

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, May 18, 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

Outside Committee Persons Present:

Ms. Russlynn Ali, Director, Education Trust-West
Ms. Linda Guthrie, Vice President – Secondary, United Teachers Los Angeles

Staff Present:

Superintendent Roy Romer
Ms. Ronni Ephraim, Chief Instructional Officer, Instructional Services
Mr. Robert Collins, Chief Instructional Officer, Secondary
Ms. Alma Peña-Sanchez, Assistant Superintendent, Instructional Support, Elementary
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. Esther Wong, Assistant Superintendent, Planning, Assessment and Research
Dr. Roger Rasmussen, Director, Budget Services and Financial Planning
Ms. Joan Mezori, Director, Extended Learning Programs/Initiatives, Beyond the Bell Branch
Dr. Jon Fullerton, Board of Education Director of Budget and Financial Policy
Dr. Randy Ross, Board of Education Director of Educational Policy

The meeting convened at 10:14 a.m.

Chairperson Canter introduced the members of the Committee. She announced that this Committee meets bimonthly. On the alternate months, Ms. LaMotte is the Chair of the Educational Equity Committee, which focuses on equity, access, and closing the achievement gap.

Chairperson Canter stated that the first presentation would be the California High School Exit Exam (CAHSEE).

CALIFORNIA HIGH SCHOOL EXIT EXAM (CAHSEE) UPDATE

Mr. Collins reported that he would update the Committee on the most recent CAHSEE data, and the current options available related to the May 12, 2006, preliminary injunction suspending CAHSEE for the class of 2006. Mr. Collins said that the data he has are projections that were put together by over 2,000 counselors in schools over the past two or three weeks. The final data will not be available for another six months.

Mr. Collins reported that 29,984 students began the school year as seniors, and 24,438 (82%) of the seniors have already passed the CAHSEE exam. There are 5,342 students who have not passed CAHSEE. Of the 29,984 seniors, 5,435 are English learners and 2,723 (50%) of these students have passed CAHSEE. There are also 2,508 special education students, and 676 (27%) of these students have passed CAHSEE. Mr. Collins pointed out that 1,466 (66%) of the English learners who have not passed CAHSEE have been in the English language program for more than 10 years.

Mr. Collins noted that students on the B-track and C-track received their CAHSEE results the last week of April. There were 6,526 students on B-track and C-track. There were 5,472 (84%) students who passed CAHSEE. There were 850 students who did not pass CAHSEE, of these, there are 386 students who haven't completed course credit and requirements to graduate. There are 168 students who are eligible to graduate based on course requirements and the Chapman waiver. There are 296 students who are eligible to graduate but have not passed CAHSEE.

Mr. Collins advised that the current Chapman settlement permits students with disabilities to receive a high school diploma if they have an IEP or Section 504 plan on file prior to July 1, 2005, indicating the student is to graduate in 2006; met all state and District course credit and requirements; attempted to pass the CAHSEE a minimum of two times following the 10th grade and at least once during the 12th grade; received remedial or supplemental instruction focused on CAHSEE and took the CAHSEE at least once following the instruction; and the parent is notified that the student is entitled to public Education until age 22 or until the student receives a high school diploma.

Mr. Collins reported that there are 23,458 students on A-track, traditional calendar, and options schools. There are 4,492 students who need to pass CAHSEE. The March test results will be available the first week of June. It is projected that there are 2,382 students who have not completed course credit and requirements; 585 students have qualified for the Chapman exemption; and there are 1,525 students who are eligible to graduate but have not passed CAHSEE.

Mr. Collins announced that 93.5% of the students have completed course credit and requirements and have passed CAHSEE.

Mr. Collins reported that a CAHSEE Boot Camp was established 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.

Mr. Collins pointed out that there were 3,948 seniors who had not passed the mathematics section of CAHSEE and 93% of these students participated in the CAHSEE Boot Camp. There were 3,141

seniors who had not passed the English Language Arts section of CAHSEE and 97.6% of these students participated in the CAHSEE Boot Camp.

Mr. Collins noted that nearly half of the seniors participated in after school programs with Beyond the Bell. There were 24,163 students in grades 9, 10, and 11 who participated in Beyond the Bell programs to prepare them for CAHSEE.

Mr. Collins announced that he invited representatives from Bell, Eagle Rock, and Garfield High Schools to speak about the process utilized to notify parents of the CAHSEE process.

Mr. David Arenas, English Language Arts Administrator, Bell High School, reported that at the beginning of the year there were 126 seniors that had not passed CAHSEE. The parents were notified six times about the CAHSEE intervention services. As of today, the students on Tracks B and C have a 95% pass rate on CAHSEE.

Ms. Maribel Peleyo, Student Intervention Counselor at Bell High School, advised that she notified the parents by telephone of the CAHSEE intervention services. In addition, she summoned each senior and had them sign a roster acknowledging the intervention services that were being offered to the students. Letters were sent out notifying the parents about the intervention services.

Ms. Lupe Paramo, Principal, Garfield High School, spoke about the Beyond the Bell programs that have been offered at her school for the last three years. In December, the parents were invited to a mandatory meeting for the students who had not passed CAHSEE. These students were required to enroll in Saturday classes.

Ms. Sara Puma, Student Intervention Counselor at Garfield High School, spoke about the process utilized to contact parents which included a mandatory parents' meeting, telephone contact with the parents, individual contact with the students, and mailing of a letter to parents.

Mr. Randall Delling, Principal, North Hollywood High School, talked about the intervention programs that were offered to the students. He personally trained for the pre-Boot Camp and Boot Camp and taught in both of them. Many teachers tutored the students privately to ensure their success in mathematics and English language arts.

Ms. Lynda Schwarz, Principal, Monroe High School, said that the intervention programs have resulted in improvement in CAHSEE results, grades, and attendance as well as focused instruction, academic rigor, more counseling, increased parent participation, and a positive energy on the campus.

Ms. Janis Fries-Martinez, Principal, Polytechnic High School, announced that her school runs 1,200 students every eight weeks through intervention courses. Of the students who have attended the intervention courses, 98% have passed CAHSEE.

Speaker

Mr. Marqueece Harris Dawson, Executive Director of the Community Coalition, expressed concern over the high number of African American and Hispanic students who did not pass CAHSEE. He also wanted to know if the Board was going to comply with the preliminary injunction and their position on the preliminary injunction.

Superintendent Romer stated that the Board would comply with the preliminary injunction.

Ms. Wong presented a chart showing the passage rate at each school. Jefferson High School had the lowest passage rate of 59%. The data does not include the Chapman exemptions or students who have not met course requirements.

Committee Member Korenstein wanted to know the official dropout rate. Ms. Wong replied that the District's dropout rate is 24.2%.

Board Member Tokofsky requested that Dr. Ted Bartell, Director, Program Evaluation and Assessment Branch, provide data that indicates the number of students who have not met course credit and requirements to receive a high school diploma for three or four medium and large size school districts in California.

Chairperson Canter and Committee Member LaMotte recommended that at next week's Board meeting an announcement be made on the Board's position on CAHSEE.

ELEMENTARY INSTRUCTION BUDGET PRESENTATION

Ms. Ephraim advised that the budget information she will share with the Committee is the Division's operational accounts which are used for division expenditures at the Central offices and administering the accounts for Reading First, math, full-day kindergarten, facilities, and professional development. She indicated that her report will not include budgets that her division gives directly to other units, to schools, and to other offices, such as the coaching allocation, the Title III budget, the Reading First budget, and funds that are provided to the Program Evaluation and Research Branch and the School Reform Office.

Ms. Ephraim spoke about the goals of the division which are to improve rigorous, standards-based teaching and learning in core curricular areas for all students, in order to raise student performance and eliminate the achievement gap; effectively use data to measure student learning toward achievement of the standards, inform instruction, and to gauge professional development needs; and ensure leadership of the District is well prepared to support and monitor the District's core instructional initiatives.

Ms. Ephraim advised that within the Elementary Division, there are 166 certificated employees and 57.5 classified employees.

Ms. Ephraim reported that the projection next year in the General Fund – Regular Program is \$40.8 million. Of this amount, \$30 million is for the arts program. She noted that there is a drop in Title III funding of \$20 million. Ms. Ephraim pointed out that the General Fund – Specially Funded Programs

in 2005-06 had an allocation of \$111.6 million. The preliminary budget for 2006-07 shows an allocation of \$31.4 million. The categorical program funding has not yet been implemented in the budget. The \$49 million from Reading First will go into this budget.

Ms. Ephraim spoke about the operational versus administered budget for 2006-07. The administered budget is money that actually goes to schools. Ms. Ephraim noted that \$48.6 million (67%) is administered for schools and \$23.6 (33%) is for the division operational budget.

Ms. Ephraim advised that the major units she, Ms. Wale, and Ms. Sanchez support include the Administrative Academy, No Child Left Behind Program Improvement School Support, Instructional Services budgets, Instructional Media Services, Reading First, elementary programs (math, science, and history), arts education, English language learners, language acquisition, and full-day kindergarten.

Ms. Ephraim explained that the function of her office is to oversee the design, coordination, professional development, and implementation of the District's instructional initiatives; use data to measure student learning toward achievement of the standards and closing the achievement gap, and to inform on-going improvements of the District's instructional programs; ensure initiatives include culturally responsive pedagogy and are focused on closing the achievement gap; and coordinate with all other divisions in the District to ensure student learning remains the main goal of the District.

Ms. Ephraim stated that the goals of her office are aligned with the Superintendent's goals to increase the number of elementary schools scoring 800 and above on the Academic Performance Index (API). She reported in 1999, 27 elementary schools had an Academic Performance Index (API) score of over 600. Today 96% of the elementary schools have an API of over 600. There are only 18 schools out of 460 that have not achieved that mark. In 1999, 22 schools had an API of 800. Today 100 schools have reached this mark.

Ms. Ephraim stated that this year the reclassification rate will either meet or exceed the State average of 9.7%. She stressed the importance of increasing the number of students who are proficient and above.

Ms. Ephraim spoke about the work of Ms. Alma Peña-Sanchez and her division. This division designs, coordinates, and implements the District's instructional initiatives that prepare students to meet the rigor of middle school and the A-G program in high school. The goals of the division are to increase the growth on periodic assessment data in language arts, mathematics, and science; improve disaggregated achievement data for English learners, standard English learners, special education, and socio-economically disadvantaged students; ensure the growth of at least one English language development level per year for English learners; continue implementation of full-day kindergarten; and increase the number of participants who successfully complete training in the Governor's Reading Institutes, Assembly Bill 466 math training, and English language development practicum training.

Ms. Ephraim advised that Ms. Maria Wale's division is in charge of the Administrative Academy, the No Child Left Behind Program Improvement Unit, and the Instructional Media Services. The goals of the division are to increase the number of administrators able to support collaborative learning environments and strong instructional programs; increase the number of Program Improvement schools who successfully complete the No Child Left Behind Program Reviews as required by

legislation; development of instructional tools that support Local Districts and school level teams in designing and implementing collaborative restructuring plans; increase the number of Program Improvement schools successfully meeting growth targets and exiting Program Improvement; ensure all new schools are provided with well-designed, well-stocked libraries; and provide support and resources to Local Districts to ensure all students have core instructional materials.

Ms. Ephraim reported that the goals of elementary instruction are to expand full-day kindergarten to 66 more sites, bringing the total to 445 schools; the District Reading Program will move from a focus on phonemic awareness and phonics to vocabulary development for English learners; mathematics will focus on 4th and 5th grade conceptual lessons; science will focus on 4th and 5th grade immersion units; implementation of a new textbook adoption for history and social science; the Language Acquisition Branch will focus on increasing the reclassification rate, expanding the English language development practicum, and ensuring students move at least one English language development level annually; expanding the Arts Education Plan to an additional 49 schools; the centralized library automation system will be finished by the Information Technology Division and that project will move over to instruction; and in-class intervention for 4th and 5th grade students not meeting grade level standards.

Superintendent Romer, Ms. Ephraim, Dr. Rasmussen, and Ms. Sanchez responded to comments and questions raised by the Committee.

Board Member Lauritzen wanted to know how many schools will be involved in the Arts Education Plan. Ms. Ephraim will provide this information.

SECONDARY INSTRUCTION BUDGET PRESENTATION

Mr. Collins reported that the primary functions of Secondary Instruction are to develop, coordinate, implement and monitor secondary instructional programs to improve the academic achievement of all students, with a central focus on embedding A-G Readiness and A-G Success in all instruction; close the achievement gap by ensuring that there is equity and access to a rigorous core curriculum and support an instructional program that is culturally relevant and responsive to all students; and implement integrated and coordinated efforts to provide instructional support to secondary schools.

The goals of Secondary Instruction are as follows:

- To increase the percent of students in grades 6-11 scoring proficient or advanced on the California Standards Tests in English Language Arts and Mathematics by an average of two percent per year.
- To reduce the percent of students in grades 6-12 scoring far below basic and below basic on the California Standards Test in English Language Arts and Mathematics by an average of one percent per year.
- To decrease the achievement gap between White students and African American and Hispanic students in grades 6-11 on the California Standards Tests in English Language Arts and Mathematics by an average of one percent per year.

- To increase the percentage of students passing the California High School Exit Exam by an average of five percent per year.
- To increase the graduation rate by an average of .5 percent per year.

Mr. Collins stated that the function of the High School Programs Office is the development and implementation of programs leading to the successful completion of the A-G college course requirements and a District high school diploma. The Western Association of Schools and Colleges accreditations and the Interscholastic Athletic Program is supported and coordinated through this unit. The Educational Options Program extends opportunities for students to learn in a variety of settings.

Mr. Collins explained that the function of the Middle School Programs Office is the oversight and assisted implementation of District initiatives that relate to middle school. Specific curriculum oversight includes the K-12 Physical Education Program. The unit is actively engaged in the development of the Middle School Accountability Plan.

Mr. Collins said that the functions of the Four Core Content Area Units are to implement coherent, Districtwide, California content standards-driven programs. The units provide instructional and professional development support to all local districts and secondary schools so that all students will achieve proficiency in the areas of English Language Arts, mathematics, science and history/social science.

Mr. Collins reported that the function of the Academic English Mastery/Closing the Achievement Gap Branch is to provide technical and tactical support to central and local district staffs relative to embedding culturally relevant and responsive education in all district initiatives and professional development activities.

Mr. Collins stated that the projection within next year's budget for General Fund – Regular Program is \$12.9 million; \$33.8 for the General Fund – Specially Funded Programs. The General Fund – Regular Program operational budget is \$9.1 million and \$3.8 million is administered for schools.

Mr. Collins spoke about the operational versus administered budget. He noted that \$28.1 (60%) is administered for schools and \$18.6 (40%) is for the division operational budget. The funding for the Office of Chief Instructional Officer, Secondary, is \$1.4 million and \$17.2 million is allocated for the secondary educational programs (secondary literacy, science, math, middle school programs, high school programs, options, athletics, and the Academic English Mastery Program/Closing the Achievement Gap).

Mr. Collins advised that his office develops, in collaboration with the Local Districts, comprehensive instructional services that provide standards-based curriculum, rigor, assessment, professional development, and accountability in support of the Superintendent's Strategic Plan.

Mr. Collins reported that the Secondary Educational Programs, located on the 25th Floor of the Beaudry Building, support the Superintendent's Theory of Action and are engaged in the A-G Strategic Plan, the new professional development model, the Middle School Accountability Plan, the Diploma Project, and the College Going Culture Plan.

Mr. Collins discussed the New Professional Development Model, the expansion of the Career and Technical Education Program, the completion of the middle school accountability, expanding the in-school intervention programs, providing differentiated assistance to low-performing schools, and increasing the K-12 collaboration and coherence within units and branches.

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

PROPOSED COURSE OF STUDY ON SCIENCE PHILOSOPHY

Mr. Alex Branning, President of Integrity in Academics, presented a science philosophy policy to the Committee that encourages classroom discussion of questions regarding Charles Darwin's theory of evolution and other scientific theories. He pointed out that the Lancaster Board of Education adopted the policy on March 21, 2006. Mr. Branning recommended that this District adopt the science philosophy policy.

Dr. Scruggs referred Mr. Branning to the District's web site, science initiatives, to view this District's philosophy for science policy.

PLANNING, ASSESSMENT AND RESEARCH BUDGET PRESENTATION

Due to time constraints, this item was not discussed.

PROGRAM EVALUATION AND RESEARCH BRANCH 2006-07 ANNUAL WORKPLAN

Due to time constraints, this item was not discussed.

The meeting adjourned at 12:58 p.m.

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 CURRICULUM AND INSTRUCTION COMMITTEE
 333 South Beaudry Avenue – 1st Floor (Board Room)
 Thursday, May 18, 2006 – 10:00 AM

Committee Members

Marlene Canter, Chairperson
 Julie Korenstein
 Mike Lansing
 Marguerite Poindexter LaMotte

External Members

Russlynn 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

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Superintendent’s Representatives

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. Elementary Instruction Budget Presentation	Ronni Ephraim, <i>Chief Instructional Officer Elementary Instruction</i>	20	10
3. Secondary Instruction Budget Presentation	Robert Collins, <i>Chief Instructional Officer Secondary Instruction</i>	20	10
4. Planning, Assessment & Research Budget Presentation	Esther Wong, <i>Assistant Superintendent Planning, Assessment & Research</i>	20	10
5. Program Evaluation & Research Branch 2006-07 Annual Workplan	Ted Bartell, <i>Director Program Evaluation and Assessment Br.</i>	15	10
6. CAHSEE Update	Robert Collins	15	30
7. Public Comment Persons who wish to address the Committee may sign-up at the Committee meeting.			
8. Proposed course of study on “Science Philosophy”	Alex Branning, <i>Public Speaker Integrity in Academics</i>	3	
9. Calendar			

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.”

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