

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

AUGMENTED CURRICULUM AND INSTRUCTION  
AND EDUCATIONAL EQUITY COMMITTEE  
MEETING NOTES

333 South Beaudry Avenue, Board Room  
1:00 p.m., Thursday, April 26, 2007

Board Members Present:

Ms. Marguerite Poindexter LaMotte, Chairperson  
Ms. Julie Korenstein, Member  
Mr. Mike Lansing, Member  
Mr. Jon Lauritzen  
Mr. David Tokofsky

Outside Committee Persons Present:

Ms. Anna Feig, Principal, Woodland Hills, Association of Administrators Los Angeles  
Ms. Linda Guthrie, United Teachers Los Angeles Representative  
Ms. Russlyn Ali, Director, Education Trust-West (Via Teleconference)  
Dr. Steve Frankel, President, Steven M. Frankel, Inc.

Staff Present:

Superintendent David Brewer III  
Ms. Ronni Ephraim, Chief Instructional Officer, Elementary  
Ms. Sharon Curry, Assistant Superintendent, Office Student Integration Services  
Ms. Michelle King, Deputy Chief Instructional Officer, Instructional Services  
Dr. Noma LeMoine, Director, Closing the Achievement Gap/AEMP Program  
Ms. Alma Pena-Sanchez, Assistant Superintendent, Instructional Support Services  
Dr. Liza Scruggs, Assistant Superintendent, Instructional Support Services  
Ms. Maria Wale, Assistant Superintendent, Instructional Support Services  
Ms. Esther Sinofsky, Director, Instructional Media Services  
Ms. Sheila Smith, District Coordinator, Gifted Programs-Advanced Placement

-----  
The meeting convened at 1:17 p.m.  
-----

MAGNET PROGRAM OVERVIEW – TAB 3

Ms. Sharon Curry presented a 2006-2007 Organization Chart of the Student Integration Services.  
Ms. Curry gave an historical perspective of the District's Student Integration program:

- 1970—Judge Alfred Gitelson of the Los Angeles Superior Court ruled that Los Angeles Unified School District operated schools and rendered the initial order to integrate District schools.
- 1976—The State Supreme Court concluded that the LAUSD had not engaged in de jure (intentional) segregation and that LAUSD obligated, under State Law, to take steps to alleviate the harms of segregation.
- 1976—LAUSD Magnet Program was established as a voluntary integration program to: address the Court Order; and, to provide educational programs focused on learning approaches that best fit the academic interests of students residing within boundaries of LAUSD. The first Magnet Schools were Arroyo Seco Alternative, Mid-City Alternative, Valley Alternative and Westside Alternative.
- To date, there are 162 Magnet Programs; 22 full school magnets and 140 Centers. Magnet Centers share the campus with a resident school and are reported under the same CDS code as the host site.

Ms Curry named the types of schools in the Magnet Program; Alternative, Centers for Enriched Studies, Communications, Fine Arts, Foreign Language, Gifted and High Ability, Highly Gifted, Humanities, Law/Government/Police Science, Math/Science Technology, Medical and One-of-a-Kind Magnet schools. She gave the number of schools in each category.

Dr. Ginger Cole, Compliance Coordinator, presented the percent of students in both Magnet schools and Centers and Non-Magnet schools who perform at or above proficient in both English Language Arts and Mathematics on the California Standard Test (CST). Dr. Cole delivered these percentages in Board Districts as well as Local Districts.

Ms. Curry named schools that have been recipients of the Magnet Schools Assistance Program Grant, a Federal Program. New Magnet schools assisted by this program from 2001-2004 were Purche Elementary Science and Technology Magnet; Sunland Elementary Gifted and High Ability Magnet; Taper Elementary Technology Magnet; Gage Middle Math, Science and Technology Magnet and Verdugo Hills New Media and Technology High School Magnet. Ms. Curry also named schools able to expand before of the Magnet Schools Assistant Program Grant: 74<sup>th</sup> Street Elementary Magnet, Gifted, High Ability and Highly Gifted; Audubon Middle School Magnet, Gifted and High Ability; Wright Middle School Magnet, Math, Science and Technology; Birmingham High School Magnet, Journalism and Technology; Fairfax High School Magnet, Visual Arts Technology; and Garfield High School Magnet, Computer Science Technology.

Ms. Curry walked Committee Members through the process for regular schools to apply to become a Magnet school. Proposals needed to be submitted to the Office of Student Integration. Funding is a main issue as well as if the school has enough space.

Four Magnet Schools have been named 2007 California Distinguished Schools: Porter Middle and Gifted Magnet; Nobel Middle Math Science Technology Magnet; Milliken Middle School & Performing Arts Magnet, and Valley Alternative Magnet.

Ms. Curry conveyed to the Committee Members recommendations to begin the plans to increase and/or expand Magnet programs. These plans may include: Establishing Magnet Centers at each newly built LAUSD school; ensure each Local District has at least one high school Magnet program; and identify funding sources to implement these recommendations.

Ms. Curry responded to questions and comments made by Committee Members. *Committee Member Julie Korenstein asked how Desegregation monies are being spent. Ms. Curry responded that she was waiting for Board Members to make this request. Board Member Jon Lauritzen assured Ms. Curry that he would be calling and making a request.*

Ms. Curry responded to a comment made by Outside Committee Member Anna Feig, who was concerned about how parents who do not know the English language or are familiar with the process to enroll their children into the Magnet program. Ms. Curry gave the outreach methods the Student Integration Office is taking to alert and educate parents. Some of the methods include brochures distributed in seven different languages and sent home through U.S. mail, and a Choices Fair held at Cal State, which included a college campus tour.

#### SPEAKERS

Mr. Bill Ring, Parent Collaborative member, shared his positive impressions of the Choices Fair held at California State University at Los Angeles. He stated that the SAS (Schools for Advanced Studies) Programs within the District were very uneven. He stated that Magnet schools that shared a campus with another high school had the same District location code. Dr. Randy Ross, Director of Educational Policy Unit corrected this statement and informed the Committee that the District's location code was different but the State code was the same for reporting purposes.

#### HIGH SCHOOL SCIENCE TEXTBOOK ADOPTIONS – TAB 4

Ms. Esther Sinofsky, Director of Instructional Media Services, addressed the Board regarding the adoption process of textbooks. Ms. Sinofsky informed the Committee that the State adopts textbooks for grades K-8. The District then forms committees consisting of current teachers who have been recommended by UTLA to review the textbooks. The Committees make recommendations to the Superintendent and the Board as to what they think are the best textbooks to be used in the District.

Textbooks for the following core, Advanced Placement, and A-G courses were reviewed by the committees: Core—Biology, Chemistry and Physics; AP—AP Biology, AP Chemistry, AP Physics and Physics-Calculus, AP Environmental Science; and A-G—Earth Science, Marine Biology/Marine Science, Physiology. These books were displayed in the reception area of the Board Members' Offices.

Ms. Sheila Smith, District Coordinator of Gifted Programs, responded to the question, "What is the rationale for the District using only one or two science textbooks," made by Committee Member Mike Lansing. Ms. Smith explained that LAUSD is now part of the College Board

Advanced Placement Audit, which requires every teacher in the United States teaching advanced placement, to submit a syllabus to verify that they are using textbooks of significant quality and that the textbooks are at college level. The college board provides the textbook list and District teachers select what they will use from this list.

A discussion was held and Ms. Diane Watkins responded to comments made by Board Member David Tokofsky regarding Integrated Science scores. *Mr. Tokofsky requested data from the Superintendent of the weakest point in middle school science on the State test. Chairperson LaMotte also asked if the District was aligning the chosen textbooks with the performance of students and including that as criteria for selection of textbooks to be adopted.* Mr. Gilberto Samuel, Specialist with Local District 8, informed the Committee that he was a facilitator on the committee reviewing the textbooks and said that their focus while viewing the middle school textbooks was on the Density and Buoyancy Standard, and Motion and Forces Standard. Outside Committee Person Linda Guthrie, asked the Curriculum and Instruction Committee Members to respect the professional judgment of the teachers on their decisions of textbooks presented to the Board of Education.

*It was requested that staff supply information on the elementary and middle school science textbook selection. Board Member Tokofsky requested that the informative state the data the report was based upon, background and years of experience of the teachers and how teachers were selected.*

Chairperson LaMotte asked for the total number of highly gifted students in the District as well as the effort to identify more. Ms. Smith reported that the District had 64,000 gifted students, which is approximately 9% of the students in the District compared to 7% in the State. 4,000 students within the District are designated as highly gifted, which is one half of one percent of the general population of the District. Some of the procedures being taken to identify highly gifted students have been to go back and assess past data and asking parents to allow reassessing students. Students that enter our District from other school districts are assessed for academic ability but those entering who are high achievers are not assessed for being highly gifted. In AB-2313, the law that governs Gifted and Talented Programs, the District can now assess these high-achievement students for indicators to see if these students are highly gifted.

Ms. Curry responded to questions made by Ms. Guthrie on the community input in developing magnet programs and the monitoring of the program to make sure it is an enriched program. Ms. Curry made it clear that it was up to the principal of the magnet school to engage the community to determine what they wanted in a magnet school for their community.

The Committee recommended this report be presented at the Regular Board on May 8, 2007.

#### EVALUATION OF HIGH POINT – YEAR THREE REPORT – TAB 5

Dr. Gojko Vuckovic, Program Evaluation and Research Branch, presented the Year Three Report on the Evaluation of High Point. Dr. Vuckovic reported that the achievement gap between English learners and standard English speakers has been shown to grow significantly as students in Los Angeles Unified School District (LAUSD) progress from the elementary to the

secondary level. High Point, a research based program developed by Hampton-Brown for all English as a Second Language (ESL) courses in middle and high schools, is supposed to address the achievement gap. Implementation of the program began in July 2002. The Program Evaluation and Research Branch (PERB) completed the three-year longitudinal study of the program's overall effectiveness in 2006.

Dr. Vuckovic said that researchers investigated and documented the capacity of schools to implement High Point, the nature and extent of High Point implementation, and the effectiveness of the program in improving student performance in English language arts. He reported: (1) researchers found that full implementation of High Point has a positive impact on learning practices, (2) researchers found that although most of the teachers had all the High Point materials needed to teach students, about 25 percent of them said that they are missing pieces such as audio materials and transparencies, and (3) researchers found that students in classrooms where High Point was fully implemented did better and were more likely to perform at the Basic or higher level than in the classrooms where High Point was not implemented or partially implemented.

The recommendations from this evaluation were that schools should increase efforts to ensure that all High Points lessons are taught, all objectives met, all High Point material be used and the proper placement of students in correct ESL levels is necessary for High Point to be effective.

Dr. Vuckovic responded to comments and questions.

### SPEAKERS

Ms. Lorena Jaramillo, a parent, stated that the High Point evaluations did not give an accurate account of how students are placed in ESL classes. Administrators and teachers need to work on a positive engagement of students.

### PUBLIC COMMENT SPEAKERS

Ms. Kathy Estrada, City of Angels School parent, presented letters from school parents and requested that the supervision of City of Angels be returned from Adult Education Division back to K-12 program oversight.

Ms. Guadalupe Bow, a parent, spoke in opposition of the City of Angels School being under the Adult Education Division.

Ms. Jacqueline Roberts, a concerned parent of a City of Angels student, stated that the District was sufficiently servicing her son while the school was in the K-12 program and also a working student. She named the benefits he received under this program and what he was not receiving through Adult Education Division.

Ms. Michelle King, Deputy Chief Instructional Officer, Secondary, stated to the speakers that the diploma that City of Angel students will receive would be a high school diploma and not a separate Adult Education diploma. *This item will be placed as an agenda item at a future Curriculum meeting.*

The next Curriculum Committee Meeting is scheduled for May 24, 2007 at 1:00 p.m.

ADJOURNMENT

-----  
The meeting adjourned at 4:25 p.m.  
-----