

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, April 14, 2005

Board Members Present:

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

External Members Present:

Ms. Linda Guthrie, United Teachers Los Angeles  
Mr. Dale McIntire, Retired, Division of Adult and Career Education  
Dr. Judith Perez, Associated Administrators of Los Angeles

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  
Ms. Jean Brown, Assistant Superintendent, Instructional Services  
Dr. Liza Scruggs, Assistant Superintendent, Instructional Services  
Dr. Santiago Jackson, Assistant Superintendent, Division of Adult and Career Education  
Ms. Rita Caldera, Assistant Superintendent, Specially Funded Programs/Parent/Community Services  
Ms. Esther Wong, Assistant Superintendent, Planning, Assessment and Research Division  
Ms. Deborah Ernst, Director, Specially Funded Programs  
Ms. Kathy Rattay, Director, Secondary Redesign and Career Development  
Dr. Noma LeMoine, Director, Academic English Mastery Program and Closing the Achievement  
Gap Branch  
Mr. Richard Burrows, Director, Arts Education  
Mr. Bud Jacobs, Director, High School Programs  
Dr. Ted Bartell, Director, Program Evaluation and Research Branch

-----  
The meeting convened at 10:06 a.m.  
-----

UPDATE ON THE TEN-YEAR ARTS EDUCATION PLAN

Mr. Burrows noted that on June 22, 1999, the Board of Education unanimously passed a resolution to commence a ten-year effort to reinstate the arts for all students, at all grade levels, in all schools. The Arts Education Plan establishes that every K-12 student participates in balanced, articulated,

comprehensive, standards-based arts education that includes dance, music, theatre, visual arts and media studies.

Mr. Burrows advised that the goals of the arts education plan are: (1) To provide a substantive program of sequential and comprehensive curriculum, instruction and assessment in the arts in grades K-12; (2) To sponsor year-round professional development in the arts for classroom teachers, arts teachers and administrators in the arts; (3) To develop partnerships with community arts and educational organizations that support the Arts Education Plan; (4) To utilize new technologies to effectively communicate the vision of the Plan to the widest constituency; and (5) To evaluate the impact and effectiveness of the Plan by examining data to inform progress and change.

Mr. Burrows showed a video that detailed the progress, successes, and challenges of arts education during the past six years.

Mr. Burrows noted that as staff moves towards the balance of the four years in the ten-year Arts Education Plan, draft versions of the elementary instructional guide will be ready for discussion and review by District teachers who have contributed to its design. The work will continue on the development of the strategic pieces that are included in the secondary instructional guide in the arts.

Due to the usual September approval of the general fund expenditures for the arts, the program has never been able to start on July 1. Mr. Burrows proposed that, in order to serve multi-track schools this coming year and to remove the program from a traditional calendar offering, the commencement of year-round programming be offered at selected elementary schools. As funds become available, all year-round schools should be encouraged to participate in arts instruction.

Mr. Burrows pointed out that the No Child Left Behind Act establishes that the highly qualified teachers should be in place to provide instruction for students. There are four challenges that remain for arts education. There are no dance and theater credentials in the State of California. There are complex coordinated compliance review regulations that are related to physical education and dance. Teachers of media arts are often not credentialed in a standards-based content area that would permit them to teach media as a standards-based subject core area. Since there are multiple bulletins and memoranda related to arts education over the last 40 years, it is time to develop a comprehensive description for schools, administrators, teachers, and parents that uniformly details the policies, protocols, and procedures for the implementation of a quality arts education program.

Ms. Ephraim and Mr. Burrows responded to comments and questions raised by the Committee.

Mr. Mark Slavkin, Vice President, Music Center Education Division and a former Board Member, expressed his support for the Arts Education Plan.

### CULTURALLY RELEVANT AND RESPONSIVE EDUCATION RESOURCE MANUAL

Dr. LeMoine provided an overview of the latest work of the Closing the Achievement Gap Committee which is the development of A Strategies, Reference, and Resource Manual for Implementing Culturally Relevant and Responsive Instruction. The manual represents the District's effort to give practical application to the theoretical concepts and investigation of scholars who have studied and researched

culturally relevant and responsive pedagogy and its role in increasing achievement outcomes for African American and other underperforming students.

The initiative for developing the manual comes from Monitoring Report No. 1 of the Action Plan for a Culturally Relevant Education that Benefits African American Students, Recommendation No. 5. This recommendation suggests that the Office of Instruction take a leadership role in bringing together information from multiple sources and producing a document for the entire District about culturally relevant instructional practices and how to embed them into the current curricula.

Dr. LeMoine stated that the Action Plan delineates five tenets and 25 performance goals. The manual is aligned with Tenet 3 of the Action Plan which address professional development. She described the three performance goals contained in Tenet 3.

Dr. LeMoine spoke about the manual's contents which included the myths and misperceptions about culturally responsive teaching; basic beliefs of a culturally responsive educator; building on the learning styles and strengths of culturally diverse learners; the principles of learning; conditions required to support culturally responsive instruction; developing culturally relevant and responsive learning environments at the Local District site; the ten domains of culturally relevant and responsive education and their corresponding components and competencies; and the basic beliefs of a culturally responsive educator.

Chairperson Lauritzen asked that Dr. LeMoine return to the next Committee meeting to respond to questions.

#### COORDINATED COMPLIANCE REVIEW RESPONSE—EVALUATING THE CONSOLIDATED APPLICATION

Dr. Bartell reported that the consolidated application that is developed by the California Department of Education includes a mandate that each District adopt a policy requiring the evaluation of categorical programs including Title I, State compensatory education, school improvement program, Title V, Miller-Unruh, and preschool.

Dr. Bartell presented a communication proposing that the District adopt the criteria listed in the report to annually evaluate the effectiveness of the consolidated programs.

Dr. Bartell and Ms. Caldera responded to comments and questions raised by the Committee.

Chairperson Lauritzen agreed to place this item on the Receipt of Reports for the Board of Education meeting on April 26, 2005.

#### CAREER DEVELOPMENT BRANCH UPDATE

Ms. Rattay reported that the Career Development Branch oversees Career Academies, Technical Education, Work Experience and School-to-Career for District high school and middle school students.

Ms. Rattay pointed out that the District has developed and/or sponsored close to 100 Career Academies located in its senior high schools. A Career Academy is a program that engages youth by integrating their academic instruction into career content which gives students a context and purpose for learning. Many of the Career Academies have received ongoing support from the State Department of Education which provides California Partnership Academy grants to academies that apply and qualify.

Ms. Rattay stated that the Cooperative Education Programs provide basic academic and life skills instruction and provide employment training for 11<sup>th</sup> and 12<sup>th</sup> graders from continuation high schools. She spoke about the program that is offered at the Los Angeles Department of Water and Power.

Ms. Rattay advised that Career Technical Education (CTE) is a program of study that involves a multi-year sequence of courses that integrate core academic knowledge with technical and occupational knowledge to provide students with pathways to post-secondary education and careers.

Ms. Rattay noted that Carl D. Perkins funds are legislated at the Federal level to improve CTE, serve special populations and meet gender equity needs. The Career Development Branch was allocated \$8 million for the 2004-2005 fiscal year. She spoke about the use of Perkins funding, CTE program areas, CTE certification programs, career pathways, program improvements, special populations, CTE support structure, and professional development.

Ms. Rattay said that when the Career Development Branch had its Coordinated Compliance Review (CCR) in February, many commendations were received. There were two CCR citations for no evidence of CTE business advisory committee with input into District's Perkins plan and application and no evidence of written annual report for review and program improvement. Ms. Rattay talked about the District's response to these citations.

Ms. Rattay announced that First Break is the official website of the District that posts part-time and full-time jobs for the students and for employers in the community. The website is <http://firstbreak.lausd.net>. One advantage of First Break is that students search for types of jobs that interest them but then must go through a District teacher or counselor who prepares them to apply before giving them access to employers. Ms. Rattay also addressed the First Break partnerships and professional development.

Ms. Rattay talked about the business and employer partnerships. Business partners work with schools and offices in order to help develop the employability of students by providing resources that are often not available in schools. Employer partners provide work experience and employment opportunities to students.

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

#### Speaker

Ms. Ryan-Jenae Wright, a student at Banning High School, spoke about her experience as a member of the International Trade Academy.

## OPTIONS SCHOOLS PLAN

Mr. Jacobs reported that the Board approved in January a \$3 million reduction in the Options program, and the planned cuts in City of Angels independent study school would account for most of it. Options is a dropout prevention effort that includes City of Angels. City of Angels' students include mothers, working teenagers, truants and those with substance abuse and gang problems. Home-schooled students also participate in the program. The proposal to reduce the school's 3,000-plus 1<sup>st</sup> through 12<sup>th</sup> grade students by half and to close 33 of the school's 41 community-based sites could push out students for whom most other options have failed.

Mr. Jacobs said that some displaced students, including 60 in elementary grades and 300 in middle school, could attend their regular schools and that some high school students could enroll at continuation or traditional high schools. About 1,600 high school students who have verified medical conditions or whose test scores are adequate and who demonstrate the skill to work independently could still attend the restructured City of Angels. Students would receive small-group instruction instead of the individual attention they currently receive. Displaced teachers would be reassigned within the District, substantially saving on per-pupil instruction costs. Parents have the option of enrolling their children in the state's home schooling program. Independent study does not have to exist as a program separate from traditional schools.

Ms. Molly Milner, Principal, City of Angels, reported that the goal of the program is to provide students with equitable access to learning opportunities, supported by standards-based instruction, and tied to the District's core initiatives of improving student achievement. The redesign of City of Angels is based on this goal. With fewer sites at larger locations, the consolidation plan would allow for highly qualified teaching and increased support services; alignment to District core initiatives and a better managed standards-based curriculum; and more efficient teacher and student ratios and use of time. Ms. Milner also spoke about the accreditation process that has begun at her school. The first visit of the accreditation team is scheduled for May.

Ms. Mary Nichols, Assistant Principal, City of Angels, reviewed the 2004 California Standards Test (CST) scores for English language arts and math. The results show that 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup> grade students are below proficient.

Mr. Sterling Delone, Assistant Principal, City of Angels, reviewed the 2003-2004 test scores of the California High School Exit Exam (CAHSEE). Only 50% (498) of the students were tested and the test scores revealed that 363 of them were not proficient.

Mr. Jacobs noted that in 2020, there will be 14 million new jobs that will require some portion of a college education. Students need more time and quality instruction in the classroom so they will qualify for these jobs.

Speakers

The following individuals expressed their views on the City of Angels program:

- Mr. Warren Fletcher, teacher, City of Angels and Chair of the UTLA Options Committee
- Ms. Nataly Ramirez, student, City of Angels
- Ms. Kathy Estrada, parent
- Mr. Jerry Leichtling, parent
- Mr. Adam DeFrance, teacher, Jack London Continuation High School
- Mr. Eber Argueta, student, City of Angels
- Ms. Cecile Cabeen, teacher, Hancock Park School
- Ms. Cleo Anderson, student, City of Angels
- Ms. Jackie Baron, parent
- Mr. Darryl Kam, parent
- Ms. Rachel Ibrahim, student, City of Angels

Board Member Tokofsky said the decision to cut the program was not based on careful study and demanded that District officials provide the Board with more empirical data. He noted that he will notice a motion concerning City of Angels School at the Board of Education meeting on April 26, 2005.

Chairperson Lauritzen announced that this issue will be reviewed again at the next Committee meeting.

-----  
The meeting adjourned at 1:22 p.m.  
-----

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, April 14, 2005 – 10:00 AM

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 Division of Adult and Career Education

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**

INSTRUCTIONAL INITIATIVES	PRESENTERS	PRESENTATION TIME	DISCUSSION TIME
1. Career Development Branch Update	Kathy Rattay <i>Director, Secondary Redesign and Career Development</i>	15	15
2. Culturally Relevant and Responsive Education Resource Manuel	Dr. Noma LeMoine <i>Director, Academic English Mastery Program and Closing the Achievement Gap</i>	10	20
3. Update on the Ten-Year Arts Education Plan	Richard Burrows <i>Director, Arts Education</i>	15	20
4. Coordinated Compliance Review Response – Evaluating the Consolidated Application	Esther Wong <i>Assistant Superintendent</i> Rita Caldera <i>Assistant Superintendent</i>	10	10

5. Options Schools Plan	Bud Jacobs <i>Director, High School Programs</i>	15	20
6. Public Comment Persons who wish to address the Committee may sign up at the Committee meeting.			

**RECEIPT OF COMMUNICATION**

1. Evaluation of the Ready for School Program: First Year Report

**Future agenda items:** 8<sup>th</sup> Grade Algebra Course and Requirement / Advanced Placement Program and Courses – Report and Discussion of Current Status and Data / Physical Education Instruction / Special Education and Consent Decree Update / Secondary Science Update / Program Improvement Schools / Charter Schools / No Child Left Behind and Title I (School-wide Program and Targeted Assistance)

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.”

“For more information, go to <http://www.laschoolboard.org>, Curriculum and Instruction Committee website.”

