

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 Baudry Avenue – 1st Floor Board Room
1:00 p.m., Thursday, June 11, 2009

Committee Members

Marguerite Poindexter LaMotte, Chairperson
Marlene Canter
Yolie Flores Aguilar

External Representatives

Judith Perez, Ed.D., AALA Representative
Julie Washington, Elementary
Vice-President, UTLA Representative
Gregg Solkovits, Secondary
Vice-President, UTLA Representative
Steven Frankel, Ed.D., President
Steven Frankel, Inc.
Francisco Torrero, Parent Collaborative
David Tokofsky

District Staff

Judy Elliott, Ph.D., Chief Academic Officer
Vivian Ekchian, Interim Chief Human Resources Officer
Liza Scruggs, Ph.D., Assistant Superintendent
Instructional Support Services
Randy Ross, Ph.D, Board of Education Director of
Educational Policy
Jerry Thornton, Inspector General

Board Secretariat Contact

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The meeting convened at 1:11 p.m.

OPENING REMARKS

Committee Chair Marguerite LaMotte made brief opening remarks, and introduced Dr. Liza Scruggs, Assistant Superintendent Instructional Support Services.

ACKNOWLEDGEMENT: CHINESE GUEST TEACHER PROGRAM

Dr. Scruggs introduced Chen Jun, Audubon Middle School; Gong Xiaoli, City Terrace Elementary School; Hu Jing, Gates Elementary School; and Zhao Yanfeng, Coliseum Elementary School and Dorsey High School, who are participating in the *Chinese Guest Teacher Program* hosted by the District. Committee Chair LaMotte presented Certificates of Recognition to them for participating in this program and for their outstanding work. This program was launched in 2006, and it is designed to help schools in the United States develop Chinese language and culture study programs, and promote international exchange between the United States and China. School districts participating in this program receive experienced Chinese guest teachers to work for a period of one to three years at assigned schools. Dr. Scruggs facilitated a teleconference with students from Audubon Middle School to demonstrate the type of work these teachers do.

Dr. Scruggs expressed appreciation for facilitating the teleconference to Ms. Carol Askin, Instructional Technology Applications Facilitator (ITAF) Secondary Instruction; Mr. Richard Cochran, KLCS; Ms. Petra King, Computer Technician, Audubon Middle School; Ms. Michelle Addison, Librarian, Audubon Middle School; and Mr. Jeff Smith, Instructional Technology Applications Facilitator (ITAF), Local District 3.

WESTERN SOCCER LEAGUE FINALS

Committee Chair LaMotte announced that the boys' soccer team, Los Angeles Center for Enriched Studies (LACES), participated in the finals of the Western Soccer League. There were seventeen teams in the league this year; LACES was the only span school participating. She highlighted that LACES not only made it to the finals, but the LACES team also has the distinction of having the highest collective point average in the City of Los Angeles. Committee Chair LaMotte gave each team member and coaches a special Certificate of Recognition.

One of the team's graduating seniors showed interest in becoming a teacher. Committee Members commented on this item. Board Member Marlene Canter noted that a few years ago, the District offered an early hire program to students interested in becoming teachers. If students completed their academic studies and credentials, the District would hire them. *Board Member Canter asked Dr. Judy Elliott, Chief Academic Officer, to find out whether this program still exists.*

WORLD LANGUAGES AND CULTURES

Mr. Harry Haskell, Director, World Languages and Cultures, provided an update of the Resolution, *Mandarin, Spanish, and Other World Languages in the Schools*, which was passed by the Board on October 28, 2008. He summarized two points of the Resolution, presented supporting data, illustrated where elementary world languages programs exist in the District, accomplishments, and provided a roadmap and priorities for 2009-2010. Mr. Haskell highlighted that the Board:

Resolved, That all students, regardless of their home language, should be provided with the opportunity to study at least one language, in addition to English, beginning in elementary grades and continuing their study sequence for six to eight years in order to achieve a high level of proficiency.

Resolved, That the Los Angeles Unified School District will endorse the implementation of a Pre K-12 feeder pattern of Mandarin, Spanish and/or other World Languages using Foreign Language in the Elementary School (FLES) programs with continuation to middle and high schools.

Mr. Haskell noted that 3,600 out of 295,000 elementary students study a World Language, and provided a breakdown of the dual language programs and Foreign Language in Elementary Schools (FLES) in the District. He indicated that a partnership was formed with the University of California Los Angeles (UCLA), Confucius Center, and the Chinese Government to create Mandarin FLES programs in Elementary schools. In the middle schools 3,650 out of 140,000 students are studying a World Language, including Spanish. In 2008-2009, 60% of graduating seniors completed two years of World Language Study. The District offers twelve languages to 77,000 students, but only 4,620 students are enrolled in less commonly taught languages, such as Mandarin. Mr. Haskell indicated that the District added three new languages in high school programs, Arabic, Hindi, and Russian. His office was awarded a \$100,000 grant (STARTALK) for the Arabic and Hindi programs. In addition, his office has submitted an application for a \$1,500,000 Foreign Language Assistance Program (FLAG) Grant to expand the K-12 in Mandarin Program. Mr. Haskell included in the priorities for 2009-2010:

- Introducing the FLES Programs to more principals and school communities,
- Expanding less commonly taught languages offerings, such as Hindi,
- Implementing and supporting the Spanish Equivalency Exam, and
- Increasing the use of technology to enhance a standards-based approach.

He concluded his presentation by asking for the Committee's and Board's support for this program.

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

TRANSFORMING LOW PERFORMING SCHOOLS

Dr. Randy Ross, Board of Education Director of Educational Policy; Ms. Mikara Davis, Program Analyst, Independent Analysis Unit; and Ms. Jera Turner, Principal, Grape Street Elementary, made an in-depth presentation on this initiative. The objective of the Transforming Low Performing Schools initiative is to transfer the success or effectiveness of high performance schools to low-performing schools to improve their Academic Performance Index (API) and Adequate Yearly Progress (AYP) scores, and help students to learn at high levels, graduate from high school, and be college prepared and career ready. Ms. Davis and Ms. Turner briefly outlined the process and highlighted a few of the challenges, such as, funding, District guidelines and union contracts, and transferability of core beliefs. Ms. Davis described in detailed the process of this initiative and indicated that their goal is to add more non-achieving schools for the upcoming years. Ms. Turner highlighted that during from 2005-2008, her school's scores grew from 21.5% to 28.3 % in English Language Arts (ELA); and from 48.5% to 52.1% in Math. In addition, her school shows a 25 point API growth for the same period.

Dr. Ross stated that his office is in the process of developing goals to increase the API and AYP:

- 2008-2009 API goal: 750 points
- 2008-2009 AYP goals: 60% in ELA and 70% in Math

Ms. Turner outlined the plans for meeting these objectives, including conducting in-house bimonthly assessments, holding everyone accountable for student achievement, providing support, education and interventions for students and teachers, and allowing time for professional development and grade level meetings to develop long term and weekly plans that address the blueprints of the California Standard Test (CST).

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

SPEAKERS

Mr. Bill Ring, Parent Collaborative, commented and supported this program.

A-G PRE-K THROUGH COLLEGE INITIATIVE - UPDATE

Dr. Shelley Weston, Assistant Superintendent, Secondary Instructional Services, provided an update on the A-G Pre-K through college initiative implemented for all students. 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. She outlined the topics to be discussed, goals, accomplishments, and future plans.

Dr. Weston introduced Ms. Gayle Garrett, Principal, Peary Middle School, and Ms. Kandice McLurkin, Principal, Cienega Elementary, who made a brief presentation highlighting the main elements of the A-G implementation plan in their respective schools; such as, cross-articulation between high schools and elementary schools, Personal Learning Environment, career planning, college bound programs, preparing students for the PSAT, formulating testing assessment in the classrooms equivalent to the ones found in the California Standard Test (CST) and Preliminary Scholastic Aptitude Test (PSAT), pyramid intervention, professional development, and parents partnership and trainings.

Dr. Weston noted that 98.5% of the 9th grade students in the District are enrolled in an A-G course. She provided the Committee with a copy of an A-G Course enrollment tracking system, by grade level and by school, designed to monitor student's outcome in each course. This enables schools to provide students with early instructional intervention. She highlighted that her office formed an A-G Taskforce to look at this data and generate ideas to improve the program. The report shows a high percentage of students failing and with "D's", especially in math courses.

Dr. Weston introduced Ms. Wendy Perez, Education Policy Coordinator, Alliance for a Better Community, to discuss the objectives and activities of the Taskforce. Ms. Perez stated that on May 29, 2009, her office conducted a community meeting to bring awareness of the challenges of the A-G implementation. She reported that the parents' concerns included lack of counseling and lack of acceptance of parents in schools. The challenges noted by school, Local Districts, and central offices panelists included finding time for intervention for students, heavy load for student counseling, not enough coordination between schools' grade levels; and lack of sufficient classes. The panelists shared possible solutions; such as schools partnering with parents and community; individualized learning; and flexible scheduling. The challenges and solutions uncovered in this meeting underscored four areas that needing improvement if the A-G implementation is to be successful:

- Hosting more community dialogue throughout the District,
- Encouraging professional development for teachers,
- Maximizing the use of the school report card as an accountability element, and
- Enhancing parent engagement.

Dr. Weston mentioned that the school District also works collaboratively in partnership with the Los Angeles Community College District (LACCD) to prepare students in grades Pre-K-12 for post-graduation success. She introduced Kareesha Miller, Dean, Outreach and Relations with Schools, LACC District. Ms. Miller presented a brief update outlining the expected outcomes and measures of success; such as, increasing numbers of school District students enrolled in concurrent education college classes with LACCD colleges, and increasing the number of school District students completing A-G graduation requirements. She noted that during the 2003-2004 school year, the number of District students enrolled in concurrent classes were approximately 13,000. In 2007-2008, approximately 25,000 students were taking concurrent classes. Ms. Miller concluded her presentation by underscoring the 2009-2010 goals:

- Promoting the 12th Grade Graduation Campaign,
- Enhancing data and information sharing,
- Implementing the Road to College website,
- Implementing a structured menu of concurrent course for all students, 9th-12th grades,
- Implementing College/Career Success Course for 11th and 12th grades, and
- Providing an update to the Board of the progress and outcomes of these initiatives.

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

Committee Members held an in-depth discussion on this item; their concerns included students failing, especially in Algebra; middle school students not reading at proficiency level; accountability; and increasing graduation rates.

Board Member Mónica García recognized the work done by staff and all District partners. In addition, she outlined some of the areas needing improvement; such as, hosting conversations with independent colleges, University of California (UC) schools, and California State University (CSU) schools to support this program; organizing a strategy to increase the number of students; improving levels of interventions; accountability; providing more support to English Language Learners; and raising the A-G graduation rates. She recommended that the college awareness program include the 10th and the 11th graders instead of the 11th and 12th.

Committee Chair LaMotte expressed concerns regarding the success of this program due to the number of failing students in middle school. *She asked Dr. Weston provide a plan addressing these issues, which include metrics of accountability, and strategy to provide immediate intervention when students are failing.*

PUBLIC SPEAKERS

Ms. Sue Sloan, teacher, asked for the Committee's support for the New Tech High program.

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The meeting adjourned at 4:37 p.m.
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AGENDA

1. Opening Remarks
Marguerite LaMotte, Chairperson 5 min.
2. Acknowledgement: Chinese Guest
Teacher Program
Dr. Liza Scruggs 15 min.
Assistant Superintendent
Instructional Support Services
George Bartleson, Dorsey HS
Dr. James Downing, Audubon MS
Margaret de la Mora, Gates ES
Lisa Le Sassier, Coliseum ES
Dr. Christopher Ortiz, City Terrace ES
3. World Languages and Cultures
Harry Haskell, Director 30 min.
World Languages and Cultures
4. Transforming Low Performing Schools
Dr. Randy Ross, Board of Education 30 min.
Director of Educational Policy
Mikara Davis, Program Analyst
Independent Analysis Unit
5. A-G Update
Dr. Shelley Weston 30 min.
Assistant Superintendent
Secondary Instruction
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.

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.

*Materials related to an item on this agenda submitted to the Board of Education, including those submitted after the initial distribution of materials, are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, at the meeting, and at:
<http://beta.laschoolboard.org/node/115>*