

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

SELECT COMMITTEE ON LEGISLATION
333 South Beaudry Avenue, Board Room
1:00 p.m., Thursday, April 6, 2006

Board Members Present:

Mr. Jon Lauritzen, Chairperson
Ms. Julie Korenstein, Member

Staff Present:

Superintendent Roy Romer
Ms. Ronni Ephraim, Chief Instructional Officer, Elementary
Ms. Vivian Castro, Director, Legislative and Governmental Affairs
Ms. Peggy Barber, Coordinator, Legislation Implementation
Mr. Krist Lane, Interim Coordinator of Legislative Analysis
Mr. Joel Lumunsad, Legislative Analyst, Legislative and Governmental Affairs
Dr. Randy Ross, Board of Education Director of Educational Policy
Dr. Jon Fullerton, Board of Education Director of Budget and Financial Policy

Outside Committee Persons Present:

Ms. Diana Dixon-Davis, Legislation Director, 31st District PTSA
Mr. Jack Moscovitz, Associated Administrators of Los Angeles
Ms. Jimmie Woods-Gray, Pace Chair, United Teachers Los Angeles

The meeting convened at 1:15 p.m.

Chairperson Lauritzen highlighted the items that would be discussed.

FEDERAL UPDATE

Ms. Barber reported that the House of Representatives is considering their budget resolution this week. This will create maximum amounts that can be spent by any Federal agency. Later in the year, Congress will deal with the specific appropriations.

Ms. Barber stated that the current Federal budget cut the Department of Education by almost \$1 billion; Title I received a reduction for the first time since 1993; The Individuals with Disabilities Education Act (IDEA) received its first cut ever; and Title II (Teacher Quality) received a third consecutive reduction. Title III (Language Acquisition) also was reduced. Programs that received major reductions included Safe and Drug Free Schools, Innovative Education Grants, and Education Technology. The President has proposed total elimination of the College Preparation Programs.

Ms. Barber said that on March 29, the House Budget Committee approved a budget resolution that would cut education programs by \$2.1 billion. Representative Michael Castle will seek to amend the resolution on the House floor to restore \$7 billion to health and education programs.

Ms. Barber pointed out that the Federal Department of Education has convened a blue ribbon panel called the NCLB (No Child Left Behind) Commission. They will spend a year studying the provisions of No Child Left Behind and will have meetings throughout the Country.

Ms. Barber noted that the e-rate program has been successful, and it pays for the infrastructure for technology at the schools.

Ms. Barber announced that the Senate leadership, consisting of both the Republicans and the Democrats, has agreed to a compromise immigration bill. This bill states that anyone who has been here for five years or more has the right to stay in the country to work, they can become residents, and they can be on a path to citizenship. For those individuals who have been here between two and five years, the bill states that they must leave the country but they can obtain a work visa. Once they come back on the work visa, ultimately they could change their status to a permanent resident. Anyone who has been here less than two years would have no rights to stay. Ms. Barber pointed out that in order to be eligible for the path to citizenship, individuals would have to demonstrate a knowledge of English, they would have to learn United States history and government, and they would learn those subjects required for citizenship.

Ms. Barber responded to comments and questions raised by the Committee.

SENATE BILL 1053 – LOCAL IMPROVEMENT PROGRAM

Ms. Barber reported that California Senate Bill 1053 was passed last year and was authored by Senator Jack Scott. The bill would establish the Local Improvement Program giving participating schools funding flexibility as a pilot project which would allow school districts to apply to the State Board of Education to participate in the program and would limit participation to no more than 15 school districts. This bill would require school districts participating in the program to allocate instructional program funding to participating schools with maximum flexibility in the development and implementation of school site funding in order to support and improve pupil learning.

Superintendent Romer advised that the bill raises a number of questions. The District is undertaking a review of the plan for each small learning community. What kind of flexibility will be granted? What kind of accountability will be involved in a small learning community plan? This is a local decision of the District, and it does not affect the Education Code. Staff needs to identify any issues in the Education Code that might be involved in the small learning communities or other schools. The power to give flexibility to a budget of a school is not an Education Code provision.

STATE BOARD OF EDUCATION REPORT—ENGLISH LEARNER INSTRUCTIONAL MATERIALS

Ms. Barber stated that the State Board of Education had scheduled for its March meeting the issue of English learner instructional materials and then put it over to a special meeting on April 17, 2006.

Ms. Ephraim reported that this year the State Board of Education adopted social studies criteria. Next year they will adopt science and visual and performing arts criteria. Following that, they will adopt math criteria. Following this, the District will adopt reading and English language arts materials. The Education Code requires that 30 months prior to an adoption, publishers receive criteria so they can develop the materials according to the regulations set forth by the State Board of Education.

Ms. Ephraim explained that two years before the last criteria, English language arts, this Board of Education took a bold action. It set forth that this District needed to ensure that every student received access to standards-based instruction and that every student meets or exceeds grade level standards.

Ms. Ephraim indicated that in 1999, the Board of Education adopted English language arts materials that were aligned to the State standards to ensure that students of poverty and English learners had the best materials that were available. She pointed out that in 1999, elementary students had an average Academic Performance Index (API) score of 523 points. Today the average elementary school has an API of 701. The State average score is 738. While all students are improving, there is an achievement gap between the children of poverty, English learners, and standard English learners.

Ms. Ephraim advised that before the implementation of Proposition 227 which required that California public school children learn English at the earliest opportunity, the Board and the Superintendent led an initiative to help English learners to integrate English language development into the core instructional programs.

Ms. Ephraim announced that the next English language arts adoption will take place officially in 2008, but the publishers will start writing the criteria as soon as the State Board of Education adopts the English learner instructional materials on April 17.

Ms. Julie Maravilla, Coach Coordinator, Local District 2, a member of the Curriculum Commission and Supplemental Materials Commission, Chair of the Reading Language Development Committee and Chair of the Subject Matter Committee in Sacramento, reported that the materials adopted through the 2002 Reading/Language Arts/English Language Development Adoption Criteria were groundbreaking in their emphasis on alignment to rigorous content standards and the curricular framework, current and confirmed research, and to the requirement of addressing the reading and language arts instructional needs of all students.

Ms. Maravilla said that the upward trend in student achievement in kindergarten through grade eight supports the continued state commitment to standards- and curricular framework-aligned criteria. The 2008 Reading and Language Arts/English Language Development Adoption Criteria includes elements of the 2002 Criteria and addresses current documented instructional needs of California's students. The 2008 Criteria are designed to produce materials that will help teachers to close the achievement gap that persists despite gains in reading and language arts achievement since the last adoption. The 2008 Criteria will emphasize increased vocabulary, oral reading fluency, writing, and the instructional needs of English learners, students with disabilities, struggling readers, and students who use African-American vernacular English.

Ms. Maravilla advised that for the adoption cycle beginning in November 2008 for Reading/Language Arts/English Language Development, five types of programs will be reviewed and adopted. The five types of programs include: (1) Basic Reading/Language Arts Program, K-8; (2) Basic Reading/Language Arts/English Language Development Program, K-8; (3) Primary Language/English Language Development Program, K-8; (4) Intensive Intervention Program in Reading/Language Arts, grades 4-8; and (5) Intensive Intervention Program for English Learners, grades 4-8. Publishers may submit programs in one or all of the five types of programs.

Mr. Jose Velasquez, Director, Elementary, School Support Services, Local District 1, spoke about the findings of a five-year study of Proposition 227 that was conducted by the American Institutes

for Research in conjunction with West Ed. The study revealed that there is no conclusive evidence that one instructional model for educating English learners, such as full English immersion or a bilingual approach, is more effective for California's English learners than another. Key findings from the study include:

- Since the passage of Proposition 227, students across all language classifications in all grades have experienced performance gains on State achievement tests.
- During this time, the performance gap between English learners and native English speakers has remained virtually constant in most subject areas for most grades.
- That these gaps have not widened is noteworthy given the substantial increase in the percentage of English learners participating in statewide tests, as required by Federal and State accountability provisions.
- Limitations in state data make it impossible to definitively resolve the long-standing debate underlying Proposition 227 as to whether one instructional model is more effective for California's English learners than another. However, based on the data currently available, there is no evidence to support an argument of the superiority of one English learner instructional approach over another.
- The likelihood of an English learner meeting the linguistic and academic criteria needed to reclassify them to fluent English proficient status after 10 years in California schools is less than 40%.
- Interviews with representatives of schools and districts among the highest performers in the state with substantial English learner populations further supported the finding that there is no single path to academic excellence among English learners.
- The factors identified as most critical to their success were: staff capacity to address English learners' linguistic and academic needs; school-wide focus on English language development and standards-based instruction; shared priorities and expectations in educating English learners and systematic, ongoing assessment and careful data use to guide instruction.

Ms. Ephraim advised that there are high expectations, systematic instruction, and a monitoring system for English language arts. The criteria will allow for the same high expectation in English language development for the English learners as for others. There needs to be a strong English language arts curriculum along with an English language development curriculum and support for African American students who are learning to speak standard English so that progress can be monitored for all District students.

In response to a question raised by Chairperson Lauritzen, Ms. Ephraim replied that there are a group of people who believe that there should be a sixth program which would be a separate program for English learners at English language development levels 1, 2, or 3. These students would not begin in a core English language development program until they acquired a sufficient amount of English. Ms. Ephraim expressed her belief that children acquire language together. If students are placed in just English language development, they will never catch up in English language arts.

Ms. Ephraim, Ms. Castro, and Mr. Velasquez responded to comments and questions raised by the Committee.

Speakers

Dr. Linda Gonzales, representing the Reading Lions, expressed her support for the adoption of the Reading/Language Arts/English Language Development Criteria.

Mr. Percy Duran, representing New Directions, expressed his support for the adoption of the Reading/Language Arts/English Language Development Criteria.

Mrs. Cristina Duran, representing New Directions, expressed her support for the adoption of the Reading/Language Arts/English Language Development Criteria.

Ms. Ruth Sarnoff, a member of the Parent Collaborative, expressed her views on the dual immersion programs, the importance of good acoustics in the classroom, the use of portable classrooms, and that all students should learn content and language at the same time.

Mr. Bill Ring, Chairperson of the Parent Collaborative, advised that the Parent Engagement Committee is actively working to revise the existing parent involvement policy so that it will meet the requirements of Senate Bill 1053 which are to ensure meaningful access by, and participation of, parents in the design and governance of a school site, and, to enable the participation of parents who traditionally have not participated in school governance.

STATUS OF DISTRICT-SPONSORED LEGISLATION

Ms. Castro reported that at the October meeting of the Select Committee on Legislation she reviewed ten District sponsored bills. Staff did not move forward on one bill, and two new bills are now being considered.

Ms. Castro stated that one of the new bills, AB 2362, by Assemblyman Jerome Horton, would allow any school district to implement and follow the procedures of the job order (JOC) contracting process. This bill would require all participating school districts to submit, before December 1, 2011, a report to certain legislative committees and the Office of Public School Construction in the Department of General Services regarding the implementation of the JOC process for each job order procured, and the work completed on or before November 1, 2011. This bill would extend the operative date of the JOC project to December 1, 2012.

Ms. Castro advised that the second new bill, SB 1674 by Senator Kevin Murray, would increase the reimbursement rate for free and reduced-price meals served at school.

Ms. Castro noted that two of the District-sponsored bills have moved out of Committee. The first one is AB 2417, by Assemblyman Mark Wyland. This bill would allow adult education programs to provide remediation to young adults who have not passed the California High School Exit Exam (CAHSEE). It would do so without redirecting existing adult education dollars to CAHSEE remediation.

Ms. Castro said that the second bill, AB 2837, by Assemblyman Joe Baca, would continue to allow a speech therapist credentialed by the Commission on Teaching Credentialing to provide services and bill for Medi-Cal reimbursements under the Local Education Agency Medi-Cal program. The bill passed out of the Health Committee on April 4, 2006, and is now on its way to the Appropriations Committee.

Ms. Castro announced that the remaining District-sponsored bills are scheduled to be heard in Committee within the next three weeks.

Ms. Castro responded to comments and questions raised by the Committee.

SIGNIFICANT STATE LEGISLATION

Ms. Barber provided an update on the following bills:

Assembly Bill 2040, by Assemblywoman Judy Chu, would authorize the Superintendent, commencing in the 2006-07 school year, to include summer and Saturday administrations of the high school exit examination. The bill would provide that these provisions are not to become operative unless funding is appropriated for that purpose in the annual Budget Act.

Senate Bill 638, by Senator Tom Torlakson, and Senate Bill 1302, by Senator Roy Ashburn, deal with Proposition 49 after school funding. These bills were introduced to impact the funding and the way programs are grandfathered into Proposition 49. Senate Bill 638 is sponsored by Children Now, and it would continue the Safe Neighborhood School Program which is an after school program.

Senate Bill 1302, by Senator Roy Ashburn, is sponsored by the Governor. This bill would not only grandfather in the existing program, 21st Century High School After School Safety and Enrichment for Teens Program, but would increase the funding from \$5.00 to \$7.50 per day per child. It would also provide for programs for the California High School Exit Exam (CAHSEE) remediation after school.

Assembly Bill 2071, by Assemblyman Keith Richman, and Senate Bill 1326, by Senator Sharon Runner, are identical bills that would require the reorganization of any unified school district enrolling at least 500,000 students. It would require the establishment of a commission to draw up plans to reorganize the district into smaller districts of no more than 50,000 students each, and it would have to be implemented by July 1, 2010. It would require that each of those resulting districts be geographically compact, have a community identity, and that there be equitable distribution of facilities and resources.

Senate Bill 767, by Senator Gloria Romero, originally would have required mayoral appointment of the school board. The bill has been changed to incorporate a study rather than direct appointment. The bill would require the California Research Bureau of the State Library to submit a report regarding, among other things, mayoral governance of a school district to the Legislature on or before October 1, 2007, and makes legislative findings and declarations relating to the Los Angeles Unified School District.

Assembly Bill 2215, by Assemblywoman Jackie Goldberg, would authorize a school district in which the average daily attendance for the prior school year exceeded 500,000 to compensate each member of the city board of education or the governing board of the school district who serves on the board on a full-time basis to receive as compensation for his or her services an annual salary, as specified, and receive employment benefits on the same terms as certificated teachers of the school district.

Mr. Lumunsad highlighted the following bills:

Assembly Bill 918, by Assemblyman Mark Wylan, would require each campus of the California State University to recognize, for the purposes of admissions and grade point average calculations, career technical education courses in those subject matter areas in which majors are offered within the California State University system, provided that these career technical education courses meet or exceed the relevant state-approved standards.

Assembly Bill 1896, by Assemblyman Joe Coto, would, commencing with the 2008-09 school year, delete from the provision setting forth the course of study prescribed for the receipt of a diploma of graduation from high school, the requirements that (1) the governing board of a school district, with the active involvement of parents, administrators, teachers, and pupils, adopt alternative means for pupils to complete the prescribed course of study, as specified; and (2) the requirements for graduation and specified alternative modes for completing the prescribed course of study be made available to pupils, parents, and the public.

Senate Bill 1411, by Senator Deborah Ortiz, and Assembly Bill 2312, by Assemblywoman Audra Strickland, pertain to student athlete transfers. Senate Bill 1411 would allow for a one-time student athlete transfer without a bona fide change of address. At the same time, Assembly Bill 2312 allows for unlimited student athlete transfers without the loss of athletic eligibility.

Assembly Bill 2653, by Assemblyman Mervyn Dymally, pertains to accreditation. The bill would establish the California Commission on Accreditation in state government, and charge the commission with the responsibility of reviewing and accrediting, or reviewing and declining to accredit, all elementary, secondary, and postsecondary schools in this state that apply to the commission for accreditation. This bill would not affect the accreditation status of any school that is accredited as of January 1, 2007.

Assembly Bill 2722, by Assemblyman Joe Canciamilla, would prohibit the State Board of Education from adopting basic instructional materials in language arts or mathematics for the same grade level in successive years. The bill would require the State Board of Education to allow the continued use of certain instructional materials for at least two years following the 6th year after those instructional materials are adopted.

Ms. Castro responded to comments and questions raised by the Committee.

Mr. Lane highlighted the following bills:

Senate Bill 1674, by Senator Kevin Murray, pertains to school meal reimbursement. The existing law requires that the reimbursement rates be adjusted annually for cost-of-living increases. The existing law provides that these provisions are only operative if monies were appropriated. This bill would repeal a provision of law that makes the meal reimbursement contingent upon the appropriation of money.

Assembly Bill 2030, by Assemblyman Ray Haynes, pertains to revocation of charter schools. The bill would require a chartering authority to provide a written notice of intent to revoke and notice of facts in support of revocation to a charter school prior to revoking its charter. The bill would require the chartering authority to hold a public hearing no later than 30 days after the notice of intent to revoke is issued. The bill would require the authority to issue a decision to revoke or decline to revoke the charter no later than 30 days after the public hearing, unless the chartering authority and the charter school agree to a 30-day extension.

Assembly Bill 2954, by Assemblywoman Carol Liu, pertains to charter school petitions. The bill would add the finding that a charter school would have a negative fiscal impact on the school district where it is located to the list of findings that the governing board of a school district may rely on to deny a petition. The bill would also authorize the governing board of a school district, as a condition of approving a petition, to require that a charter petition describe the method, as part of the required reasonably comprehensive descriptions, by which the charter school will provide free and reduced price meals to eligible pupils.

Assembly Bill 2970, by Assemblywoman Fran Pavley, would extend provisions permitting retired STRS (State Teachers Retirement System) members to be employed again in the classroom or to provide support for teachers. The provisions would be extended to January 1, 2012. The bill would also create additional categories of service a member could provide to be within the exemption to the earnings limit to include providing support in the California Peer Assistance and Review Program for Teachers, providing services to pupils in English language learners programs, and providing service as a principal, assistant principal, or as a school nurse in kindergarten or any of grades 1 to 12, inclusive.

Senate Bill 1292, by Senator Jack Scott, pertains to teachers of limited-English-proficient pupils. The bill would extend provisions of law relating to experienced teachers and the requirement to complete a period of staff development in order to teach English to limited-English proficient pupils. The bill would include a designated subjects and a services credential with a special class authorization within the meaning of the term, "basic credential." The bill would delete the requirement that a teacher of limited-English-proficient pupils be a permanent employee of a school district, a county office of education, or a school administered under the authority of the Superintendent of Public Instruction. The bill would extend the January 1, 2008, deadline for the completion by one of those teachers of the required staff development to January 1, 2012.

Ms. Castro highlighted the following bills:

Assembly Bill 2221, by Assemblyman Juan Vargas, would require the governing board of a school district, prior to designating a preferred site for a new school project under the Greene Act, to prepare a report demonstrating that no alternative site owned by the school district is available, or that the school district plans to sell an available site in order to use the proceeds of the sale for the purchase of the new site. Ms. Castro noted that the District is opposed to this bill.

Assembly Bill 2921, by Assemblywoman Cindy Montanez, was originally a place holder bill related to the governance of the Los Angeles Unified School District. The bill will be amended to transfer all of the school facilities authorities of the District to a school construction authority. Ms. Castro pointed out that the District is opposed to this bill.

Assembly Bill 2951, by Assemblywoman Jackie Goldberg, would delete the requirement that municipal utilities, such as the Department of Water and Power (DWP), negotiate with public entities, such as the District and Los Angeles County, on capital facilities fees. Ms. Castro pointed out that there is litigation between the District and DWP on this issue. The District is opposed to this bill.

Senate Bill 69, by Senator Don Perata, would enact the Kindergarten-University Public Education Facilities Bond Act of 2006 to authorize \$10,416,000,000 state general obligation bonds to provide aid to school districts, county superintendents of schools, county boards of education, the California Community Colleges, the University of California, the Hastings College of Law, and the California State University to construct and modernize education facilities.

Senate Bill 813, by Senator Jeff Denham, would delete the current hit on a school district's eligibility if it receives multi-track year-round operational grants. In exchange for taking this funding, the eligibility is reduced. The bill would provide that those provisions regarding the priority schedule are in effect only until January 1, 2012, and are repealed as of that date.

Assembly Bill 1782, by Assemblyman Gene Mullin, pertains to the State lottery. This bill would authorize the California State Lottery Commission to enter into a multi-state lottery agreement. The bill would specify that the amount of lottery revenue allocated for the benefit of public education that is required by Proposition 20 to be distributed for the purchase of instructional materials be calculated based on the Proposition 20 formula only for revenue generated by lottery games before January 1, 2007. This bill would require that the amount of revenue generated by lottery games on or after January 1, 2007, and allocated for the benefit of public education that is reserved for the purchase of instructional materials by school districts and community college districts be fixed at the total 2004-05 fiscal year amount, to the extent that lottery revenue is available.

Senate Bill 1266, by Senator Don Perata, would require the amount excluded from the average daily attendance for the prior year to be reduced by the amount, if any, of attendance of pupils who attended a charter school sponsored by the school district in the prior year and who attended a noncharter school of the school district in the current year.

Senate Bill 1689, by Senator Don Perata, would require the Superintendent to compute the average monthly enrollment of each elementary, high school, and unified school district for the 2006-07 school year using the active enrollment of those school districts as reported in a specified provision. The bill also would require the Superintendent to compare the 2006-07 active enrollment of each school district with the count of pupils of the district in average daily attendance as computed pursuant to a specified provision for the 2006-07 school year in order to compute a revenue limit conversion factor.

Assembly Bill 2871, by Assemblyman Bob Huff, would provide more time for a school district to respond to the records request of parents for special education students. The current law is five days to respond to records request of parents. The bill would instead require the receipt of those copies within ten business days after the request is made by the parent.

UNFUNDED HEALTH BENEFITS LIABILITY – STATE LEGISLATION

Mr. Lane reported that three similar measures relating to the unfunded health benefit liability issue have been introduced this session. The bills are Assembly Bill 2793, by Assemblyman Juan Arambula; Senate Bill 1457, by Senator Joseph Simitian; and Senate Bill 1514, by Senator Abel Maldonado. These bills require increased reporting or financing of the unfunded liability of health benefits in adopting annual budgets.

Assembly Bill 2793 requires the standards adopted by the State Board of Education (SBE) include indicators taking into account the normal costs of retired employee health and welfare benefits other than pensions during the current fiscal year and the subsequent two fiscal years; and requires the certification by the district governing board take into account the normal costs of retiree employee health and welfare benefits for the specified periods.

Senate Bill 1457 requires that school districts develop a long-term plan that identifies how school districts will fund retired employee health and welfare benefits over a 30 year period based on the Governmental Accounting Standards Board (GASB) standards; requires the SBE to develop standards and criteria for actuarial studies of school district liabilities for retired employee health and welfare benefits other than pensions; and requires school district governing boards to determine whether the adopted budget includes the funding necessary to satisfy the liabilities for retired employee health and welfare benefits other than pensions.

Senate Bill 1514 requires a school district superintendent to annually report on the accrued but unfunded costs of health and welfare benefits; and requires a governing board to disclose whether it will reserve a sufficient amount in its budget to fund the present value of health and welfare benefits for existing retirees or employees eligible for benefits in the current fiscal year, or both.

Ms. Castro and Mr. Lane responded to comments and questions raised by the Committee.

Outside Committee person Davis expressed her support for Proposition 81, the California Reading and Literacy Improvement and Public Library Construction and Renovation Bond Act of 2006. The measure will be on the June 6, 2006, statewide primary election ballot.

Outside Committee person Davis announced that the California State PTA will hold its annual convention on May 10-13, 2006, at the Anaheim Convention Center.

Chairperson Lurtizen announced that he and Board Member Julie Korenstein will present a motion to support Senate Bill 840, by Senator Sheila Kuehl, the California Health Insurance Reliability Act (CHIRA) to the Board of Education on April 25, 2006,

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The meeting adjourned at 4:16 p.m.
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BOARD OF EDUCATION OF THE CITY OF LOS ANGELES
Governing Board of the Los Angeles Unified School District

Select Committee on Legislation
333 South Beaudry Avenue, Board Room
1:00 P.M., Thursday, April 6, 2006

Committee Members

Jon Lauritzen, Chairperson
Julie Korenstein, Member
David Tokofsky, Member

Superintendent's Representative

Vivian Castro, Director, Legislative
and Governmental Affairs
Tel: (213) 241-2600

External Committee Members

George Cole, Mayor Pro-tem, City of Bell
Diana Dixon-Davis, Legislation Director, 31st District PTSA
Jack Moscovitz, Associated Administrators of L.A.
Jimmie Woods-Gray, Pace Chair, UTLA

Committee Contact Person

Peggy Barber
Tel: (213) 241-2600

Board Secretariat Contact

Dinah Edwards
Tel: (213) 241-7002

AGENDA

<u>AGENDA ITEM</u>	<u>PRESENTER(S)</u>	<u>TIME</u>
1. Introduction	Jon Lauritzen	5 minutes
INFORMATION ITEMS – Oral presentations with written documents		
2. Federal Update	Peggy Barber	10 minutes
3. SB 1053 – Local Improvement Program	Roy Romer	15 minutes
4. State Board of Education Report English Learner Instructional Materials	Peggy Barber Ronni Ephraim Julie Maravilla Jose Velasquez	15 minutes

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| 5. | Status of District-Sponsored Legislation | Vivian Castro | 10 minutes |
| 6. | Significant State Legislation | Vivian Castro
Peggy Barber
Krist Lane
Joel Lumunsad | 45 minutes |
| 7. | Unfunded Health Benefits Liability – State Legislation | Krist Lane | 15 minutes |

OTHER ITEMS

8. **Public Comment – Persons who wish to address the Committee may Sign up at the Committee meeting.**
9. Adjournment

Please note that if you are being compensated for speaking before the Board or with a Board Member or other District staff – as a salesperson, vendor, advocate, lobbyist, lawyer, or even concerned citizen, you may be required to register as a lobbyist with the LAUSD Ethics Office (check www.lausd.net/ethics or call (213) 241-1814).

Requests for disability related modifications or accommodations should be made 24 hours prior to the meeting to the Board Secretariat at 333 S. Beaudry Ave, 24th Floor, Los Angeles, CA, 90017 or by calling (213)-241-7002 or toll free (877)-772-6273.

For more information, go to: <http://www.laschoolboard.org>, Select Committee on Legislation website.