

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, July 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 Member Present:

Dr. Judith Perez, Associated Administrators of Los Angeles

Staff Present:

Ms. Rowena Lagrosa, Deputy Superintendent, Educational Services  
Ms. Ronni Ephraim, Chief Instructional Officer, Elementary  
Mr. Robert Collins, Chief Instructional Officer, Secondary  
Dr. Liza Scruggs, Assistant Superintendent, Instructional Services  
Ms. Maria Wale, Assistant Superintendent, Instructional Services  
Dr. Santiago Jackson, Assistant Superintendent, Division of Adult and Career Education  
Mr. Gregory L. McNair, Chief Administrative Officer, Charter Schools Division  
Dr. Roberta Benjamin, Director, Charter Schools Division  
Ms. Terri L. Arnold, Coordinator, Charter Schools Division  
Mr. Peter Misseijer, Coordinator, Charter Schools Division  
Ms. Stephanie Schulman, Coordinator, Charter Schools Division  
Mr. Aaron Fairleywine, Central Business Advisor, Charter Schools Division  
Ms. Cheri Guenther, Director, District Math Program  
Dr. Todd Ullah, Director, Science Program  
Dr. Ted Bartell, Director, Program Evaluation and Research Branch  
Ms. Beverly Edwards, Supervisor, Textbook Services  
Mr. Glenn Daley, Project Director, Program Evaluation and Research Branch  
Dr. Jon Fullerton, Board of Education Director of Budget and Financial Policy  
Dr. Randy Ross, Board of Education Director of Educational Policy

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The meeting convened at 10:08 a.m.  
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Chairperson Lauritzen expressed his appreciation to the Committee members and staff for their support during his tenure as Chairperson of the Committee. He announced that he will not serve as Chairperson during the 2005-2006 school year.

## CHARTER POLICY AND PROCEDURES

Dr. Benjamin announced that she was leaving the Charter Schools Division. She introduced Mr. Gregory L. McNair, the newly appointed Administrative Officer of the Charter Schools Division.

Mr. McNair reported that as of July 1, 2005, the Charter Schools Office became a Charter Schools Division and is no longer under the Office of Instruction but now reports directly to Ms. Lagrosa. The office was reorganized in recognition of the growing importance of charter schools in creating innovative educational strategies, raising student achievement and relieving school overcrowding.

Ms. Schulman advised that charter approval is the first step in charter oversight. Approval begins with petition analysis to determine instructional and operational expectations; the relationship between the District and charter school; that the petition satisfies all legal requirements; and whether the petitioners can successfully implement the program. The Charter Schools Division has monthly orientation meetings for prospective charter petitioners, and each attendee is provided with a packet with all the information and deadlines necessary to begin the process.

Mr. Misseijer spoke about the documentation that must accompany the final proposal.

Mr. McNair talked about the Board approval process, charter approval process improvements, and oversight issues that include the analysis of financial statements, Program Evaluation and Research review, and complaints from parents and other individuals.

Mr. Collins, Dr. Benjamin, Mr. McNair, and Mr. Eairleywine responded to comments and questions raised by the Committee.

### Speaker

Ms. Sonja Luchini, a parent, expressed her concerns over the Charter School Office Financial Oversight Audit Report of December 9, 2004.

## CHARTER SCHOOLS PROMISING PRACTICES REPORT

Dr. Bartell pointed out that the report that Mr. Daley will present responds to questions raised by Board Members over the last six to twelve months.

Mr. Daley advised that the report “Learning from Charter Schools in Los Angeles” was the first report on promising practices in District charter schools.

Mr. Daley reported that the data collection consisted of telephone interviews with over forty charter school leaders, followed by site visits to nineteen selected schools. The site visits included guided tours of facilities and classrooms, observation of classes followed by interviews with teachers, and group interviews with leadership teams. At some school sites, District staff were able to interview parents and attend professional development activities.

The report highlights selected practices at eleven of the charter schools. Six of the case studies are of established schools with a track record of academic performance in serving disadvantaged student populations. Five of the cases are newer schools with distinctively innovative practices, but without sufficient data to demonstrate the educational impact of the practices in the long run.

Fewer than half of the highlighted practices are primarily about curriculum and instruction. It appears that charter school innovation is often a matter of organization and culture or of family and community connections. It also appears that charter school practices are closely interrelated, and might not be easily replicable apart from a supporting organizational and cultural context. The lessons to be learned from charter schools include not only specific practices but also the conditions supporting those practices and the paths by which those conditions might be developed in other schools.

Mr. Daley made the following recommendations to the Committee:

- Expand the description and dissemination of practices.
- Evaluate specific practices and comprehensive changes.
- Avoid the temptation to view practices as isolated solutions.
- Develop the organizational and cultural conditions for systematic change.

Mr. Daley and Dr. Benjamin responded to comments and questions raised by the Board.

### Speaker

Ms. Sonia Luchini, a parent, expressed her views on the Charter Schools Promising Practices Report.

### EIGHTH GRADE ALGEBRA COURSE AND REQUIREMENT

Ms. Guenther advised that there are two algebra courses offered in the 8<sup>th</sup> grade. There is a one-year and a two-year algebra course. At the completion of the one-year algebra course, students take the Algebra 1 California Standards Test. Students begin the two-year Algebra course in the eighth grade and complete the course in the ninth grade. At the completion of the first year of the two-year course, students take the general math California Standards Test. Ms. Guenther described the course content for the one-year and two-year algebra courses.

Ms. Guenther made the following recommendations to the Committee:

- Review the California Department of Education, Algebra Readiness Course draft, Appendix E, May 27, 2005.
- Consider an alternative course for 8<sup>th</sup> grade mathematics with a focus on the foundational standards needed for Algebra 1, aligned to the General Math California Standards Test and the California High School Exit Exam.

- Recommend a curriculum, in collaboration with teachers and department chairs, that will strengthen student readiness for Algebra in the 9<sup>th</sup> grade (target date October 2005).

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

### SECONDARY SCIENCE UPDATE

Dr. Ullah advised that the goal of the K-12 Science Plan is for every student to receive a rigorous, comprehensive education in the physical, earth, and life sciences with learning opportunities that allow each student to meet or exceed grade-level science standards. The plan focuses on the development of content literacy; the understanding of skills and concepts; and laboratory activities that reinforce the California core science standards and associated investigation and experimentation science standards.

Key components of the Science Plan include the adoption and purchase of instructional materials aligned to the Science Content Standards and Science Framework for California public schools; establishment of a professional development plan that embeds culturally relevant and responsive pedagogy; and strategies for English Language and Standard English students to learn science; and ongoing periodic assessments and evaluation of programs. Instructional guides have been developed in Grades 4-8 and high school instructional guides are being introduced in the courses of integrated coordinated science, biology, and chemistry.

Dr. Ullah spoke about the collaborative development of instructional guides and assessments, the challenges of the assessment program for 2004-2005, and the challenges for 2005-2006.

Dr. Ullah responded to comments and questions raised by the Committee.

### MR. LAURITZEN'S MOTION—HIGH SCHOOL SCIENCE COURSES

Chairperson Lauritzen presented his motion on high school science courses.

Chairperson Lauritzen advised that the motion will be presented at the Special Board meeting on July 27, 2005.

Mr. Collins, Dr. Ullah, Ms. Edwards, and Ms. Tammy Burke, teacher at Carson High School, responded to comments and questions raised by the Committee.

### Speakers

Mr. Steven D. Shapiro, a member of the community, spoke about alternatives to secondary science courses and made a number of recommendations.

Dr. Barbara Scott, a teacher at Valley New High School No. 1, soon to be renamed Northridge Academy, spoke about the rigorous standards in biology, the inadequate amount of time to prepare the students, and the low pass rates in biology.

Mr. Alfonzo C. Webb, a teacher at King/Drew Medical Magnet High School, briefly mentioned a Global Internet Trade Course. Ms. Ephraim advised that she would meet with Mr. Webb.

RECEIPT OF REPORT

The Committee received the Research in Best Practices Latino Academic Achievement Case Study Report.

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The meeting adjourned at 1:20 p.m.  
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 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, July 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

Rowena Lagroasa  
 Deputy Superintendent, Educational Services  
 Ronni Ephraim  
 Chief Instructional Officer, Instructional Services  
 Robert Collins  
 Chief Instructional Officer, Instructional Services  
 Alma Pena-Sanchez  
 Assistant Superintendent, Instructional Services  
 Liza Scruggs, Ph.D.  
 Assistant Superintendent, Instructional Services  
 Maria 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. Chairman's Remarks  | Jon Lauritzen<br><i>Board Member</i>   | 5                 |                 |
| 2. Charter Policy/Procedures   | Roberta Benjamin, <i>Director<br/>Charter School Office</i><br>Greg McNair<br><i>Associate General Counsel</i>                               | 15                | 15              |
| 3. Charter Schools Promising Practices Report  | Ted Bartell, <i>Director<br/>Program Evaluation and Research</i><br>Glenn Daley, <i>Project Director<br/>Program Evaluation and Research</i> | 10                | 10              |
| 4. 8th Grade Algebra Course & Requirement  | Cheri Guenther, <i>Director<br/>District Math Program, ISS</i>   | 10                | 15              |
| 5. Secondary Science Update  | Todd Ullah, <i>Director<br/>Science Programs, ISS</i>  | 10                | 10              |
| 6. Board Motion – High School Science Courses  | Jon Lauritzen<br>Steven Shapiro, <i>Community Member</i>   | 10                | 10              |
| 7. Public Comment<br>Persons who wish to address the Committee may sign-up at the Committee meeting. |  |                   |                 |
| 8. Calendar  |  | 5                 |                 |

## **RECEIPT OF COMMUNICATION**

1. Research in Best Practices Latino Academic Achievement Case Study Report

**Future agenda items:** Small Learning Communities / 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.”

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