

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 – 1st Floor Board Room

1:00 p.m., Thursday, March 12, 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
Jerry Thornton, Inspector General

Board Secretariat Contact

Noemi Fernandez
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The meeting convened at 1:12 p.m.

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OPENING REMARKS

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

ANNUAL AEMP WEEK-END PROFESSIONAL DEVELOPMENT – UPCOMING APRIL 2009

Dr. Noma LeMoine, Director, Language Acquisition Branch, Office of Academic English Mastery and Proficiency Plus, provided an overview of the Academic English Mastery Program (AEMP); a comprehensive, research-based program designed to address the needs of Standard English Learners (SELs), which include African American, Hawaiian American, Mexican American, and Native American students. The primary objective of this program is to assure Standard English Learners (SELs) equal access to the educational curricula and post-secondary career opportunities.

Dr. LeMoine pointed out that the primary goal of No Child Left Behind Act (NCLB) is to have a “highly qualified teacher in every classroom and the importance of having quality teachers for all students.” In addition, she highlighted that studies reveal that teacher quality is not distributed equitably across schools and districts. Poor and minority students are much less likely to get well-qualified teachers than students who are better off. She cited two studies conducted on this issue; the Tennessee studies, by Sanders & Rivers, 1996, and the National Center for Education Statistics, 2000 study. Further, she noted that an analysis of the data on Academic English Mastery Program (AEMP) infers a need to recruit, develop, and retain a well-qualified teaching force, and assign well-experienced teachers at low performance schools. The professional development component of the Academic English Mastery Program (AEMP) intends to address these issues by providing a variety of services, including an intensive five-day

Summer Instructional Institutes for Teachers; four-day Fall Educational Seminars, School Site Grade Level Student Achievement Teams (GSAT), and a two-day weekend professional development conference. Dr. LeMoine discussed the goals, elements, and objectives of these services. She noted that the two-day weekend professional development conference will be held on April 3 and 4, 2009.

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

Dr. LeMoine noted that the Academic English Mastery Program (AEMP) will be reduced by approximately 75% due to the financial crisis. Committee Members recommended bringing this issue to the Superintendent and the Board to review funding options and protect this and all programs addressing the needs of students.

ALGEBRA IN LAUSD – PART 2

Ms. Shelley Weston, Assistant Superintendent, Secondary Instruction, noted that this presentation is the second part of Algebra in LAUSD; the first part was reviewed during the last Curriculum Committee Meeting. She introduced Ms. Jeanne Ramos, Director, Secondary Mathematics, and Mr. Andrew Jenkins, former Coordinator, Elementary Mathematics. Ms. Ramos and Mr. Jenkins reviewed and provided additional information regarding the mathematical and algebraic teaching concepts, which ensures continued improvement on student achievement, and increases preparedness for Algebra I for students from Kindergarten to Grade 8. Ms. Ramos presented a few charts depicting the percent of students scoring proficient and advanced in Mathematics on the California Standard Test (CST). The data provided shows a large gap in level of student achievement in Algebra.

Ms. Weston, Ms. Ramos, and Mr. Jenkins responded to questions and concerns from Committee Members.

Committee members held an in-depth discussion on the data presented, and expressed deep concerns regarding the level of achievement in Algebra. *The Committee recommended Ms. Weston prepare a plan, which includes early intervention, alignment with grade outcomes, replication of best practices, and accountability and monitoring. Chair LaMotte recommended bringing this issue forward to the Board.*

EARLY CHILDHOOD UPDATE

Mr. Whitcomb Hayslip, Interim Assistant Superintendent Early Education, provided a brief overview of the Early Childhood Education Program. He noted that there is an increasing focus at the State and Federal level on early childhood education. The District currently serves more than 35,000 children from birth to five years of age in programs. Some of the programs include:

- General Child Care: State and Federal funded; full and part day children programs for children two to five years old.
- State Preschool: State funded; half-day program for three to five-year-old children.
- Pre-kindergarten Family Literacy Program (PKFLP): Funded by the California Department of Education. It is a part day preschool program.
- School Readiness Language Development Program (SRLDP): Funded through the Office of Integration. Part-day preschool classroom program for four year olds that stresses oral language development and parent participation and outreach.

In addition, Mr. Hayslip provided references of research supporting these early childhood services and validating the importance of early childhood education. He highlighted that research studies show that

the positive effects of preschool education are only evident if the program is of high quality. He listed a series of indicators of a high-quality preschool program, which include staff experience and training, staff-to-child ratios, environment and materials, program structure and activities, and parent involvement.

Mr. Hayslip that his Division implemented the following resources for increasing the quality of the early childhood programs:

- California Desired Results System: A project of the California Department of Education, Child Development Division and Special Education Division. It is a program designed to improve program quality. It is a results-based accountability system; and provides a set of tools to review, evaluate, and reflect on their program. Mr. Hayslip introduced Ms. Rachel Mermell, Principal, Broadous & Pinewood Early Education Centers. Ms. Mernell shared the success of her programs since its implementation.
- Steps To Excellence Project (STEP): A project of the Policy Roundtable for Child Care and the Los Angeles County Office of Child Care. Mr. Hayslip introduced Helen Chavez, Coordinator, Steps To Excellence Project (STEP). Ms. Chavez made a brief presentation of this program, and highlighted the main components, rating system, and ways to measure quality. She provided a brief list of pilot communities, such as, Inglewood and Long Beach. In addition, the District has several pilot early education schools: Graham EEC, Miramonte EEC, Broadous EEC, Gluck Maclay EEC, Haddon EEC, Pacoima EEC, Telfair EEC, and Vaughn EEC. Mr. Hayslip noted that this program will be expanded to all children centers in the District.

Mr. Hayslip and Ms. Chavez responded to questions and concerns from Committee Members.

The meeting adjourned at 4:10 p.m.

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AGENDA

1. Opening Remarks
Marguerite LaMotte, Chairperson 5 min.
2. Annual AEMP Week-End Professional Development – Upcoming April 2009
Dr. Noma LeMoine, Director 15 min.
Language Acquisition Branch
Office of Academic English Mastery and Proficiency Plus
3. Algebra in LAUSD – Part 2
Dr. Shelley Weston 30 min.
Assistant Superintendent
Secondary Instruction and
Jeanne Ramos, Director, Secondary Math
Andrew Jenkins, Coordinator, Elementary Math
4. Early Childhood Updates 30 min.
Whitcomb Hayslip
Interim Assistant Superintendent
Early Childhood Education
Ladrana Williams, ECE Director, LD7
Helen Chavez, Coordinator, Steps to Excellence Project, Los Angeles County Office of Child Care
Rachel Mermell, Principal
Broadous & Pinewood EEC's
5. Speakers – Persons who wish to address this committee may sign-up at this meeting.
6. 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>*