

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
10:00 a.m., Thursday, May 21, 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

Noemi Fernandez
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The meeting convened at 10:20 a.m.

OPENING REMARKS

Committee Chair Marguerite LaMotte made brief comments and announced that External Representative Judith Perez was recently appointed President Elect for the Associated Administrators of Los Angeles (AALA).

DIPLOMAS FOR ALL DROPOUT PREVENTION SUMMIT

Ms. Debra Duardo, Director, Dropout Prevention & Recovery Program, announced to the Committee that on June 5, 2009, the District will be hosting the Los Angeles Dropout Prevention Summit, sponsored by America's Promise Alliance. She noted that this is the largest multi-sector collaborative dedicated to children and youth in the country, with more than 300 alliance partners including non-profits, faith-based organizations, and advocacy groups. They sponsor over 100 summits throughout the nation. Ms. Duardo stated that more than one million American high school students dropout every year. In the 2006-2007 school year, approximately 12,008 of the District's students, grades 9-12, dropped out. America's Promise Alliance is concerned about the alarming statistics. For this reason, these organizations have joined efforts to help parents and students to improve academic achievement.

Ms. Duardo highlighted that America's Promise Alliance awarded a grant to the District to host the Los Angeles Dropout Prevention Summit this year. She noted that the Summit Planning Committee has been meeting regularly since May 2008. The Committee includes parents, students, educators, non-profits, city

and government offices, businesses, and corporations. The District has secured sponsorship from America's Promise Alliance, State Farm Insurance, United Way, and other stakeholders.

The goals of the summit include:

- Increasing public awareness of the dropout crisis in Los Angeles,
- Involving the community including the Mayor of Los Angeles, Superintendent, business leaders, non profit organizations, school administrators, teachers, parents and students, and
- Stimulating discussion of the problem and generating solutions.

She highlighted the expected outcomes of the summit, including:

- Launching an ongoing campaign to increase graduation rates and ensure educational success for youth,
- Forming teams composed of all stakeholders working together to develop strategies to address and eliminate the dropout crisis, and
- Developing an action plan to increase graduation rates and improve college readiness.

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

Committee Members held an in-depth discussion on this issue; their concerns include duplicating efforts and programs in the District; process used to select invitees to the Summit, types of actions discussed during the Summit preparation; funding for the Summit; and whether the business community partners have offered a commitment to provide internship and work to District students.

Chair LaMotte asked Ms. Duardo to provide a list of people invited to the Summit. In addition, she recommended including the County Board of Education presenters to the Summit.

External Representative David Tokofsky recommended looking into the Work Force Investment Act, which was passed to provide funding to dropout programs. In addition, he requested a report depicting the results of similar Summits in the largest cities, such as Chicago, Philadelphia, and New York, to review the data.

CALIFORNIA STANDARDS TESTS (CST) PROCESS AND DATES OF ASSESSMENTS

Dr. Cynthia Lim, Assistant Superintendent, Planning and Assessment Division, introduced Dr. Paula Moseley, Coordinator, Student Testing and Assessment Branch, who provided an update of the California Standards Tests (CST) process, dates of assessments, goals, and objectives. The CSTs are developed by California educators and test developers specifically for California. They measure students' progress toward achieving California's state-adopted academic content standards, which describe what students should know and be able to do in each grade and subject tested. The goal is for every child in the State is to score Proficient or Advanced in all areas of the CST and be college ready. The State uses the state standards to create a blueprint that guides the questions on the actual CST.

Dr. Moseley noted that the update on the California Standards Tests (CST) is a component of the Standardized Testing and Reporting (STAR) Program assessing the state standards. The CST is comprised of multiple-choice tests in grades 2-11 and additional writing tests in grades 4 and 7. In addition, the CST is a component of the Academic Performance Index (API) and Adequate Yearly Progress (AYP) State performance measures. Dr. Moseley provided a brief chronological history

of the implementation of the different components of this test. She stated that students take multiple-choice CSTs for various subjects, such as:

- English Language Arts, grades 2-11
- Math, grades 2-11 - grades 7-11 based on course completion
- History-social science, grade 8
- U.S. history, Grade 11
- World history, grades 9-11 - based on course completion
- Science, grades 9-11 - based on course completion
- Science, grades 5, 8, and 10 - No Child Left Behind (NCLB) compliance
- Writing, grades 4 and 7

In addition, she indicated that all students in grade 11 are given the opportunity to take the Early Assessment Program (EAP) to be college prepared, consisting of fifteen additional questions and a written project.

According to the Education Code, all STAR tests must be administered within the 21-day window that is 85% of the calendar year plus or minus 10 days for every student. The STAR tests include the CSTs, California Modified Assessment (CMA), California Alternate Performance Assessment (CAPA), and the Standards-based Tests in Spanish (STS). Dr. Mosley briefly explained the elements of the CST and explained how the tests results are used.

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

In response to one of the CST sample questions Dr. Moseley presented, External Representative Francisco Torrero raised concerns regarding the State standards to create test questions. He was questioning whether the State takes into consideration the diverse cultures of the student population. Students from different countries may be confused and provide the incorrect answer by questions such as the one presented by her. Dr. Moseley indicated that she will take his concern to the State Testing Committee. *Chair LaMotte asked her to provide an update with the outcome in a future meeting.*

Chair LaMotte asked for clarification regarding the Early Assessment Program (EAP). Dr. Moseley noted that this is a program offered by the California State University (CSU) and the State board of Education (SBE) to all students in the eleventh grade. As part of the CST exam, students may opt to take the EAP. *Chair LaMotte asked Dr. Moseley to include a clear message regarding this option in the CST information letter that goes to parents.*

CALIFORNIA STANDARDS TESTS (CST): TIPS FOR PARENTS

Dr. Randy Ross, Board of Education, Director, Educational Policy, briefly discussed the elements of the California Standards Tests (CST), and provided a few strategies to schools and parents to help students to succeed in the CST exam. He highlighted that the impact of effective parent engagement may help students get better grades and test scores, and students will have greater chance of graduating from high school and go to college. Mr. Ross's recommendations to parents included:

- Read with children,
- Set a daily family routine with scheduled homework time,
- Model the value of learning, self-discipline, and hard work,
- Keep in touch with the child's school, and
- Offer words of encouragement during the testing time.

In addition, he suggested that schools provide support to students during the testing time by:

- Allowing students to take their time when testing,
- Giving attendance incentives to lessen the need for make-up tests,
- Reminding children that this is one positive step towards reaching their college and career goals, and
- Offering words of encouragement.

He highlighted that after the testing, parents receive in the mail a student report showing the child's test scores and their level, such as, Far Below Basic, Below Basic, Basic, Proficient and Advanced. This report normally arrives in homes during August.

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

PUBLIC COMMENTS

Ms. Nancy Cuadros, Ms. Adelene Matuzuma, Ms. Rubit Escamilla, students, and Ms. Clara Romero and Ms. Ivy Gomez, parents, commented on the relocation of the City of Angeles Educational Options Program from its current site in the Wilshire area.

The meeting adjourned at 12:43p.m.

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AGENDA

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| 1. Opening Remarks | Marguerite LaMotte, Chairperson | 5 min. |
| 2. Diplomas for All Dropout Prevention Summit | Debra Duardo, Director Dropout Prevention & Recovery Program | 15 min. |
| 3. California Standards Tests (CST) Process and Dates of Assessments | Dr. Cynthia Lim Assistant Superintendent Planning and Assessment Division | 30 min. |
| 4. CST: Tips for Parents | Mikara Davis Program Analyst Independent Analysis Unit | 30 min. |
| 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>*