

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, March 13, 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](mailto: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, 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

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The meeting convened at 1:40 p.m.  
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OPENING REMARKS

Chairperson Marguerite LaMotte made brief remarks and introduced the first item to be discussed.

IMPLEMENTING CULTURALLY RESPONSIVE EDUCATION IN THE DISTRICT

Dr. Noma LeMoine, Director of Closing the Achievement Gap and Academic English Mastery Program Branch, gave an update on the Culturally Relevant and Responsive Instruction video series (CRRE). This is an instructional support tool designed to produce more culturally responsive teachers, create a learning atmosphere in which teachers and students feel respected, create favorable attitude towards the learning experience through personal relevance and choice, enhance meaning, and creating challenging and thoughtful learning experiences that include student perspectives and values. Dr. LeMoine showed two video clips of this series. The first video clip showed a Kindergarten Art teacher involving students in learning in culturally responsive ways; and the second one showed a Tenth Grade History classroom where the teacher maximizes learning for his students by promoting discussions about topics that are relevant to the life of students, such as popular music; and making connections to students culturally and ethically. Chairperson LaMotte indicated that Dr. LeMoine will continue to show a video clip, from this series, every month. The objective is to inform teachers about these powerful training videos, which are available in every school.

TEN SCHOOLS PROGRAM

Ms. Sharon Curry, Assistant Superintendent, Specially Funded Program, briefly discussed the mission, goals and purpose of the Ten Schools Program (TSP). She noted that the optimum conditions for learning include culturally responsive instruction, qualified teachers, providing professional development and training to teachers, having a

professional learning community, and engaged, knowledgeable, and supportive parents. Ms. Curry introduced Ms. Ernestine Alice, Kindergarten teacher, 93rd Street Elementary School, who provided a brief background of the program. Ms. Alice mentioned that this program has a significant teacher retention rate. The program has motivated paraprofessional, teachers, and administrators to advance in the District; and teachers are recruited to be coaches or literacy experts.

Ms. Alice introduced Mr. Sergio Franco, Principal, 96<sup>th</sup> Street School, one of the Ten Schools Program (TSP) schools. He stated that this program is aligned with the Superintendent's Guiding Principles, and provided an in-depth presentation of the program. He noted that the Academic Performance Index (API) Base Score Chart, prepared by his office, shows that all schools in the Ten Schools Program (TSP) have made some progress since 1999; almost all schools have made a 129 API point gain. The TSP Office developed and implemented several charts and reports; such as, California Standard Test (CST) Cluster Summary Template, CST Overall Results Matrix, Individualized Student Data Profile, and CST Cluster/Open Court Alignment. These tools help the administrators to identify strengths and weaknesses of students and teachers. The individualized student data profile is used to monitor the students' progress, and helps teachers and administrators to find additional support for the student, like integration, referrals for Student Study Teams, or immediate intervention. In addition, the program is consistently increasing the level of engagement with parents and community by inviting them to career days, offering character building programs, such as, Boys and Men; and creating partnership with parents. All of the participating schools have met the District's attendance goal of 95% or higher; in addition the suspension rate is very low. To conclude, he noted that the program continues to improve the physical and emotional safety of the learning environment for children and adults to enhance learning and achievement.

Ms. Curry emphasized that the TSP includes many additional resources, such as, full time counselors, parent community liaisons, Library Aides, and attendance counselors. The participating schools have made gains in academic achievement, improved student and teacher attendance, and reduced the number of suspensions. She stated that this program uses Pearson Achievement Solutions to improve the teaching and learning skills through more effective professional development. Ms. Curry concluded her presentation describing the program in detail, its goals, and expected outcomes. She introduced Mr. Bill Saunders, Learning Teams Research, and Director, Pearson Achievement Solution. He provided a brief presentation of the type of professional development his firm offers; and shared his observation of the TSP learning team during this first year.

Ms. Curry and Mr. Franco responded to questions and concerns from Committee Members.

Committee Member Canter recommended continuation of the success of this program and to expand it to secondary schools. Committee Members supported her recommendations.

### SPEAKERS

Mr. Jorge Meza, teacher, 96<sup>th</sup> Street School; Ms. Nieves Rascon, Teacher, Florence Giffith Joyner Elementary School, Ms. Stacy Briscoe, 95<sup>th</sup> Street, on behalf of Ms. Frankie Morris, King Middle School, and Ms. Sharon Robinson, Program Coordinator, Flournoy Elementary School, addressed the Committee on this issue and shared their support.

### EARLY CHILDHOOD EDUCATION

Ms. Barbara Gutierrez, Assistant Superintendent, Early Childhood Education Division, made brief remarks about the program, and introduced Mr. Peter Huffaker, Child Care Results, and Ms. Candie Childress, Principal, Gardena and 95<sup>th</sup> Early Childhood Education Centers (ECC), who presented an overview and provided data about the program. Mr. Huffaker stated that the Early Childhood Education Division uses the Desired Results for Children and Families system to document the progress made by children and families. Educators use two types of tools to track this progress; Desired Results Developmental Profile and Parent Survey.

He mentioned that the data collected from the survey indicated that 99.6% of parents are satisfied with the programs offered by the Early Childhood Education Division. In reference to the students' Development Profile, the data shows that children scored the lowest in Math and Literacy; and Latino and English Language Learner children scored lower in all areas of development; but their motor skills ranked the highest for all children. Ms. Childress made a brief presentation on how her centers use this data, and indicated that learning teams, which consists of teachers, principals, instructional advisors, and directors, meet once a month to plan and develop strategies that support student growth.

Ms. Childress introduced Carmela Sainz-Anderson, Director of Instruction. She presented a brief overview of the program, goals, and future outcomes, and noted that the Ready for School and the Infant and Toddlers Centers programs were not included in the collection of data, but will be included next year. In addition, she highlighted a few projects; such as, Literacy and Math; and indicated that professional development will be using an assessment tool to assess primary language and English Language development. She also mentioned that the Division is in the process of adopting a new Pre-K Math Program, and developing an articulation and transition plan from Pre-K to adulthood. Lastly, she briefly discussed the plans and outcomes of Open Court.

Ms. Gutierrez responded to questions and concerns from Committee Members.

#### EXTERNAL MONITORING REPORTS No. 11 AND 12, PART 2

Postponed to a future meeting.

#### MISCELLANEOUS SPEAKER

Ms. Lorena Jaramillo addressed the Committee on the Culturally Responsive Education issue.

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The meeting adjourned at 4:58 p.m.  
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Officer, Elementary  
Liza Scruggs, Ph.D., Assistant Superintendent  
Instructional Support Services  
Jerry Thornton, Inspector General  
Maria Wale, Assistant Superintendent  
Instructional Support Services  
Dr. Shelley Weston, Interim Assistant Superintendent  
Secondary Instruction

**AGENDA**

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| 1. Opening Remarks  | Marguerite LaMotte, Chairperson  | 5 minutes  |
| 2. Implementing Culturally Responsive Education in LAUSD                              | Dr. Noma LeMoine, Director,<br>Closing the Achievement Gap/AEMP Branch   | 15 minutes |
| 3. 10 Schools Program   | Sharon Curry, Assistant Superintendent<br>Specially Funded Program<br>Sergio Franco, Principal 96 <sup>th</sup> Street School  | 40 minutes |
| 4. Early Childhood Education  | Barbara I. Gutierrez, Assistant Superintendent<br>Early Childhood Education Division<br>“Expect More From Your Data for Students and Parents”<br>Carmela Sainz, Anderson, Director of Instruction<br>April Brownlow and Peter Huffaker, Partners, Child Care Results<br>Candie Childress, EEC Principal Gardena and 95th EEC | 20 minutes |
| 5. External Monitoring Reports No.11 and 12, Part 2                                   | Dr. Floraline Stevens<br>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.”*

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

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