

**MOTIONS/RESOLUTIONS PRESENTED TO
THE LOS ANGELES CITY BOARD OF EDUCATION FOR CONSIDERATION**

SUBJECT: English Learners: Hope on the Horizon

DATE NOTICED: July 3, 2007

PRESENTED FOR ACTION: July 10, 2007

PRESENTED BY: Ms. García/
Ms. Flores Aguilar

MOVED/SECONDED BY: Ms. Flores Aguilar/
Ms. Korenstein

MOTION:

RESOLUTION: X

Whereas, The Los Angeles Unified School District has undertaken the responsibility to provide every student with a high quality education and a coherent and rigorous curriculum leading to high school graduation college prepared and career ready;

Whereas, The District has framed the vision of providing every student with a stellar, state-of-the-art pre-kindergarten through 12th grade education within a safe and caring environment;

Whereas, The District is committed to fully engaging parents and the community in our quest for excellent teaching and learning;

Whereas, The District has expressed its commitment to close the achievement gap among the lowest performing students in the District. And, in accordance with the resolution unanimously approved in 2002, schools, local district staff, and central office personnel were encouraged to “fully embrace and implement the Title III initiative in its entirety, holding schools as well as local and central offices accountable for the academic success of English Learners.”

Whereas, The District provides services to approximately 290,000 English Learners in some 840 schools and education centers through structured English immersion programs, basic bilingual programs, dual language programs, and newcomer programs;

Whereas; The District adopted The Action Plan for Closing the Achievement Gap which includes the implementation of rigorous, standards-based instruction taught through culturally responsive pedagogy;

Whereas, The District recognizes the need to support the District-wide vision, focus, and set of expectations to eliminate alarming dropout rates, the persistent gap in achievement, and the inequitable access to high quality instructional programs for English Learners;

Whereas, The District is in the process of developing and refining a cohesive approach to curricular, instructional and professional development needs that will create a sound foundation for success of English Learners;

Whereas, The Elementary and Secondary Divisions of Instruction recognize the need to collaborate in the content areas across pre-kindergarten through 12th grade configurations to create a cohesive pre-kindergarten through 12th grade curriculum;

Whereas, The data demonstrate that current standards-based curriculum and instruction are not coherently or skillfully implemented and that this lack of coherence and accountability contributes to a culture of lowered expectations that affects English language development progress and student achievement levels of English Learners and immigrant students;

Whereas, 84% of English Learners in the elementary grades receive instruction in the Structured English Immersion Program;

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Whereas, 78% of English Learners in the secondary grades receive instruction totally in English;

Whereas, Approximately 49% of English Learners who received all their elementary instruction in the District entered middle school without reclassifying;

Whereas, Approximately 37% of English Learners who received all their K-8 instruction in the District matriculated from middle school into high school without reclassifying;

Whereas, The percentage of English Learners in the elementary grades who score Proficient or Above in the CST – English Language Arts is 13%;

Whereas, The percentage of English Learners in the elementary grades who score Proficient or Above in the CST – Mathematics is 32%;

Whereas, The percentage of English Learners in the secondary grades who score Proficient or Above in the CST – English Language Arts is 3%;

Whereas, The percentage of English Learners in the secondary grades who score Proficient or Above in the CST – Mathematics is 4%; now, therefore, be it

Resolved, That the Board of Education of the City of Los Angeles directs the Superintendent to fully implement the Title III initiative in its entirety, holding school sites as well as local and central offices accountable for the academic success of English Learners in pre-kindergarten through high school that is based on defined goals and benchmarks identified in a comprehensive plan;

Resolved further, That the Superintendent designs a comprehensive English Language Development support system that meets the needs of English Learners in elementary, middle and high schools, to be delivered within 150 days;

Resolved further, That the Board directs the Superintendent to develop a comprehensive professional development plan that strengthens the knowledge and skills of teachers to meet the needs of English Learners in pre-kindergarten through high school;

Resolved, further That the Board directs the Superintendent to implement a comprehensive Structured English Immersion program, dual plus language programs, and Alternative Instructional programs for pre-kindergarten and full-day kindergarten;

Resolved further, That the Superintendent directs the newly established Deputy Superintendent for Professional Learning, Development, and Leadership to continue to strengthen and expand the existing professional development for teachers in these instructional programs;

Resolved further, That the Superintendent directs the Division of Instruction, the Deputy Superintendent for Professional Learning, Development, and Leadership, and Local District Superintendents to work to ensure that teachers continue to analyze the achievement data of the students in these programs to inform instruction;

Resolved further, That the Board directs the Superintendent to ensure that the Office of Parent and Civic Engagement work with the Division of Instruction to develop a parent friendly, easily accessible mechanism to inform parents of the instructional options available for initial placement for Pre-Kindergarten English Learners;

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Resolved further, That the Superintendent directs the Office of Accountability and System-wide Performance to develop a transition program that monitors progress, provides continued support, and ensures access of recently reclassified English Learners students to a rigorous, content-based, grade level curriculum;

Resolved further, That the Superintendent affirms his commitment to convening state and national experts on English Learners in a summit to be held within 90 days;

Resolved further, That the Superintendent supports and monitors alignment of after-school ELD intervention and enrichment programs that build from classroom instruction and provide curriculum and programming appropriate for an after-school environment;

Resolved further, That the Superintendent supports and monitors a CAHSEE preparation program for middle and high school students;

Resolved further, That the Superintendent directs the newly established Deputy Superintendent for Professional Learning, Development, and Leadership to enhance and differentiate a program of on-going professional development for teachers in pre-kindergarten – high school assigned to Structured English Immersion programs;

Resolved further, That the Superintendent directs the newly established Deputy Superintendent for Professional Learning, Development, and Leadership to work in partnership with the Office of Parent and Civic Engagement and community based organizations with expertise on English Learners and parent engagement to develop a parent training program for parents of English Learners;

Resolved further, That the Superintendent convenes the appropriate administrative staff to rethink the current policies, practices and procedures for informing parents of their options when deciding about District-wide alternative bilingual programs;

Resolved further, That the Superintendent directs staff to design an information sharing mechanism that includes an easily accessible, parent friendly tracking report to indicate a student’s course selection, current ELD level, and reclassification status and that this report be made available in multiple languages;

Resolved, That the Superintendent reports back to the Board in six months on the methods of professional and staff development, parent outreach and evaluation that have been employed for implementation by the central offices and local districts; and be it finally

Resolved, That the implementation of all of the above items will begin after the Superintendent’s presentation and approval of budget and fiscal implications.

AYES

NOES

ABSTAIN

ABSENT

| | <u>AYES</u> | <u>NOES</u> | <u>ABSTAIN</u> | <u>ABSENT</u> |
|---------------------------|--------------------|--------------------|-----------------------|----------------------|
| Ms. Canter | X | | | |
| Ms. Flores Aguilar | X | | | |
| Ms. Galatzan | X | | | |
| Ms. Korenstein | X | | | |
| Ms. LaMotte | X | | | |
| Dr. Vladovic | X | | | |
| Ms. García | X | | | |
| TOTAL | 7 | | | |

ACTION: ADOPTED AS AMENDED