

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

SPECIAL AUGMENTED CURRICULUM AND INSTRUCTION COMMITTEE
MEETING NOTES

333 South Beaudry Avenue, Board Room
1:00 p.m., Tuesday, May 31, 2005

Board Members Present:

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

External Members Present:

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

Staff Present:

Mr. Roy Romer, Superintendent
Dr. Liliam Leis-Castillo, Executive Officer to the Superintendent, Office of School Redesign
Ms. Ronni Ephraim, Chief Instructional Officer, Elementary
Mr. Robert Collins, Chief Instructional Officer, Secondary
Ms. Rita Caldera, Assistant Superintendent, Specially Funded and Parent Community Services Branch
Dr. Santiago Jackson, Assistant Superintendent, Division of Adult and Career Education
Ms. Lucy Okumu, Coordinator, Legislative Analysis and Advocacy

The meeting convened at 1:55 p.m.

HIGH SCHOOL EXIT EXAM REPORT AND DISCUSSION OF THE RESOLUTION TO CREATE EQUITY IN LOS ANGELES THROUGH THE IMPLEMENTATION OF THE A-G COURSE SEQUENCE AS PART OF THE HIGH SCHOOL GRADUATION REQUIREMENT

Mr. Collins advised that a survey done by the American Express Small Business Services revealed that the skills sought by small business for a 21st Century workforce include verbal and written communications, mathematical reasoning and problem-solving skills, computer expertise, interpersonal skills, and character.

Mr. Collins presented a graph from the National Summit on 21st Century Skills that showed the United States workforce skill level changes from 1950 to 1997. The workforce has moved from unskilled to a

workforce where 65% are skilled which means that the individuals have some type of postsecondary training.

Mr. Collins presented a chart from the United States Department of Education showing the average salary based on the level of education. Another chart showed the percentage of the population of the United States, Canada, Ireland, Japan, and Korea that have a post-secondary credential. The United States is falling behind in the 25-34 age group.

Mr. Collins reviewed the University of California and the California State University system A-G requirements and the District's graduation requirements.

Mr. Collins talked about the action steps the District must take in order to improve the instructional program. The action steps are as follows:

- All high schools provide a comprehensive curriculum that permits student access to A-G courses.
- All students in grades 6-12 and their parents receive ongoing information.
- Provide for the effective use of external supports regarding high school graduation requirements and college preparatory and career-technology pathways.
- Develop a post-secondary plan program beginning in the eighth grade.
- Develop systems for the collaboration of all stakeholders in the development of programs, designs and strategies to address a rigorous academic program.
- Develop a parent engagement plan for all secondary families in support of a rigorous academic program, as well as college and career counseling, information and support.
- Analyze and evaluate multiple schedules and calendars to more effectively address rigorous curriculum and college matriculation.
- Develop a LAUSD K-12 program involving educators, community and students to ensure a secondary school and community culture of expectations to support access to A-G coursework.
- Collaboratively design and implement a high quality, rigorous middle and high school curriculum in English language arts, science, mathematics and social studies.
- Collaboratively design a new 6th and 7th grade mathematics curricula and 8th and 9th grade algebra instructional model to address student needs and prepare students for higher levels of mathematics.
- Review current staffing and develop a Human Resources plan to address mathematics staffing.
- Provide a professional development program for secondary mathematics teachers.
- Review current staffing and develop a Human Resources plan to address foreign language staffing.

- Certify student competence in languages other than English through procedures established by the University of California to satisfy the “E” requirement.
- Align intervention to core curricula.
- Connect intervention to the classroom teacher to expand the instructional program and provide more time for students to reach proficiency.
- Develop a “bridge” program from 5th to 6th and 8th to 9th grades.
- Design strategies to provide for additional counseling and advisory support to students and families.
- Develop a career-technology, 6-12 curriculum and instructional plan that integrates vocational education and a rigorous academic program incorporating A-G coursework.
- Provide multiple, rigorous curricula pathways to high school graduation.

Mr. Collins also spoke about the effective use of external supports that include involving adult schools and ROC/ROP, designing systemic programs to access community college classes, identifying external educational programs to provide student access to A-G curricula, designing an instructional technology plan that addresses student access to a rigorous curriculum, designing strategies to address priority schools’ staffing, designing new counseling and advisory support systems, and identifying strategies to reduce class size.

Mr. Collins advised that the following issues need to be addressed:

- Ensure access and equity to an A-G curriculum in small learning communities and across year-round tracks.
- Address the needs of special education students.
- Address the needs of English language learners.
- Identify funding for a new career-technology program.
- Identify funding for a new instructional technology plan.
- Clarify additional pathways to meet A-G requirements.
- The California education master plan does not address increased numbers of students meeting A-G requirements.
- Los Angeles area colleges and universities should be involved and actively support A-G high school program.

- Build connections to building and trades organizations and Los Angeles business community.
- Analyze the impact on students in options and alternative school programs.

Speakers

The following individuals expressed their views on Mr. Huizar’s resolution to create educational equity in Los Angeles through the implementation of the A-G course sequence as part of the high school graduation requirement:

Mr. Christopher Walker, Legislative Advocate, California Industrial & Technology Education Association

Ms. Adrienne Monroe, Executive Vice-President, California Coalition for Construction in the Classroom

Dr. Jeannie Oakes, Presidential Professor at the University of California, Los Angeles, Director of UCLA’s Institute for Democracy, Education, and Access, and Director of the University of California’s All Campus Consortium on Research for Diversity

Mr. Daniel Somoano, a mathematics teacher at Bell High School

Mr. Agustin Urgires, Education Policy Coordinator, Alliance for Better Community, and a member of the Communities for Educational Equity

Ms. Veronica Melvin, Executive Director, Alliance for a Better Community, and Co-Chair, Communities for Educational Equity

Mr. Alberto Retara, Organizing Director, Community Coalition, and Co-Chair, Communities for Educational Equity

Ms. Ann Worthington, Executive Director, New Hope Charitable Foundation

Ms. Okumu highlighted Assembly Bill 1253 and Senate Bill 925. AB 1253 would increase the number of courses a pupil is required to complete to receive a diploma of graduation from high school commencing in 2008-09. SB 925 would require each high school to accommodate each pupil, beginning with 9th graders in 2007, who requests to be enrolled in A-G courses.

Mr. Collins, Dr. Castillo, and Ms. Okumu responded to comments and questions raised by the Committee.

Ms. Guthrie distributed a document entitled “Proposed Policy Statement on A-G” that she will present to the UTLA House of Representatives tomorrow. UTLA does not believe that every student should be tracked into a college preparatory program. There must be an infusion of resources and rigor into the vocational education program so that students may access A-G in multiple arenas.

Mr. Huizar commented on his resolution and emphasized that approval of it will provide thousands of students an opportunity to attend college which has been denied to them with the current policies and practices.

Mr. Huizar announced that the resolution will be acted upon by the Board of Education on June 14, 2005.

Speakers

Ms. Sonja Luchini, a parent, expressed her views on the California High School Exit Exam.

Ms. Lorena Jaramillo, a parent expressed her views on the California High School Exit Exam and the A-G requirements.

2005-2006 CONSOLIDATED APPLICATION FOR FUNDING CATEGORICAL AID PROGRAMS

Ms. Caldera presented Board of Education Report No. 417 proposing that the District submit to the California Department of Education the 2005-2006 Consolidated Application for Funding Categorical Aid Programs and that the estimated entitlement amount for programs in the Consolidated Application be included in the Superintendent's 2005-2006 Provisional Budget.

Chairperson Lauritzen, Ms. Canter, Ms. Korenstein, and Ms. LaMotte voted to place this item on the Regular Calendar for the Board of Education meeting on June 14, 2005.

Chairperson Lauritzen announced that the next Committee meeting will be on June 9, 2005.

The meeting adjourned at 4:16 p.m.

BOARD OF EDUCATION OF THE CITY OF LOS ANGELES
 Governing Board of the Los Angeles Unified School District
 SPECIAL AUGMENTED CURRICULUM AND INSTRUCTION COMMITTEE
 333 South Beaudry Avenue – 1st Floor (Board Room)
 Tuesday, May 31, 2005 – 1:00 PM

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
 Robert Collins
 Chief Instructional Officer, Instructional Services
 Maria Wales
 Assistant Superintendent, Instructional Services
 Alma Pena-Sanchez
 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. High School Exit Exam Report and Discussion of the <i>Resolution to Create Equity in Los Angeles Through the Implementation of the A-G Course Sequence as Part of the High School Graduation Requirement</i>	Robert Collins <i>Chief Instructional Officer</i> Lucy Okumu <i>Legislative and Governmental Affairs</i>	20	30
2. CAHSEE	Robert Collins, <i>Chief Instructional Officer</i> John Liechty, <i>Associate Superintendent</i> Lucy Okumu <i>Legislative and Governmental Affairs</i>	20	30
3. 2005-2006 Consolidated Application for Funding Categorical Aid Programs	Rita Caldera <i>Assistant Superintendent</i> Debbie Ernst <i>Director</i> Barbara Tobias <i>Assistant Director</i>	5	5

4. Public Comment Persons who wish to address the Committee may sign up at the Committee meeting.			
--	--	--	--

RECEIPT OF COMMUNICATION

1. Evaluation of Effective School and Teacher Practices in the Ten Schools Program

Future agenda items: 8th 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.”