

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

CURRICULUM, INSTRUCTION AND EDUCATIONAL EQUITY COMMITTEE NOTES

333 South Beaudry Avenue – Board Room

1:00 p.m., Thursday, February 14, 2008

Committee Members

Marguerite Poindexter LaMotte, Chairperson
Marlene Canter

External Representatives Present

Julie Washington, Elementary
Vice-President, UTLA Representative
Linda Guthrie, Secondary Vice-President
UTLA Representative
Steven Frankel, Ed.D., President
Steven Frankel, Inc.
Francisco Torrero, Parent Collaborative
David Tokofsky

Board Secretariat Contact

Noemi Fernandez
Tel: 213-241-7002
Email: noemi.fernandez@lausd.net

District Staff Present

Ronni Ephraim, Ed.D., Deputy Superintendent
Professional Learning, Development, and Leadership
Roger Buschmann, Chief Human Resources Officer
Sharon Curry, Assistant Superintendent
Specially Funded/Student Integration
Noma LeMoine, Ph.D., Director
Closing the Achievement Gap/AEMP Program
Ed Morris, Interim Assistant Superintendent
Alma Peña-Sanchez,
Interim Deputy Chief Instructional Officer, Elementary
Liza Scruggs, Ph.D., Assistant Superintendent
Instructional Support Services
Maria Wale, Assistant Superintendent
Instructional Support Services
Shelley Weston, Assistant Superintendent
Secondary Instruction

The meeting convened at 2:05 p.m.

OPENING REMARKS

Chairperson Marguerite LaMotte made brief opening remarks and introduced Dr. Randy Ross, Director, Educational Policy Unit, Board of Education. She pointed out that Dr. Ross will present a statistical report on male academic performance of students in the District. This report was prepared in response to Committee Members' concerns regarding single-gender academic programs; an initiative adopted in an effort to look for education alternatives for male students in the District.

STATISTICAL PROFILE OF MALE STUDENTS IN THE DISTRICT

Dr. Ross presentation included information on enrollment, Special Education, suspensions, student achievement, and data on three of the schools that participate in the single-gender academic programs; Bradley Elementary School, Audubon Middle School; and Crenshaw High School. Dr. Ross pointed out that males account for half of students enrolled in the District, but two-thirds of Special Education enrollment. In addition, he noted that the male suspension rate is twice as large as the female suspension rate. In reference to student performance data, he indicated that on average, male students score basic on the California Standard Test, English Language Arts (CST ELA); there is not much of a difference with female students; and Limited English-Proficient (LEP) male students score below basic on the CST ELA, by gender and by language classification. He also provided information about male students passing the California High School Exit Exam, English Language Arts (CASHEE ELA), and data on

the three schools participating in the single-gender academic programs. Dr. Ross presented a brief breakdown of the progress of male students in each one of these schools. To conclude his presentation, he provided a few recommendations to improve male academic achievement; such as, increase male participation in Pre-Kindergarten and enhance the quality of the Pre-Kindergarten programs; expand use of instructional methods that are sensitive to the cultural and environmental realities of males; intensify the use of systems to track the progress of low-achieving males; and support the development of single-gender academic programs.

Dr. Ross responded to questions and concerns from Committee Members.

STUDENT VOICES: BOYS UPLIFTED (B-UP) PROGRAM

Dr. Lydia Templeton, Youth and Family Collaborative Students of Boys Uplifted (B-UP) Classes, acknowledged everyone involved in the program. Dr. Templeton stated that Children Youth and Family Collaborative (CYFC) designed this program; a public, private, and community partnership program being implemented at Tom Bradley Elementary School, a feeder into Audubon Middle School and Crenshaw High School. The program includes parent and family support, academic intervention education in all male classrooms, professional male mentoring, and college preparatory services. She noted that the B-UP Program applies multiple strategies to ensure that young boys receive the skills and support they need to succeed academically, emotionally, and socially. Dr. Templeton invited a few guest speakers from Bradley Elementary School, Audubon Middle School, and Crenshaw High School, including a few students from each school to address the Committee.

Dr. Templeton responded to questions and concerns from Committee Members.

CONSISTENCY MANAGEMENT AND STUDENT ACHIEVEMENT

Dr. Jerome Freiberg, founder of Consistency Management & Cooperative Discipline (CMCD), provided a brief overview of the primary functions, goals, and objectives of this program, and stated that CMCD is part of the Boys Uplifted (B-UP) Program. The program is designed to prepare students for success, achieve self-discipline, and develop responsibility. He indicated that the primary goal of CMCD is to create disciplined, caring and respectful climate, focused on active learning with documented gains in student achievement, higher student and teacher attendance, greater instructional time to teach, learn, and reduce discipline office referrals. Dr. Freiberg concluded his presentation by stating that CMCD has five main components: prevention, caring, cooperation, organization, and community; the program emphasizes prevention rather than intervention, shared responsibilities between teacher and student, cooperative discipline, more communication with parents, and effective instruction.

Dr. Freiberg responded to questions and concerns from Committee Members.

EXTERNAL MONITORING REPORTS No. 11 AND 12, PART I - CLOSING THE ACHIEVEMENT GAP, IMPLEMENTING THE ACTION PLAN

Dr. Floraline Stevens, Floraline I. Stevens and Associates, talked about the External Monitoring Report No. 11, *Implementing the Action Plan in Middle Schools 2006-2007*, which focuses on the impact of instructional service of the implementation plan; and External Monitoring Report No. 12, *Middle Schools' Implementation of Tenet 4*, which covers Parents' Engagement and Involvement in the District. In addition, she presented a brief background of the Action Plan, findings, and recommendations. Dr. Stevens indicated that as part of the monitoring plan for 2006-2007, the District interviewed and surveyed middle school Local District administrators of instruction, teachers, coaches, and parent representatives. The findings show that:

- the Action Plan was not fully implemented in middle schools due to lack of understanding of the Action Plan; lack of specific and explicit information about culturally relevant instructional strategies, and lack of consequences and accountability for negative attitudes and beliefs about students of color and non-implementation of the Action Plan.

- Local District office administrators suggested that the District have universal professional development across Local Districts and schools; and implement an accountability and monitoring system that includes consequences for not implementing the Action Plan.

Dr. Stevens stated that the Action Plan has fourteen action steps under Tenet 4, which covers parent engagement and involvement in the schools. Some of the action steps in Tenet 4 include developing parent advisory groups, training sessions, and leadership guidance for parents; providing training for parents by literacy and math coaches on how to help their children; and encouraging and organizing means for parents, teachers, and administrators to work collaboratively to improve student achievement.

The findings indicate:

- only a few principals discussed the Action Plan with parents;
- African American parents and community leaders were not organized;
- most administrators felt that their middle schools provided opportunities for communication with parents regarding services, and they also received information about the academic program;
- less than half of the coaches were trained to understand how to present culturally sensitive materials to parents;
- coaches reported that planning time and poor parents' attendance were the major obstacles to providing training to parents;
- middle school parents representatives confirmed that there were no parent and community support groups for African American students; and
- parents reported that their concerns included academic achievement, school safety, and ability to communicate with teachers.

Dr. Stevens' recommend that principals consider organizing support groups of African American parents and community leaders or provide special support to African American students; make the Action Plan accessible to all parents and present the information to all parents' groups; and make parent engagement and involvement a major objective for all ethnic and racial groups at their schools.

Dr. Stevens responded to questions and concerns from Committee Members.

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The meeting adjourned at 4:50 p.m.
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CURRICULUM, INSTRUCTION AND EDUCATIONAL EQUITY COMMITTEE

333 South Beaudry Avenue – 1st Floor - Board Room
1:00 p.m., Thursday, February 14, 2008

Committee Members

Marguerite Poindexter LaMotte, Chairperson
Marlene Canter

External Representatives

Evaristo Barrett (Associated Administrator
of Los Angeles Representative)
Julie Washington, UTLA, Elementary, Vice-President
Linda Guthrie, UTLA, Secondary, Vice-President
Steven Frankel, Ed.D. President
Steven Frankel, Inc.
Francisco Torrero, Parent Collaborative
David Tokofsky Ex-Officio Member

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Michelle King, Interim Chief Instructional Officer, Secondary
Santiago Jackson, Ph.D., Assistant Superintendent
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Maria Wale, Assistant Superintendent
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AGENDA

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| 1. Opening Remarks | Marguerite LaMotte, Chairperson | 5 minutes |
| 2. Statistical Profile of Male Students
In LAUSD | Dr. Randy Ross, Director, Educational Policy Analysis | 15 minutes |
| 3. Student Voices: Boys Uplifted | Dr. Lydia Templeton
Children, Youth and Family Collaborative | 5 minutes |
| | Students of Boys Uplifted Classes
Bradley Elementary, Audubon Middle and
Crenshaw High Schools | 25 minutes |
| 4. Consistency Management and Student
Achievement | Dr. Jerome Freiberg
Consistency Management & Cooperative Discipline® | 5 minutes |
| 5. External Monitoring Reports No.11 and 12,
Part 1 | Dr. Floraline Stevens
Stevens and Associates | 30 minutes |
| 6. Speakers – Persons who wish to address this committee may sign-up at this meeting. | | |
| 7. Adjournment | | |

The Committee may consider and act upon motions, Board Reports, or other business referred to it by the Board of Education or Committee of the Whole, with respect to any properly posted matter at a meeting immediately preceding this committee meeting, where the time between that meeting and this committee meeting is less than 72 hours. Members of the public are encouraged to review the order of business or agenda for the meeting of the Board of Education or Committee of the Whole. "For more information, go to <http://www.laschoolboard.org>. Curriculum and Instruction Committee."

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