

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, May 8, 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  
Liza Scruggs, Ph.D., Assistant Superintendent  
Instructional Support Services  
Maria Wale, Assistant Superintendent  
Instructional Support Services  
Shelley Weston, Ph.D., Assistant Superintendent  
Secondary Instruction

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The meeting convened at 1:38 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 AND RELEVANT EDUCATION IN THE DISTRICT

Dr. Noma LeMoine, Director, Closing the Achievement Gap and Academic English Mastery Program (AEMP) Program, gave an introduction to the scheduled video clips regarding Culturally Responsive and Relevant Education (CRRE); which were postponed until June 12, 2008, due to technical difficulties.

A CLOSER LOOK AT GIFTED AND TALENTED PROGRAMS

Ms. LaRoyce Bell, Coordinator, Gifted and Talented Education Program (GATE), gave an overview of the different programs this office oversees: GATE plan, School for Advanced Studies (SAS), Magnet, Conservatory of Fine Arts, and professional development. In addition, she provided information regarding the GATE student dropout; characteristics of gifted children; and identification criteria for gifted and talented students. Ms. Bell reviewed some of the characteristics the District uses to identify different types of gifted and talented children, such as, Non-English speaking students, students who speak Non-Standard English, and students with behavioral problems.

Ms. Bell pointed out that the District has approximately 66,000 identified gifted and talented students; 6.8% are African-American, and 51.6% Hispanics. The number of identified high school students enrolled in Language Arts and Social Science studies is very low; this office is currently working with the Secondary Instruction office to encourage more identification in these two specific areas. In addition, she informed the Committee that the current criteria to be qualified for a highly gifted Magnet school requires a student to score 99.9 percentile on the intelligence tests. The criteria will be expanded for the 2008-2009 school year; students scoring 99.5 to 99.8 will also qualify to apply to a gifted Magnet school. Ms. Bell expressed concerns regarding the national dropout rate of gifted and talented students, which is 20% according to a study conducted by the Davidson Institute. The District's GATE dropout statistics show that 409 students dropped out during the 2006-2007 school year; 207 of those students dropped out of the twelfth. In addition, she mentioned that 242 of the total dropout students were Hispanic, followed by Whites, 83; and African-American, 43. The GATE office is working with Ms. Debra Duardo, Director, Dropout and Prevention Program, to address these issues. She pointed out that the goal of the GATE office is to enhance the educational options and alternatives for gifted and talented students.

Ms. Bell briefly talked about the Conservatory of Fine Arts, a 24-week program, free to all K-12 students at California State University. She introduced Ms. Honamy Uchiyamal, teacher, LA Center for New Enriched Studies; and Mr. Bryan Bockelman, teacher, Conservatory of Fine Arts. They showed their support for this program sharing their experiences and views.

Ms. Bell introduced Dr. Lucy Hunt, Specialist, Gifted and Talented Education Program, who briefly discussed several initiatives. Dr. Hunt provided a brief overview of a few of the pilot programs the office is conducting for gifted and talented students:

1. Teacher Certification Program; which in collaboration with the University of California San Diego, will be running from June 23 to June 27, 2008. It is a forty-hour program; 156 teachers have enrolled. The certification will include brain-based learning and learning styles; social and emotional development needs, and differentiating the core curriculum and instructional strategies.
2. The Ten Schools Program is working in collaboration with the GATE Program to increase the number of GATE identified students.
3. Project Linking Learning Program; in collaboration with the GATE Program, the University of Southern California, Beyond the Bell, and California Foundation for the Gifted, are working on this after-school enrichment program for at risk gifted and potentially gifted students.

Dr. Hunt presented Ms. Tia Matkins, teacher, who shared her experience and support for the Project Linking Learning Program.

*Chairperson LaMotte asked Ms. Bell to provide the Committee with the total number of students in the GATE program.*

Ms. Bell responded to questions, concerns, and recommendations from Committee Members.

#### SPEAKERS:

Ms. Lorena Jaramillo, parent, urged the Committee to inform all parents about these programs.

Ms. Stacy Brisko, Ms. Marian Navarrette, Ms. Alma Navarro, Ms. Lorena Rogers, and Ms. Helen Jackson, parents, spoke in support of the Ten Schools Program.

## ARTS EDUCATION TEXTBOOK ADOPTION FOR GRADES 9-12

Dr. Ronni Ephraim, Deputy Superintendent Professional Learning, Development, and Leadership, made a brief introduction to the textbook adoption for Grades 9-12 for the Visual and Performing Arts, in support of the District's A-G graduation requirements initiative. On June 14, 2005, the Board of Education approved a Resolution to ensure that all students in the District are college prepared through the implementation of the A-G course sequence as part of the high school graduation requirement. The Resolution establishes a graduation requirement for all students to complete an A-G, fifteen-course college preparatory sequence beginning in the fall of 2008. The Visual and Performing Arts, is the "F" requirement. She highlighted that the textbooks are standards based and have curriculum included to address the needs of English Learners, ELS, and special education students.

Dr. Ephraim introduced Ms. Karen Coates, Coordinator, K-12 Program, Visual and Performing Arts Education. Ms. Coates provided a review and an outline of the program and textbook selection process. She also presented a list of recommended textbooks for Music and Visual Arts, for the 2007-2008 school year. She noted that the Visual and Performing Arts Education Office has been preparing an art instructional guide, which lays out a curriculum for a comprehensive sequential education for K-12 students. This school year, the office is focusing on the secondary guide for Grades 6-12. The textbook adoption will help and support the development of the instructional guide. Next school year, this office will be piloting the instructional guide along with the recommended textbooks.

In addition, Ms. Coates talked about the process for the selection of courses for study, and core courses for music and visual arts curriculum. She noted that on April 23, 2007, the Visual and Performing Arts Education Office sent notifications to the publishers inviting them to review the list of the District's core courses for music and visual arts curriculum, and the AP courses for music theory and art history. They were also asked to submit their recommended textbooks. She noted that 11 publishers participated, and 219 programs were submitted. She indicated that as part of the process, a textbook evaluation committee was formed; which was comprised of arts teachers from the Local Districts, United Teachers Los Angeles, and Local District Art Resource Experts. After deliberation over the material submitted by the publishers, an evaluation rubric was created based on the framework's guidelines for instructional material; the criteria have five major categories:

- Content and Alignment: research based pedagogy, and State content standards
- Program Organization: pacing sequence, safety in classrooms, and resources
- Assessment: formative and summative, multiple measures to meet the needs of students, assessment over time
- Universal Access: how to address the needs of the English Learners; Standard English Learners (SEL), and students with special needs
- Instructional Planning and Support: teacher strategies, lessons, professional development and technical support

Dr. Ephraim asked the Committee's support for the approval of the implementation of the Visual and Performing Arts Education textbook for 2007-2008.

## INTERNAL MONITORING PILOT, PHASE 2, RESULTS AND IMPLICATIONS

Dr. Liza Scruggs, Assistant Superintendent Instructional Support Services, reported that in 2001 there was a coalition of African-American community members and educators who were concerned about the low-achievement among African American and Latino students during the past two decades. Subsequently,

two resolutions were approved by the Board of Education. The first resolution was on academic performance of African-American students. A committee was charged with the development of an Action Plan. The second resolution was on the Comprehensive Plan to Close the Achievement Gap for African-American and Latino Students. This Action Plan, which addressed the Culturally Responsive and Relevant Education (CRRE) that benefits African-American students and all other students, included all District's proposed new initiatives, professional development plans, and instructional programs with specific plans.

Dr. Scruggs briefly reviewed the Action Plan, recommendations, and the following five tenets:

- Tenet 1: Students' opportunity to learn
- Tenet 2: Student's opportunity to learn (adult focused)
- Tenet 3: Professional development for teachers and administrators responsible for the education of African American students
- Tenet 4: Parent engagement
- Tenet 5: Evaluation and monitoring

She highlighted and presented an update on the Internal Monitoring Pilot, Phase 2; which is part of Tenet 5, *ongoing planning, systematic monitoring, and reporting*. She indicated that the Action Plan called for identifying internal and external monitoring and evaluation groups that involve all stakeholders indicating timelines for collection of annual data and achievement of benchmarks. A taskforce was formed and the pilot program was implemented in 48 schools. As part of the Closing the Achievement Gap Initiative and Action Plan, Tenet 5, the Internal Monitoring System, a web base program, provides tactical support to schools, Local Districts and Central Office. This system allows principals, teachers, and parents to respond, anonymously, to a series of questions; the data obtained is reviewed and analyzed by principals and administrators from Central and Local District office to improve the students' academic performance.

Dr. Scruggs introduced Mr. Jared Lancer, Coordinator, Closing the Achievement Gap, who presented an in-depth update on this process, findings, and improvements needed. He called attention to the Closing the Achievement Gap website containing the assessment survey that Dr. Scruggs mentioned. He indicated that the monitoring process at the 48 schools was completed in February 2008. Local Districts are revisiting the data and will provide a report with the findings and options to address these issues. In addition, Mr. Lancer provided a feedback summary with the findings to date. Approximately 60% of the participating teachers indicated the need to have additional professional development on CRRE; and 90% of the participating principals reported that the process was useful in guiding their decision-making. In addition, they indicated that the professional development on CRRE instruction, and parental involvement and outreach needed improvement. Mr. Lancer recommended the implementation of the Internal Monitoring process at all schools across the District for 2008-2009 school year.

Dr. Scruggs informed the Committee that the initial budget required for a Districtwide implementation of the Internal Monitoring process will be approximately \$500,000; in addition to \$15,000 a year would be required to keep the process ongoing.

Chairperson LaMotte asked Dr. Scruggs to postpone the budget report and questions from Committee Members to the following month.

## SPEAKERS

Mr. Thomas Heck, Promoting Academics Through Creative Expression (PACE), a non-profit entertainment music program, briefly explained the program and asked the Committee to allow them to present this program at all schools. Chairperson LaMotte asked Mr. Heck to meet with Ms. Maria Wale, Assistant Superintendent Instructional Support Services.

Mr. Gene Krischer, Friends of the Children, talked about the installation of air conditioning at schools, which are not energy efficient, and indicated that the District could take advantage of energy discounts offered through utility companies. He also expressed concerns regarding the installation of a sound amplification system at all District schools. He urged the District to look at other options.

Mr. Lour Sutherland, former co-chairman, David Lubman, one of the 56-member groups that prepared the American National Standard on Classroom Acoustics for the Acoustical Society of America. He expressed his concerns regarding the recommended purchase and installation of the electronic amplification systems in all District schools. He urged the Committee to look at other options.

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The meeting adjourned at 4:35 p.m.  
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CURRICULUM, INSTRUCTION AND EDUCATIONAL EQUITY COMMITTEE

333 South Beaudry Avenue – 1<sup>st</sup> Floor Board Room

1:00 p.m., Thursday, May 8, 2008

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Marguerite Poindexter LaMotte, Chair  
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Division of Adult and Career Education  
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. A Closer Look at Gifted/Talented Programs  | LaRoyce Bell, Coordinator<br>Gifted and Talented Education<br>Dr. Lucy Hunt, District Specialist<br>Gifted and Talented Education   | 20 minutes |
| 4. Arts Education Textbook Adoption For Grades 9-12                                   | Dr. Ronni Ephraim, Deputy Superintendent<br>Professional Learning, Development, and Leadership<br>Karen Coates, Coordinator<br>K-12 Visual and Performing Arts<br>Krishna Smith, Advisor, K-12 Arts Program | 20 minutes |
| 5. Internal Monitoring Pilot: Phase 2: Results and Implications                       | Dr. Liza Scruggs, Assistant Superintendent<br>Instructional Support Services<br>Dr. Jared Lancer, Coordinator<br>Professional Development   | 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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