

**MOTIONS/RESOLUTIONS PRESENTED TO  
THE LOS ANGELES CITY BOARD OF EDUCATION FOR CONSIDERATION**

**SUBJECT:** Preserving and Sustaining School Gardens

**DATE NOTICED:** June 12, 2007

**PRESENTED FOR ACTION:** July 10, 2007

**PRESENTED BY:** Ms. Canter/Ms. Korenstein

**MOVED/SECONDED BY:**

**MOTION:**

**RESOLUTION:** X

Whereas, School gardens can provide children access to fresh, healthy food and physical activity programs, which are not otherwise available to them;

Whereas, Such gardens also provide opportunities for family and community involvement in schools, academic achievement, environmental stewardship, work preparedness and appreciation for the natural world;

Whereas, The California Superintendent of Instruction in 1997 announced a state goal of establishing “a garden in every school”; and

Whereas, Governor Schwarzenegger signed legislation this year which provides \$15 million for school gardens through the 2008-2009 school years; now, therefore, be it

Resolved, that the Governing Board of the Los Angeles Unified School District directs the Superintendent to:

1. Mandate the preservation of existing gardens in District schools;
2. Promote the use of school garden produce in school cafeterias through salad bars and other means;
3. Develop and evaluate school garden pilots in the District to facilitate a more systematic roll out of “a garden in every school” program;
4. Establish pilot programs which link school and community gardens, similar to those at Venice and North Hollywood High Schools, to evaluate logistical issues, shared resources, cost factors, community engagement with the schools, etc.;
5. Work with the City of Los Angeles and the State of California to establish and ensure ongoing financial support for school gardens;
6. Re-establish horticultural resource centers in the District to provide educational curricula and professional development for garden instructors, students and their gardens.

**AYES**

**NOES**

**ABSTAIN**

**ABSENT**

<b>Ms. Canter</b>				
<b>Ms. Flores Aguilar</b>				
<b>Ms. Galatzan</b>				
<b>Ms. Korenstein</b>				
<b>Ms. LaMotte</b>				
<b>Dr. Vladovic</b>				
<b>Ms. García</b>				
<b>TOTAL</b>				

**ACTION: WITHDRAWN**

**MOTIONS/RESOLUTIONS PRESENTED TO  
THE LOS ANGELES CITY BOARD OF EDUCATION FOR CONSIDERATION**

**SUBJECT:** Creating and Maintaining a Safe School Environment

**DATE NOTICED:** June 12, 2007

**PRESENTED FOR ACTION:** July 10, 2007

**PRESENTED BY:** Ms. LaMotte/Ms. Galatzan/  
Ms. Canter

**MOVED/SECONDED BY:** Ms. LaMotte/  
Ms. Galatzan

**MOTION:**

**RESOLUTION:** X

Whereas, Improved student achievement requires an environment that is conducive to learning (i.e., clean, secure, and safe for students, teachers, and staff);

Whereas, Low-performing schools are disproportionately located in communities plagued with problems (such as drugs, prostitution, and gangs) that obstruct the free, comfortable use of public educational facilities;

Whereas, Section 370 of the California Penal Code defines a “public nuisance” as an obstruction to the free use of property, so as to interfere with the comfortable enjoyment of life or property by an entire community or neighborhood, or by any considerable number of persons, or unlawfully obstructs the free passage or use, in the customary manner;

Whereas, Such obstruction caused by loitering gang members violates Los Angeles County Code 13.44.010 B, which states it is unlawful for a member of a “criminal street gang” or individual who is in the company of or acting in concert with a member of a street gang to loiter or idle in a “public place”; and

Whereas, The State of California has upheld the enforcement of these laws in communities where gangs have harassed and intimidated residents; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District, in providing students with the safest educational environment possible, directs the Superintendent to partner with the Los Angeles City Attorney’s Office in the enforcement of Section 370 of the California Penal Code where applicable and Los Angeles County Code 13.44.010B around and on school campuses;

Resolved further, That the Board directs the Superintendent to pursue City, State, and Federal funding that is, or may become, available for the enforcement of statutes, including, but not limited to Section 370 of the California Penal Code where applicable and Los Angeles City County Code 13.44.010B and any other applicable legal authority around and on school campuses; and be it

Resolved further, that the Board of Education directs the Superintendent to provide continued support of the School Safety Collaborative or equivalent school safety group in order to secure a dedicated grant writer for the sole purpose of obtaining funding for the safety collaborative program, for the development of enforcement plans and strategies, dissemination of arrest information, and safety statistics to the respective governing School Site Council or group;

**SUBJECT: Creating and Maintaining a Safe School Environment**

Resolved further, That the Superintendent coordinate efforts in furtherance of this resolution with other entities working in the area;

Resolved further, That the Board directs the Superintendent to create an internal/external assessment process of the safety collaborative with PERB as the internal partner;

Resolved further, That the existing safety collaboratives serve as the Pilot for the mandates of this motion, and the Organizational Facilitator/Operations Coordinators for each Local District provide support and tactical assistance to schools that wish to establish safety collaboratives or equivalent safety groups; and be it finally

Resolved, That the Board supports the implementation and enforcement of a school's Uniformed Dress Code if there is documentation that the policy has been fully vetted and approved by all stakeholders of the school with the stated objective of increasing safety and ultimately, by eliminating disruptions to the instructional process, improve students' and the schools' academic performance.

	<u>AYES</u>	<u>NOES</u>	<u>ABSTAIN</u>	<u>ABSENT</u>
<b>Ms. Canter</b>	X			
<b>Ms. Flores Aguilar</b>	X			
<b>Ms. Galatzan</b>	X			
<b>Ms. Korenstein</b>	X			
<b>Ms. LaMotte</b>	X			
<b>Dr. Vladovic</b>	X			
<b>Ms. García</b>	X			
<b>TOTAL</b>	<b>7</b>			

**ACTION: ADOPTED AS AMENDED**

**MOTIONS/RESOLUTIONS PRESENTED TO  
THE LOS ANGELES CITY BOARD OF EDUCATION FOR CONSIDERATION**

**SUBJECT:** District Accountability: Transformation Metrics

**DATE NOTICED:** July 3, 2007

**PRESENTED FOR ACTION:** July 10, 2007

**PRESENTED BY:** Ms. García/  
Ms. Flores Aguilar/Ms. Galatzan

**MOVED/SECONDED BY:** Ms. Flores Aguilar/  
Dr. Vladovic

**MOTION:**

**RESOLUTION:** X

Whereas, The Board of Education of the City of Los Angeles is ultimately responsible for the Los Angeles Unified School District's success and for improving student learning and achievement;

Whereas, In order for the Board to set effective policy that will lead to improved learning and student achievement and District success, the Board must have accurate and meaningful data related to student learning, student achievement, student retention, student safety, teacher and administrator performance, employee satisfaction, cost effectiveness and other areas related to overall District performance;

Whereas, The Board and the Superintendent should use well developed measures of performance to determine how well the District is performing and how rapidly it is improving;

Whereas, The Board, in collaboration with the Superintendent, should set annual targets for each key performance measure in accomplishing the Board's Vision, Mission, and the Superintendent's Guiding Principles and objectives;

Whereas, The Board must hold the Superintendent accountable for the performance of the District;

Whereas, Student and District performance data should be made available to the public in an easy to read and understand format so that the public can interpret how well the District is doing on key performance measures and can hold the District accountable for results;

Whereas, The current Superintendent has articulated that using data to drive decisions is one of his core principles for transforming the District; now, therefore, be it

Resolved, That the Board of Education of the City of Los Angeles commits to using student and District performance data in order to drive policy decisions;

Resolved further, That the Board directs the Superintendent to deliver a comprehensive report within 30 days which identifies the measures that the District is currently using to determine system performance;

Resolved further, That the Board directs the Superintendent to deliver within 90 days a Performance Measurement Plan which identifies and defines the approach that the Division of Accountability and System-wide Performance will use to measure the short and long term performance of the District in meeting the Board's Vision, the Mission, and the Superintendent's Guiding Principles and objectives on an annual basis;

Resolved further, That the following outcome and activity data be considered for inclusion in the performance measures developed by the Division of Accountability and System-wide Performance to determine the effectiveness of teachers, schools, local districts, the central offices, and the District as a whole:

**SUBJECT: District Accountability: Transformation Metrics**

- Graduation rates
- College acceptance, placement, and eligibility rates (by 2-year and 4-year colleges)
- API scores
- California Standardized Test results
- CAHSEE results
- CELDT scores
- ELL Redesignation rates
- Percentage of students taking/passing A-G courses
- Student retention rates (including reasons student left school)
- Drop-out rates (including reasons student left school)
- Student and teacher attendance rates
- Number of safety incidents reported by campus
- Number U of student disciplinary actions taken (suspensions, expulsions, alternatives to suspension, etc.)
- Parent satisfaction (based on surveys)
- Employee satisfaction (based on surveys)
- Employee staffing/vacancy rates
- Financial performance, operational performance, and cost-effectiveness of programs and services;

Resolved further, That the Board directs the Superintendent to deliver within 90 days, following submission of the Performance Measurement Plan, the First Annual Performance Report indicating system-wide effectiveness;

Resolved further, That the Annual Performance Report will include: 1) an executive summary; 2) a detailed report; 3) and a summary report that is designed for use by parents and the community at large;

Resolved further, That the Annual Performance Report be based on growth measures rather than static measures wherever available, appropriate, and relevant, and include the detail of each indicator by student subgroup, Board District, school type wherever available, appropriate, and relevant;

Resolved further, That through the Superintendent’s strategic planning process, the Superintendent will set annual, District-wide targets for each key performance measure. The Superintendent will report to the Board on an annual basis, the extent to which these targets were met. This report will be followed by scheduled committee meetings to discuss specific results and action steps in more detail; and be it finally

Resolved, That the Board will use the District’s performance, as determined by these measures, to drive policy decisions and also to hold the Superintendent and the District as a whole accountable for result

**AYES                      NOES                      ABSTAIN                      ABSENT**

<b>Ms. Canter</b>	<b>X</b>			
<b>Ms. Flores Aguilar</b>	<b>X</b>			
<b>Ms. Galatzan</b>	<b>X</b>			
<b>Ms. Korenstein</b>	<b>X</b>			
<b>Ms. LaMotte</b>		<b>X</b>		
<b>Dr. Vladovic</b>	<b>X</b>			
<b>Ms. García</b>	<b>X</b>			
<b>TOTAL</b>	<b>6</b>	<b>1</b>		

**ACTION: ADOPTED**

**MOTIONS/RESOLUTIONS PRESENTED TO  
THE LOS ANGELES CITY BOARD OF EDUCATION FOR CONSIDERATION**

**SUBJECT:** Resolution to Address Payroll Emergency Recovery and Better Tools for Schools Implementation

**DATE NOTICED:** July 3, 2007

**PRESENTED FOR ACTION:** July 10, 2007

**PRESENTED BY:** Ms. García/Dr. Vladovic/  
Ms. Galatzan

**MOVED/SECONDED BY:** Dr. Vladovic/  
Ms. Flores Aguilar

**MOTION:**

**RESOLUTION:** X

Whereas, The Los Angeles Unified School District is committed to paying its employees on time and accurately;

Whereas, If the District does not pay its employees accurately, it is critical that it responds quickly, effectively and with courtesy to employees' complaints about inaccurate compensation and fix the problems;

Whereas, If employees are consistently paid inaccurately and their complaints about inaccurate pay are not responded to quickly and effectively, then they will likely have lower morale at work and this can directly impact student achievement;

Whereas, The District implemented and issued the first paychecks for certificated employees under the new Business Tools for Schools (BTS) system on February 5, 2007;

Whereas, Since February 5, 2007, many employees have received inaccurate pay;

Whereas, Since February 2007, employees throughout the District have complained regularly that they have been forced to travel downtown and wait in long lines to receive checks;

Whereas, From this first payroll onward, the portions of the BTS system which relate to payroll and human resources have experienced significant problems;

Whereas, The leadership of United Teachers Los Angeles and the other unions representing District employees have communicated very clearly that it is a top priority for their members to get the BTS system fixed and get every employee in the District paid accurately and on time;

Whereas, The District regrets that employees and taxpayers have had to endure problematic pay cycles;

Whereas, The District contracted with the firms of Deloitte & Touche, LLP, and SAP, at significant cost, to provide the District with an integrated and modern system to bring greater efficiency and transparency to District operations;

Whereas, It is critical that the District continue to mitigate issues around payroll affecting our valuable employees; now, therefore, be it

**SUBJECT:** Resolution to Address Payroll Emergency Recovery and Better Tools for Schools Implementation

Resolved, That the Board of Education of the City of Los Angeles directs the Superintendent to issue a report that includes the following issues no later than August 5, 2007:

- The date that the District commits to hit for resolving all major issues related to the BTS implementation, as well as a detailed week by week and/or month by month plan for what issues will get resolved and when;
- The total estimated additional cost required to fix all of the major issues related to the BTS implementation;
- A detailed plan of how to, most quickly and effectively, resolve employees' service complaints related to pay before all of the issues with BTS system are fixed;
- An assessment of the possibility of outsourcing some or all of the District's payroll to a third party payroll provider for a temporary period of time while the District fixes the existing system;

Resolved further, That by August 5, all employees will receive a reconciliation statement from the District that shows the amounts each employee has been paid since the BTS system was implemented and the amounts each employee is owed. This should include reconciliation for contributions made to STRS, PERS and PARS;

Resolved further, That until all outstanding issues related to the BTS implementation are resolved, the District will operate emergency pay centers in 4 regional areas and these emergency pay centers will either have the capacity to issue reconciliation checks directly or will receive checks in a timely manner from the central office and distribute those checks directly at the emergency pay center;

Resolved further, That by August 5 the Superintendent will contact successful implementers, including school districts, to learn from them;

Resolved further, That prior to August 1, the Superintendent and his payroll implementation team meet with the Los Angeles City Controller and her equivalent team to discuss the successful and recent implementation of a new payroll system for the City of Los Angeles;

Resolved further, That the Board directs the Superintendent to provide a separate detailed report on the BTS implementation to the Board by August 5, 2007. The report will include an analysis of the BTS implementation to date, which includes, at a minimum,

- The total number of employees that have received incorrect pay since the BTS system was implemented,
- A percentage breakdown by position of the employees who received incorrect pay;

**SUBJECT:** Resolution to Address Payroll Emergency Recovery and Better Tools for Schools Implementation

- A breakout of the total amount of money that has been overpaid to employees and not collected, as well as a breakout of the total amount of money that is currently due to all employees;
- A description of any late payments to STRS, PERS, and PARS accounts of employees;

Resolved further, That under no circumstances will additional money to complete the BTS implementation be taken from schools or from educational programs; and be it finally

Resolved, That the District hire an independent third party entity to monitor and audit the implementation of the BTS system moving forward.

	<u>AYES</u>	<u>NOES</u>	<u>ABSTAIN</u>	<u>ABSENT</u>
<b>Ms. Canter</b>	<b>X</b>			
<b>Ms. Flores Aguilar</b>	<b>X</b>			
<b>Ms. Galatzan</b>	<b>X</b>			
<b>Ms. Korenstein</b>	<b>X</b>			
<b>Ms. LaMotte</b>	<b>X</b>			
<b>Dr. Vladovic</b>	<b>X</b>			
<b>Ms. García</b>	<b>X</b>			
<b>TOTAL</b>	<b>7</b>			

**ACTION: ADOPTED AS AMENDED**

**MOTIONS/RESOLUTIONS PRESENTED TO  
THE LOS ANGELES CITY BOARD OF EDUCATION FOR CONSIDERATION**

**SUBJECT:** “Diplomas for All”: Increasing the Number of High School Graduates

**DATE NOTICED:** July 3, 2007

**PRESENTED FOR ACTION:** July 10, 2007

**PRESENTED BY:** Ms. García

**MOVED/SECONDED BY:** Ms. Flores Aguilar/  
Ms. García

**MOTION:**

**RESOLUTION:** X

Whereas, The Board of Education of the City of Los Angeles is responsible for ensuring that children educated in the Los Angeles Unified School District have the opportunity to receive a quality education that earns them a meaningful, A-G high school diploma, and are college prepared and career ready;

Whereas, The Board believes that it is unacceptable that only 28,421 students graduated from the 12<sup>th</sup> grade in 2006-07 in spite of the fact that over 68,802 students started in the 9<sup>th</sup> grade four years earlier;

Whereas, A “Diplomas for All” policy requires that the District develop and implement a comprehensive strategy that includes a strong instructional program, leadership training and development;

Whereas, In the competitive environment of the 21<sup>st</sup> Century it is essential for individuals in Los Angeles to have a high school diploma in order to obtain a living wage; and

Whereas, The Board believes that the District has the potential to become the best school district in the nation and a system that successfully educates children who attend its schools; now, therefore, be it

Resolved, That the Board of Education of the City of Los Angeles is committed to a goal that all students that start school in the Los Angeles Unified School District, and do not move out of the District, transfer to an independent charter school, or go to a private school will receive an excellent education and graduate from the District college prepared and career ready;

Resolved further, That the Board directs the Superintendent to deliver a comprehensive, eight- year, strategic plan within the next 120 days aligned to the Superintendent’s Strategic Plan which includes principle strategies needed for successful implementation (i.e. professional development, re-classification of English Learners, culturally relevant pedagogical training for teachers of Standard English Language Learners, especially the four lowest performing sub-groups, etc.), benchmarks for measuring progress with annual targets to significantly increase graduation rates, and a student tracking mechanism consistent with the performance measures developed by the Division of Accountability and System-wide Performance that would allow the District to accurately measure its progress against the plan. This comprehensive, long-term, strategic plan should include extensive detail for the reforms and strategies that the District will implement over the next two years, including adult school and all other diploma track programs; and be it finally

**SUBJECT:** “Diplomas for All”: Increasing the Number of High School Graduates

Resolved, That the Board directs the Superintendent to report to the Board semi-annually to discuss the progress the District is making towards the graduation of all students by 2015. The report shall include an analysis of the reasons for why the District has or has not met its graduation targets in the prior years as well as a detailed description of any new strategies the Superintendent will use in the subsequent year in order to increase the number of graduates. The report must also show how the budget for the subsequent year will be aligned with the District’s key priorities.

	<u>AYES</u>	<u>NOES</u>	<u>ABSTAIN</u>	<u>ABSENT</u>
<b>Ms. Canter</b>	X			
<b>Ms. Flores Aguilar</b>	X			
<b>Ms. Galatzan</b>	X			
<b>Ms. Korenstein</b>	X			
<b>Ms. LaMotte</b>	X			
<b>Dr. Vladovic</b>	X			
<b>Ms. García</b>	X			
<b>TOTAL</b>	<b>7</b>			

**ACTION: ADOPTED AS AMENDED**

**MOTIONS/RESOLUTIONS PRESENTED TO  
THE LOS ANGELES CITY BOARD OF EDUCATION FOR CONSIDERATION**

**SUBJECT:** English Learners: Hope on the Horizon

**DATE NOTICED:** July 3, 2007

**PRESENTED FOR ACTION:** July 10, 2007

**PRESENTED BY:** Ms. García/  
Ms. Flores Aguilar

**MOVED/SECONDED BY:** Ms. Flores Aguilar/  
Ms. Korenstein

**MOTION:**

**RESOLUTION:** X

Whereas, The Los Angeles Unified School District has undertaken the responsibility to provide every student with a high quality education and a coherent and rigorous curriculum leading to high school graduation college prepared and career ready;

Whereas, The District has framed the vision of providing every student with a stellar, state-of-the-art pre-kindergarten through 12<sup>th</sup> grade education within a safe and caring environment;

Whereas, The District is committed to fully engaging parents and the community in its quest for excellent teaching and learning;

Whereas, The District has expressed its commitment to close the achievement gap among the lowest performing students in the District. And, in accordance with the resolution unanimously approved in 2002, schools, local district staff, and central office personnel were encouraged to “fully embrace and implement the Title III initiative in its entirety, holding schools as well as local and central offices accountable for the academic success of English Learners.”

Whereas, The District provides services to approximately 290,000 English Learners in some 840 schools and education centers through structured English immersion programs, basic bilingual programs, dual language programs, and newcomer programs;

Whereas, The District adopted The Action Plan for Closing the Achievement Gap which includes the implementation of rigorous, standards-based instruction taught through culturally responsive pedagogy;

Whereas, The District recognizes the need to support the District-wide vision, focus, and set of expectations to eliminate alarming dropout rates, the persistent gap in achievement, and the inequitable access to high quality instructional programs for English Learners and all low-performing students;

Whereas, The District is in the process of developing and refining a cohesive approach to curricular, instructional and professional development needs that will create a sound foundation for success of English Learners and all low-performing students;

Whereas, The Elementary and Secondary Divisions of Instruction recognize the need to collaborate in the content areas across pre-kindergarten through 12<sup>th</sup> grade configurations to create a cohesive pre-kindergarten through 12<sup>th</sup> grade curriculum;

Whereas, The data demonstrate that current standards-based curriculum and instruction are not coherently or skillfully implemented and that this lack of coherence and accountability contributes to a culture of lowered expectations that affects English language development progress and student achievement levels of some English Learners, immigrant students, and low-performing students;

Whereas, 84% of English Learners in the elementary grades receive instruction in the Structured English Immersion Program;

**SUBJECT:** English Learners: Hope on the Horizon

Whereas, 78% of English Learners in the secondary grades receive instruction totally in English;

Whereas, Approximately 49% of English Learners who received all their elementary instruction in the District entered middle school without reclassifying;

Whereas, Approximately 37% of English Learners who received all their kindergarten through 8<sup>th</sup> grade instruction in the District matriculated from middle school into high school without reclassifying;

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

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

Whereas, The percentage of English Learners in the secondary grades who score Proficient or Above in the CST – English Language Arts is 3%;

Whereas, The percentage of English Learners in the secondary grades who score Proficient or Above in the CST – Mathematics is 4%; now, therefore, be it

Resolved, That the Board of Education of the City of Los Angeles directs the Superintendent to fully implement the Title III initiative in its entirety, holding school sites as well as local and central offices accountable for the academic success of English Learners in pre-kindergarten through high school that is based on defined goals and benchmarks identified in a comprehensive plan;

Resolved further, That the Superintendent implements or designs as needed, a comprehensive English Language Development support system that meets the needs of English Learners, Immigrant Students, Standard English Learners, and all low-performing subgroups in elementary, middle, and high schools to be implemented in 2008-09;

Resolved further, That the Board directs the Superintendent to develop a comprehensive professional development plan that strengthens the knowledge and skills of teachers to meet the needs of English Learners, immigrant students, Standard English Language Learners, homeless students, and all low-performing subgroups in pre-kindergarten through high school;

Resolved further, That the Board directs the Superintendent to implement a comprehensive Structured English Immersion program, dual plus language programs, and Alternative Instructional programs for pre-kindergarten and full-day kindergarten;

Resolved further, That the Superintendent directs the newly established position of Deputy Superintendent for Professional Learning, Development, and Leadership to continue to strengthen and expand the existing professional development for teachers in all instructional programs;

Resolved further, That the Superintendent directs the Division of Instruction, the Deputy Superintendent for Professional Learning, Development, and Leadership, and Local District Superintendents to work to ensure that teachers continue to analyze the achievement of all students to drive instruction;

Resolved further, That the Board directs the Superintendent to ensure that the Office of Parent and Civic Engagement works with the Division of Instruction to develop a parent friendly, easily accessible mechanism to inform parents of the instructional options available for initial placement for pre-kindergarten English Learners and all other learners, as needed or indicated by data;

**SUBJECT:** English Learners: Hope on the Horizon

Resolved further, That the Superintendent directs the Office of Accountability and System-wide Performance to develop a transition program that monitors progress, provides continued support, and ensures access of recently reclassified English Learners and all other learners, as needed or indicated by data, to a rigorous, content-based, grade level curriculum;

Resolved further, That the Superintendent affirms his commitment to convening state and national experts on English Learners, immigrant students, Standard English Learners, homeless students, and all low-performing subgroups in a summit to be held within 150 days;

Resolved further, That the Superintendent supports and monitors alignment of after-school intervention and enrichment programs that build from classroom instruction and provide curriculum and programming appropriate to an after-school environment for English Learners, immigrant students, Standard English Learners, homeless students, and all low-performing subgroups;

Resolved further, That the Superintendent supports and monitors a CAHSEE preparation program for middle and high school students;

Resolved further, That the Superintendent directs the newly established Deputy Superintendent for Professional Learning, Development, and Leadership to enhance and differentiate a program of on-going professional development for teachers in pre-kindergarten through high school assigned to programs designed for English Learners, immigrant students, Standard English Learners, homeless students, and all low-performing subgroups as determined by data and need;

Resolved further, That the Superintendent directs the newly established Deputy Superintendent for Professional Learning, Development, and Leadership to work in partnership with the Office of Parent and Civic Engagement and community based organizations with expertise on parent/guardian engagement to develop a parent training program for parents of English Learners, immigrant students, Standard English Learners, homeless students, and all low-performing subgroups;

Resolved further, That the Superintendent convenes the appropriate administrative staff to modify current policies to develop new practices, strategies, and procedures to inform parents of English Learners, immigrant students, Standard English Learners, homeless students, low performing subgroups, and all students of their options when deciding about District-wide support, enrichment, and intervention programs;

Resolved further, That the Superintendent directs staff to design an information sharing mechanism that includes an easily accessible, parent friendly tracking report to indicate a student's course selection, current ELD level, and reclassification status and that this report be made available in multiple languages;

Resolved further, That the Superintendent reports back to the Board in six months on the methods of professional and staff development, parent outreach and evaluation that have been employed for implementation by the central offices and local districts; and be it finally

**SUBJECT:** English Learners: Hope on the Horizon

Resolved, That the implementation of all of the above items will begin after the Superintendent's presentation and approval of budget and fiscal implications.

	<u>AYES</u>	<u>NOES</u>	<u>ABSTAIN</u>	<u>ABSENT</u>
<b>Ms. Canter</b>	X			
<b>Ms. Flores Aguilar</b>	X			
<b>Ms. Galatzan</b>	X			
<b>Ms. Korenstein</b>	X			
<b>Ms. LaMotte</b>	X			
<b>Dr. Vladovic</b>	X			
<b>Ms. García</b>	X			
<b>TOTAL</b>	7			

**ACTION: ADOPTED AS AMENDED**

**MOTIONS/RESOLUTIONS PRESENTED TO  
THE LOS ANGELES CITY BOARD OF EDUCATION FOR CONSIDERATION**

**SUBJECT:** Parent Participation

**DATE NOTICED:** July 3, 2007

**PRESENTED FOR ACTION:** July 10, 2007

**PRESENTED BY:** Ms. García/Ms. Korenstein/  
Ms. Flores Aguilar

**MOVED/SECONDED BY:** Ms. Flores Aguilar/  
Ms. Korenstein

**MOTION:**

**RESOLUTION:** X

Whereas, In order for the Los Angeles Unified School District to become the best school district in the country and an educational system in which all students are able to receive a quality high school diploma, the District must effectively involve parents in the educational experiences of the students it serves;

Whereas, For purposes of this resolution, the definition of parents includes guardians;

Whereas, The Board of Education of the City of Los Angeles believes that effectively involving parents includes the following activities: welcoming parents into schools regularly; educating parents on what their children are experiencing at school; regularly communicating with parents through multiple means of communication; offering parents a wide variety of ways to get involved in their children's educational experiences at school, after school or on weekends; providing services to parents when possible; and quickly and respectably responding to parents' requests;

Whereas, Research has validated that parental involvement in public schools has been a key factor in producing measurable gains in student academic success, closing the achievement gap, reducing dropout rates, increasing graduation rates, promoting positive adolescent behavior, and furthering student's emotional development;

Whereas, The District, in April 2006, developed a Title I Parent Involvement Policy to better engage parents and more explicitly define parental roles and responsibilities in Title I schools;

Whereas, The Superintendent stated in his Annual State of the Schools speech in 2007 that empowering and engaging parents was one of his core principles for reforming the District;

Whereas, The Superintendent has proposed to create the Office of Parent and Civic Engagement (OPCE), which will engage parents in the community and be responsible for all parent involvement programs and activities to better incorporate parents into schools;

Whereas, The Board believes that it is the responsibility of all employees in the District to value parents and effectively involve parents in schools and the District as a whole; now, therefore, be it

Resolved, That the Board of Education of the City of Los Angeles is committed to effectively involving parents in schools and in the Los Angeles Unified School District as a whole;

Resolved further, That every school in the District should identify one or more persons who has direct responsibility for engaging parents and ensure, via the school plan, that the person(s) has the resources necessary for effective parent engagement

**SUBJECT: Parent Participation**

Resolved further, That the Board strongly supports the Superintendent’s commitment to the empowerment, education, and engagement of parents as a guiding principle for transforming the District;

Resolved further, That the Board directs the Superintendent to deliver within 90 days a year end report on the effectiveness of the implementation of the Title I Parent Involvement Policy during the 2006-2007 school year. This report should be aligned to the Superintendent Strategic Plan and include the following types of information: 1) assessment of the number of schools that implemented the policy; 2) the impact on parent involvement; 3) an evaluation of parent satisfaction with school consistent with the performance measures developed by the Division of Accountability and Systemwide Performance, where possible; 4) an assessment by the Division of Accountability and Systemwide Performance of the effectiveness, best practices, and challenges of the policy; and be if finally

Resolved, That the Board directs the Superintendent to deliver within 150 days a detailed plan that outlines how the Office of Parent and Civic Engagement intends to improve parent engagement, parent capacity and empowerment in the District, and provide at a minimum the following:

- A description of goals of the Office of Parent and Civic Engagement and a plan for how those goals will be carried out,
- An outline of the process and training that will be used by the District to train administrators, classified staff, and teachers to better engage parents at schools sites,
- An overview of the different parent engagement programs that the Office of Parent and Civic Engagement will be recommending to schools,
- A description of the performance measures to be used by the Division of Accountability and Systemwide Performance to hold the District accountable for results for parent engagement,
- A budget for the Office of Parent and Civic Engagement, and
- Input from parents as well as community leaders with expertise in parent engagement.

	<u>AYES</u>	<u>NOES</u>	<u>ABSTAIN</u>	<u>ABSENT</u>
<b>Ms. Canter</b>	X			
<b>Ms. Flores Aguilar</b>	X			
<b>Ms. Galatzan</b>	X			
<b>Ms. Korenstein</b>	X			
<b>Ms. LaMotte</b>	X			
<b>Dr. Vladovic</b>	X			
<b>Ms. García</b>	X			
<b>TOTAL</b>	<b>7</b>			

**ACTION: ADOPTED AS AMENDED**

**MOTIONS/RESOLUTIONS PRESENTED TO  
THE LOS ANGELES CITY BOARD OF EDUCATION FOR CONSIDERATION**

**SUBJECT:** Leaders of Leaders Program

**DATE NOTICED:** July 3, 2007

**PRESENTED FOR ACTION:** July 10, 2007

**PRESENTED BY:** Ms. García

**MOVED/SECONDED BY:** Ms. Canter/  
Dr. Vladovic

**MOTION:**

**RESOLUTION:** X

Whereas, In order for the Los Angeles Unified District to become a district where all students graduate from high school with meaningful high school education it must have quality principals leading every pre-kindergarten-12 school;

Whereas, Principals, teachers, and counselors as collaborative leaders are essential to the success of the schools they lead and are the instructional leaders responsible for inspiring teachers, classified staff, students, parents and the community;

Whereas, In order to effectively lead schools, the District must invest both in developing aspiring principals from its teacher, counselor, coach, coordinator, and assistant principal ranks at all levels, pre-kindergarten-12, and in developing its existing principals to ensure that they are experts in instructional leadership and school management;

Whereas, The District recognizes that implementation may require consultation and negotiation with some bargaining unions;

Whereas, Creating a district in which all employees are lifelong learners is one of the five guiding principles that the Superintendent has stated will be the foundation for transforming the District; now, therefore, be it

Resolved, That the Board of Education of the City of Los Angeles directs the Superintendent to create a new, comprehensive Principal Leadership Program focused on developing outstanding new principals and on providing principals with additional support in their first two years;

Resolved further, That the primary purpose of the Principal Leadership Program will be to develop principals who will be strong instructional leaders, effective managers, parent and community centered and focused intensely on student achievement at all grade levels, pre-kindergarten-12;

Resolved further, That the Principal Leadership Program be developed during the 2007-2008 school year and launched before the start of the 2008-2009 school year; and be it finally

Resolved, That the Board directs the Superintendent to deliver, within 150 days, a detailed plan for the Principal Leadership Program that will be aligned to the Strategic Plan and will be launched before the start of the 2008-2009 school year. This plan should include at a minimum:

**SUBJECT:** Leaders of Leaders Program

- A detailed description of the Principals Leadership Program for both aspiring principals as well as for first and second year principals;
- Target number of aspiring principals and first and second year principals that will be developed annually through the Principal Leadership Program;
- Projected cost of the Principal Leadership Program;
- Potential sources of philanthropy to fund the Principal Leadership Program;
- Partners, such as Teach for America and their School Leadership Initiative, that will be used to help develop the Principal Leadership Program;
- Partners and/or District staff that will be used to help in the delivery of the Principal Leadership Program;
- Performance measures developed by the Division of Accountability and System-wide Performance that will be used to determine the effectiveness of the Principal Leadership Program;
- Recommendation of changes to make to the principal recruitment and hiring processes;
- Description of the relationship between the Principal Leadership Program and university credentialing programs;
- A plan to recruit, develop and retain principals that represent the diverse population of the District.

	<u>AYES</u>	<u>NOES</u>	<u>ABSTAIN</u>	<u>ABSENT</u>
<b>Ms. Canter</b>	<b>X</b>			
<b>Ms. Flores Aguilar</b>	<b>X</b>			
<b>Ms. Galatzan</b>	<b>X</b>			
<b>Ms. Korenstein</b>	<b>X</b>			
<b>Ms. LaMotte</b>			<b>X</b>	
<b>Dr. Vladovic</b>	<b>X</b>			
<b>Ms. García</b>	<b>X</b>			
<b>TOTAL</b>	<b>6</b>		<b>1</b>	

**ACTION:** ADOPTED AS AMENDED

**MOTIONS/RESOLUTIONS PRESENTED TO  
THE LOS ANGELES CITY BOARD OF EDUCATION FOR CONSIDERATION**

**SUBJECT:** Small Schools for Success

**DATE NOTICED:** July 3, 2007

**PRESENTED FOR ACTION:** July 10, 2007

**PRESENTED BY:** Ms. García/  
Ms. Flores Aguilar

**MOVED/SECONDED BY:** Ms. Flores Aguilar/  
Ms. García

**MOTION:**

**RESOLUTION:** X

Whereas, In 2006, the California Standardized Testing (CST) indicated that 72% and 71% of 7<sup>th</sup> grade students in the Los Angeles Unified School District were not performing at grade level in English and math, respectively. The CST further indicated that 77% and 54% of 10<sup>th</sup> grade students in the District are not performing at grade level in English and math, respectively;

Whereas, 90% of District secondary schools are larger than the state average, with the average size of middle schools being 1,960 with some middle schools serving over 3,100 students compared to the state average of 858, and the average size of District high schools is 2,770 with some high schools serving as many as 4,700 students compared to the state average of 1,498;

Whereas, The District is currently in the middle of the largest public bond program in United States history that is in place to help make up for decades of neglect our students had to endure;

Whereas, The huge enrollment growth led to severely overcrowded schools, the need for involuntary busing, the use of portables that are not supported by core facilities and the institution of the Concept 6 calendar that provides 17 less days in the academic calendar;

Whereas, The District's latest local school bond, Measure Y, provided the funding for elementary projects, enabling the District to complete its long term goal of providing a 2-semester neighborhood school for all students;

Whereas, Research has shown that making schools smaller is one strategy that school districts have taken to help increase student achievement, improve attendance rates, and lower dropout rates;

Whereas, The Board of Education of the City of Los Angeles passed a resolution in July of 2004, stating its support of smaller learning environments through the development of Small Learning Communities (SLC) in schools and the Superintendent has expressed a desire to develop Small Learning Communities at many of the District's low performing middle schools;

Whereas, Another strategy school districts have used for making middle schools smaller (in addition to Small Learning Communities) is to transform elementary schools into K-8 schools;

Whereas, K-8 schools can further facilitate stability for young adolescents by eliminating the transition from elementary to middle school and grant older students the opportunity to serve as mentors/tutors to younger students;

Whereas, Small schools, including K-8 schools, assist teachers in identifying and preventing students who may be failing or on the verge of dropping out, allow teachers to better understand their students emotions and academic needs, improve instructional sharing among the faculty, and strengthen relationships among teachers;

**SUBJECT:** Small Schools for Success

Whereas, Smaller schools, including K-8 schools, enable students to develop more personal relationships with administrators and teachers and are generally safer;

Whereas, Small schools, including K-8 schools, increase the likelihood that parents will be engaged in their child's school and form parent communities that will be actively involved in their child's education;

Whereas, Parents in communities throughout the District have asked for more small schools and for their elementary and middle schools to be transformed into K-8 schools where possible;

Whereas, Making school facilities, such as libraries, gymnasiums, athletic fields, and swimming pools in new and existing schools more accessible to surrounding communities will increase the likelihood that communities are more engaged in their schools and will help to uplift communities surrounding schools; now, therefore, be it

Resolved, That the Board of Education of the City of Los Angeles is committed to identifying and maximizing joint-use opportunities wherever possible for all new and existing schools in order to enrich the lives of the communities they are intended to serve;

Resolved further, That the Board is committed to providing the best possible learning environment for our students in accordance with achieving the goal of a 2-semester neighborhood school for all students;

Resolved further, That the Board directs the Superintendent to deliver a report within 60 days on school size and configuration that includes, at a minimum, the following:

- Total number of schools in District grouped by school size in categories of 0 – 500 students, 500 – 1,000 students, and more than 1,000 students, and grouped by type of school (elementary, middle, K-8, high, continuation, other);
- Total number of small learning communities at the high school level;
- Total number of small learning communities at the middle school level;
- Current plans for increasing the number of small learning communities within high schools;
- Current plans for increasing the number of small learning communities within middle schools;
- Current plans for increasing the number of K-8 schools.

Resolved further, That the Board directs the Superintendent to deliver within 30 days all pertinent national research regarding K-8 schools and student achievement. This should also be combined with research on highly successful middle schools;

Resolved further, That the Board directs the Superintendent to deliver within 120 days a report which assesses the appropriateness and feasibility of transforming elementary and middle schools into K-8 schools. This report should include at a minimum:

- The Superintendent's research based plan for grades 6-8 aligned to the Strategic Plan;
- A recommendation for whether or not the District should focus on transforming elementary and middle schools into K-8 schools;

**SUBJECT:** Small Schools for Success

- A list of all existing elementary schools that have the projected facility capacity to add a 6<sup>th</sup>, 7<sup>th</sup> and/or 8<sup>th</sup> grade;
- A prioritized list of the ten elementary schools that can most easily be transformed into K-8 schools. Prioritization should be based on: a) current and projected facility capacity of the elementary schools, and b) prioritizing elementary schools that feed into middle schools that have exceeded their original intended operating capacity;
- Preliminary analysis of the financial cost, the impact on school employees, and the impact on the community of transforming prioritized ten elementary schools into K-8 schools;
- Analysis on how New School Construction and Modernization Projects, including funding strategy and mix of local and State match, will be affected by new priorities;
- Construction and Modernization Projects, including funding strategy and mix of local and State match, will be affected by new priorities;
- Analysis of impact on middle school operating capacities;
- A detailed process for how the District will make a final determination on whether to transform the ten prioritized elementary into K-8 schools;
- Comparison of middle school and elementary school facilities requirements and impact on the new construction funding shortfall with recommended funding alternatives such as a future local school bond; and be it finally

Resolved, That the Board directs that all of the remaining new school projects that do not have a Board approved preferred site will be built as small schools. Elementary schools should ideally serve no more than 650 students, but certainly no more than 950 students. K-8 schools should serve no more than 1,000 and include small learning communities. On the secondary level new schools should be no larger than 500 students and these schools can share campuses that at the middle school house no more than 1,500 students and high schools house no more than 2,000 students. All exceptions must be approved by the Board of Education.

	<u><b>AYES</b></u>	<u><b>NOES</b></u>	<u><b>ABSTAIN</b></u>	<u><b>ABSENT</b></u>
<b>Ms. Canter</b>	<b>X</b>			
<b>Ms. Flores Aguilar</b>	<b>X</b>			
<b>Ms. Galatzan</b>	<b>X</b>			
<b>Ms. Korenstein</b>	<b>X</b>			
<b>Ms. LaMotte</b>	<b>X</b>			
<b>Dr. Vladovic</b>	<b>X</b>			
<b>Ms. García</b>	<b>X</b>			
<b>TOTAL</b>	<b>7</b>			

**ACTION: ADOPTED**

**MOTIONS/RESOLUTIONS PRESENTED TO  
THE LOS ANGELES CITY BOARD OF EDUCATION FOR CONSIDERATION**

**SUBJECT:** “Teach LAUSD” Campaign

**DATE NOTICED:** July 3, 2007

**PRESENTED FOR ACTION:** July 10, 2007

**PRESENTED BY:** Ms. García/Ms. Galatzan

**MOVED/SECONDED BY:** Ms. Galatzan/  
Ms. Korenstein

**MOTION:**

**RESOLUTION:** X

Whereas, The Board of Education of the City of Los Angeles is responsible for ensuring that children educated in Los Angeles Unified School District graduate college prepared and career ready;

Whereas, Teachers are the drivers of high achievement;

Whereas, The District must attract highly qualified, teachers, counselors, classified staff members, administrators, police officers, and other employees to work in the District;

Whereas, All schools must be fully staffed in order to provide optimal service to students and parents;

Whereas, The number of teachers that the District needs to hire annually over the next few years is likely to increase substantially due to implementation of SB 1133;

Whereas, The District should focus on attracting more educators from graduate schools and other school districts to work in the District, on getting more professionals from other industries to move into teaching, and on influencing more college graduates to go into the teaching profession.

Whereas, The Board believes more individuals would apply to work at the District if the District improved its marketing and recruiting capabilities;

Whereas, Partners such as Teach for America and the New Teacher Project have expressed an interest in increasing the scope of their partnerships to recruit high quality talent to the District;

Whereas, The Board has already launched efforts such as the Teacher Recruitment & Student Support Grant Program in order to attract more teachers to work in the District;

Whereas, The Board believes that recruiting is one of the most important functions performed by the District; now, therefore, be it

Resolved, That the Board of Education of The City of Los Angeles directs the Superintendent to launch a “Teach LAUSD” campaign by November 1, 2007;

Resolved further, That the goal of the “Teach LAUSD” campaign is to increase the total number of candidates that apply to be teachers, administrators, counselors, police officers, classified employees and volunteers in the District as well as the overall quality and experience level of those candidates; and be it finally

**SUBJECT: “Teach LAUSD” Campaign**

Resolved, That the Superintendent delivers a detailed plan which lays out all key aspects of the “Teach LAUSD” campaign to the Board by October 1, 2007. This plan must include at a minimum the following:

- Identify target number of teachers, administrators, counselors, police officers, classified staff and other District employees that the District plans to hire by the start of the 2008-2009 school year,
- A description and timeline of the specific activities that the District will carry out during the 2007-2008 school year to increase the number of candidates that apply to work at District,
- A list of the partners and potential partners that the District will work with on the “Teach LAUSD” campaign as well as strategies for working with each type of partner. Partners should include universities, the City of Los Angeles and other municipalities, non-profit organizations such as Teach for America and the New Teacher Project, the business community, and for-profit recruiting agencies,
- Incentives the District could potentially provide to attract employees such as work force housing, tuition reimbursement programs, and bonuses,
- Communications strategy including sample marketing materials that will be used in campaign such as TV and print advertisements, pamphlets and web pages,
- Specific strategies for influencing professionals to switch careers and come into education and for influencing more young people to come into education,
- A financial analysis of what it will cost to run the “Teach LAUSD” campaign during the 2007-2008 school year
- Strategies for funding the costs of the “Teach LAUSD” campaign that are not currently funded in the District budget.

	<u>AYES</u>	<u>NOES</u>	<u>ABSTAIN</u>	<u>ABSENT</u>
<b>Ms. Canter</b>	<b>X</b>			
<b>Ms. Flores Aguilar</b>	<b>X</b>			
<b>Ms. Galatzan</b>	<b>X</b>			
<b>Ms. Korenstein</b>	<b>X</b>			
<b>Ms. LaMotte</b>	<b>X</b>			
<b>Dr. Vladovic</b>	<b>X</b>			
<b>Ms. García</b>	<b>X</b>			
<b>TOTAL</b>	<b>7</b>			

**ACTION: ADOPTED**