

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, April 10, 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, Deputy Chief Instructional
Officer, Elementary
Liza Scruggs, Ph.D., Assistant Superintendent
Instructional Support Services
Maria Wale, Assistant Superintendent
Instructional Support Services
Shelley Weston, Ph.D., Assistant Superintendent
Secondary Instruction

The meeting convened at 1:15 p.m.

OPENING REMARKS

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

EXTERNAL MONITORING REPORT, NO. 14

Dr. Floraline Stevens, Floraline I. Stevens and Associates, provided an update and discussed the External Monitoring Report No. 11, *Implementation of the Action Plan in Elementary Schools, Closing the Achievement Gap*. She focused on the eight Local Districts instructional support staff, and their impact on the implementation of Culturally Relevant and Responsive Education (CRRE) instruction practices in the elementary schools. Dr. Stevens indicated that as part of the monitoring plan, the District interviewed and surveyed Local District administrators of instruction, teachers, and coaches. The findings show that:

- 82% of the Local District elementary instructional support services staff had read the Action Plan; the expectation was that after five years, 100% should have read the plan.

- Site-based professional development is low in numbers in several Local Districts.
- The quality of effectiveness of professional development appears to be less effective in many of the Local Districts.
- Some of the instructional staff did not have a clear understanding of what it means to embed Culturally Relevant and Responsive Education.
- The new bulletin regarding the Action Plan helps on its implementation.

Based on the data collected and its findings, Dr. Stevens formulated the following recommendations:

- All Instructional support services staff should read the Action Plan.
- More professional development and universal training should be provided for all Local Districts' instructional services staff.
- Instructional services staff need to be capable of providing quality training to elementary school staff.
- There should be consequences for teachers and principals who believe that some students cannot learn.
- Implementation of the Action Plan's steps should be part of the evaluation of teachers and administrators.

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

Dr. Liza Scruggs, Assistant Superintendent Instructional Support Services, announced that the Action Plan report for elementary schools is due on May 15, 2008.

SPEAKERS

Mr. Bill Ring, District's Parent Collaborative Committee, commented on this issue.

IMPLEMENTING CULTURALLY RELEVANT AND RESPONSIVE EDUCATION IN THE DISTRICT

Dr. Noma LeMoine, Director of Closing the Achievement Gap and Academic English Mastery Program Branch, presented two additional Culturally Relevant and Responsive Education (CRRE) video; which focused on elementary mathematics instruction. The first video was about a fourth grade teacher introducing algebra functions, measurement, and geometry, and attempting to make connections with students' lives and experiences in an effort to increase their engagement in learning. The second video showed a teacher connecting mathematics instruction to a community event and motivating students to actively participate in ways to facilitate learning.

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

SPEAKERS

Ms. Lisa Ginsburg and Ms. Euna Kim, parents, urged the Committee to consider voting in favor of using the Singapore Math Textbook next fall. They both stated that this textbook teaches fundamentals and conceptual understanding, and it is user-friendly for students.

LEARNING TEAMS PROGRAM

Dr. Ronni Ephraim, Deputy Superintendent Professional Learning, Development, and Leadership, made a brief introduction regarding the Learning Teams Program; and noted that her office will be presenting to the Board for approval a contract renewal for Pearson Achievement Solutions, Learning Teams Program. She indicated that Learning Teams provide teachers with the opportunity to engage in a reflective cycle, and to increase student achievement. The Learning Teams Program is part of the District's A-G initiative, which has six components: curriculum, leadership, teaching, scheduling, parent and community engagement, and counseling. Learning Teams are situated around curriculum, leadership, and teaching.

Dr. Ephraim introduced Ms. Pat Purner, Coordinator, Learning Teams Program, who provided a brief background and an overview of the program. The program began, in collaboration with Pearson Achievement Solutions, at eight middle schools and a few of the high schools in Local District 3, focusing on mathematics. The program has expanded this school year. She stated that the ultimate goal of the Learning Teams Program is to improve students' achievement and meet their needs. The program follows a seven-step protocol providing critical direction and guidance for teachers in workgroups:

- Identify and clarify student needs.
- Formulate an objective and identify student work to be analyzed.
- Identify and adopt an instructional focus to address each need.
- Prepare to try instructional focus in the classroom.
- Deliver instruction.
- Analyze student work to evaluate whether instruction met the needs.
- Reassess; repeat cycle or move on to another area of need.

In addition, Ms. Purner noted that Learning Teams are conducted at school sites, and teachers receive support from Local District and Central Office administrators, and other trained facilitators. She stated that approximately 2,000 teachers are participating in Learning Teams across eighty-three secondary schools this year. The total cost for the 2008-2009 Learning Teams Program is approximately \$3.7 million; and \$4.3 million for teachers' compensation.

Dr. Julie Slayton, Executive Director, Strategic Planning and Accountability, provided a brief update on the preliminary research conducted by her office. She indicated that the Learning Teams framework is composed of five articulated change elements. Four of these elements meet the needs of students: goals, indicators that measure success, assistance from capable staff, and leadership that supports teachers. The fifth element, a setting allowing staff to get things done, needs additional development. Her office will continue to study the implementation and to use the data to improve the program.

Ms. Purner introduced three teachers and facilitators who shared their experiences with this program; Dr. Frank Carrillo, Gardfield High School; Ms. Lisa Conners, Audubon Middle School; and Mr. James Borden, Gage Middle School.

Dr. Ephraim, Ms. Purner, and Dr. Slayton responded to questions and concerns from Committee Members.

SPEAKER

Mr. Bill Ring, District's Parent Collaborative Committee, commented on this item.

ARTS EDUCATION ACTION PLANNING (OMAR)

Mr. Richard Burrows, Director, Arts Education Branch, provided an update about the on-line Arts Education Action Planning and Budget Process (OMAR). He noted that all schools were required to create a three-year Action Plan for the Arts instructional program to receive one-time funding through SB 1131. The total amount to be allocated to schools is \$26 million over a three-year period, ending in 2010. He announced that all schools have completed the tasks required, and funds have been transferred to their schools for the first year. In addition, he mentioned that school sites may continue for the next two years without amendment and will receive their allocations soon; or school sites may elect to update or change their plans based upon new needs. Mr. Burrows indicated that his office needs support from the District to have principals assisting in developing capacity and skills and administering a complete art program at their school sites. Mr. Burrows urged the Committee to support his program.

Mr. Burrows responded to questions and concerns from Committee Members.

Committee Member Guthrie expressed concerned about the OMAR program. She stated that some of the teachers are not satisfied with the program. She recommended revisiting the OMAR program and making changes accordingly.

SPEAKERS

Ms. Pamela Gibberman, UTLA Chapter Chair for elementary art teachers, expressed concerned about the lack of adequate instructional supervision, material, and equipment for the art classes. She urged the Committee to look into these issues to assist teachers.

GIFTED AND TALENTED PROGRAMS OVERVIEW

Ms. LaRoyce Bell, Coordinator, Gifted and Talented Education Branch, provided an overview and discussed the goals and objectives of the Gifted and Talented Programs (GATE). Ms. Bell noted that the District has 65,000 identified gifted students. The District identifies students according to seven categories: intellectual ability; high achievement; specific academic; visual and performing arts; creativity and leadership. She mentioned that students who are considered gifted include non-English speaking and students who speak “non-standard” English; non-producers; and students with behavior problems. She showed concern regarding the low percentages of identified gifted students, by ethnicity, in comparison to nationwide statistics: .3% American Indian/Alaska Native; .3% Pacific Islander; 11.2% Black, not Hispanic; and 8.9% White, not Hispanic; nationwide statistics are higher. She highlighted that ISIS will help to identify more gifted and talented students when implemented.

Ms. Bell stated that the identified gifted students in 2000-2001 increased from 49,322 in 2000-2001 to 65,534 in 2007-2008. The allocation of funds to local schools decreased from \$80.00 per pupil in 2004-2005 to \$70.00 in 2006-2007. Additionally, there is a proposed reduction to \$40.00 per pupil for 2008-2009. In addition, she noted that the District’s Gifted and Talented Programs received a five-year approval status from the California Department of Education; only 41 LEA’s out of 796 LEA applicants received this privilege. GATE has different program options; the Regular School Program; Schools for Advanced Studies (SAS); Honors (secondary); Advanced Placement (AP); and Highly Gifted Magnet Centers. Ms. Bell concluded her presentation by stating that her office works in collaboration with universities, other offices and agencies; such as, USC; Beyond the Bell; Mr. Joe Renzulli (Renzulli Learning System); and UC San Diego. On June 23 to June 27, in collaboration with UC San Diego, the District will be sponsoring four trainings for teachers throughout the District.

SPEAKERS

Mr. Bill Ring asked the Committee to include parents in decisions related to the GATE’s budget and expenditures; and to assign a parent representative to each Local District. He noted that a number of schools have a coordinator, but a parent representative has not been identified. He also expressed concerns about some of the gifted schools losing the ability to spend the funds because they do not submit the GATE plan by mid-October to Local Districts, as mandated; and some schools submit the plan without input from parents or the community. In addition, he requested that parents be provided with copies of the gifted program evaluations. His last request included the reinstatement of the Ad Hoc Gifted Program Committee. *Chairperson LaMotte asked Mr. Ring to provide the Committee with a list of all of his concerns.*

The meeting adjourned at 4:58 p.m.

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

CURRICULUM, INSTRUCTION AND EDUCATIONAL EQUITY COMMITTEE

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

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
Jerry Thornton, Inspector General
Maria Wale, Assistant Superintendent
Instructional Support Services
Shelley Weston, Ph.D., Interim Assistant Superintendent
Secondary Instruction

AGENDA

- | | | |
|---|---|------------|
| 1. Opening Remarks | Marguerite LaMotte, Chairperson | 5 minutes |
| 2. External Monitoring Report, No.14 | Dr. Floraline Stevens
Stevens and Associates | 30 minutes |
| 3. Implementing Culturally
Responsive Education in LAUSD | Dr. Noma LeMoine, Director
Closing the Achievement Gap/AEMP Branch | 15 minutes |
| 4. Learning Teams | Dr. Ronni Ephraim, Deputy Superintendent
Professional Learning, Development and Leadership | 60 minutes |
| 5. Arts Education Action Planning
(OMAR) | Richard Burrows, Director
Arts Education Branch | 20 minutes |
| 6. Gifted/Talented Programs Overview | LaRoyce Bell, Coordinator
Gifted and Talented Education | 15 minutes |
| 7. Speakers – Persons who wish to address this committee may sign-up at this meeting. | | |
| 8. 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, Instruction and Educational Equity Committee."

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.

If you or your organization is seeking to influence a purchasing, policy, site selection or any other LAUSD decision, registration may be required under the District's Lobbying Disclosure Code. Please visit www.lausd.net/ethics <<http://www.lausd.net/ethics>> to determine if you need to register or call the LAUSD Ethics Office at: 213-241-3330.