

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
1:00 p.m., Thursday, November 17, 2005

Board Members Present:

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

External Members Present:

Ms. Linda Guthrie, Vice President – Secondary, United Teachers Los Angeles
Ms. Julie Washington, Vice President – Elementary, United Teachers 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
Dr. Santiago Jackson, Assistant Superintendent, Division of Adult and Career Education
Ms. Michelle King, Assistant Superintendent, Student Health and Human Services
Mr. Hector Madrigal, Director, Pupil Services
Dr. Todd Ullah, Director, Science Programs
Ms. Nancy Franklin, Coordinator, Least Restrictive Environment/Behavior Support,
Division of Special Education
Dr. Randy Ross, Board of Education Director of Educational Policy

The meeting convened at 1:19 p.m.

Chairperson Marlene Canter introduced the members of the Committee. She announced that this Committee will meet bimonthly. On the alternate months, Ms. LaMotte will Chair a new committee, the Educational Equity Committee, which will focus on equity, access, and closing the achievement gap.

RECOGNITION OF NEW GROUP OF SCHOOLS SCORING 800+ ON THE ACADEMIC PERFORMANCE INDEX (API)

Chairperson Canter advised that the Academic Performance Index (API) score is a statewide indicator of an individual school's achievement. In September, the 2004-05 API scores were released for all of the District's schools. API scores range from 200 to 1,000. The State identifies 800 as the target score

for all schools. Last year, 78 District schools received an API of 800 or higher. This year, 22 schools were added to that list. Certificates of Recognition were presented to the following elementary schools: 156th Street, 7th Street, Apperson Street, Chandler, Colfax Avenue, Danube Avenue, Darby Avenue, Encino, Gardner Street, Halldale Avenue, Knollwood, Mayall Street, Riverside Drive, San Jose Street, Shirley Avenue, Solano Avenue, Stagg Street, Taper Avenue, Tarzana, Towne Avenue, Vanalden Avenue, and to Bravo Medical Magnet High School.

Board Member Tokofsky wanted to know how many of the schools were Program Improvement schools. The school representatives present indicated that their schools were not Program Improvement. In response to his question over the number of school representatives that have been at the schools for five years, two school representatives raised their hands. Board Member Tokofsky wanted to know how many schools were 75% free and reduced meals. A number of school representatives raised their hands. *Board Member Tokofsky asked that Dr. Ted Bartell, Director, Program Evaluation and Research Branch, provide his opinion on the connection between a high API score and Program Improvement, principal stability and indicators of poverty, and, if possible, interview the school representatives.*

SECONDARY SCIENCE PRESENTATION

Chairperson Canter reported that with the Board's passage of the A-G college entrance requirements and the recent Williams legislation, science curriculum has become a frequent topic of conversation. This past summer, Dr. Ullah provided the Committee with an update on secondary science curriculum. Simultaneously, Board Member Lauritzen introduced a science motion to increase the variety of secondary science courses that are being offered to the students. These issues will be revisited today with a presentation by Dr. Ullah and a presentation by representatives from Muir Middle School.

Dr. Ullah advised that the purpose of his presentation was to discuss the secondary science course sequences. The goal of the science plan is to enhance the competitiveness of the District's schools and students in science through the application of standards-based curricula, assessment, and professional development.

Dr. Ullah reported that a review was made of a longitudinal study of course taking pathways for the class that graduated in 2004 as well as cross-sectional studies of various science classes. He pointed out that the definition of competitiveness was to improve school performance on state accountability measures and to improve student college readiness in science.

Dr. Ullah spoke about the pathways that help schools and students become more competitive. An analytical approach was utilized by determining what science courses high school students took last year (Spring 2004) and what were the main sequences taken by the Class of 2004 over time (Spring 2001 to Spring 2004).

Dr. Ullah reviewed the timeline of policies relevant to high school science. He pointed out that beginning in Spring 2006, the No Child Left Behind (NCLB) test in life science will be administered. Dr. Ullah also spoke about the science courses that are currently offered to the students and noted that most students are enrolled in California Standards Test testable courses

Dr. Ullah presented a number of charts that showed that science courses accounted for about 10% of all courses taken in Spring 2004; biology and chemistry accounted for over half of all science courses in Spring 2004; the distribution of science courses by race and ethnicity in Spring 2004; the distribution of science courses for 9th grade from 2001 to 2004; the distribution of science courses for 9th grade by race and ethnicity from 2001 to 2004; the main science course pathways from 2000/01 to 2003/04; the number and percentage of students who took biology, chemistry, and physics; the number and percentage of students who took integrated/coordinated science 1, 2, and 3; science course pathways by Local District; science course pathways by race and ethnicity; and the variation in math preparation across science pathways.

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

Board Member Tokofsky asked for a listing of the teacher integrated/coordinated science training sessions that are being offered by staff from the Central office and Local Districts.

In response to a question raised by Committee Member Lansing, Mr. Collins explained that the District requires three years of science because the State requires a test at the end of each year, but the A-G requirement is two years of a lab science (one physical and one biological).

Committee Member Lansing expressed concern that the District is short approximately 100 science laboratory classrooms. He suggested that this issue be discussed at an upcoming Augmented Curriculum and Instruction Committee meeting.

Board Member Tokofsky asked about the difference in the patterns and successes or nonsuccesses based on gender. Dr. Ullah advised that he has the data and it will be disaggregated.

Mr. Neal Kleiner, Principal, Muir Middle School, introduced the following science teachers from his school: Ms. Melissa Chew, Mr. Tyson Evans, and Mr. Jon Kovach.

Mr. Kovach reported that the science teachers are meeting on Saturdays to plan lessons. Ms. Chew pointed out that the teachers are incorporating literacy into the science classroom. A science fiction novel was selected for every grade level, and the students were able to take the novel home for two weeks. Literacy strategies were incorporated in the science classroom as well as lab activities that accompanied and reinforced the theme of the novel. Mr. Evans showed a video of students working on an experiment in buoyancy.

Mr. Evans expressed concern over the lack of time to teach both 7th grade health and science. Mr. Collins advised that a Task Force was established to review offering a full year of science and also do health. A recommendation will be brought forward to the Board. *Board Member Tokofsky requested an informative with the names of the people serving on the Task Force.*

Ms. Canter announced that today Jack O'Connell, State Superintendent of Public Instruction, named five educators as California Teacher of the Year for 2006. She congratulated Ms. Kelly Hanock, an English Language Arts teachers from Monroe High School, for being a California Teacher of the Year.

COMPREHENSIVE DISCIPLINE POLICY

Ms. Canter announced that on May 24, 2005, the Board approved a motion directing the Superintendent to create a research based comprehensive District Discipline Policy in collaboration with students, parents, teachers, and administrators, and other appropriate staff. The motion included a stipulation that the Superintendent would report back to the Board on the progress and direction of the District Discipline Policy.

Ms. King announced that the discipline resolution called for a variety of action items to ensure the creation of a positive school culture on the campuses that would provide for optimum teaching and learning. Some of the action items included a comprehensive policy to be developed in collaboration with all stakeholders; the development of a districtwide Student Code of Conduct; a plan of intervention and prevention strategies to address misbehavior before they necessitated severe discipline such as expulsion; and differentiated professional development for all school staff. Ms. King pointed out that there needs to be a consistent systematic process by which schools and support staff can move forward together, providing firm, fair corrective discipline.

Mr. Madrigal reported that he has worked with a Planning Committee that represents various offices to create a structure by which to respond to the Board's resolution. The Planning Committee envisions a review team that would serve as an oversight committee representing various offices including Secondary Instruction and the office of the Chief Operating Officer. There were a number of focus groups established to discuss student discipline, and presentations were made to the various parent organizations.

Ms. King spoke about the various Board resolutions and current policy bulletins that are related to student discipline.

Mr. Madrigal presented a chart that was prepared by the University of Oregon showing a three-tiered model of school-wide discipline strategies. This framework shows that there are programs that are school-wide for all students that address prevention; there are some classroom and small-group strategies for at-risk students; and a few individual interventions for high-risk students.

When the Planning Committee analyzed the school policies, it realized that many of the policies were within the category of the intensive intervention, and there are approximately 20 policy bulletins related to discipline. Mr. Madrigal indicated that there is currently a segmented system of compliance-driven bulletins, but not a foundational policy supporting positive student behavior. The District is missing proactive policies and practices that focus on interventions prior to the escalation of misconduct.

Ms. King advised that the proposed policy is an umbrella policy that will serve as a foundation for bringing coherence to the multitude of discipline-related policy bulletins, such as suspensions, opportunity transfers, anti-bullying, expulsions, and hate-motivated incidents.

Ms. King noted that the current policy is skewed towards more challenging behavior. There needs to be more emphasis on proactive interventions prior to misconduct while maintaining support for the existing effective programs and practices.

Ms. King stated that the policy goals are as follows:

1. Link research and practice with a carefully designed policy that fosters a positive school climate optimally conducive to learning.
2. Provide a template that links current policies and practices to the development of a foundation in positive behavior support.
3. Address the gaps that exist in current policy.

Ms. Franklin reviewed the major sections of the discipline foundation policy. These sections include a policy statement, a Code of Conduct, responsibilities of the student, parent, classified staff, teacher, school administrator, support staff, local district and central office, prevention and intervention, professional development and training, monitoring and evaluation data, communicating the Code of Conduct to school staff, parents, students, and the community, and an index of related bulletins.

Ms. King recommended that a central office team be in place to coordinate professional development, collect data to monitor the on-going implementation of the policy, provide targeted support for schools, provide guidance in managing existing systems for gathering, maintaining and utilizing data, and supporting local districts in implementation of the policy. Whenever possible, implementation will occur through change in roles and practice, not additional staffing.

Mr. Madrigal advised that there will be some budget implications with adopting a comprehensive student discipline policy. There may be costs related to communicating the policy to the entire District community. There will also be costs associated with professional development and reproducing and mailing the Code of Conduct to all schools.

Ms. King indicated that if the Augmented Curriculum and Instruction Committee supports the proposal, an implementation team, composed of representatives from UTLA, AALA, school-based staff, and central and local staff, will be created to finalize professional development, monitoring and evaluation and communication plans; develop detailed cost analysis; and present findings and recommendations to the Board.

SPEAKERS

Ms. Cecilia Sandoval, representing the Education Coordinating Council, expressed her support for the proposed discipline policy. She also shared a number of comments from middle and high school students and young adults expressing their thoughts on student discipline.

Ms. Carrie Watson, representing the Education Coordinating Council, expressed her support for the proposed discipline policy.

Ms. Olga Gonzalez, a parent and a member of the Task Force, expressed her support for the proposed discipline policy.

Ms. Rosa Mendoza, a parent representing Locke High School, expressed her support for the proposed discipline policy.

Ms. King, Mr. Madrigal, and Ms. Franklin responded to comments and questions raised by the Committee.

Ms. LaMotte recommended that this issue be reviewed at an upcoming Augmented School Safety, Student Health and Human Services and Human Relations Committee meeting.

In response to a question raised by Committee Member Lansing, Mr. Madrigal indicated that staff was careful to align the discipline policy with the current UTLA and District contract on discipline.

Committee Member Lansing suggested reviewing the opportunity transfer policy. He expressed his belief that transferring a student to another school, unless it is for a safety issue, does not help that school's environment. Committee Member Lansing also expressed concern over some students receiving numerous referrals. He felt that some of the referrals may not be warranted.

Committee Member Guthrie advised that she was a member of the Task Force and expressed her disappointment over the proposed document. She stated that safety and discipline are the concerns of parents and students throughout the District. One of the reasons why many students leave to attend charter schools and teachers leave hard-to-staff schools is that they do not feel safe. There is no instruction without discipline in a classroom. Committee Member Guthrie said that she was seeking more guidance from the proposed discipline policy. She noted that after the third opportunity transfer, the student is returned to the original school.

Committee Member Washington stressed that student problems need to be addressed early. The same students who have problems in high school had problems in elementary schools.

In response to a question raised by Committee Member LaMotte, Mr. Madrigal reported that there are State and Federal laws that give certain discretion to principals in the application of discipline. In addition, the current UTLA contract sets out a framework that is aligned with the State laws that allows districts to develop policies that comply with legislation and laws and allows districts to set standards but the schools themselves can personalize the particular rules. *Committee Member LaMotte suggested that staff meet with union representatives to develop a number of statements indicating what the District expects in terms of student conduct. Mr. Madrigal indicated that Ms. Stephanie Brady, Director, Communications and Media Relations, Office of the Superintendent, is analyzing the Code of Conduct.*

RECEIPT OF COMMUNICATION

The Annual Workplan for the Program Evaluation and Research Branch, Fiscal Year 2006, was received by the Committee.

The meeting adjourned at 3:55 p.m.

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 CURRICULUM AND INSTRUCTION COMMITTEE
 333 South Beaudry Avenue – 1st Floor (Board Room)
 Thursday, November 17, 2005 – 1:00 PM

Committee Members

Marlene Canter, Chairperson
 Julie Korenstein
 Mike Lansing
 Marguerite Poindexter LaMotte

External Member

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

Board Secretariat Contact:

Dinah Edwards (213) 241-7002

Superintendent’s Representatives

Rowena Lagrosa
 Deputy Superintendent, Educational Services
 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. Recognition of New Group of Schools Scoring 800+ on the API	Marlene Canter	15	
3. Secondary Science Presentation	Todd Ullah, <i>Director Science Programs</i>	45	35
4. Comprehensive Discipline Policy	Michelle King, <i>Asst. Superintendent Student Health & Human Services</i> Hector Madrigal, <i>Director Pupil Services</i>	30	30
5. Public Comment Persons who wish to address the Committee may sign-up at the Committee meeting.			
6. Calendar		5	

RECEIPT OF COMMUNICATION

1. FY 2006 Annual Workplan for the Program Evaluation and Research Branch

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.”

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