center	Venice Family Clinic	1
Walgrove Elementary School	Sports Mania (PEP, Inc.)	1
Walgrove Elementary School	Venice Family Clinic	1
West Hollywood Community Day School	Circle of Help Foundation	1
West Hollywood Community Day School	Premiere Valet Service	1
West Hollywood Elementary School	Got Game Sports	1
West Hollywood Elementary School	Steve and Kate's Camp, LLC	1
Westchester High School	City of Los Angeles, City Clerk - Election Division	1
Westchester High School	Institute of Divine Metaphysical Research	1
Westchester High School	Los Angeles Junior Chamber	1
Westchester High School	Loyola Marymount University	1
Westchester High School	Westchester Family YMCA	1
Westminster Elementary School	Artmedia	1
Westminster Elementary School	Asset Pictures	1
Westminster Elementary School	Athena Parking	1
Westminster Elementary School	Chuck's Parking Service	3
Westminster Elementary School	Los Angeles Conservancy	1
Westminster Elementary School	MAK Center for Art and Architecture	1
Westminster Elementary School	Musical Minds	1
Westminster Elementary School	Premiere Valet Service	1
Westminster Elementary School	Smart Space, Creative Arts Program	1
Westminster Elementary School	TEDx Venice Beach	1
Westminster Elementary School	The DA Camera Society	1
Westminster Elementary School	Westminster Avenue Endowment Group	1

ATTACHMENT "A"
(continued)

131

C. SHORT TERM LEASES (DISTRICT AS LANDLORD) continued

		<u>School</u>	<u>Licensee</u>	<u>No. of Leases</u>
		Westminster Elementary School	Westminster Schools Endowment Group	2
		Westside Magnet Elementary School	Athena Parking	1
		Westside Magnet Elementary School	Kwik Park	1
		Westwood Charter School	Corianne Cook & Brent Augenblick	1
		Westwood Charter School	Westwood Involvement Supports Education	1
		Wilbur Elementary School	Child's World School	1
		Wonderland Elementary School	Laurel Canyon Association	1
		Wonderland Elementary School	Wonderland Avenue School PTA	1
		Wright Middle School	College Bound for Kids	1
		Wright Middle School	Los Angeles Arts Collective	1
		Wright Middle School	St. Bernard High School	1
<u>Board District 5</u>		<u>School</u>	<u>Licensee</u>	<u>No. of Leases</u>
No. of Transactions	60	Aldama Elementary School	Southern California Radio	1
Total Receipts	\$84,287	Atwater Elementary School	Atwater Village/ Griffith Park Chamber of Commerce	1
		Atwater Elementary School	City of Los Angeles, City Clerk - Election Division	1
		Bell High School	LACCD on Behalf of East LA College - Jaime Escalante Math Program	1
		Bell High School	Rhema of Life Church	1
		Brooklyn Elementary School	American Legion Post 804	1
		Central Region Elementary School No.21	South Central Family Health Center	1
		City Terrace Elementary School	County Sanitation Districts of Los Angeles County	1
		Clifford Elementary School	Aimee Art Productions	1
		Delevan Elementary School	Aimee Art Productions	1
		Delevan Elementary School	Delevan Drive ES PTA	1
		Delevan Elementary School	Play Well TEKnologies	1
		Eagle Rock Elementary School	Bloom School of Music	1
		Eagle Rock Elementary School	Glassell Park Congregation of Jehovah's Witnesses	1
		Eagle Rock Elementary School	The DA Camera Society	1
		Eagle Rock High School	American Cancer Society	1
		Eagle Rock High School	Pasadena City College - Foster Care Program	1
		Franklin Elementary School	Friends of Franklin	3
		Franklin High School	1st Impression All Stars	1
		Hancock Park Elementary School	ARC	1
		Hancock Park Elementary School	Dance Academy Program	1
		Hancock Park Elementary School	Got Game Sports	4
		Hancock Park Elementary School	Hancock Park School Booster Club	1
		Heliotrope Elementary School	Maywood North Spanish Congregation of Jehovah's Witnesses	1
		Independence Elementary School	Rocket Learning	1
		King Middle School	Friends of Ivanhoe	1
		King Middle School	New Economics for Women	1
		King Middle School	Virgil Spanish Congregation of Jehovah's Witnesses	1
		Lillian Elementary School	Alameda Sur Spanish Congregation of Jehovah's Witnesses	1
		Lockwood Elementary School	Ministerio Cristiano	1
		Marquez High School	Marquez Gladiators	1
		Marshall High School	Friends of Ivanhoe	1
		Micheltorena Elementary School	Bring On The Music, Inc. dba Silverlake Conservatory of Music	1
		Micheltorena Elementary School	Friends of Micheltorena	4
		Micheltorena Elementary School	IAMSOUND, Inc.	1
		Micheltorena Elementary School	Los Angeles Department of Water and Power	1
		Micheltorena Elementary School	Micheltorena PTA	1
		Micheltorena Elementary School	Silverlake Conservatory of Music	1
		Middleton Elementary School	Malabar Spanish Congregation of Jehovah's Witnesses	1
		Miles Elementary School	Rocket Learning	1
		Montara Elementary School	Southern Spanish, South Gate Congregation of Jehovah's Witnesses	1
		Mount Washington Elementary School	Mt. Washington ES PTA	3
		Nueva Vista Elementary School	California Puerto Rican Parade & Festival	1

ATTACHMENT "A" (continued)

132

C. SHORT TERM LEASES (DISTRICT AS LANDLORD) continued

		<u>School</u>	<u>Licensee</u>	<u>No. of Leases</u>
		Ochoa Learning Center	City of Bell	1
		Rosemont Elementary School	Pilipinos for Community Health	1
		San Antonio Elementary School	Randolph Spanish Congregation of Jehovah's Witnesses	1
		San Miguel Elementary School	Azalea Spanish Congregation of Jehovah's Witnesses	1
		Sotomayor Learning Center	SEA Charter	1
		South Gate Middle School	Pacific Spanish Congregation of Jehovah's Witnesses	1
		Various Schools	LACCD on Behalf of East LA College - Jaime Escalante Math Program	1
Board District 6		<u>School</u>	<u>Licensee</u>	<u>No. of Leases</u>
No. of Transactions	33	Apperson Elementary School	YMCA of The Foothills	1
Total Receipts	\$115,579	Byrd Middle School	El Camino Metro	1
		Cantara Elementary School	Academic Chess	1
		Chavez LA High School	Brand Christian Congregation of Jehovah's Witnesses	1
		Chavez LA High School	Cesar Chavez Basketball	1
		Chavez LA High School	Danzone	1
		Chavez LA High School	Darryl McDonald dba CAVS Youth Basketball	2
		East Valley High School	City of Los Angeles Department of Recreation & Parks	1
		Fulton College Preparatory School	St. Elizabeth of Hungary Church	1
		Mount Gleason Middle School	Mt. Gleason MS PTSA	1
		Olive Vista Middle School	American Cancer Society	1
		Panorama High School	Saticoy Spanish Congregation of Jehovah's Witnesses	1
		Panorama High School	Wat Thai of Los Angeles	1
		Panorama High School	West Coast District Church of God 7th Day	1
		Polytechnic High School	El Camino Metro	1
		Polytechnic High School	Valor Academy Charter School	1
		Polytechnic High School	Victory Christian Congregation of Jehovah's Witnesses	1
		Ranchito Elementary School	The River Project	1
		San Fernando High School	Fox Studio of Dance	1
		San Fernando High School	On the Beat Dance Academy	1
		San Fernando High School	On the Beat Dance Academy	1
		San Fernando High School	Our Streets Dream	1
		San Fernando High School	Royalty Dance Academy	1
		San Fernando Middle School	Hansen Dam Congregation of Jehovah's Witnesses	1
		San Fernando Middle School	Los Angeles Education Partnership	1
		Sendak Elementary School	The Leukemia & Lymphoma Society	1
		Sun Valley High School	Chul Jin Martial Arts	1
		Sun Valley High School	Valle Del Sol Christian Congregation of Jehovah's Witnesses	1
		Van Nuys High School	Office of Congressman Tony Cardenas	1
		Verdugo Hills High School	American Cancer Society	1
		Vinedale Elementary School	Scott Leonard	1
		Vista Middle School	Praise Chapel Christian Fellowship	1
Board District 7		<u>School</u>	<u>Licensee</u>	<u>No. of Leases</u>
No. of Transactions	43	68th Street Elementary School	United Teachers Los Angeles	1
Total Receipts	\$63,427	93rd Street Elementary School	United Teachers Los Angeles	1
		118th Street Elementary	Harbor Gateway North Neighborhood Council	1
		186th Street Elementary School	South Bay Center for Counseling	1
		Angelou Community High School	Lambda Legal	1
		Angelou Community High School	Main St. Spanish Congregation of Jehovah's Witnesses	1
		Angelou Community High School	South Central Neighborhood Council	1
		Banneker Special Education Center	City of Refuge Ministries	2
		Banning High School	American Cancer Society	1

ATTACHMENT "A"
(continued)

133

C. SHORT TERM LEASES (DISTRICT AS LANDLORD) continued

<u>School</u>	<u>Licensee</u>	<u>No. of Leases</u>
Barrett Elementary School	Barrett Elementary School Booster Club	1
Caroldale Learning Center	Iglesia Ni Christo (Church of Christ)	1
Carson High School	Tupulaga Polynesian Dance Group	1
Carver Middle School	CDTECH	1
Carver Middle School	Teach for America	1
Compton Elementary School	Kaiser Permanente	1
Curtiss Middle School	Dorothy Jemison Foundation for Excellence	1
Dodson Middle School	Dodson Magnet Booster Club	1
Dominguez Elementary School	South Bay Center for Counseling	1
Edison Middle School	Alameda East Congregation of Jehovah's Witnesses	1
Eshelman Elementary School	Remembrance Community Church	1
Fremont High School	Los Angeles Junior Chamber of Commerce	1
Fremont High School	University Muslim Medical Association	1
Gardena High School	Deyampert Dance Academy	1
Gardena High School	Kanani Kalama Hula Studio	1
Jordan High School	Los Angeles Junior Chamber of Commerce	1
Jordan High School	Watts Healthcare Corporation	1
King Drew Magnet High School	Drew League Foundation	1
King Drew Magnet High School	TroyBoy International	2
Leapwood Elementary School	Leapwood Avenue Elementary School PTO	1
Markham Middle School	Hope Central Watts	1
Miramonte Elementary School	United Teachers Los Angeles	1
Olguin High School	Northwest San Pedro Neighborhood Council & San Pedro Rotary Club	1
Olguin High School	Office of Councilman Buscaino	1
Rancho Dominguez Prep High School	A.C. Green Youth Foundation	1
Rancho Dominguez Prep High School	Just Run Pro Training	1
Rancho Dominguez Prep High School	Stussy, Inc.	1
San Pedro High School	American Cancer Society	1
Towne Elementary School	Home Depot Center	1
Waters Employment Center	Southeast LAPD Clergy Council	1
White Middle School	Filipino American Community Church	2

Total All Transactions

522

Total of All Receipts

\$975,157

D. OTHER AGREEMENTS (joint use, permits, license agreements, etc.)

<u>Type of Agreement</u>	<u>Location</u>	<u>Entity</u>	<u>Compensation</u>
Access Agreement	1425 S. San Pedro Street	Department of Water & Power	No cost
Access Agreement	Jordan High School	Motorola Solutions, Inc.	No cost
Beautification	74th Street Elementary School	City Year, Inc.	\$0
Beautification	118th Street Elementary School	City Year Inc.	\$0
Beautification	186th Street Elementary School	Faith United Methodist Church of Torrance	\$0
Beautification	Ambler Elementary School	Faith United Methodist Church of Torrance	\$0
Beautification	Ambler Elementary School	LA Works, Inc.	\$0
Beautification	Carnegie Middle School	Woodbury University	\$0
Beautification	Belmont High School	City Year, Inc.	\$0
Beautification	Bernstein High School	Paramount Pictures	\$0
Beautification	Clover Elementary School	Trustees of the California State University -Cal Poly Pomona	\$0
Beautification	Emerson Middle School	Regents of the University of California, Los Angeles Campus	\$0
Beautification	Fairfax High School	Michael Cartagena	\$0
Beautification	Figueria Elementary School	City Year, Inc.	\$0
Beautification	Flornoy Elementary School	City Year, Inc.	\$0
Beautification	Gardena High School	Faith United Methodist Church of Torrance	\$0
Beautification	Griffith Joyner Elementary School	City Year, Inc.	\$0
Beautification	Haddon Elementary School	Neighborhood Housing Services of Los Angeles County	\$0
Beautification	Hillcrest Elementary School	The Kitchen Community	\$0
Beautification	Irving Middle School	LA Works, Inc.	\$0
Beautification	Jordan High School	City Year, Inc.	\$0
Beautification	Le Conte Middle School	Paramount Pictures	\$0

ATTACHMENT "A"
(continued)

134

D. OTHER AGREEMENTS (joint use, permits, license agreements, etc.) continued

<u>Type of Agreement</u>	<u>Location</u>	<u>Entity</u>	<u>Compensation</u>
Beautification	Limerick Elementary School	City Year, Inc.	\$0
Beautification	Marianna Elementary School	Deloitte LLP	\$0
Beautification	Marvin Elementary School	City Year, Inc.	\$0
Beautification	Monlux Elementary School	Enrich LA	\$0
Beautification	Narbonne High School	Cornerstone Construction Group	\$0
Beautification	Obama Global Preparation Academy	City Year, Inc.	\$0
Beautification	Reed Middle School	Woodbury University	\$0
Beautification	Selma Elementary School	Paramount Pictures	\$0
Beautification	Shenandoah Elementary School	City Year, Inc.	\$0
Beautification	Stoner Elementary School	City Year, Inc.	\$0
Beautification	Sylvan Elementary School	TreePeople	\$0
Beautification	Van Ness Elementary School	Paramount Pictures	\$0
Beautification	Victoria Elementary School	TreePeople	\$0
Beautification	Virgil Middle School	Beverly-Vermont Community Land Trust	\$0
Beautification	Wadsworth Elementary School	City Year, Inc.	\$0
Beautification	Walgrove Elementary School	Enrich LA	\$0
Beautification	Wilson High School	Asian Pacific American Legal Center	\$0
Beautification	Wilton Elementary School	Enrich LA	\$0
Beautification	Woodlake Elementary School	Dalia Melendez	\$0
Beautification	Woodlake Elementary School	Dalia Melendez	\$0
Amendment to Lease	Beaudry Administrative Offices	Schools Federal Credit Union	\$22,915
Amendment to Lease	Belmont High School	Asian Pacific Health Care Venture	No cost
Amendment to Lease	Marshall High School	Asian Pacific Health Care Venture	No cost
Amendment to Lease	Sun Valley High School	Northeast Valley Health Corporation	No cost
Amendment to Lease	Woodland Hills Academy	West End Productions	\$208
License Agreement	Venice High School	University of California Los Angeles	\$1,230
License Agreement	Venice High School	University of California Los Angeles	\$1,230
Right of Entry	Downtown Magnet High School	Los Angeles County Metropolitan Transportation Authority (LACMTA)	\$125
Total Transactions	52		
Total Anticipated Receipts	\$25,709		

E. CHARTER AGREEMENTS

<u>Type of Agreement</u>	<u>Location</u>	<u>Entity</u>	<u>Compensation</u>
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E. CHARTER AGREEMENTS continued

<u>Type of Agreement</u>	<u>Location</u>	<u>Entity</u>	<u>Compensation</u>
Proposition 39	2nd Street Elementary School	Extera Public Schools	\$0
Proposition 39	Ararat Charter School	Erwin Elementary School	\$0
Proposition 39	Bancroft Middle School	Magnolia Science Academy #5	\$0
Proposition 39	Bernstein High School	Academic Performance Excellence Academy	\$0
Proposition 39	Breed Elementary School	Extera Public Schools	\$0
Proposition 39	Burbank Middle School	Celerity Troika Charter School	\$0
Proposition 39	Columbus Middle School	Ingenium Charter School	\$0
Proposition 39	Grant Elementary School	Citizens of the World Charter School 2	\$0
Proposition 39	Irving Middle School	Celerity Octavia Charter School	\$0
Proposition 39	King Junior Elementary School	New Heights Charter School	\$0
Proposition 39	Le Conte Middle School	Citizens of the World Charter School-Hollywood	\$0
Proposition 39	Manhattan Elementary School	Apple Academy Charter Public Academy	\$0
Proposition 39	Marina Del Rey Middle School	Goethe International Charter School	\$0
Proposition 39	Monroe High School	Valley Charter Middle School	\$0
Proposition 39	Olive Vista Middle School	Triumph Charter Academy	\$0
Proposition 39	Raymond Elementary School	KIPP Empower Academy Charter School	\$0
Proposition 39	Romer Middle School	Celerity Palmati Charter School	\$0
Proposition 39	Selma Elementary School	Larchmont Charter School	\$0
Proposition 39	Sun Valley Elementary School	Celerity Cardinal Charter School	\$0
Proposition 39	Sun Valley High School	Triumph Charter High School	\$0
Proposition 39	Sunny Brae Elementary School	Ivy Academia Charter School	\$0
Proposition 39	Webster Middle School	Magnolia Science Academy #4	\$0
Total Transactions	22		
Total Anticipated Receipts	\$-0-		

• NOTE: These agreements cover Summer 2013 storage use only.

TAB 13

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report



Report Number:	032-13/14
Date:	September 10, 2013
Subject:	Approval of Application for IES Grant
Responsible Staff:	
Name	Vivian K. Echkian, Chief Human Resources Officer
Office/Division	Human Resources Division
Telephone No.	(213) 241-6131

BOARD REPORT

Action Proposed: It is proposed that the Board of Education:

Authorize the Human Resources Division of the Los Angeles Unified School District to apply as a co-Principal Investigator with the University of California-Berkeley for a Continuous Improvement Research in Education Grant from the Institute of Education Sciences (IES) in the amount of \$2,500,000.00. (Partnerships and Collaborations Focused on Problems of Practice or Policy CFDA Number: 84.305 H). The central aim of this grant will be to develop and pilot a system to foster school-centered and school leader driven innovations to reduce the turnover of effective teachers in the Los Angeles Unified School District.

Background: The Los Angeles Unified School District has been partnering with the University of California-Berkeley / PACE since September 2011 to examine the drivers of teacher turnover in LAUSD schools. To facilitate this research, the partnership has collaborated with United Teachers Los Angeles (UTLA), and Associated Administrators of Los Angeles (AALA) to co-design a survey instrument to assess the key drivers of teacher engagement and turnover in LAUSD schools. This research program was established because of a common interest in understanding how to reduce teacher turnover in District schools to enhance faculty stability and improve student outcomes.

Preliminary results from this research conducted during the 2011-12 and 2012-2013 school years indicated the significant role that teachers' perceptions of working conditions play in their decisions to continue teaching in LAUSD. It also underscored the critical role that principals can play in catalyzing positive working conditions which foster reduced teacher turnover. To expand on this preliminary research the Human



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

Resources Division is proposing to apply for a Continuous Improvement Research in Education Grant from IES, the research arm of the U.S. Department of Education, to develop and pilot a system to support principals' efforts, in collaboration with teachers on their campuses, to innovate and identify specific school-level strategies or interventions that will foster improved working conditions and increase teacher retention.

The centerpiece of this proposal is the creation of a common Roadmap for Retaining Effective Teachers and Leaders which would be used to coordinate activities and resources across a four year period (2014-2018). This roadmap would serve as the framework for a joint effort to reduce teacher turnover in LAUSD schools. This grant would leverage the collective knowledge and imagination of a diverse set of experts and stakeholders to identify common solutions which balance local relevance with scalability. Progress would be reported to the Board on an annual basis as part of an assessment of the District's overall efforts to retain effective teachers.

Expected Outcomes: That the Board of Education approves this request and permits the Human Resources Division to apply for a Continuous Improvement Research in Education Grant from the Institute of Education Sciences (IES).

Board Options and Consequences: The Human Resources Division has prepared an application for a Continuous Improvement Research in Education Grant from the Institute of Education Sciences in partnership with UC-Berkeley/PACE. The application has received support from the Office of the Superintendent, Associated Administrators of Los Angeles (AALA), and United Teachers Los Angeles (UTLA).

If authorization to submit this application is not granted the District will be ineligible to participate in this federal grant competition.

Policy Implications: This action is consistent with the LAUSD Board of Education commitment to retain effective teachers and leaders as expressed in the Board Motion, *Quality Leadership and Teaching to Ensure a World Class Education for All* which noted the importance of "attracting, training, and retaining highly qualified principals and teachers" and with the Board Resolution *Amendment of Delegation of Authority for Grant Applications*, which requires advance approval from the Board of Education for grants in excess of \$750,000.00.

Budget Impact: Cost Neutral



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

Issues and Analysis: Board support for this application will empower the District, in partnership with UC-Berkeley/PACE to compete for a Federal grant award to support school leaders and school teams to engage in the short-cycle development of innovative approaches to increasing teacher retention, which will enhance workforce stability and improve student outcomes.

Attachments: These actions have been reviewed and do not require a Desegregation Impact Statement.


☐ **Informative**

☐ **Desegregation
Impact Statement**

Respectfully submitted,


DR. JOHN E. DEASY
Superintendent


APPROVED BY:


MICHELLE KING
Senior Deputy Superintendent
School Operations


APPROVED &
PRESENTED BY:


VIVIAN K. EKCHIAN
Chief Human Resources Officer
Human Resources Division

REVIEWED BY:


DAVID HOLMQUIST
General Counsel

☒ Approved as to form.


TONY ATIENZA
Director of Budget Services and
Financial Planning

☒ Approved as to budget impact statement.

TAB 14



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

Report Number:	034-13/14
Date:	September 10, 2013
Subject:	Race to the Top District Competition Grant Application Approval
Responsible Staff:	
Name	Donna E. Muncey, Ph.D. Chief of Intensive Support & Intervention
Office/Division	Intensive Support and Intervention
Telephone No.	213-241-7000

BOARD REPORT

Action Proposed: The Board of Education approves the district's request to submit a Race to the Top District competition grant application for a potential \$30 million reward from the US Department of Education.

Background: The Race to the Top-District competition invites applicants to demonstrate how they can personalize education for all students in their schools. The Race to the Top-District competition is aimed squarely at classrooms and the all-important relationship between educators and students. An LEA or consortia of LEAs receiving an award under this competition will build on the lessons learned from and the progress of States and districts in implementing reforms in the four core educational assurance areas through Race to the Top and other key programs. A successful applicant will provide teachers the information, tools, and supports that enable them to meet the needs of each student and substantially accelerate and deepen each student's learning. These LEAs will have the policies, systems, infrastructure, capacity, and culture to enable teachers, teacher teams, and school leaders to continuously focus on improving individual student achievement and closing achievement gaps. These LEAs will also make equity and access a priority and aim to prepare each student to master the content and skills required for college- and career-readiness, provide each student the opportunity to pursue a rigorous course of study, and accelerate and deepen students' learning through attention to their individual needs. As important, they will create opportunities for students to identify and pursue areas of personal academic interest—all while ensuring that each student masters critical areas identified in college- and career-ready standards or college- and career-ready high school graduation requirements.



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

Our grant seeks the top award amount of 30 million dollars for investment in secondary school improvement. We are in the process of reworking the Race to the Top – District proposal that we developed last year, in part because we were eligible to apply for 40 million dollars in the previous competition and the top award in this competition is 30 million (a significant decrease), and in part because the high school portion of the work described in that proposal has been advanced (although not to the degree that the federal grant had anticipated) by our Linked Learning work. Linked Learning is a high school improvement approach bringing together strong academics, demanding career and technical education, real world experience, and additional individualized support systems to create college and career ready high school graduates.

At the start of the 2013-2014 academic year, 10 new pathways in 5 new schools joined Linked Learning. Additionally, other schools have begun requesting that our Linked Learning team work with them during the current year so that they will be ready to establish Linked Learning pathway(s) at their site at the start of the 2014-2015 academic year. The following chart provides a list of Linked Learning pathways in our first three cohorts and the schools that, to date, have indicated an interest in creating Linked Learning pathways.

LAUSD Linked Learning Pathway Cohorts, 2013-2014

Cohort 1:

Business and Tourism Academy at Miguel Contreras Learning Complex (B&T)
Los Angeles High School of the Arts at RFK Community Schools (LAHSA)
Los Angeles School of Global Studies at Miguel Contreras Learning Complex (LASGS)
Multimedia Academy at Belmont High School (MM)
New Media Academy at Hollywood High School (NMA)
STEM Academy of Hollywood at Bernstein High School

Cohort 2:

Los Angeles Academy of Medical and Public Service at Belmont High School (LAAMPS)
School of History and Dramatic Arts at Sotomayor High School (SoHDA)
School of Visual Arts & Humanities at RFK Community Schools (SVAH)
Science, Arts, and Green Engineering Academy at Belmont High School (SAGE)
STEM Academy of Hollywood at Bernstein High School
Teaching Career Academy at Hollywood High School (TCA)



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

Cohort 3:

Arts & Humanities Small Learning Community at Dorsey High School
Business and Entrepreneurship Small Learning Community at Dorsey High School
Critical Design & Gaming School at Augustus Hawkins High School
Community Health Advocates School at Augustus Hawkins High School
Digital Media Academy at Hilda Solis High School
Environmental & Natural Sciences at Westchester Enriched Science Magnets High Schools
Health and Sports Medicine at Westchester Enriched Magnet High Schools
Jack London Continuation High School and Community Day School Peace Academies
Responsible Indigenous Social Entrepreneurship at Augustus Hawkins High School
School of Legal Studies at Dorsey High School

Schools requesting assistance to plan for Cohort 4

Fremont High School
Manual Arts High School
Sylmar BioTech Health Academy at Sylmar High School

While we are thrilled with both the growth in the number of Linked Learning pathways and the increase in interest in this form of high school reform that occurred during 2012-2013, it has highlighted even more fully the lack of parallel mechanisms (and resources) for personalizing middle school education.

Therefore, we have begun work to revise our previous Race to the Top – District proposal to invest more heavily in personalizing the middle school experience for our students, with an emphasis on serving the middle schools that will be feeding to current and anticipated Linked Learning pathways and other middle schools with overall performance metrics that indicate they are struggling to meet their students' academic and socio-emotional needs. As before, a subset of middle and high schools will be eligible to apply to participate in the Race to the Top-District grant. Prior to the grant submission, these schools will be notified of their eligibility.

We anticipate adjusting the balance of investment in middle and high schools to significantly favor investment of Race to the Top – District dollars in middle schools. At the same time, we have reviewed the previous proposal and anticipate retaining all six of the initiatives that together formed the work of that RttT-D plan:

- Increased **personalization of the secondary school experience** to



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

- empower students for success in college and career
- **Rigorous, college-and career-ready curriculum and instruction**, with a focus on project-based and digital learning
 - **Effective teachers and leaders who can deliver personalized instruction** and accelerate college-and career-readiness for every student
 - Targeted supports and **interventions for highest needs students** to get them back on track and accelerate their progress
 - Students, parents, educators and district leaders with regular **access to actionable data and ongoing feedback** to ensure progress and continuous improvement
 - **Engaged parents, community members, and civic leaders** who serve as key partners in our collective work to ensure that the “Pathway to Success” is a reality for every LAUSD student

In addition to retaining the initiatives from the first proposals, we believe the chart below accurately reflects what students and teachers will experience in a participating school – be it a middle school or a high school.

What students can expect in an RttT-D School:	What teachers can expect in an RttT-D school:
<ul style="list-style-type: none"> Each student will have a seven year Individualized Learning Plan. Individualized learning plans include a balance of tutoring, remediation and mentoring support to meet the academic, behavioral and emotional needs of students and to close the achievement gaps between various subgroups. There will be a sequenced middle school Advisory and structured exploratory program that focuses on developing college and career readiness, connecting to career 	<ul style="list-style-type: none"> Multiple opportunities for teachers – during and after the school day, during summer – for professional development implement the elements of this project and to develop the skills needed to differentiate instruction to meet the diverse needs of our student population. Opportunities to work in professional learning communities at the school and grade level and to create new approaches and practices that will benefit all LAUSD teachers and leaders.



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

pathways in high school.	
<ul style="list-style-type: none">• Every student will have at least one project-based learning experience, each year, in ELA, Math and/or Science.• Diverse instructional approaches will motivate students and track their progress toward college and career readiness.• Every student will have a digital tablet with Science, Math and English Language Arts instruction that they can use to learn at their own pace and track their own progress.	<ul style="list-style-type: none">• Blended learning capabilities using digital tablets to adapt teaching to modify and enhance instruction, and track student progress.• Over time, access to comprehensive, regularly refreshed and up-to-date, individual portraits of individual students' areas of mastery, proficiency, and need for improvement, beginning with English/Language Arts, Math and Science, but eventually encompassing all subject areas.

Most of the components we included in the previous grant were viewed as worthwhile strategies that had already demonstrated their efficacy when previously available within the system (for example, “bridge summer programs for students transitioning from middle to high school” and additional counselors at both middle and high schools) by the administrators and teachers who served on input panels during the previous development phase. Likewise, parents, teachers and administrators at schools that hosted input sessions felt the initiatives and expectations outlined above were desirable and likely to make a difference for their children/students. Finally, the community-based organizations that provided input and/or reviewed one or more drafts of the document agreed that the emphasis on family and community engagement and the specific mix of activities would support our overall goals and the kinds of directions they would like to see LAUSD and their organizations take together. Because our outreach during the last proposal was extensive, we are reviewing all of the components in the previous plan with an eye to the need to reduce the budget by 10 million dollars and the increased emphasis on middle school in the overall proposal. Throughout September, another set of input meetings are and will continue to be ongoing.



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

The proposal is due on October 3, 2013 and we expect to be identifying prospective schools, collecting input from all stakeholders, and refining our proposal throughout the month of September.

Expected Outcomes: Based on input from our stakeholders, coupled with current educational research and an analysis of our student performance data, we are designing a plan that supports three specific outcomes:

- All participating 8th grade students leave middle school at or above grade-level proficiency, so that they are ready to take on the challenges of high school work and not require significant remediation.
- All participating 9th grade students earn enough credits to matriculate to 10th grade on-time, thereby ensuring they are on track for high school graduation.
- All participating graduating 12th graders are proficient, having completed a rigorous college preparatory curriculum and participated in a career pathway.

Board Options and Consequences: “Yes” – The approval would allow the district to move forward with submitting its RttT-D application to the USDOE. If successful, the district would receive \$30 million.

“No” – The denial of the application would prevent LAUSD from submitting its RttT-D application and as a result the district will not be considered for a \$30 million grant from the USDOE.

Policy Implications: None

Budget Impact: The Race to the Top District competition requires that you serve 20,001 students on day one of the four year grant term. The \$30 million will be distributed among a number of 6th-12th grade feeder pathways throughout the district to reach the student participant minimum set forth by the grant guidelines.

Issues and Analysis:



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

Informative

Desegregation Impact Statement

This action does not require a Desegregation Impact Statement.



LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report

140

Respectfully submitted,

DR. JOHN E. DEASY
Superintendent

APPROVED BY:

MICHELLE KING
Senior Deputy Superintendent
School Operations

REVIEWED BY:

DAVID HOLMQUIST
General Counsel

APPROVED &
PRESENTED BY:

DONNA E. MUNCEY
Chief of Intensive Support & Intervention

☒ Approved as to form.

TONY ATIENZA
Director of Budget Services and
Financial Planning

☒ Approved as to budget impact statement.

TAB 15

LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report



Report Number:	036-13/14
Date:	September 10, 2013
Subject:	Superintendent's recommendation in response to the <i>Establish Fiscal Priorities and Equitable and Enriching Learning Environments for LAUSD Students</i> and <i>To Engage the Los Angeles Unified School District Community and Establish Fiscal Priorities</i> resolutions
Responsible Staff:	
Name	Dr. John E. Deasy
Office/Division	Superintendent
Telephone No.	213-241-7000

BOARD REPORT

- Action Proposed:** Adoption of the Superintendent's recommendations in response to the *Establish Fiscal Priorities and Equitable and Enriching Learning Environments for LAUSD Students* and *To Engage the Los Angeles Unified School District Community and Establish Fiscal Priorities*, resolutions.
- Background:** These recommendations are in response to the resolutions *Creating Equitable and Enriching Learning Environments for All Los Angeles Unified School District Student* of August 20, 2013, and *To Engage the Los Angeles Unified School District Community and Establish Fiscal Priorities* adopted June 18, 2013.
- Expected Outcomes:** Adoption of the Superintendent's recommendations for funding allocation and community engagement will allow staff to begin developing procedures and protocols for these new models of engagement and resource allocation.
- Board Options and Consequences:** Approval of the recommendations will provide direction in the development of procedures, protocols, and engagement activities with regard to school site revenue allocations, budget development and community engagement.
- If the recommendations of the Superintendent are not adopted, the Board will need to provide policy direction as to the means for achieving funding equity and community engagement across the District's campuses, in order to begin addressing new accountability provisions anticipated by the State Board of Education's Local Control Funding Formula (LCFF) accountability guidelines.



LOS ANGELES UNIFIED SCHOOL DISTRICT

Board of Education Report

Policy Implications: Adoption of the recommendations would establish the guiding principles used to achieve and maintain equity of funding across LAUSD's schools in accordance with the Local Control Funding Formula.

Adoption of the Superintendent's plan for community engagement will provide policy direction as to the venues and stakeholders which the District will utilize in soliciting feedback on the annual budget and budget priorities, as aligned to the academic priorities identified by the District.

Budget Impact: With regard to community engagement activities, a yet to be determined cost may be incurred as a result of increased community engagement activities. As the specific models for engagement and outreach have not yet been developed, and necessary staffing support levels identified, the cost of this element cannot be determined. The resolution identifies an obligation to gather employee feedback via organized meetings, which may also incur a cost to organize.

There is no anticipated increase in cost associated with adoption of the Superintendent's LCFF funding distribution recommendation, since it is dependent on allocating new funding.

Issues and Analysis: None

Attachments: Presentation: *Creating Equitable and Enriching Learning Environments for All Los Angeles Unified School District Student* of August 20, 2013
To Engage the Los Angeles Unified School District Community and Establish Fiscal Priorities adopted June 18, 2013

Informative

**Desegregation
Impact Statement**

LOS ANGELES UNIFIED SCHOOL DISTRICT
Board of Education Report



Respectfully submitted,

APPROVED BY:

DR. JOHN E. DEASY
Superintendent

MICHELLE KING
Senior Deputy Superintendent
School Operations

REVIEWED BY:

APPROVED &
PRESENTED BY:

DAVID HOLMQUIST
General Counsel

Approved as to form.

Dr. John E. Deasy
Superintendent
Office of the Superintendent

TONY ATIENZA
Director of Budget Services and
Financial Planning (Interim)

Approved as to budget impact statement.



*Response to the Creating Equitable and
Enriching Learning Environments for All Los
Angeles Unified School District Students and To
Engage the Los Angeles Unified School District
Community and Establish Fiscal Priorities
Resolutions*

September 10, 2013

Board Report: 036-13/14

Timeline/Next Steps

September, 2013	Closing of the 2012-13 budget
October, 2013	Community Feedback & Superintendent Update
November, 2013	Community Feedback & Superintendent Update
December, 2013	First Interim/ Proposed LAUSD 2014-15 Budget
January, 2014	Governor's Budget 2014-15/ Revision to 2014-15 LAUSD budget
January, 2014	State Board of Education Releases Rules for use of Supplemental and Concentration Funding
February, 2014	Board Community Input for LCFF Spending
March, 2014	School Budget Development
March, 2014	State Board of Education Releases Local Control Accountability Plan (LCAP) Guidelines and Template
April, 2014	School Budget Development
May, 2014	Governor's Budget Revision
June, 2014	Board's Adoption of 2014-15 Budget
June, 2014	Concurrent Adoption of Local Control Accountability Plan (LCAP)
October, 2014	Los Angeles County Office of Education Approves or Rejects LAUSD LCAP



Local Control Funding Formula (LCFF) - Update

The following areas in the LCFF Formula have changed since LAUSD's final budget was adopted:

- Per ADA Base Rates
- Supplemental/Concentration Rates
- Add On Rates
- Hold Harmless Calculation
- Statewide available funds for LCFF
- Accountability Provisions



Local Control Funding Formula (LCFF) - Update

The changes to the LCFF formula had a negative impact of \$30.7M to our adopted 2013-14 budget.

Summary of LCFF Estimate (in millions)	Final Budget	Revised	Difference
Estimated LCFF Revenue for 13-14	\$4,412.8	\$4,382.1	(-\$30.7)*
Final Budget Ending Balance			
Revised 13-14 Ending Balance, net of LCFF Impact***			
			Pending Unaudited Actuals

*Does not reflect changes due to new 13-14 requirements. The ending balance will be updated in September after the books are closed.

****\$X.X million change in FY 12-13 ending balances as a result of closing books, X/XX/13 unaudited actuals**

***Revised LCFF uses unduplicated student percentage of 82%. Unduplicated count methodology and details are forthcoming.



2013-14 Budget Solution

We were able to balance our 2013-14 deficit of \$450 million by implementing the following measures:

- Prop 30 allowed us to use State IOU (one time funding): \$202M
- Local Control Funding Formula (net sequestration): \$234M
- Expenditures were less than budgeted: \$14M

Note: Please review the Superintendent's Final Budget FY 2013-14 for additional details, available here: <http://notebook.lausd.net/pls/ptl/url/ITEM/DF2E25E30ABCF092E0430A000210F092>



2014-15 Revised LACOE Contingency Plan

We have updated our contingency plan based on current information

Los Angeles Unified School District's 2014-15 LACOE Required Contingency Plan	Sequester is Reversed, Additional Revenue	Sequester Remains in Place, No Additional Revenue
Projected Deficit	\$350.2 MILLION	\$350.2 MILLION
Balances from 2013-14 – Revised*	Pending Unaudited Actuals	
Sequester is Reversed (two year impact)	\$65 MILLION	\$0
Potential Additional New Revenues	\$66 MILLION (approximately for every \$1 billion into LCFF funding)	\$0
Fiscal Stabilization Plan TBD	Reduction of \$XXX million (additional new revenues into the LCFF needs to be \$3 billion to cover full 13-14 deficit)	Reduction of \$XXX million Combination of central and school site resources

* Does not reflect changes due to 2012-13 closing and new 13-14 requirements. The ending balance will be updated in September after the books are closed.

Unfunded Priorities: We need additional ongoing funding from the State to support our investment priorities

Investment Priority	Current Investments
Preserve salary and benefit package to our employees	≈ Maintained a full 180 day school year from 2012-13 with no furloughs: \$115M*
	🔊 Ensure all employees pay \$0 for health benefits. Investment increase: \$35M. Total Investment: \$780M
	🔊 Step and Column raises: \$30.8M
	🔊 Implementation of principal salary study: \$2M
	🔊 Total contribution to Retiree Health Benefits (OPEB): \$50M
	🔊 Increased Police overtime: \$4M. Total Investment in School Police over \$50M
School Safety	🔊 Increase Campus Aides: \$11.5M. Total investment: \$33M
Class Size	🔊 Eliminated enrollment factor in 2013-14: \$14M
	≈ K-3 class size of 24:1 is one of the lowest in the State
Early Ed	🔊 The most robust Early Education program in California serving 12,334 students: \$34M*
	≈ Only district to offer a school readiness language development (SRLDP) program for 4 year olds: \$36M
Magnet Expansion	🔊 New magnet program expansion: \$3.5M
School Supports	🔊 No Reduction In Force notices for teachers, counselors, psychologist, social workers: \$20M
	🔊 Increase in Custodians: \$8.6M
	≈ Summer School: \$1M
Adult Education	≈ The most robust Adult Education and ROC/P in California, 100,064 students. General Fund Support: \$78M* 7

*\$220M Total Investment Distributed among Adult Ed \$78M, Early Ed \$27M and Furlough Rescission \$115M.

Estimated annual cost for the *Creating Equitable and Enriching Learning Environments for All LAUSD Students* resolution



Resolution	Amount (in millions)
Teachers – class size at 2007-08 norm (staff to student ratio)	207.2
Counselor - 2007-08 norm (staff to student ratio)	22.4
Librarians & Library Aides - 2007-08 levels	20.0
Classified basis restoration, assumes all clerical staff A basis	18.6
Clerical - 2007-08 norm (staff to student ratio)	28.6
Psychiatric Social Worker – 1 per K-12 site	68.8
Increase Adult Ed enrollment – 2011-12 levels, excludes ROC/P	63.0
Increase Early Ed enrollment, includes SRLDP	20.0
Increase funding for arts education and integrated arts instruction	15.0
Buildings and Grounds and M&O workers	30.0
Administrators - 2007-08 norm (staff to student ratio)	6.2
Raise for all employees range 1% - 6%*	40.0 – 240.0
Extended School Year \$15.0 M per day, 15- 20 day expansion*	225.0 – 300.0
Full Summer intervention and enrichment, 07-08 level	54.3
Total Cost to Implement Resolution & Close Current \$350.2M Deficit	\$1.2 – \$1.4 Billion

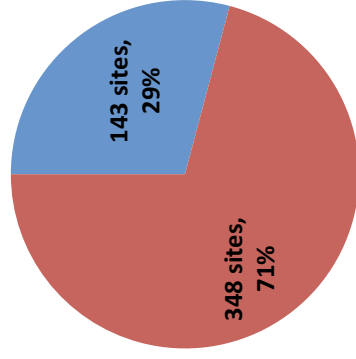
Note: Numbers estimated using adopted budgets, assumes allocations to all E,M,S sites at 07-08 norm allocations unless otherwise noted.

*Estimated costs assume current staffing levels. Cost assumptions available in Appendix to this presentation.

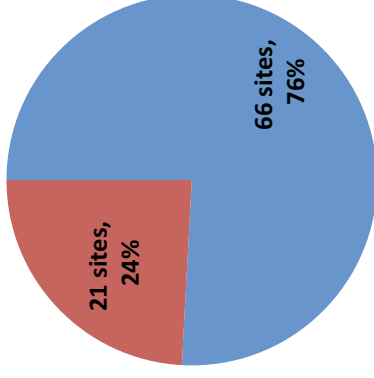
How we are spending today is different compared to the LCFF model*



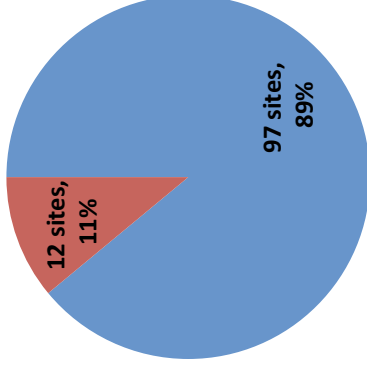
Elementary School



Middle School



Senior High School



■ Underfunded Schools Count ■ Held Harmless Schools Count

These findings are based on preliminary analysis of the model
Policy Implications

What does this say about past investments in programs?

LCFF Transition

What are the issues that must be addressed in transitioning to LCFF?

*Preliminary analysis, does not reflect changes in the adopted state budget.

Superintendent's recommendation for the implementation of the resolution over the next 3 years



“I have the utmost trust in our teachers, administrators, and parents to make the best decision for our students. Therefore, I strongly recommend maximizing school autonomy over decision making at the school site. I recommend the following principles for investing future revenue:

1. Address our structural deficit,
2. Allocate any new Supplemental and Concentration dollars to the campuses that generate them,
3. Apply any increases in LCFF Resources to schools that generate additional funding via the LCFF formula, and
4. Provide appropriate guidance and supports enabling every school site to make strategic budget decisions that support the academic needs at that campus.”

Resolution: To Engage the Los Angeles Unified School District Community and Establish Fiscal Priorities



In response to the resolution, *To Engage the Los Angeles Unified School District Community and Establish Fiscal Priorities*, we will be scheduling meetings with the following stakeholders before we adopt a budget on June 2014:

- Superintendent's Student Advisory Council: **10/24/13**
- At least five public hearings, one in each Educational Service Center
 - ESC North XX/XX
 - ESC South XX/XX
 - ESC West XX/XX
 - ESC East XX/XX
 - ESC ISIC XX/XX
- Employees and bargaining units: Board Meeting Room **October, date TBD**

October, dates to be determined

Board Action: Adoption of Superintendent's Plans for Achieving Funding Equity & Engaging LAUSD's Community of Stakeholders in Developing Budget Priorities Aligned to LAUSD's Academic and Local Control Accountability Plan Goals.

Next Steps/Timeline

September, 2013	Closing of the 2012-13 budget
October, 2013	Community Feedback & Superintendent Update
November, 2013	Community Feedback & Superintendent Update
December, 2013	First Interim/ Proposed LAUSD 2014-15 Budget
January, 2014	Governor's Budget 2014-15/ Revision to 2014-15 LAUSD budget
January, 2014	State Board of Education Releases Rules for use of Supplemental and Concentration Funding
February, 2014	Community Input for LCFF Spending
March, 2014	School Budget Development
March, 2014	State Board of Education Releases Local Control Accountability Plan (LCAP) Guidelines and Template
April, 2014	School Budget Development
May, 2014	Governor's Budget Revision
June, 2014	Board's Adoption of 2014-15 Budget
June, 2014	Concurrent Adoption of Local Control Accountability Plan (LCAP)
October, 2014	Los Angeles County Office of Education Approves or Rejects LAUSD LCAP

RESOLUTIONS FOR ACTION

TAB 16

Board Member Resolution for Action

POSTPONED TO THE FIRST REGULAR BOARD MEETING OF JANUARY 2014

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

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.

TAB 17

Board Member Resolution for Action

Mr. Kayser - Supporting a Pathway to U.S. Citizenship through Adult Education
(Noticed June 18, 2013 and Postponed from Previous Board Meetings)

Whereas, The 1986 Immigration Reform and Control Act (IRCA) reformed the United States immigration law which granted legal status to more than 3 million of the nations undocumented immigrants;

Whereas, When Congress passed the IRCA of 1986, it required the 3 million undocumented immigrants who were legalized under that law to enroll in at least 40 hours of English courses before obtaining green cards;

Whereas, Currently this number has increased to 12 million undocumented immigrants in the United States, and of which 3 million reside in California and 900,000 are students;

Whereas, The proposed 2013 Immigration Reform Act will remove barriers for thousands of students making it the first critical step in supporting education for our students;

Whereas, With the passage of the 2013 Immigration Reform Act, the adult English as a Second Language (ESL) system would face challenges, including the influx of thousands of new students;

Whereas, The current system in place for teaching English to the nation's immigrants, state and federally funded classes, has been greatly reduced by state budget cuts since the recession began and there is insufficient funding currently to meet the needs of the numbers of people who both need and want English-language instruction;

Whereas, The Governing Board of the Los Angeles Unified School District in 2007-2008 served approximately 406,700 students and in 2012-2013 served approximately 99,900 in the Adult and Career Education Division; and

Whereas, In the 2013-2014 year the Adult and Career Education Division has only budget for an average of 53 ten hour a week ESL classes in each of the 10 adult service areas in the District; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District 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 in adult education, specifically ESL classes, that have been historically underfunded and are now negatively impacted by flexibility.

TAB 18

Board Member Resolutions for Action

Mr. Zimmer – Arts at the Core: Implementing the Arts Education and Creative Network Plan
(Noticed August 20, 2013)

Whereas, The Los Angeles Unified School District, affirming its commitment to providing all students with equitable and rigorous learning opportunities and curricula to provide graduates with the skills and knowledge necessary for college readiness, career training and preparation for life after high school, unanimously adopted the historic Arts at the Core Resolution on October 9, 2012;

Whereas, The Arts Education and Creative Network Plan presents a comprehensive strategy for integrating arts instruction with the Common Core State Standards;

Whereas, The Arts Education and Creative Network Plan identifies the need to expand collaboration and strategic partnerships among nonprofit and government agencies qualified to assist the District in implementing an updated shared delivery model, meaningful data collection and the documentation and dissemination of best practices in arts education;

Whereas, The Superintendent was charged with developing an implementation plan that includes:

- Increased funding for both discrete and integrated arts education for all students in the District;
- Support for high quality professional development in pedagogy and curriculum;
- Systemic data collection to measure the progress of student learning in and through the arts;
- Oversight for implementation across the District and annual benchmarks for success,
- A budget, within five years or sooner, that matches or exceeds funding levels from the 2007-2008 academic year, in order to help ensure sequential arts course offerings for all elementary and secondary schools;
- Strategies for increasing the numbers of elementary arts teachers, within 10 years or sooner, to be commensurate with other large, urban districts such as Dallas, New York City, Chicago, Seattle, Pittsburgh, and Philadelphia, and for increasing the number of middle school arts teachers to ensure a minimum of three arts disciplines offered in every middle school;
- Policy guidelines that are consistent with the California Department of Education guidelines that allow use of state and federal categorical funds for research based arts education strategies to bridge the achievement gap through improving student achievement in English Language Arts (ELA) and Math at Title I schools and for other categorical funds that may be used for professional development, strategic partnerships with nonprofit arts organizations, model program development and the dissemination of best practices;
- Budgeting provisions for individual school sites to receive a dollar amount each year, based on student enrollment, to supplement centrally funded teachers for purposes such as art supplies, additional days of credentialed elementary arts teacher services, secondary off-norm credentialed arts teachers, arts productions, professional development and qualified services from external arts partners; and
- Provisions for recruiting, training, evaluating and retaining highly qualified arts teachers for the future, reaffirming the District's current commitment to protect an adequate

number of credentialed and tenured arts teachers and centrally funded dedicated arts teachers, to ensure foundational instruction in the arts from future Reductions in Force; now, therefore be it

Resolved, That the Governing Board of the Los Angeles Unified School District recognizes and commends the positive momentum made by the Superintendent and his staff toward achieving the requirements of the Arts at the Core Resolution through the Arts Education and Creative Network Plan;

Resolved further, That the Board adopts the Arts Education and Creative Network Plan as a working document to be revised on an ongoing basis until each criterion of the resolution is achieved;

Resolved further, That the Board directs the Superintendent to continue, expand, renew or join any alliance that seek to increase the funding base needed to ensure that a quality arts education and instruction is a right for every student in the District; and, be it finally

Resolved, That the Board directs the Superintendent to report back, at a public Board Meeting, on the implementation of all strategies called for in the Arts Education and Creative Network Plan within sixty days.

TAB 19

Board Member Resolutions for Action

Ms. Galatzan - Increasing Parent Engagement Through District Volunteer Programs
(Noticed August 20, 2013)

Whereas, The purpose of the Los Angeles Unified School District School Volunteer Program is to “enhance student achievement by engaging and leveraging the rich talents and expertise of our local school communities.”¹;

Whereas, One of the District’s five core beliefs is that “families are our partners,”² and one of the District’s five goals is “parent and community engagement.”³;

Whereas, School volunteers reinforce classroom learning by assisting teachers in classrooms with non-instructional tasks and supporting school personnel in the effective operation of schools;

Whereas, School volunteers promote positive partnerships between the home, schools, and the community and serve as positive role models for students by helping them develop more positive attitudes about themselves, their schools, and their communities;

Whereas, Research shows that parental involvement is associated with higher student achievement outcomes, including grades, standardized test scores, and a variety of other measures like teacher ratings⁴;

Whereas, According to the District’s Parent and Community Student Services Branch (PCSB), volunteers are a vital resource for many schools, and LAUSD is home to over 50,000 volunteers District-wide.

Whereas, The School Volunteer Program Office was cut and the responsibilities were shifted to the PCSB in 2010 without any extra funding or resources;

Whereas, While many District services were cut during the last five years due to dire financial straits, small investments in parent engagement and involvement yielded huge and invaluable rewards;

Whereas, The current fingerprinting fee of \$56 is required for persons volunteering in any school for more than 16 hours per week or less than 16 hours per week, but with significant contact with students;

Whereas, Currently, volunteers must commute up to 35 miles to be fingerprinted at the District Headquarters, even though in the past, volunteers could also go to one of the Youth Services satellite fingerprint sites that were available throughout the District;

¹ LAUSD Policy Bulletin 5678.1, Office of Curriculum, Instruction, and School Support.

² LAUSD. *District Goals: LAUSD’s Core Beliefs*. Retrieved from http://home.lausd.net/apps/pages/index.jsp?uREC_ID=178744&type=d&pREC_ID=371407.

³ LAUSD. *District Goals*. Retrieved from http://home.lausd.net/apps/pages/index.jsp?uREC_ID=178744&type=d&pREC_ID=371200.

⁴ Jeynes, W. H. (2005). *Parental involvement and student achievement: A meta-analysis* (Family Involvement Research Digest). Cambridge, MA: Harvard Family Research Project. Retrieved July 9, 2013, from http://www.gse.harvard.edu/hfrp/publications_resources/publications_series/family_involvement_research_digests/parental_involvement_and_student_achievement_a_meta_analysis.

Whereas, Tuberculosis (TB) screenings for persons interested in volunteering can cost up to \$40 at some vendor sites, but are offered for free or at a low cost at other sites, including community clinics and District Wellness Centers;

Whereas, Since approximately 80 percent of District students qualify for free- or reduced-price meals, high fees and long commutes can prevent or discourage low-income families from participating as volunteers in their local schools; and

Whereas, The PCSB has been working to strengthen the volunteer policy, so that it is more efficient, affordable and welcoming to school volunteers and less burdensome for schools; now, therefore be it

Resolved, That the Governing Board of Los Angeles Unified School District directs the Superintendent to examine easier and more affordable options for fingerprinting services and to work with the District's Human Resources Division and Employee Relations team to provide fingerprinting services every month at all 13 LAUSD Live Scan sites throughout the District;

Resolved further, That the District's School Volunteer Program Bulletin (5678.1) must include an attachment that contains an expanded list of LAUSD Wellness Centers and community clinics—at least one in each Board District—that offer TB screenings for no cost or a low cost;

Resolved further, That the Board directs the LA Trust Wellness Centers and the District's Nursing Services Division to support on-site TB testing throughout the District, as a result of this resolution;

Resolved further, That the Superintendent shall examine the feasibility and funding options to support the creation and management of an online volunteer application system to be implemented in the 2013-14 school year;

Resolved further, That the District develop a communication plan—such as beginning of the year packets for current District students and enrollment packets for Kindergarteners and new enrollees—to inform parents of the LAUSD School Volunteer Program, and explore new ways of promoting the volunteer program using multi-media;

Resolved further, That the District shall organize and carry out a one-stop-shop “Volunteer Day,” at least once in the fall and once in the spring at each Educational Service Center, in which prospective volunteers can get fingerprinted, TB tested, checked on Megan's Law List, and complete the volunteer application (online, if applicable) all in the same day and location; and, be it finally

Resolved, That the Superintendent report back to the Board in 30 days with an implementation plan—including the timeline, communication, feasibility, and long-term funding options—that addresses all of the previously mentioned policy changes and feasibility issues for the 2013-14 academic year.

TAB 20

Board Member Resolution for Action

Mr. Kayser, Dr. Vladovic – Support of AB 700 (Gomez) (Noticed August 20, 2013)

Whereas, The Los Angeles Unified School District is committed to creating opportunities and utilizing resources so that our graduates will be engaged and effective citizens in our society;

Whereas, Assemblymember Jimmy Gomez (D-Los Angeles) has authored and introduced Assembly Bill 700 that aims to provide children in California a more in-depth education on the voting and electoral process and the tools they need to be civically engaged as they grow into adulthood;

Whereas, Existing law requires that the State Board of Education requests a review and revision of course requirements in the history-social science framework;

Whereas, The California education code requires all high school graduates to have completed and passed a course in United States government and civics;

Whereas, AB 700 would require that when the history-social science framework is revised, the Instructional Quality Commission (IQC) include voter education information in high school American government and civics courses;

Whereas, While the content of the District's current material addresses the voting process and the importance of voting, AB 700 aims to expand upon the current material including, but not limited to; how to research ballot propositions, how and where to find further candidate information, and voting rights;

Whereas, Historically, young voters, ages 18-24, have been underrepresented in elections, as shown in the November 2010 national election with only 45% of eligible young voters registered;

Whereas, Young voters are expected to increase to one third of all eligible voters in the United States by 2015, it is important to expand the resources available to our future electorate;

Whereas, California has a responsibility to increase civic engagement, not only with first generation voters, but also with the children of newly- registered voters;

Whereas, California is home to many new immigrants, including Latino and Asian families, who are and will continue to be a vital part of our economy;

Whereas, It has been found that many times children of non-English-speaking parents have taken on the duty of translator, teaching their own parents how to navigate the electoral process, reading and interpreting candidate statements and propositions; and

Whereas, Assemblymember Jimmy Gomez and the District wish to create more effective opportunities for students to become engaged citizens; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District supports Assembly Bill 700.

TAB 21

Board Member Resolution for Action

Mr. Kayser, Mr. Zimmer – Elementary Physical Education (Noticed August 20, 2013)

Whereas, The U.S. Surgeon General, Centers for Disease Control and Prevention, National Institute for Health, Government Accountability Office, Institute of Medicine, and National Association for Sport and Physical Education all identify increasing physical activity, through quality physical education programs, as one of the most critical things to fight the childhood obesity epidemic;

Whereas, The California State Legislature has found and declared that “the physical fitness and motor development of children in the public elementary schools is of equal importance to that of other elements of the curriculum” (Cal. Educ. Code § 51210.2[a]);

Whereas, California voters are in “nearly unanimous agreement” (97%) that it is important for schools to encourage more physical activity during the school day; more Californians favor physical education in schools than any other obesity prevention policy, across most party and socioeconomic lines; and 89% support requiring physical education classes for four years in high school, according to 2012 and 2011 Field Polls commissioned by The California Endowment;

Whereas, A John Hopkins University study showed that for every weekday an adolescent participated in physical education classes the odds of becoming an overweight adult decreased by five percent and participating in physical education classes everyday decreased the odds of becoming an overweight adult by 28 percent;

Whereas, Evidence-based research published by the Institute of Medicine, the California Endowment, and others documents the importance of quality physical education teachers and programs to improve student health, youth development, and academic performance;

Whereas, A study by the California State Board of Education found that children engaged in daily physical activity outperformed other students on exams, exhibited superior academic performance and attitudes toward school, improved scores on short-term memory tests and reaction times and increased creativity;

Whereas, The Institute of Medicine and The City Project recommend teachers receive training and ongoing professional development in physical education;

Whereas, In a pilot program at four elementary schools (Marvin, Allesandro, Overland and Norwood Elementary Schools in Los Angeles County) with increased physical activity minutes and quality physical education, students’ API scores increased (40, 22, 32, and 17 points respectively) as did their fitness level, and Norwood over a four-year period increased 65 points;

Whereas, Evidence-based research by The City Project and Samuels & Associates found that secondary school teachers provided more moderate to vigorous physical activity than elementary teachers, potentially attributable to the fact that secondary school teachers are disproportionately ones with specialized training and credentials in physical education;

Whereas, A major report by the Institute of Medicine on physical education and physical activity in school, recommends that at least half of physical education class time be spent engaged in moderate to vigorous physical activity;

Whereas, Evidence-based research published by the Institute of Medicine and the California Endowment documents health disparities based on race, color, national origin, gender, and socioeconomic status;

Whereas, The report by the Institute of Medicine recommends that physical activity be considered in all school policy decisions to improve academic performance, health, and development for all children; and that

physical education and activity be monitored in school;

Whereas, The District's own Office of Inspector General found in an internal audit that the district elementary physical education program was not in compliance with District policy. 11 of the 22 (55%) elementary schools visited did not have proof of school wide schedule of physical education; and

Whereas, The California Court of Appeal has held that districts can be sued for failure to comply with the California Education Code minutes requirement and that parents and students have standing to sue when a school district fails to comply; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to ensure ~~the all~~ Physical Education Teacher Incentive Program ~~is funded~~ ~~funding is restored to its specific status~~, to provide physical education instruction by teachers with a single subject credential in physical education in elementary schools and provide equipment and supplies;

Resolved, That the Superintendent identify the schools that previously received the funding, so that they have the first priority to continue their funding;

Resolved, That the Superintendent prioritizes funding for under-resourced schools;

Resolved, That the Superintendent deliver to the Board ~~by September 1, 2013~~, an implementation plan created by OCISS Physical Education department to equitably apply the funding to other elementary schools throughout the following years;

Resolved, That the Superintendent deliver to the Board an annual report on compliance with this motion and resolutions for any corrective actions needed before the end of each school year;

Resolved, That the Superintendent ensure that all District physical education bulletins are reviewed, updated and disseminated to ensure compliance with state and federal education codes within 60 days; and be it finally

Resolved, That options for funding shall include but not be limited to Federal and State grants, foundation and private sector support, and identified cost savings to fund existing PETIP schools for the 2013-14 school year.

TAB 22

Ms. García – Deaf and Hard of Hearing Awareness Month (Noticed August 27, 2013)

Whereas, The Los Angeles Unified School District is committed to providing a quality education to all students;

Whereas, Approximately 37 million deaf and hard of hearing people live in the United States, three million in California, and over 800,000 in Greater Los Angeles and surrounding counties;

Whereas, 90 percent of deaf children are born to hearing families; and 90 percent of deaf families give birth to hearing children;

Whereas, 2,061 District students are deaf and hard of hearing;

Whereas, 88 percent of deaf and hard of hearing students are mainstreamed in District schools;

Whereas, 70 percent of deaf and hard of hearing students are in the Itinerant (mainstream classrooms) program, 8 percent of deaf and hard of hearing students are in the Oral Programs; 10 percent of deaf and hard of hearing students are in the Total Communication Programs; and 12 percent of deaf and hard of hearing students are in Bilingual/Bicultural – American Sign Language and English – program;

Whereas, The District finds each student, with his/her unique needs and exceptionalities, to be an important and contributing member of our school community;

Whereas, There have been numerous contributions by the deaf community throughout history;

Whereas, Los Angeles has numerous organizations such as California State University Northridge, Greater Los Angeles Agency on Deafness, John Tracy Clinic, Five Acres, Peace Over Violence, and many others dedicated to providing services to the deaf community;

Whereas, American Sign Language is the third-most used language in the United States;

Whereas, Deaf Awareness Week is celebrated during the month of September, and is highlighted for the past 14 years by the Los Angeles DEAFestival, which promotes self esteem within deaf community, provides information on available resources, educates the general public, and enhances the profile of deaf artist in Los Angeles; and

Whereas, The District actively seeks to meet the mandates of the Modified Consent Decree, identifying and educating special education students in a manner consistent with state and federal special education and civil rights, now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby proclaims the month of September 2013 as “Deaf and Hard of Hearing Awareness Month” and directs the Superintendent and all District staff to promote education and awareness about the talents and abilities of those who are deaf, hard of hearing and deaf-blind. Schools shall include these activities as part of the curriculum wherever appropriate throughout the school year.

TAB 23

Board Member Resolutions for Action (Waiver of Board Rule 72)

Mr. Zimmer – Proposition 39

Whereas, The Los Angeles Unified School District (“LAUSD”) has authorized more charter schools than any other school district in the nation;

Whereas, More than 100,000 students currently attend charter schools operating within LAUSD’s boundaries;

Whereas, Each year LAUSD receives more requests for facilities from, and makes more facilities available to, charter schools pursuant to Education Code section 47614 (“Proposition 39”) than any other school district in the state;

Whereas, For decades children attending LAUSD schools have endured deteriorating and overcrowded conditions, resulting in multi-track year round academic calendars, involuntary busing away from neighborhood schools, use of temporary classroom buildings, and other harmful and negative obstacles to academic achievement and student safety;

Whereas, To help relieve overcrowding, remedy the aging and deteriorating infrastructure of LAUSD schools, improve student learning environments, and provide all children with the opportunity to attend a neighborhood K-12 school operating on a traditional two-semester calendar, the voters of Los Angeles approved several ballot measures since 1997 to fund efforts to build new schools and provide existing schools with needed repairs and modernization;

Whereas, As a result of these efforts, to date 130 new K-12 schools have been built, more than 23,000 modernization and repair projects have been completed, over 99% of LAUSD schools now operate on a traditional two-semester calendar, involuntary busing has decreased 98%, full-day kindergarten has been instituted, and no LAUSD schools operate on a Concept 6 calendar;

Whereas, Despite these achievements, more than \$60 billion in unmet capital needs have been identified across LAUSD, facilities do not align with the educational needs of schools, core facilities have still not been restored, operational funding for deferred maintenance does not keep up with capital needs, and overcrowding has severely increased wear and tear of buildings and decreased their life expectancy;

Whereas, Despite the right of children in LAUSD’s traditional schools to not be forced to learn in the overcrowded, unsafe and unacceptable conditions of the past, LAUSD’s efforts to comply with Proposition 39 has caused it to incur significant costs, administrative and programmatic burdens, displace children attending traditional LAUSD schools and dislocate vital educational programs, to ensure compliance with the facilities requests from charter schools; and

Whereas, The challenges traditional LAUSD schools have been facing as a result of Proposition 39 charter school co-locations on LAUSD campuses have been brought before the Board of Education in recent meetings; now be it

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent and the Office of Government Relations to engage the Office of the State Superintendent of Public Instruction, the State Board of Education, the California legislature and or any other governmental entities, as appropriate, to review and analyze potential clarifications and or amendments to Proposition 39 and its implementing regulations, to ensure LAUSD students are not forced to endure the burdens of an unfair sharing of school facilities;

Resolved further, That the Board of Education directs the Superintendent to review and, if necessary, implement LAUSD policies and guidelines restricting the solicitation of LAUSD pupils for the purposes of attending charter, private, or other non-LAUSD schools; and be it finally

Resolved, That the Superintendent shall report back within 30 days on existing and or proposed new LAUSD policies and guidelines regarding the release of LAUSD pupil and or family information to charter, private or other non-LAUSD school operators.

TAB 24

Board Member Resolutions for Action (Waiver of Board Rule 72)

Mr. Zimmer – Investing Priorities for Equitable Learning Environments for all LAUSD Students

Whereas, The passage of Proposition 30 and the Governor's Local Control Funding Formula 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 LAUSD 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, LAUSD employees have not been able to receive Cost Of Living Adjustment increases throughout the budget crisis; and

Whereas, Board of Education 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 Local Control Funding Formula; 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
- Brining LAUSD 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; and
- Seeing input on funding priorities from parents, students, staff, and community members and bargaining units; and
-

Resolved, That the Superintendent also prioritize incremental salary restoration for all employees to meet at least the State statutes for Cost of Living Adjustments (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 further, 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.

TAB 25

SEPTEMBER 10, 2013

REPORT OF CORRESPONDENCE

The following correspondence addressed to the Board of Education is submitted with the recommended Disposition, “Refer to Superintendent for referral to Office of the General Counsel to take all steps necessary to protect the interests of the Board of Education, including assignment to outside counsel; Controller to draw warrants in such amounts as may be necessary for the payment of costs and fees upon invoices as approved by the Office of the General Counsel”:

FROM

LEGAL ACTION

1. Aleshire & Wynder
Summons and Petition for Writ of Mandate; Complaint for Declaratory and Injunctive Relief. Case No. 34-2013-80001527; Los Angeles County Superior Court of the State of California. City of Carson, a public entity; Successor Agency to the Dissolved Redevelopment Agency of the City of Carson, California, City of Carson, Petitioners/Plaintiffs, v. Ana J. Matosantos, in her official capacity as the Director of the State of California Department of Finance; State of California; State of California Department of Finance; and Does 1 Through 50, Inclusive, Respondents and Defendants; County of Los Angeles; Los Angeles County Auditor-Controller; Wendy Watanabe, in her official capacity as the Auditor-Controller; Consolidated Fire Protection District; Los Angeles County Fire Foster and Fire Warden; County Lighting Maintenance District No. 1697; Los Angeles County Flood Control Improvement District; Los Angeles County Flood Control Improvement District; Greater Los Angeles County Vector Control District; Los Angeles County Sanitation District No. 8; Water Replenishment District of Southern California; Los Angeles County School Services; Children’s Institution Tuition Fund; Los Angeles Children’s Center Fund; Los Angeles Unified School District; Los Angeles County School Services Fund; Children’s Institution Tuition Fund; Los Angeles City Community College District; Los Angeles Community College District; and Roes 1 Through 50, Inclusive, Real Parties in Interest.
2. Aleshire & Wynder
Summons and Petition for Writ of Mandate (C.C.P. § 1085 and 1094.5) and Complaint for Declaratory and Injunctive Relief. Case No. 34-2013-80001520; Sacramento County Superior Court of the State of California. City of Lynwood, a municipal corporation; City of Lynwood in its capacity as the Successor Agency to the Dissolved Redevelopment Agency of the City of Lynwood, a public entity organized and existing under California Health & Safety Code § 34173, Petitioners and Plaintiffs, v. Ana J. Matosantos, in her official capacity as Director of the State of California Department of Finance; State of California, a sovereign state; State of California Department of Finance, a sovereign state; and Does 1 Through 10,

Inclusive, Respondents and Defendants. Wendy Watanabe, in her 156
official capacity as Los Angeles County Auditor Controller; County
of Los Angeles, a political subdivision of the State of California;
et al., Real Parties in Interest.

3. Law Offices of Sergio F. Benedetto
Summons and Complaint for Damages. Case No. BC 514732; Los Angeles County Superior Court of the State of California. Sergio Contreras, an individual, Plaintiff, v. Los Angeles Unified School District; Carmen E. Morales; and Does 1 Through 50, Defendants.
4. William M. Crosby
Summons and Complaint for Disability Discrimination (Gov. Code § 12940(a)); Failure to Effect Reasonable Accommodation and Failure to Engage in the Interactive Process to Effect Reasonable Accommodation (Gov. Code §§ 12940(m) and (n)); Discrimination Based on Race and or National Origin (Gov. Code § 12940(a)). Case No. BC 513502; Los Angeles County Superior Court of the State of California. Linda Melendez, Plaintiff, v. Los Angeles Unified School District; and Does 1 Through 10, Inclusive, Defendants. Carpenters Southwest Administrative Corporation, a California non-profit corporation; and Board of Trustees for the Carpenters Southwest Trusts, Plaintiffs, v. Los Angeles Unified School District; Suffolk Construction Co., Inc., a California corporation; Fidelity & Deposit Company of Maryland, a Maryland corporation; and Does 1 Through 100, Inclusive, Defendants.
5. DeCarlo & Shanley
Summons and Complaint to Enforce Stop Payment Notice and Payment Bond: 1) Enforcement of Stop Payment Notice - Los Angeles Unified School District; 2) Enforce Labor and Material Payment Bond on Public Works Project. Case No. VC 063227; Los Angeles County Superior Court of the State of California. Carpenters Southwest Administrative Corporation, a California non-profit corporation; and Board of Trustees for the Carpenters Southwest Trusts, Plaintiffs, v. Los Angeles Unified School District; Suffolk Construction Co., Inc., a California corporation; Fidelity & Deposit Company of Maryland, a Maryland corporation; and Does 1 Through 100, Inclusive, Defendants.
6. The Dressler Law Group
Summons and Complaint: 1) Trespass Against All Defendants; 2) Abatement of Nuisance Against All Defendants; 3) Unlawful Boycott (Cal. Business and Professions Code § 16750) Against All Defendants; and 4) Inverse Condemnation of Real Property Against Semillas Sociedad Civil and Los Angeles Unified School District. Case No. BC 511501; Los Angeles County Superior Court of the State of California. Hecho en Mexico Authentic Mexican Cuisine LLC, a California limited liability company; Jorge Bravo, a natural person; and Concepcion Castro, a natural person, Plaintiffs, v. Los Angeles Unified School District, a public school district organized and existing under the laws of the State of California; Semillas Sociedad Civil, a non-profit public benefit corporation incorporated under the laws of the State of California and doing business as the “Academia Semillas”; Tzicatl Community Development

Corporation, a California corporation; Xokolatl Café, LLC, a California limited liability company; Marcos Aguilar, a natural person; Minnie Ferguson, a natural person; Minnie Ferguson, a natural person; and John Does 1 Through 100 Inclusive, Defendants.

7. Kamala D. Harris
Peter K. Southworth
Sylvia A. Cates
Summons and Opposition of Director of the Department of Finance Ana J. Matosantos to Petition for Writ of Mandate and Complaint for Declaratory and Injunctive Relief; Declaration of Zachary Stacy in Support of the Director of Finance's Opposition to Petition and Complaint; Objections of Director of Finance Ana J. Matosantos to Request for Judicial Notice; and Request for Judicial Notice and Supporting Declaration of Sylvia A. Cates. Case No. 34-2013-80001446; Sacramento County Superior Court of the State of California. City of Culver City, a municipal corporation; and City of Culver City in its capacity as Successor Agency to the Culver City Redevelopment Agency, Petitioner and Plaintiff, v. Ana Matosantos, in her official capacity as Director of the State of California Department of Finance; and Wendy Watanabe, in her official capacity as the Auditor-Controller of the County of Los Angeles; and Does 1 Through 50, Inclusive, Respondents and Defendants, County of Los Angeles, a taxing entity; County of Los Angeles Administration Services, a taxing entity; County of Los Angeles Library Services, a taxing entity; Los Angeles County Fire District, a taxing entity; Los Angeles County Flood Control District, a taxing entity; Los Angeles County West Vector Control District, a taxing entity; West Basin Municipal Water District, a taxing entity; Los Angeles County Office of Education, a taxing entity; Los Angeles Community College District, a taxing entity; Culver City Unified School District, a taxing entity; Los Angeles Unified School District, a taxing entity; and Does 51 Through 100, Inclusive, Real Parties in Interest.
8. Johnston & Hutchinson
Summons and Complaint for Damages: 1) 1st Cause of Action: Negligence; 2) Second Cause of Action: Negligent Hiring, Supervision, Retention. Case No. BC 510666; Los Angeles County Superior Court of the State of California. C.A., an individual; Plaintiff, v. Los Angeles Unified School District, a public entity; and Does 1 Through 25, Inclusive, Defendants.
9. Lawrence Kahn
Richard Beada
Doug Levinson
Summons and Complaint for Damages for Violation of Cal. Ed. Code §44110, et seq. Case No. SC 121108; Los Angeles County Superior Court of the State of California. Ann Bryce, an individual, Plaintiff, v. Yolie Flores Aguilar, an individual; Marlene Canter, an individual; Jose Camarena, an individual; Kathleen Elizabeth Collins, an individual; Carol Corwen, an individual; Donald Lester Davis, an individual; Richard Lee Ettensohn, an individual; Roberta Montini Fesler, an individual; Tamar Galatzan, an individual; Monica Garcia, an individual; Gay Havard, an individual; David Holmquist, an individual; Bennett Kayser, an individual; Michelle King, an individual; Julie Korenstein, an individual; Aram

Kouyoumdjian, an individual; Madeline Latham-Wilson, an individual; Lisa LeSassier, an individual; Brenda Manuel, an individual; Nury Martinez, an individual; Marguerite Poindexter-LaMotte, an individual; Mampre Richard Pomakian, an individual; Renee Robinson, an individual; Alfred Rodas, an individual; Richard Vladovic, an individual; John Walsh, an individual; Steve Zimmer, an individual; Does 1 Through 200, Inclusive, entities of unknown form, Defendants.

10. Knauf Associates
Summons and Complaint for Damages 1) Americans with Disabilities Act; 2) Section 504 of the Rehabilitation Act. Case No. CV13-5298 United States District County Central District of California. E.M., a minor, by and through his Guardian Ad Litem, Oscar Martinez, Plaintiff, v. Los Angeles Unified School District, a public entity; and Does 1 Through 10, Inclusive, Defendants.
11. Knauf Associates
Summons and Complaint for Damages: 1) Unruh Civil Rights Act; 2) Disabled Persons Act; 3) Negligence and Negligence Per Se; 4) Intentional Infliction of Emotional Distress. Case No. BC 506325; Los Angeles County Superior Court of the State of California. E.M., a minor, by and through his Guardian Ad Litem, Oscar Martinez, Plaintiff, v. Los Angeles Unified School District, a public entity; and Does 1 Through 10, Inclusive, Defendants.
12. Knickerbocker Law Group
Summons and Complaint for: 1) Damages and Injunctive Relief for Employment Discrimination (Fair Employment and Housing Act); 2) Assault; 3) Battery; 4) Intentional Infliction of Mental and Emotional Distress. Case No. BC 501869; Los Angeles County Superior Court of the State of California. Luis Manzano, an individual, Plaintiff, v. Los Angeles Unified School District, a California school district; Joe Ceriale; Mario Acuno; and Does 1 Through 20, Inclusive, Defendants.
13. John F. Krattli
Doug Lovejoy
Shahiedah S. Coates
Declaration of Arlene M. Barrera in Support of County of Los Angeles Auditor- Controller's Opposition to Petitioners' Opening Brief; Opposition of Wendy L. Watanabe, in her Official Capacity as Los Angeles County Auditor-Controller, to Petitioner's Opening Brief; Request for Judicial Notice. Case No. 34-2013-80001446; Sacramento County Superior Court of the State of California. City of Culver City, a municipal corporation; and City of Culver City in its capacity as Successor Agency to the Culver City Redevelopment Agency, Petitioner and Plaintiffs, v. Ana Matosantos, in her official capacity as Director of the State of California Department of Finance; and Wendy Watanabe, in her official capacity as the Auditor-Controller of the County of Los Angeles; et al., Respondents and Defendants. County of Los Angeles, a taxing entity; County of Los Angeles Administration Services, a taxing entity; County of Los Angeles Library Services, a taxing entity; Los Angeles County Fire District, a taxing entity; Los Angeles County Flood Control District, a taxing entity; Los Angeles County West Vector Control District, a

taxing entity; West Basin Municipal Water District, a taxing entity;¹⁵⁹ Los Angeles County Office of Education, a taxing entity; Los Angeles Community College District, a taxing entity; Culver City Unified School District, a taxing entity; Los Angeles Unified School District, a taxing entity; et al., Real Parties in Interest.

14. Lackie, Dammeier & McGill Summons and Complaint for Damages and Demand for Jury Trial: 1) FEHA Harassment; 2) FEHA Discrimination; 3) FEHA Retaliation; 4) FEHA Failure to Take Corrective Action; 5) Violation of California Labor Code § 6310. Case No. BC 511435; Los Angeles County Superior Court of the State of California. Jeff Crawford, Plaintiff, v. Los Angeles Unified School District, a municipal corporation; and Does 1 Through 10, Inclusive; Michael Bowman, individually and as Interim Chief; Timothy Anderson, individually and as Deputy Chief; Nancy Ramirez, individually and as Deputy Chief; Steven Zipperman, individually and as Chief of Police; and Does 1 Through 20, Defendants.
15. Laquer, Urban, Clifford & Hodge Summons and Complaint for: 1) Enforcement of Payment Bond Claim on Foshay Learning Center Project; 2) Enforcement of Revised Stop Notice on Foshay Learning Center Project. Case No. 13K08268; Los Angeles County Superior Court of the State of California. Trustees of the Southern California IBEW-NECA Pension Plan; Trustees of the Southern California IBEW-NECA Health Trust Fund; Trustees of the Los Angeles County Electrical Educational and Training Trust Fund; Trustees of the National Electrical Benefit Fund; Trustees of the Southern California IBEW-NECA Labor-Management Cooperation Committee; Contract Compliance Fund; and Los Angeles Electrical Workers Credit Union, Plaintiffs, v. Liberty Mutual Insurance Company, a Massachusetts corporation; Sinanian Development, Inc., a California corporation; Los Angeles Unified School District, a government entity; and Does 1 Through 20, Inclusive, Defendants.
16. Larson & Gaston Summons and Complaint for Damages: 1) Breach of Contract; 2) Quantum Meruit; 3) Liability of Surety; 4) Open Book Account; 5) Account Stated; 6) Unjust Enrichment; 7) Fraudulent Inducement. Case No. BC 512751; Los Angeles County Superior Court of the State of California. Golden Iron, Inc., a California corporation, Plaintiff, v. SMC Construction Company, entity unknown; Hartford Fire Insurance Company, a Connecticut corporation; Los Angeles Unified School District, a municipal entity; and Does 1 Through 25, Inclusive, Defendants.
17. Law Office of Robert G. Klein Summons and Complaint for Breach of Public Works Construction Contract. Case No. BC 513865; Los Angeles County Superior Court of the State of California. ODC Engineering & Technology, Inc., a California corporation, Plaintiff, v. Los Angeles Unified School District, a governmental entity; and Does 1 Through 50, Inclusive, Defendants.

18. Law Offices of Rafik Ayvazi Summons and Complaint For: 1) Breach of Written Contract; 2) Open Book Account; 3) Account Stated; 4) Reasonable Value; 5) Enforcement of Stop Payment Notice; 6) Recovery on Payment Bond; 7) Recovery on Release Bond; and 8) Liability of Acquired Surety. Case No. BC 510523; Los Angeles County Superior Court of the State of California. Best Contracting Services, Inc., Plaintiff, v. Suffolk Construction Company Inc.; Fidelity and Deposit Company of Maryland; Federal Insurance Company; Safeco Insurance Company of America; Liberty Mutual Surety; Los Angeles Unified School District, a public entity and Does 1 Through 40, Inclusive, Defendants. 160
19. Law Offices of Edward W. Freedman Summons and Complaint for: 1) Breach of Contract; 2) Open Book Account; 3) Account Stated; 4) Goods Sold and Delivered; 5) Reasonable Value; 6) Recovery on Surety Bond; and 7) Enforcement of Stop Notice. Case No. YC 069037; Los Angeles County Superior Court of the State of California. Jose Angel Gonzalez dba Angel's Landscaping, Plaintiff, v. Axis Construction, Inc., a California corporation; SureTec Insurance Company, a Texas corporation; Los Angeles Unified School District; and Does 1 Through 10, Inclusive, Defendants.
20. Law Offices of Ted R. Gropman Summons and Complaint for : 1) Breach of Contract; 2) Stop Notice Enforcement; 3) Payment Bond Recovery. Case No. BC 514084; Los Angeles County Superior Court of the State of California. Sheldon Mechanical Corporation, a corporation, Plaintiff, v. Suffolk Construction Company, Inc., a corporation; Fidelity and Deposit Company of Maryland, a corporation; Federal Insurance Company, a corporation; Safeco Insurance Company of America, a corporation; Los Angeles Unified School District, a public entity; and Does 1 Through 50, Inclusive, Defendants.
21. Law Offices of Joshua Milon Summons and Complaint for Money for: 1) Disability Discrimination; 2) Failure to Accommodate; 3) Failure to Engage in the Interactive Process; 4) Harassment; 5) Retaliation; 6) Failure to Prevent Discrimination. Case No. BC 512157; Los Angeles County Superior Court of the State of California. Emma Gutierrez, an individual, Plaintiff, v. Los Angeles Unified School District, a California public entity; Pamela Robertson, an individual; and Does 1 Through 50, Inclusive, Defendants.
22. Law Offices Monteleone & McCrory Summons and Cross-Complaint of Defendant, Emma Corporation Against the Los Angeles Unified School District for Implied Contractual and Equitable Indemnity. Case No. BC 499951; Los Angeles County Superior Court of the State of California. Neal Electric Corporation dba Neal Electric, Inc., Plaintiff, v. Emma Corporation; Fidelity and Deposit Company of Maryland; and Does 1 Through 100, Inclusive, Defendants. Emma Corporation, a California corporation, Cross-Complainant v. Los Angeles Unified School District, a California public entity; and Does 1 Through 100,

23. The Law Offices of Omid
Nosrati

Summons and Complaint For Monetary and Punitive Damages: 1) Discrimination Based on Mental Disability (Cal. Gov't Code § 12940(a)); 2) Failure to Prevent Discrimination Based on Mental Disability in Violation of the FEHA (Cal. Gov. Code § 12940(k)); 3) Retaliation in Violation of the Fair Employment and Housing Act (Cal. Gov. Code § 12940(h)); 4) Violation of the California Family Rights Act (CFRA) (Cal. Gov. Code §§ 12945.2) and FMLA. Case No. BC 506032; Los Angeles County Superior Court of the State of California. Youlanda Williams, an individual, Plaintiff, v. Los Angeles Unified School District, a school district; and Does 1 Through 25, Inclusive, Defendants.

24. McGuinness & Associates

Summons and Complaint: 1) Breach of Written Contract, Count One; 2) Breach of Oral Contract, Count One; 3) Account Stated, Count One; 4) Quantum Meruit, Count One; 5) Unjust Enrichment, Count One; 6) Statutory Liability (P.C.C. § 7107), Count One; 7) Statutory Liability (P.C.C. §§ 10262.5 and 7107), Count Two; 8) Enforcement of Stop Notice; 9) Enforcement of Public Works Payment Bond; 10) Enforcement of Surety Bond; 11) Breach of Written Contract, Count Two; 12) Breach of Oral Contract, Count Two; 13) Account Stated, Count Two; 14) Quantum Meruit, Count Two; 15) Unjust Enrichment, Count Two; and 16) Statutory Liability (P.C.C. §§ 10262.5 and 7107), Count Three. Case No. BC 512019; Los Angeles County Superior Court of the State of California. SimplexGrinnell LP, Plaintiff, v. Gartel Corp., a California corporation; Los Angeles Unified School District, a California public entity; Capstone Surety Insurance Services, Inc., a surety; and Does 1 Through 200, Inclusive, Defendants.

25. McGuinness & Associates

Summons and Complaint for Damages: 1) Breach of Written Contract, Count One; 2) Breach of Oral Contract, Count One; 3) Account Stated, Count One; 4) Quantum Meruit, Count One; 5) Unjust Enrichment, Count One; 6) Statutory Liability (P.C.C. § 7107), Count One; 7) Statutory Liability (P.C.C. §§ 10262.5), Count Two; 8) Enforcement of Stop Notice, Count One; 9) Enforcement of Public Works Payment Bond, Count One; 10) Enforcement of Surety Bond, Count One; 11) Breach of Written Contract, Count Two; 12) Breach of Oral Contract, Count Two; 13) Account Stated, Count Two; 14) Quantum Meruit, Count Two; 15) Unjust Enrichment, Count Two; 16) Statutory Liability (P.C.C. § 7107), Count Three; 17) Statutory Liability (P.C.C. §§ 10262.5), Count Four; 18) Enforcement of Stop Notice, Count Two; 19) Enforcement of Public Works Payment Bond, Count Two; and 20) Enforcement of Surety Bond, Count Two. Case No. BC 513098; Los Angeles County Superior Court of the State of California. SimplexGrinnell LP, Plaintiff, v. Alpine Construction & Electrical Corp. dba Alfa-26 Construction Co., a

California corporation; Fidelity and Deposit Company of Maryland,¹⁶² a surety; Los Angeles Unified School District, a California public entity; and Does 1 Through 200, Inclusive, Defendants.

26. Myer Law Firm

Summons and Complaint for Damages for: 1) Harassment; 2) Discrimination; 3) Retaliation; 4) Disability Discrimination and Failure to Accommodate; 5) Failure to Maintain Free of Discrimination and Harassment; and 6) Aiding and Abetting Discrimination. Case No. BC 513630; Los Angeles County Superior Court of the State of California. Migdia Chinae, Plaintiff, v. Los Angeles Unified School District; and Does 1 Through 100, Defendants.

27. Michael A.J. Nangano

Summons and Complaint for Damages: 1) Conversion; 2) Constructive Termination; 3) Negligence; 4) Intentional Infliction of Emotional Distress; 5) Negligent Infliction of Emotional Distress. Case No. BC 497846; Los Angeles County Superior Court of the State of California. Mihaela Reyes, Plaintiff, v. Los Angeles Unified School District; and Does 1 Through 100, Inclusive, Defendants.

28. Pairavi Law

Summons and Complaint for: Disability Discrimination [Cal. Gov. Code §12940 et seq.]; 2) Retaliation [Cal. Gov. Code §12940 et seq.]; 3) Failure to Provide Reasonable Accommodation [Cal. Gov. Code §12940 et seq.]; 4) Failure to Engage in Good Faith Interactive Process [Cal. Gov. Code §12940 et seq.]; 5) Violation of the California Family Rights Act [Cal. Gov. Code §12945.25]; 6) Wrongful Termination [Gov. Code §12940 et seq.]; and 7) Intentional Infliction of Emotional Distress. Case No. BC 516206; Los Angeles County Superior Court of the State of California. Raymond Magdaleno, an individual, Plaintiff, v. Los Angeles Unified School District, a government entity; and Does 1 Through 50, Inclusive, Defendants.

29. Reisman & Reisman
Rushovich Mehtani LLP

Summons and Complaint for: 1) Discrimination Based on Religion in Violation of FEHA; 2) Failure to Accommodate Religious Beliefs in Violation of FEHA; 3) Retaliation in Violation of FEHA; 4) Failure to Remedy and Prevent Discrimination and Retaliation in Violation of FEHA. Case No. BC 518683; Los Angeles County Superior Court of the State of California. VJ Hirsch, an individual, Plaintiff, v. Los Angeles Unified School District, a public entity; and Does 1 Through 50, Inclusive, Defendants.

The recommended disposition of the following item is “Refer to Superintendent for referral to the Office of the Risk Management and Insurance Services”:

30. B & D Law Group

Summons and Plaintiff's Complaint for Damages: 1) Assault; 2) Battery; 3) Negligence; 4) Intentional Infliction of Emotional Distress; 5) Negligent Infliction of Emotional Distress; 6) Negligence; 7) Negligent Supervision, Training,

and Inadequate Security; 8) Negligent Failure to Carryout 163
Mandatory Duty; 9) Violation of Article I, Section 28 of the
California Constitution. Notice of Case Reassignment to PI
Court and Order for Plaintiff to Give Notice. Case No.
TC 027228; Los Angeles County Superior Court of the State of
California. Donnie Davis, a minor, by and through his Parent
and Guardian Ad Litem, Sharida Barela, Plaintiffs, v. Los
Angeles Unified School District, a public entity; Judith F. Baca
Arts Academy aka South Regional Elementary School #7, a
business entity form unknown; Sean Garrett, an individual; and
Does 1 Through 100, Inclusive, Defendants.

31. The Claypool Law

Summons and Complaint for: 1) Negligence; Negligent
Hiring, Supervision, and Retention; 2) Breach of Fiduciary
Duty; 3) Violation of the Bane Act; 4) Intentional Infliction
of Emotional Distress (by guardian plaintiffs); 5) Intentional
Infliction of Emotional Distress (by minor plaintiffs); and
6) Negligent Infliction of Emotional Distress. Case No.
GC 051021; Los Angeles County Superior Court of the State
of California. A.A., a minor, through her Guardian Ad Litem,
Maria Arellano; Maria Arellano, individually, Plaintiffs, v. Los
Angeles Unified School District, a public school entity form
unknown; Marguerite Poindexter-LaMotte, an individual;
Monica Garcia, an individual; Tamar Galatzan, an individual;
Steve Zimmer, an individual; Bennett Kayser, an individual;
Nury Martinez, an individual; Richard Vladovic, an individual;
John Deasy, an individual; Roberto Martinez, an individual;
Maria Martinez, an individual; Ms. Fuentes, an individual;
Jane Urbina, an individual; and Does 1 Through 100,
Inclusive, Defendants.

32. Gabriel & Associates

Summons and Complaint for Damages; Jury Demand Endorsed
Thereon. Case No. BC 502399; Los Angeles County Superior
Court of the State of California. Dariean Maurice Edmond, a
minor, by and through his Guardian Ad Litem, Chrishawnda
Wilson, Plaintiff, v. Alejandro Donoso; Los Angeles Unified
School District; Tyree Arnold; Shawnda Monique Ford; and
Does 1 Through 30, Inclusive, Defendants.

33. Gulden & Associates

Summons and Complaint for Damages. Case No.
BC 510711; Los Angeles County Superior Court of the State
of California. Zaire Harris, an individual, Plaintiff, v. Los
Angeles Unified School District; and Does 1 Through 50,
Inclusive, Defendants.

34. Law Offices of Luis A. Carrillo

Summons and First Amended Complaint for Damages for:
1) Negligence; 2) Negligent Supervision, Negligent Hiring
and or Retention, Negligent Failure to Warn Train or Educate.
Case No. BC 502027; Los Angeles County Superior Court of
the State of California. P.S., a minor, by and through her

35. Law Offices of Michael Millman Summons and Complaint for Damages for Personal Injuries and Property Damages. Case No. 13K05898; Los Angeles County Superior Court of the State of California. Daniel Sutton; Dajah Sutton, Plaintiff, v. Los Angeles Unified School District; Dorsey High School; and Does 1 Through 25, Defendants.
36. Law Offices of Gregory A. Yates Summons and Complaint for Negligence. Case No. BC 503717; Los Angeles County Superior Court of the State of California. Malcom E. Worthey, an incompetent, by and through his Guardian Ad Litem, Shannon S. Lyndolph, Plaintiff, v. Lull Special Education Center; Los Angeles Unified School District; Desire Estrada; Rene Lazaro; Stacey Martindale; Sean Burns; and Does 1 Through 50, Inclusive, Defendants.
37. Mardirosian & Mardirosian Summons and Complaint for Damages. Case No. BC 511786; Los Angeles County Superior Court of the State of California. Sylvia Kirakosian, a minor by and through her Guardian Ad Litem, Viktoria M. Kirakosian, Plaintiff, v. Los Angeles Unified School District, a governmental entity; and Does 1 Through 100, Inclusive, Defendants.
38. Owen, Patterson & Owen Summons and Plaintiff's Complaint for Damages for: 1) Intentional Infliction of Emotional Distress; 2) Negligence, Negligent Supervision; 3) Negligence; 4) Sexual Battery; 5) Assault; 6) Battery; 7) Liability Pursuant to Civ. Code § 1714.1; 8) Parental Vicarious Liability. Case No. BC 510755; Los Angeles County Superior Court of the State of California. J.M., a minor, by and through his Guardian Ad Litem, Michelle McCoy, Plaintiff, v. Los Angeles Unified School District; Renee Colfield; Aleta Johnson; Tony Doe (minor); Coby Doe (minor); Doe Parents of minor perpetrators; Does 1 Through 100, Inclusive, Defendants.

The recommended disposition of the following item is "Refer to Superintendent for referral to the Office of the Risk Management and Insurance Services":

No.	Received From	Type of Damage	Claimant	Date of Damage
39.	John W. Adams	Damages	John W. Adams	11/09/12 4/11/13
40.	Angelo & Di Monda Joseph Di Monda	Damages	Dennis Pena	12/12/11

41.	Debi Baer	Damages	Jake Baer	11/25/12 ⁶⁵
42.	Badkoubehi & Dadmehr Kevin M. Badkoubehi	Damages	Simone Gloria Richie	6/17/13
43.	Banafsheh, Danesh & Javid Raphael D. Javid	Damages	Jordan Bridges (2 Rec'd)	On or about June 7, 2012
44.	Biren, Katzman Trial Lawyers Andrew G.O. Brien	Damages	Justin Dickson	2/20/13
45.	John Cacavas	Damages	Eric John Cacavas	5/10/13
46.	Emma Castaneda	Damages	Sthefania I. Galvez	12/14/12
47.	Edward Chavez Sonia Engers	Damages	Sonia Engers	May, 2013
48.	Hagop N. Chopusian	Damages	Rodolfo Laccinaga Lee	6/03/13
49.	Martha Correa	Damages	Jason Nakahira-Correa	5/24/13
50.	Debt Recovery Attorneys Michael Sayer	Damages	Cyber Net Communications, Inc. (2 Rec'd)	9/2012
51.	Roxana Fiallos	Damages	Kimberly Martinez-Fiallos	6/04/13
52.	Britt Free	Damages	Talon L. Free Britt Free	4/24/13
53.	Maria I. Garcia	Damages	Maria Garcia	2/26/13
54.	Howard H. Hall, Inc. Todd A. Fuson	Damages	Keyahn Pinkston	5/23/13 5/24/13
55.	Infinity Insurance Iva Pearson	Damages	Shanta Payton	4/30/13
56.	Charissa Hernandez	Damages	Mark Mertes	2/19/13
57.	Walter W. Katz	Damages	Walter W. Katz Sandrine J. Katz	12/13/12 Started Fall 2012
58.	Daniel Kelly	Damages	Daniel Kelly	1/07/13
59.	Khalaf & Khalaf Ted Khalaf	Damages	Salvador Gonzalez (2 Rec)	3/01/13
60.	Kosnett Law Firm Porshia Brown	Damages	Quinton Brown	3/04/13 5/03/13
61.	Law Office of Edward N. Morris Edward N. Morris	Damages	Kevin Martinez Amelia Ramos	On or about August 16, 2012
62.	Law Offices of Martin S. Chu Martin S. Chu Maria Beltran	Damages	Elizabeth Beltran Vega	6/04/13

63.	Law Offices of Lee C. Arter Lee C. Arter	Damages	Abraham Aburto	2/22/13 ⁶⁶
64.	Law Offices of Steven L. Friedman Steven L. Friedman	Damages	Martha Patricia Andrade	1/11/13
65.	Law Offices of Steven L. Friedman Steven L. Friedman	Damages	Juan Diego Gervacio Rivas	1/11/13
66.	Law Offices of David H. Greenberg - David H. Greenberg	Damages	Lolita Hermosillo Edgar A. Alcazar	5/07/13
67.	Law Offices of Robert A. Housman Robert A. Housman	Damages	Laurie Eason	1/15/13
68.	Law Offices Timothy J. Kodani Timothy J. Kodani	Damages	Brian Cruz Jaime Cruz	(3 Rec'd) 8/12/12 to 4/18/13
69.	Law Offices Timothy J. Kodani Timothy J. Kodani	Damages	Hidie Esparza Karina Esparza	(3 Rec'd) 8/12/12 to 4/18/13
70.	Law Offices Timothy J. Kodani Timothy J. Kodani	Damages	Emily D. Flores Edgar Flores	(3 Rec'd) 8/12/12 to 4/18/13
71.	Law Offices Timothy J. Kodani Timothy J. Kodani	Damages	Betzy Jimenez Esaul Jimenez	(3 Rec'd) 8/12/12 to 4/18/13
72.	Law Offices Timothy J. Kodani Timothy J. Kodani	Damages	Jeisma Mercado Cristina Mercado	(3 Rec'd) 8/12/12 to 4/18/13
73.	Law Offices Timothy J. Kodani Timothy J. Kodani	Damages	Esli Oasis Ortega- Martinez Rode America Ortega- Martinez	8/12/12 to 4/18/13 (3 Rec'd)
74.	Law Offices Timothy J. Kodani Timothy J. Kodani	Damages	Kevin Ramirez Delia Ramirez-Escalante	8/12/12 to 4/18/13 (3 Rec'd)
75.	Linda Lee	Damages	Linda Lee	4/29/13
76.	Law Offices of Jennie Levin	Damages	Manuel Giordani	5/29/13
77.	Law Offices of Jennie Levin	Damages	Flor Mendez	5/29/13
78.	Law Offices of Jennie Levin	Damages	Marizabel Ramirez	5/29/13
79.	Law Offices of Adrien Medvei Sebastian Medvei	Damages	Destiney Maxie	Not Clearly Stated
80.	Law Offices of Odion Leslie Okojie - Odion Leslie Okojie	Damages	Francisco Garduno	3/13/13
81.	Law Offices Arthur J. Schmid III Arthur J. Schmid III	Damages	Kamran Bashishahidi	4/03/13
82.	Law Offices of Robert K. Steinberg Adolph Selmond	Damages	Adolph Selmond	5/02/13
83.	Isrealsharce Lee	Damages	Jasper Anderson	6/20/13

84.	Manly & Stewart Rebecca L. Rhoades	Damages	Irma Alvarado	2011-2012 ¹⁶⁷
85.	Manly & Stewart Rebecca L. Rhoades	Damages	Gabriela Alvarez	2011-2012
86.	Manly & Stewart Rebecca L. Rhoades	Damages	Florentina Amador	2007-2008
87.	Manly & Stewart Rebecca L. Rhoades	Damages	Ana Anaya	2011-2012
88.	Manly & Stewart Rebecca L. Rhoades	Damages	Maricruz Calvillo	2011-2012
89.	Manly & Stewart Rebecca L. Rhoades	Damages	Angel Casique	2011-2012
90.	Manly & Stewart Rebecca L. Rhoades	Damages	Lilia Casique	2011-2012
91.	Manly & Stewart Rebecca L. Rhoades	Damages	Giselle Cedillo (Jane CG Doe)	2011-2012
92.	Manly & Stewart Rebecca L. Rhoades	Damages	Raul Coreno	2007-2008
93.	Manly & Stewart Rebecca L. Rhoades	Damages	Jasihara Garcia (Jane GJ Doe)	2011-2012
94.	Manly & Stewart Rebecca L. Rhoades	Damages	Laura Garcia	2011-2012
95.	Manly & Stewart Rebecca L. Rhoades	Damages	Maria Hernandez	2011-2012
96.	Manly & Stewart Rebecca L. Rhoades	Damages	Mario Hernandez	2011-2012
97.	Manly & Stewart Rebecca L. Rhoades	Damages	Nayeli Hernandez	2011-2012
98.	Manly & Stewart Rebecca L. Rhoades	Damages	Jennifer Jimenez (Jane JJ Doe)	2011-2012
99.	Manly & Stewart Rebecca L. Rhoades	Damages	Victor Jimenez	2011-2012
100.	Manly & Stewart Rebecca L. Rhoades	Damages	Maria De La Cruz Lopez (Jane LM Doe)	2011-2012
101.	Manly & Stewart Rebecca L. Rhoades	Damages	Martin Lopez	2011-2012
102.	Manly & Stewart Rebecca L. Rhoades	Damages	Otilia Lopez	2011-2012
103.	Manly & Stewart Rebecca L. Rhoades	Damages	Maria Nunez	2007 and 2008
104.	Manly & Stewart Rebecca L. Rhoades	Damages	Margarita Pineda	2008-2009 2009-2010 2010-2011
105.	Manly & Stewart Rebecca L. Rhoades	Damages	Griselda Quintero	2011-2012

106.	Manly & Stewart Rebecca L. Rhoades	Damages	Arturo Salazar	2007-2008 ¹⁶⁸
107.	Manly & Stewart Rebecca L. Rhoades	Damages	Beatriz Salazar	2007-2008
108.	Manly & Stewart Rebecca L. Rhoades	Damages	Daniel Vasquez	2008-2009 2009-2010 2010-2011
109.	Ramiro Martin del Campo	Damages	Carlos Martin del Campo	4/12/13
110.	Yasmin Reyna Miranda	Damages	Heidi Astrid Fentes (Fuentes) Reyna	3/11/13
111.	Owen, Patterson & Owen	Damages	Jackson McCoy Michelle McCoy	September, October, 2012 and thereafter
112.	Parhami Law Group Patrick Parhami	Damages	Steven Alpert	6/02/13
113.	Perez & Caballero Frank Perez Miguel G. Caballero	Damages	A.B. Juana Gomez	On or about 4/03/13
114.	Raymond Rojas	Damages	Raymond Daniel Rojas	5/08/13
115.	Armando Macedo Salgado	Damages	Armando Macedo Salgado	5/16/13
116.	Shaghzo & Shaghzo Law Firm Armen Shaghzo	Damages	Michael Marotian	1/30/13
117.	Small Claim Court	Damages	Angelica Diaz	2/13/12
118.	Small Claims Court	Damages	Lopez Xochilt	1/25/12
119.	Shannon Steeg	Damages	Kolby S. Steeg	5/31/13
120.	Peter Tong	Damages	Peter Tong (2 Rec'd)	7/17/13
121.	Toshiba Tom Charles	Damages	Toshiba Business Solutions, Inc.	5/05/13
122.	Kimberly Tucker	Damages	Bria Johnson	5/22/13
123.	Jose Vazquez	Damages	Jose Vazquez	5/16/13
124.	Weber & Baer Andrew L. Treger	Damages	Lahoma Bailey	5/03/13
125.	AAA Interinsurance Exchange Diana Gembler	Vehicle Damages	AAA on behalf of Crosby Watson	2/21/13
126.	Charles Bernhardt	Vehicle Damages	Charles Bernhardt	6/07/13
127.	Maria Carbajal	Vehicle Damages	Maria Carbajal	6/30/13
128.	Amelia Carranza	Vehicle Damages	Amelia Carranza	5/02/13

129.	Fernando De La Torre	Vehicle Damages	Fernando De La Torre	3/01/13 ¹⁶⁹
130.	Farmers Insurance Group MaryFrances P. Devine	Vehicle Damages	Ramiro Cuaulte	4/02/13
131.	Nelda Flournoy	Vehicle Damages	Nelda Flournoy	5/24/13
132.	Irvin Gonzalez	Vehicle Damages	Irvin Gonzalez	6/06/13
133.	Anais D. Jaramillo	Vehicle Damages	Anais D. Jaramillo	7/31/13
134.	Hilda Khorani	Vehicle Damages	Hilda Khorani	5/24/13
135.	Gloria N. Lopez	Vehicle Damages	Gloria N. Lopez	6/04/13
136.	Mercury Insurance Group Alicia Sacks	Vehicle Damages	Mercury Insurance Katrina Harding	5/24/13
137.	Mercury Insurance Group Kristina Prior	Vehicle Damages	Jocelyn Lee Neudauer	4/24/13
138.	Melody Naclerio	Vehicle Damages	Melody Naclerio	6/12/13
139.	Nationwide Elva Salazar	Vehicle Damages	Rodolfo Lee	6/03/13
140.	PHH Corp. Kristy Spevak	Vehicle Damages	PHH Corp.	5/22/13
141.	Alna Portugal	Vehicle Damages	Alna Portugal	2/11/13
142.	Andrea Richardson	Vehicle Damages	Andrea Richardson	5/02/13
143.	Matthew H. F. Rivard	Vehicle Damages	Matthew H. F. Rivard	7/17/13
144.	Mike Rohde	Vehicle Damages	Mike Rohde	7/01/13
145.	Maria Elena Solorio	Vehicle Damages	Maria Elena Solorio	5/18/13
146.	Maria Cervantes	Property Loss	Esai K. Torres Maria Cervantes	9/21/12
147.	Irene Cordova	Property Loss	Irene Cordova	4/02/13
148.	Yolanda DelaTorre	Property Loss	Leonard Villa Yolanda DelaTorre	5/07/13
149.	Ricardo Rodriguez	Property Loss	Marvila Lopez	3/07/13
150.	Rosa Navarro	Property Loss	Eric Navarro	6/07/13
151.	Miranda Johnson	Property Loss	Miranda Johnson	5/15/13

Respectfully Submitted

JEFFERSON CRAIN
Executive Officer of the Board

TAB 26

REGULAR BOARD MEETINGS SCHEDULE
Fiscal Year 2013-2014

Date	Meeting	Time
September 2013 Schedule Adopted 8/20/13		
September 25, 2013	CCTP Committee	10 a.m.
October 1, 2013	Regular	1 p.m.
October 8, 2013	BFA Committee	10 a.m.
October 15, 2013	Regular (Closed Session)	10 a.m.
October 15, 2013	Committee of the Whole	1:30 p.m.
October 22, 2013	CIA Committee	1 p.m.
November 5, 2013	BFA Committee	10 a.m.
November 5, 2013	CIA Committee	1 p.m.
November 12, 2013	Regular	1 p.m.
November 19, 2013	Regular (Closed Session)	10 a.m.
November 19, 2013	Committee of the Whole	1:30 p.m.
December 3, 2013	BFA Committee	10 a.m.
December 3, 2013	CIA Committee	1 p.m.
December 10, 2013	Regular	1 p.m.
December 17, 2013	Regular (Closed Session)	10 a.m.
December 17, 2013	Committee of the Whole	1:30 p.m.
January 7, 2014	BFA Committee	10 a.m.
January 14, 2014	Regular	1 p.m.
January 21, 2014	Regular (Closed Session)	10 a.m.
January 21, 2014	Committee of the Whole	1:30 p.m.
January 28, 2014	CIA Committee	1 p.m.
February 4, 2014	BFA Committee	10 a.m.
February 11, 2014	Regular	1 p.m.
February 18, 2014	Regular (Closed Session)	10 a.m.
February 18, 2014	Committee of the Whole	1:30 p.m.
February 25, 2014	CIA Committee	1 p.m.
March 4, 2014	Regular	1 p.m.
March 18, 2014	Regular (Closed Session)	10 a.m.
March 18, 2014	Committee of the Whole	1:30 p.m.
March 25, 2014	BFA Committee	10 a.m.
March 25, 2014	CIA Committee	1 p.m.
April 1, 2014	BFA Committee	10 a.m.
April 8, 2014	Regular	1 p.m.
April 22, 2014	Regular (Closed Session)	10 a.m.
April 22, 2014	Committee of the Whole	1:30 p.m.
April 29, 2014	CIA Committee	1 p.m.
May 6, 2014	BFA Committee	10 a.m.
May 6, 2014	CIA Committee	1 p.m.
May 13, 2014	Regular	1 p.m.

REGULAR BOARD MEETINGS SCHEDULE
Fiscal Year 2013-2014

Date	Meeting	Time
May 20, 2014	Regular (Closed Session)	10 a.m.
May 20, 2014	Committee of the Whole	1:30 p.m.
June 10, 2014	Regular	1 p.m.
June 17, 2014	Regular (Closed Session)	10 a.m.
June 17, 2014	Committee of the Whole	1:30 p.m.
June 24, 2014	BFA Committee	10 a.m.
June 24, 2014	CIA Committee	1 p.m.
July 1, 2014	Annual Board Meeting	10 a.m.

TAB 27

Board Member Resolution for Initial Announcement

Ms. García - Celebrating Latino Heritage Month Through the Lens of Our Students
(For Action at the October 2013 Meeting)

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

Whereas, More than 73% of the District's elementary and secondary students are Latino;

Whereas, The United States Congress approved Public Law 90-498 in 1968 to designate the week of September 15th as "National Hispanic Heritage Week" and in 1988 it was expanded by Congress to a month-long celebration (Sept. 15 - Oct. 15);

Whereas, Understanding Latino history and culture is an important part of celebrating Latino Heritage Month;

Whereas, Many Latinos trace their roots to Indigenous, African or European ancestry, as well as to Mexico, Central America, South America and the Caribbean;

Whereas, The September-October period covers a wide range of Independence Days for the Latin American countries of Central America, South America, the Caribbean and Mexico;

Whereas, Latino Heritage Month is a time when Latinos honor their spirit of self-determination, dignity, and respect for cultural heritage;

Whereas, Latino Heritage Month celebrates the history and culture of the nation's Latinos and acknowledges their influence on politics, the economy, and the social and cultural life throughout the United States;

Whereas, Many Latino students are bilingual and challenge themselves daily to succeed in both languages;

Whereas, Latino students of this generation are still considered the decedents of the American Dream;

Whereas, Those persons who have come from Latin American countries have long added a special quality and enrichment to the cultural heritage and institutions of the United States, the State of California, the City of Los Angeles and the Los Angeles Unified School District; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District hereby promotes September 15th through October 15th as Latino Heritage Month; and, be it finally

Resolved, That by adoption of this resolution, the Board hereby encourages all students, faculty, administrators, and parents, to remember and celebrate the contributions that Latinos have made to California and the United States.

TAB 28

Initial Announcement Resolution Wording Not Available

Board Member Resolution for Initial Announcement

Ms. García - Safe and Fun Walk to School Day (For Action at the October 2013 Meeting)

Whereas, The Los Angeles Unified School District strives to uphold the health and safety of all our students;

Whereas, The lives of hundreds of children could be saved each year if communities take steps to make pedestrian safety a priority;

Whereas, A lack of physical activity plays a leading role in rising rates of obesity, diabetes and other health problems among children and being able to walk or bicycle to school offers an opportunity to build a fun activity into daily routine;

Whereas, Driving students to school by private vehicle contributes to traffic congestion and air pollution;

Whereas, An important role for parents and caregivers is to teach children about pedestrian safety and become aware of the difficulties and dangers that children may face on their trip to school each day and the health and environmental risks related to physical inactivity and air pollution;

Whereas, Community leaders and parents can determine the “walkability” of their community by using a walkability checklist;

Whereas, Community members and leaders should make a plan to make changes to enable children to safely walk and bicycle in our communities and develop a list of suggestions for improvements that can be done over time.

Whereas, The City of Los Angeles and the Los Angeles Unified School District are working collaboratively to develop and implement a Safe Routes to School Strategic Plan to enhance the safety, health and physical fun of our students and future walkers.

Whereas, Children, parents and community leaders around the world are joining together to walk to school and evaluate walking and bicycling conditions in their communities; now therefore, be it

Resolved, that the Governing Board of the Los Angeles Unified School District proclaims October 9, 2013 as “International Walk to School Day” and encourages everyone to consider the safety and health of children today and every day.

TAB 29

Board Member Resolution for Initial Announcement

Ms. García - Drive safely for me: Texting- It can Wait (For Action at the October 2013 Meeting)

Whereas, The Los Angeles Unified School District believes the safety of the students on and around our schools is of paramount concern;

Whereas, Text messaging is the main mode of communication for most American teenagers with half of all teens sending between 21 and 70 texts a day;

Whereas, Nearly 50 percent of commuters text while behind the wheel;

Whereas, Texting takes one's eyes off the road for an average of five seconds;

Whereas, A driver that sends a text message while driving not only jeopardizes his or her safety, but also the safety of passengers, pedestrians, and other drivers;

Whereas Drivers who read or send texts while behind the wheel are more likely to cause crashes – often leading to life changing injuries and deaths;

Whereas, It is illegal to send electronic text messages while driving in the state of California;

Whereas, To put an end to texting and driving, AT&T launched the It Can Wait campaign, asking every driver to join in making a personal commitment not to text and drive; and

Whereas, Through ItCanWait.com, Facebook text-to-pledge, tweet-to-pledge and events, more than 2 million people have committed to never text and drive; now therefore be it

Resolved, That the Governing Board of the Los Angeles Unified School District promotes safe driving within the boundaries of the Los Angeles Unified School District and throughout our nation, and hereby joins all efforts to educate the general public about the danger of texting while driving; and be it finally

Resolved, That the Board declares September 19th as “Drive 4 Pledges Day” and asks all community members, parents, and staff to drive safely for our students.

TAB 30

Board Member Resolution for Initial Announcement

Ms. García - Celebrating National Coming Out Day, Building Allies for Safe Schools
(For Action at the October 2013 Meeting)

Whereas, National Coming Out Day was founded 25 years ago by two Angelenos who envisioned a world where lesbian, gay, bisexual and transgender and questioning (LGBTQ) people could live truthfully and openly. They believed that honest and genuine relationships would undermine the pervasive prejudice about LGBTQ concerns. Twenty-five years later, that vision still holds true.

Whereas, The Los Angeles Unified School District models, advocates and promotes the safe and respectful treatment of all our members;

Whereas, The month of October is recognized as National Bullying Prevention Month and LGBTQ History Month;

Whereas, October 11th is recognized as National Coming Out Day, the 25th celebration of the day that promotes a safe world for LGBTQ individuals and their allies to live truthfully and openly;

Whereas, LGBTQ students who can identify an out LGBTQ school staff or adult ally report a dramatic increase in feeling safe overall at their school;

Whereas, Almost 25% of students either have an LGBTQ family member or identify as LGBTQ themselves;

Whereas, Sexual orientation and gender expression-biased bullying is among the most common forms of harassment in schools;

Whereas, School dropout rate for LGBTQ students is up to triple the national rate of non-LGBTQ students, due to peer harassment and bullying;

Whereas, We strive to ensure that District schools are consistently safe and affirming spaces for all students and their families;

Whereas, Human Relations, Diversity and Equity and Project 10 are resources for trainings, consultation, activities, lessons, and service-learning projects for and about LGBTQ concerns and are committed to fostering a safe and respectful District, school and community culture; and

Whereas, By recognizing National Coming Out Day we reaffirm our commitment to the 1988 Governing Board of the Los Angeles Unified School District's Resolution for the Respectful Treatment of All Persons; now, therefore, be it

Resolved, By recognizing October 11th as National Coming Out Day, the Governing Board of the Los Angeles Unified School District support policies, practices and curriculum that honor and respect lesbian, gay, bisexual, transgender, and questioning staff, students and their families.

TAB 31

Board Member Resolution for Initial Announcement

Ms. García - Building a Stronger Community and Workforce by Increasing College Awareness
(For Action at the October 2013 Meeting)

Whereas, The Los Angeles Unified School District (District) is committed to providing every student with a quality education;

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

Whereas, Attaining a college education serves as the gateway to better options and more opportunities;

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

Whereas, since taking office, President Obama has made historic investments in college affordability, increasing the maximum Pell Grant award for working and middle class families, creating the American Opportunity Tax Credit, and enacting effective student loan reforms eliminating bank subsidies and making college more affordable;

Whereas, in August 2013, President Obama outlined his new plan to combat rising college costs and make college affordable which would measure college performance through a new ratings system so students and families have the information to select schools that provide the best value for futures ties to increased federal student aid;

Whereas, The District recognizes that the opportunity to attend college is indispensable in preparing our students for success in life; and

Whereas, The District resolved to create educational equity by implementing A-G courses as a high school graduation requirement; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District, hereby declares October as College Awareness Month and directs the Superintendent to encourage all district staff to promote a college-going culture, during the month of October and each and every day throughout the year.

TAB 32

Board Member Resolution for Initial Announcement

Ms. García – Answering the Call with a Parent Hotline (For Action at the October 2013 Meeting)

Whereas, Communication between the Los Angeles Unified School District (LAUSD) and parents, community partners, and stakeholders is essential to increasing graduation rates;

Whereas, The current main telephone line for the district, (213) 241-1000, is outdated, ineffective, and cumbersome;

Whereas, The LAUSD is home to thousands of telephone numbers in its network of schools and offices; and

Whereas, Students and parents are outraged when their telephone calls pleading for help result in a maze of unresponsive telephonic transfers; now therefore be it

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to create a LAUSD Hotline for maximum access for parents and stakeholders with appropriate language support; and be it finally

Resolved, That the Board directs the Superintendent to report back in 45 days on the development of implementation plan and identification of needed resources.

TAB 33

Board Member Resolution for Initial Announcement

Ms. García - DACA Anniversary Calls on LAUSD to Do More (For Action at the October 2013 Meeting)

Whereas, The Los Angeles Unified School District has continued to find ways to meet the needs of our students to ensure they get to graduation;

Whereas, The District's identity is defined by its promise of equality, respect for diversity and commitment to innovation;

Whereas, Like education, citizenship is an important symbol of full membership and participation in society that should be encouraged, not barred;

Whereas, August 15th 2013, marked the one-year anniversary on which the Deferred Action for Childhood Arrivals (DACA) program began accepting petitions and provided an opportunity for certain young undocumented immigrants to remain in the country without fear of deportation, and allowed them to apply for work permits;

Whereas, When DACA initiated, the District responded to the call with fast solutions to improve records systems, and support for current and former students to obtain their school transcripts;

Whereas, The District created a centralized process wherein applicants can request and receive student records online or via mail free of charge within 24-48 hours;

Whereas, As of January 2013 the District received more than 10,000 requests;

Whereas, According to the National UnDACAmented Research Project (NURP), the USCIS has received 573,704 applications since the program was implemented and of those 430,236 have been approved;

Whereas, The one-year anniversary of the program offers an opportunity to look back at DACA's impact on the lives of young people, as well as the impact on the thousands of undocumented people that continue to wait on the long debated immigration reform;

Whereas, Partner organizations have held many DACA informational workshops around the District's boundary, educating hundreds of students and families that would qualify for the program;

Whereas, The current immigration system is broken, antiquated, and neglects the hard work and financial contribution immigrants make to our country. It separates families and creates backlogs for families seeking reunification;

Whereas, Since 2008, more than 1.6 million immigrants have been deported, and one in every 10 American children faces the threat of deportation of a parent;

Whereas, Keeping families together is not only the right thing to do, but is also good for the economy because families provide a base of support that increases worker productivity and spurs entrepreneurship;

Whereas, Immigration is a federal responsibility and a comprehensive approach to solve our broken immigration system would strengthen our District and the economy of our country and allows aspiring citizens to make an even greater contribution to our communities;

Whereas, Students should not be punished for their immigration status. Instead, they should be given recognition for their sacrifice, hard work, and determination;

Whereas, A comprehensive, as well as compassionate, approach to solve our broken immigration system should be one that works for all communities and families in America; and

Whereas, A just immigration reform must ensure that it reflects one of our basic values—that we all are created equal—thus immigration reform must recognize each immigrant’s full humanity; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District urges the President and the Congress of the United States to take an immediate humane and just approach to solving our nation’s broken immigration system and ending family separation through deportation;

Resolved further, That the Board directs the Superintendent and staff to work in partnership with our DACA leaders to make available our elementary schools and host informational workshops to increase the number of students and families that would benefit from this program and asks the Los Angeles County Office of Education to do the same; and be it finally

Resolved, That the Board instructs the Superintendent and the Office of Government Relations to forward this resolution to the Speaker of the House of Representatives, the Democratic Leader of the House of Representatives, the Senate Majority Leader, the Senate Minority Leader, members of the California Congressional and State Legislative Delegation.