

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
9:30 a.m., Thursday, February 10, 2005

Board Members Present:

Mr. Jon Lauritzen, Chairperson
Ms. Marlene Canter, Member
Ms. Julie Korenstein, Member
Mr. David Tokofsky

Staff Present:

Dr. Maria G. Ott, Senior Deputy Superintendent, Educational Services
Ms. Ronni Ephraim, Chief Instructional Officer, Instructional Services
Dr. James Morris, Assistant Superintendent, Instructional Support Services
Dr. Liza Scruggs, Assistant Superintendent, Instructional Services
Ms. Maria Reza, Assistant Superintendent, Student Health and Human Services
Mr. Bud Jacobs, Director, High School Programs
Dr. Noma LeMoine, Director, Academic English Mastery/Closing the Achievement Gap Branch
Dr. Ted Bartell, Director, Program Evaluation and Research Branch
Dr. Judy Slayton, Chief Research Scientist, Program Evaluation and Research Branch

External Members Present:

Ms. Linda Guthrie, United Teachers Los Angeles
Dr. Judith Perez, Associated Administrators of Los Angeles

The meeting convened at 9:35 a.m.

CIVIC MISSION OF EDUCATION

Mr. Jacobs noted that on April 13, 2004, the Board of Education approved Mr. Lauritzen and Mr. Huizar's motion on civic education. This motion was presented in Washington, D.C., at the Congressional Conference on Civic Education on December 4-6, 2004.

Mr. Jacobs introduced Ms. Gaby Reyes, Student Body President, and Ms. Elaine Pantig, Senior Class President, Marshall High School. They shared their experiences participating in classroom discussions on current local, national, international issues and events, and opportunities such as school clubs, fundraisers, voter registration, a Constitutional Rights Foundation project, and school trips.

Mr. Jacobs spoke about the recommendations contained in the Carnegie Foundation of New York and the Center for Information and Research on Civic Learning (CIRCLE) report on the Civic Mission of Schools; the goals of civic education; the Superintendent's Theory of Change; the California

Campaign for the Civic Mission of Schools, an effort sponsored by the California Coalition for Civic Renewal; establishing networks within the District; building capacity within the current infrastructure; increasing community partnerships; providing professional development; implementing a service-learning initiative; developing instructional guides; and the challenges ahead.

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

DISCUSSION OF EVALUATION REPORTS

Ms. Ephraim reported that the Division of Instruction has worked collaboratively with Dr. Bartell and his staff. The reports that are prepared by the Program and Evaluation Branch (PERB) assist the Division of Instruction to improve the instructional initiatives.

Dr. Bartell advised that he has reviewed six reports related to professional development that were issued by PERB during the past twelve months. The general finding revealed that when a school-based professional development is collaborative, reflects a shared vision, promotes inquiry, reflection, and discussion and involves challenging content, teacher instructional practices change. Unfortunately, relatively little of the professional development that was observed reflects these elements. Specifically, with respect to secondary literacy, math, and reading, three-fourths or more of the professional development has been lecture-based; reflecting no clear goals or expected intended outcomes; superficial and lacking rigor; exhibiting little reflection or discussion; and activity-focused, rather than learning-focused. In view of these findings, Dr. Bartell posed the following three questions for the Committee's consideration:

1. Does the District in fact have the capacity to effectively train the large numbers of coaches required by the District's theory of action?
2. What accounts for the lack of improvement in professional development in light of PERB evaluation reports over the past several years that have repeatedly documented these problems?
3. Rather than launching entire District initiatives, might the District be better served by encouraging numerous small scale pilot efforts first, fine tuning these programs, and then only scaling these up when the research evidence of program effectiveness is convincing?

Dr. Ott, Ms. Ephraim, Dr. Bartell, and Dr. Slayton responded to comments and questions raised by the Committee.

LESSON STUDY PRESENTATION

Mr. Day Higuchi, Associate Director of the Institute for Standards, Curricula, and Assessments (ISCA) at United Teachers Los Angeles, reported that ISCA was established by grants from the Stuart Foundation and the United States Department of Education. UTLA believes that District funding for ISCA to bring lesson design study to more schools will help improve student achievement. UTLA has been working with Foshay Learning Center for the last two years, Muir Middle School for nine months, and recently with Manual Arts High School. In April, Gage Middle School will participate in the program.

ISCA's current mission is to offer schools professional development in the collaborative lesson design process for all disciplines; research, develop, and then field test effective standards-based lessons and performance assessments in all disciplines; promote the lesson design process as a core work activity of teachers; establish a professional community dedicated to creating the most effective lessons and assessments for students; and disseminate rigorous teacher developed units and assessments via publications, mini-institutes, conferences, and ISCA's web page.

Ms. Charlotte Higuchi, Co-Director of the Institute for Standards, Curricula and Assessments, showed a video that illustrated how lesson design works and demonstrated the contribution of lesson design study to the professional knowledge base of teaching.

Chairperson Lauritzen advised that the Committee Members raised concern that Mr. Higuchi is a vendor who contracts with the District.

The following individuals spoke about their participation in ISCA:

Ms. Veronique Wills, Principal, Foshay Learning Center
Mr. John Carroll, Teacher, Foshay Learning Center
Mr. Pedro DeLeon, Teacher, Foshay Learning Center
Ms. Myra LeBendig, Teacher, Foshay Learning Center
Ms. Charlene Brown, Teacher, Foshay Learning Center
Mr. Erik Matsubayashi, Teacher, Foshay Learning Center
Mr. Robert Nelli, Teacher, Foshay Learning Center
Mr. Mark Taylor, Teacher, Muir Middle School

Mr. Morris, Mr. Higuchi, Ms. Higuchi, and Professor Buzz Wilms, UCLA Graduate School of Education and Information Studies, responded to comments and questions raised by the Committee.

LOCAL DISTRICT BLUEPRINTS AND STRATEGIES, REFERENCE AND RESOURCE MANUAL FOR CLOSING THE ACHIEVEMENT GAP

Dr. Scruggs reported that at a Special Committee of the Whole on June 24, 2004, she presented a series of timelines, goals, and objectives relative to implementing the Action Plan for a Culturally Relevant Education that Benefits African American Students and All Other Students. Subsequent to that presentation, a Closing the Achievement Gap Committee was formed consisting of a diverse group of 46 persons representing stakeholders within the District and the community. The Achievement Gap Committee held its first meeting on August 24, 2004.

Dr. Scruggs noted that the Committee was provided with copies of two documents that will not be discussed at this time. The first document, "Culturally Relevant and Responsive Education Quality Indicators," describes teacher and student behaviors. The second document, "Strategies, Reference and Resource Manual for Creating a Culturally Relevant and Responsive Classroom," is being reviewed by the Associated Administrators of Los Angeles, United Teachers Los Angeles, and the Parent Community Engagement Subcommittee of the African American Learners Initiative.

Dr. LeMoine reported that today's presentation is the culmination of months of focused efforts on the part of the Central Office and the Local Districts to define and refine the work of implementing the Action

Plan for Closing the Achievement Gap. An attempt has been made with this work to expand upon earlier efforts to develop local district plans to effectively close the gap in student achievement. The Achievement Gap Committee members, in collaboration with stakeholders throughout the Local Districts, have gathered and conducted in-depth analysis of student achievement data and built upon those findings to develop individualized Blueprints for addressing the 97 action steps that comprise the Action Plan for a Culturally Relevant Education that Benefits African American Students and All Other Students. The respective Blueprints are comprehensive designs that address the five tenets of the Action Plan:

- Students' opportunity to learn—student focus
- Students' opportunity to learn—adult focus
- Professional development for teachers and administrators
- Parent engagement
- Ongoing planning, monitoring and reporting.

Each respective blueprint addresses all of the action plan recommendations including the need to embed culturally relevant and responsive education throughout the curriculum, ensure access for all students to a rigorous, college-prep curriculum, provide academic English mastery for standard English learners and highest quality teachers for all students, engage all stakeholders in comprehensive professional development around culturally responsive pedagogy, making important connections to parents and the community as partners in this work, and putting in place accountability and monitoring practices that will help to guide the work.

The following Local District representatives spoke about their blueprints and how they are engaging administrators, teachers, parents, and the community in their efforts to achieve excellence in education for all students:

Ms. Chris Acosta, Administrator of Instruction, Local District 1
Mr. Robert Collins, Superintendent, Local District 1
Ms. Maynae Lew, Administrator of Instruction, Local District 2
Ms. Linda Roussel, SEL/Achievement Gap Specialist, Local District 2
Ms. Sharon Curry, Superintendent, Local District 3
Ms. Denise Collier, SEL/Achievement Gap Specialist, Local District 3
Ms. Andriette Gibson, SEL/Achievement Gap Specialist, Local District 4
Mr. Richard Alonzo, Superintendent, Local District 4
Ms. Kirstin Hilbert, Administrator of Instruction, Local District 5
Ms. Sharon Sweet, Administrator of Instruction, Local District 6
Mr. Miguel Mendivil, SEL/Achievement Gap Specialist, Local District 6
Ms. Aminka Readeux, SEL/Achievement Gap Specialist, Local District 7
Ms. Donna Stevens, Administrator of Instruction, Local District 8

Dr. LeMoine stated that the next steps include designing instructional support tools, Districtwide professional development modules, and strengthening the parent and community engagement and internal monitoring components of the Action Plan.

Speakers

Ms. Vaa Asantewaa, a member of the community, expressed her views on closing the achievement gap.

Mr. Steven Shapiro, a member of the community, expressed his concerns on high school science courses.

RECOMMENDED ADOPTION OF HIGH SCHOOL BASIC HEALTH TEXTBOOK

Dr. Morris reported that in June 2004, announcements were sent to approximately 200 publishers requesting submissions. During the period July through September, schools were notified that health textbooks would be reviewed. In October, an LAUSD committee comprised of District health teachers was formed, and the members of that committee were appointed by United Teachers Los Angeles and approved by the Local District Superintendents. In November and December, the committee met several times. In January, the Committee's recommendation was presented to the Board.

Dr. Morris noted that there are two Board approved Glencoe/McGraw-Hill textbooks that are on the current list of approved materials. Eighty percent of students currently learn health from a Glencoe book published in 1993. The LAUSD Committee is recommending the adoption of the 2005 book Health published by Glencoe/McGraw-Hill and its supplemental material for ninth-grade health classes.

Ms. Reza advised that by June 1, an instructional guide will be developed for teaching comprehensive health education. She also pointed out that Glencoe/McGraw-Hill will provide staff development to the teachers.

The Committee had grave concerns about the conservative tone of the textbook and that it did not give appropriate scientific information to the students.

Chairperson Lauritzen announced that this issue will be discussed further at next month's Committee meeting.

REPORTS RECEIVED

The following reports were received by the Committee:

- Evaluation of Structured English Immersion Program
- Evaluation of Urban Systemic Program

Chairperson Lauritzen adjourned the meeting in memory of Mr. Robert Lee Hayes, a science teacher at Millikan Middle School.

The meeting adjourned at 1:07 p.m.

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Committee Members

Jon Lauritzen, Chairperson
 Marlene Canter
 Julie Korenstein
 Marguerite Poindexter LaMotte
 Linda Guthrie, United Teachers Los Angeles
 Judith Perez, Ed.D., Associated Administrators of
 Los Angeles
 Dale McIntire, Retired DACE

Superintendent’s Representatives

Maria G. Ott, Ph.D.
 Sr. Deputy Superintendent, Educational Services
 Ronni Ephraim
 Chief Instructional Officer, Instructional Services
 Jean Brown
 Assistant Superintendent, Instructional Services
 James Morris, Ed.D.
 Assistant Superintendent, Instructional Services
 Liza Scruggs, Ph.D.
 Assistant Superintendent, Instructional Services
 Santiago Jackson, Ph.D.
 Assistant Superintendent, Division of Adult
 and Career Education

AGENDA

<u>INSTRUCTIONAL INITIATIVES</u>	<u>PRESENTERS</u>	<u>PRESENTATION TIME</u>	<u>DISCUSSION TIME</u>
1. <u>Discussion of Evaluation Reports:</u> Opening Remarks	Ted Bartell Ronni Ephraim		20 Minutes
Secondary Literacy Plan Evaluation Report District Mathematics Plan Evaluation Report Evaluation of High Point Program Report			
2. Lesson Study Presentation	Charlotte Higuchi	20 Minutes	10 Minutes
3. Civic Mission of Education	Bud Jacobs, Director	10 Minutes	20 Minutes
4. Local District Blueprints and Strategies, Reference and Resource Manual for Closing the Achievement Gap	Dr. Liza Scruggs Asst. Superintendent Dr. Noma LeMoine Director Local District and Achievement Gap Committee Representatives	20 Minutes	20 Minutes

5. Recommended Adoption of High School Basic Health Textbook	Maria Reza Assistant Superintendent Dr. Jim Morris Assistant Superintendent	10 Minutes	20 Minutes
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RECEIPT OF COMMUNICATIONS

1. Evaluation of Structured English Immersion Program
2. Evaluation of Urban Systemic Program

Future agenda items: Education and Consent Decree Update / Program Improvement Schools / Charter Schools / No Child Left Behind and Title I (School-wide Program and Targeted Assistance)

“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 the 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 Committee of the Whole.”

PERSONS WHO WISH TO ADDRESS THE COMMITTEE MAY
SIGN UP AT THE COMMITTEE MEETING