

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

AUGMENTED CURRICULUM AND INSTRUCTION COMMITTEE  
MEETING NOTES

333 South Beaudry Avenue, Board Room  
10:00 a.m., Thursday, January 19, 2006

Board Members Present:

Ms. Marlene Canter, Chairperson  
Ms. Julie Korenstein, Member  
Mr. Mike Lansing, Member  
Ms. Marguerite P. LaMotte, Member  
Mr. Jon Lauritzen  
Mr. David Tokofsky

External Members Present:

Ms. Russlyn Ali, Director, Education Trust-West  
Ms. Anna Feig, Principal, Woodland Hills Elementary School  
Ms. Linda Guthrie, Vice President – Secondary, United Teachers Los Angeles

Staff Present:

Superintendent Roy Romer  
Ms. Rowena Lagrosa, Deputy Superintendent, Educational Services  
Ms. Ronni Ephraim, Chief Instructional Officer, Elementary  
Mr. Robert Collins, Chief Instructional Officer, Secondary  
Ms. Alma Peña-Sanchez, Assistant Superintendent, Instructional Services  
Dr. Liza Scruggs, Assistant Superintendent, Instructional Services  
Ms. Maria E. Wale, Assistant Superintendent, Instructional Services  
Dr. Santiago Jackson, Assistant Superintendent, Division of Adult and Career Education  
Ms. Francine Eisenrod, Administrative Coordinator, Office of the Chief Instructional Officer, Secondary  
Ms. Beverly Edwards, Director, Instructional Media Services  
Mr. Herman Clay, Director, Secondary History/Social Science Branch  
Dr. Randy Ross, Board of Education Director of Educational Policy

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The meeting convened at 10:15 a.m.  
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Chairperson Marlene Canter introduced the members of the Committee and highlighted the items that would be discussed.

CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE) UPDATE

Chairperson Canter announced that this year is the first year that the passage of the California High School Exit Exam (CAHSEE) is required for high school graduation. This requirement has several

implications on the students and the District. She advised that Mr. Collins would provide an update on CAHSEE and the steps that are being taken to maximize the passage rate.

Mr. Collins announced that a press conference was held this morning at Garfield High School regarding the latest results on CAHSEE.

Mr. Collins stated that every high school teacher and high school administrator has a responsibility to ensure that every student is given every opportunity to be prepared for and to pass the CAHSEE. This responsibility to the high school students, and in particular, the seniors, defines the quality of the high school programs.

Mr. Collins reported that there were 29,984 12<sup>th</sup> grade students enrolled as of November 17, 2005, and 24,050 students have passed the CAHSEE exam. Eighty percent of the seniors have now passed CAHSEE, an improvement from the 75% student pass rate reported from the previous test in September 2005. There are 5,934 students who have not passed CAHSEE. Mr. Collins pointed out that there are 2,937 English language learners who have to pass CAHSEE; 1,446 have to pass both the English language arts and math; 766 only have to pass the English language arts; and 614 only have to pass math. For special education students, there are 1,882 who have to pass CAHSEE. Mr. Collins noted that of the 5,934 students who have not passed CAHSEE, 4,700 of those students are either special education students or students who are English learners. In terms of students who are in the general education population, there are approximately 1,100 students who have not passed CAHSEE.

Mr. Collins presented a bar graph displaying the number of seniors needing to pass CAHSEE as of June 2005 and January 2006. There were 5,502 students in June 2005 who had to pass both parts of CAHSEE compared to 2,300 that currently need to pass both parts; 3,715 students needed to pass math and it is now down to 2,009; and 2,001 needed to pass English language arts, and it is now down to 1,112. Mr. Collins also displayed a chart showing the CAHSEE pass rates by ethnicity for the current 12<sup>th</sup> graders. Of those students who need to pass CAHSEE, 1,157 are African American and 4,318 are Hispanic. Seventy-eight percent of the Hispanic students and 71% of the African American students have passed the CAHSEE exam.

Mr. Collins announced that the final retests for members of the Class of 2006 to pass the CAHSEE are: 3-track: B and C will be on February 7 and 8, 2006, and for single track and 3-track A will be on March 21 and 22, 2006.

Ms. Eisenrod advised that the following steps have been taken to assist all students to pass CAHSEE:

- Identified all students who have not passed either the mathematics or English language arts sections of the CAHSEE with scaled scores for schools and local districts.
- Put in place a consistent student/parent notification and monitoring system between parents, students and school regarding the CAHSEE and graduation status.
- Provided Kaplan Extended Learning Academies, after-school and Saturday school programs.
- Provided direction and materials for the implementation of Essential Skills courses.

- Developed CAHSEE writing curriculum for 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade English classes.
- Established a CAHSEE Boot Camp for all seniors not passing CAHSEE. The camp provides seniors with a 20-hour Kaplan intervention in-school program in mathematics and/or English two weeks prior to the administration of the latest scheduled CAHSEE.
- Provided for optimal conditions for the administration of the CAHSEE.
- Designed an adult mentoring program to provide weekly contact with students and parents.
- Developed CAHSEE publicity and motivational program for all high schools.
- Provided a Kaplan intervention program for high school and options programs for targeted seniors both in and out of school.
- Provided technology to support options school students in intervention.
- Provided to principals and the Board updated statistics following each reporting out by the State of CAHSEE data.
- Implementing evaluation process to address the effectiveness of Kaplan Intervention programs, the effectiveness of Essential Skills and Boot Camp programs, and the effectiveness of overall 10<sup>th</sup> grade (first time test takers) programs.
- Developing a middle school pre-CAHSEE for 8<sup>th</sup> grade students beginning in 2007.

Mr. Collins reported that in order to receive a diploma and participate in the graduation ceremony, seniors must earn 230 credits, meet specific State and District course requirements, and pass both sections of the CAHSEE.

Mr. Collins advised that in March 2006, staff will provide to the Augmented Curriculum and Instruction Committee options for seniors not passing the CAHSEE on their final retest opportunity. Options could include a community college program, adult school programs in preparation for the August retest, and additional intervention and preparatory opportunities.

Mr. Collins and Ms. Eisenrod responded to comments and questions raised by the Committee.

In response to Committee Member Korenstein's inquiry concerning the selection of the Kaplan Extended Learning Academies, Mr. Collins responded that they were selected because the District had data which showed that students who participated in the program performed better on the CAHSEE than students who did not participate.

Committee Member Korenstein pointed out that some school districts are considering issuing certificates of achievement or certificates of recognition stating that the person named had completed class work but not the State standards test. Mr. Collins noted that there are other routes through the adult and community college programs that can enable students to earn a diploma.

Committee Member Guthrie expressed her opposition to administering a middle school pre-CAHSEE for eighth grade students.

Committee Member Lansing expressed concern over administering a middle school pre-CAHSEE for eighth grade students. He also felt that the District should not issue certificates to students who have not passed CAHSEE because they will not be motivated to retake the test. *Committee Member Lansing wanted to know how many students are unable to earn the 230 credits and what efforts are being utilized to motivate the students to continue taking classes so they can obtain their full units.*

In response to an inquiry made by Board Member Lauritzen over the length of time it takes to receive the CAHSEE results, Mr. Collins advised that the response time from the State is eight weeks. The CAHSEE test results from the November administration were received last week. Mr. Collins said that he has drafted a letter for Mr. A. J. Duffy, President, United Teachers Los Angeles, and for Superintendent Romer to the State Board of Education to consider shortening the time when CAHSEE results are released.

*Committee Member LaMotte requested a school-by-school listing of the teacher vacancies for the last four years in mathematics and English.*

*Committee Member LaMotte recommended that there be a media blitz to inform parents when the last administration of CAHSEE will occur.*

Chairperson Canter wanted to know what has been done to date to notify the parents about CAHSEE. Mr. Collins stated that after each administration of the CAHSEE, parents are provided with the information regarding their students' status regarding the CAHSEE and the opportunities for intervention. Mr. Collins pointed out that every school has been requested to hold a meeting with parents of students who have not passed CAHSEE.

In response to a question raised by Committee Member Korenstein, Mr. Collins reported that there is a policy for senior high schools that students must pass both the course credit and requirements and pass the proficiency exam in order to participate in the graduation ceremony and receive a diploma. The only exception has been for students with special needs with an Individual Education Plan (IEP) to receive a certificate of completion.

#### A-G ACTION PLAN UPDATE

Chairperson Canter advised that on June 14, 2005, the Board approved a resolution to create educational equity in Los Angeles through the implementation of the A-G course sequence as part of the high school graduation requirements. She announced that Mr. Collins would provide an update on the A-G implementation plan and that a Special Committee of the Whole will be held in February to review this topic.

Mr. Collins spoke about the fourteen steps required to implement the A-G requirement policy. These steps include the following:

1. Ensure collaboration
2. Implement a calendar for reform
3. Establish and maintain strong administrative practices
4. Support a positive campus culture and strong counseling programs
5. Support a “college-going” culture through access and equity
6. Promote career-tech and multiple pathways to graduation
7. Complete master program and curriculum analysis
8. Ensure implementation of a quality curriculum
9. Establish middle school accountability
10. Implement a Summer Bridge program
11. Support small school design
12. Support 6<sup>th</sup> grade cores
13. Support and expand options programs
14. Support and expand parent engagement

Mr. Collins pointed out that an A-G Implementation Committee was formed last year to review and refine the implementation steps.

Mr. Collins stated that beginning in the 2006-07 school year, the District will provide access to A-G courses for every student who requests enrollment into any course in the A-G course sequence. Beginning in 2008, every student entering the 9<sup>th</sup> grade will enroll in the A-G course sequence. In the second semester of the tenth-grade year, a student and his or her parent or guardian may request a waiver from the A-G course requirements for high school graduation.

Mr. Collins advised that beginning in 2012, every student entering the ninth grade must complete the A-G course sequences in order to graduate from the District. A waiver from the A-G requirements will be available to special education students with disabilities only if it is specified in the student’s IEP. A waiver will be available to all English learner students who enter high school at the 11<sup>th</sup> or 12<sup>th</sup> grade and do not have transcripts, and students who at the end of the ninth grade choose to take a Career and Technical Education (CTE) sequence that incorporates the CTE standards as adopted by the California State Board of Education.

Mr. Collins responded to comments and questions raised by the Committee.

*Chairperson Canter suggested that the Augmented Human Resources Committee discuss teacher retention at a future meeting.*

Committee Member Guthrie asked what the difference was between the A-G requirements that were adopted by the Board and what was being demanded from the students prior to the implementation of the policy. Mr. Collins said the major differences include an additional year of Algebra and that students meet the “E” requirements of the University of California which is two years of foreign language.

## RECOMMENDED ADOPTION OF HIGH SCHOOL CORE AND ADVANCED PLACEMENT HISTORY/SOCIAL SCIENCE TEXTBOOKS

Chairperson Canter announced that California Education Code Section 60400 requires a Board process for the adoption of textbooks for Grades 9-12 that will be purchased with state textbook funding. She indicated that a communication recommending the adoption of high school core and advanced placement history/social science textbooks is scheduled to be presented to the Board of Education on February 14, 2006.

Ms. Edwards reported that committees comprised of District history/social science teachers evaluated the instructional materials for alignment to the State's history/social science framework, content standards, legal compliance, and instructional appropriateness. Announcements requesting submissions, including the course specifications and the website address to access the State framework, were sent to approximately 107 publishers. As part of the Board's adoption process, the recommended basic textbooks are being placed on display in five locations throughout the District.

Mr. Clay advised that the textbook committees evaluated the texts for:

- Alignment to California Framework and Standards
- Understanding of democratic and civic values
- Academic rigor and accuracy
- Culturally relevant curriculum
- Accessibility for English Learners
- Accessibility for Special Education
- Accessibility for students performing above and below grade level
- Instructional supports for teachers and students
- Legal compliance

Textbooks for advanced placement courses were evaluated for alignment to the College Board Advanced Placement course descriptions and legal compliance.

Mr. Clay stated that the textbook evaluation committees have recommended the basic textbooks outlined in Exhibit A of the communications for the following subjects:

### Core History/Social Science Curriculum

- Economics – Grade 12
- Principles of American Democracy – Grade 12
- U.S. History and Geography (Modern) – Grade 10

#### Advanced Placement History Courses

- Economics
- Comparative Government
- United States Government
- United States History
- World History
- European History
- Psychology

Mr. Clay said that the recommendations for textbook adoptions took into consideration transient student population, the need for consistency, coherence, and collaboration in the delivery of professional development, the allocation of resources, access and equity, and the Williams legislation compliance. It is recommended that the Board adopt one textbook in each core course for use districtwide and that the textbook adopted be the textbook rated highest by the evaluation committee as listed in Exhibit A of the communication.

Board Member Tokofsky expressed his objection to the selection of only the Magruder's American Government textbook. He felt that more than one textbook should be considered. Mr. Collins expressed his willingness to peruse the textbook committee review form in order to provide the Committee with written descriptions of why the Magruder text was chosen. Board Member Tokofsky pointed out that there are three textbooks recommended for Advanced Placement World History.

*Board Member Tokofsky requested from Human Resources a description of the experience and background of the District's social studies teachers. He also asked for the California State Testing (CST) data disaggregated by race and in comparison with other urban districts and what is the professional development plan, the periodic assessment and the end of course plan as well as the course of study and the timelines.*

Superintendent Romer expressed his views on the textbook selection process. He felt there should be a policy where only one textbook is utilized.

In response to a number of questions raised by Committee Member Korenstein, Ms. Edwards replied that there were a number of textbooks submitted for study. In the core courses, there were 60 student editions and for advanced placement there were 75. The committee members spent a great deal of time analyzing the pros and cons of each textbook.

Mr. Mark Hafeman, a teacher at City of Angels and a member of the Textbook Committee, expressed his support for the Magruder textbook.

Ms. Tamara Hoffman, a teacher at Los Angeles High School and a member of the Textbook Committee, expressed her support for the Magruder textbook.

Ms. Cynthia Lee, a teacher at Washington Preparatory High School and a member of the Textbook Committee, expressed her support for the Magruder textbook.

Board Member Lauritzen agreed with the views expressed by Board Member Tokofsky.

*Board Member Tokofsky asked that the communication be held for further discussion at a future Committee meeting.*

*Committee Member LaMotte wanted to know what charge the Textbook Committee was given.*

*Chairperson Canter suggested that additional discussion on this item occur at either the Educational Equity Committee meeting on February 9, 2006, or at the next Augmented Curriculum and Instruction Committee meeting on March 9, 2006.*

#### EVALUATION OF THE MIDDLE SCHOOL TECHNOLOGY PILOT

Due to time constraints, this item was not discussed.

#### EVALUATION OF THE HIGH POINT PROGRAM

Due to time constraints, this item was not discussed.

#### Public Comment on Items Not on the Agenda

Mr. Ron Glymph advised that he would speak about his program on intervention and remediation for mathematics. Chairperson Canter advised him that the Committee was not the appropriate place to address this issue and referred him to the Business Services Division.

Ms. Guadalupe Lopez, a parent, expressed her objection over the placement of a must place teacher who is teaching Spanish at the LAUSD/USC Math/Science Magnet. Mr. Collins reported that he is aware of the situation and will investigate the situation.

Ms. Priscilla Heim, a parent, expressed her objection over the placement of the must place teacher at the LAUSD/USC Math/Science Magnet.

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The meeting adjourned at 1:00 p.m.  
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BOARD OF EDUCATION OF THE CITY OF LOS ANGELES  
 Governing Board of the Los Angeles Unified School District  
 AUGMENTED CURRICULUM AND INSTRUCTION COMMITTEE  
 333 South Beaudry Avenue – 1<sup>st</sup> Floor (Board Room)  
 Thursday, January 19, 2006 – 10:00 AM

**Committee Members**

Marlene Canter, Chairperson  
 Julie Korenstein  
 Mike Lansing  
 Marguerite Poindexter LaMotte

**External Members**

Russlyn Ali, Director, Education Trust-West  
 Anna Feig, Principal, Woodland Hills Elementary School  
 Linda Guthrie, Vice President - Secondary, United Teachers Los Angeles  
 Julie Washington, Vice President – Elementary, United Teachers Los Angeles

**Board Secretariat Contact:**

Dinah Edwards (213) 241-7002

**Superintendent’s Representatives**

Rowena Lagrosa  
 Deputy Superintendent, Educational Services  
 Ronni Ephraim  
 Chief Instructional Officer, Instructional Services  
 Robert Collins  
 Chief Instructional Officer, Instructional Services  
 Alma Peña-Sanchez  
 Assistant Superintendent, Instructional Services  
 Liza Scruggs, Ph.D.  
 Assistant Superintendent, Instructional Services  
 Maria E. Wale  
 Assistant Superintendent, Instructional Services  
 Santiago Jackson, Ph.D.  
 Assistant Superintendent, Division of Adult and  
 Career Education

**AGENDA**

INSTRUCTIONAL INITIATIVES	PRESENTERS	PRESENTATION TIME	DISCUSSION TIME
1. Chairperson’s Remarks	Marlene Canter <i>Board Member</i>	5	
2. Recommended Adoption of High School Core and Advanced Placement History/Social Science Textbooks	Beverly Edwards, <i>Director</i> <i>Instructional Media Services</i> Herman Clay, <i>Director</i> <i>Secondary History – Social Science</i>	10	20
3. CAHSEE Update	Robert Collins, <i>Chief Instructional Officer</i> <i>Secondary Instruction</i>	15	15
4. A-G Action Plan Update	Robert Collins	20	10
5. Evaluation of the Middle School Technology Pilot	Rina Hoffer, <i>Project Director</i> <i>Program Evaluation and Assessment Br.</i>	10	10
6. Evaluation of the High Point Program	Dr. Gojko Vuckovic, <i>Project Director</i> <i>Program Evaluation and Assessment Br.</i>	10	10
7. Public Comment Persons who wish to address the Committee may sign-up at the Committee meeting.			
8. Calendar		5	

Members of the public are encouraged to review the order of business or agenda for the meeting of the Board of Education “Curriculum and Instruction Committee.”

**Please note that if you are being compensated for speaking before the Board or with a Board Member or other District staff – as a salesperson, vendor, advocate, lobbyist, lawyer or even a concerned citizen, you may be required to register as a lobbyist with the LAUSD Ethics Office (check [www.lausd.net/ethics](http://www.lausd.net/ethics) or call (213) 241-1814).**

*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.*

“For more information, go to <http://www.laschoolboard.org>, Curriculum an