

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

SUBJECT: Establishing a Commitment to ~~Bilingualism~~ Biliteracy for All (Res-103-16/17)

DATE NOTICED: 06-13-17

PRESENTED FOR ACTION: 06-20-17

PRESENTED BY: Mr. Zimmer, Dr. Rodriguez

MOVED/SECONDED BY: Ms. Ratliff /
Dr. McKenna

MOTION:

RESOLUTION: x

Whereas, The Governing Board of the Los Angeles Unified School District has supported the expansion of language programs through the consistent adoption of policies including the following resolutions: Protecting Dual Language Programs for Maximum Academic Achievement (2011), Commitment to Prepare Students for a Multilingual Global Economy (2013), Supporting Senate Bill 1174: To Ensure Students Access to Biliteracy (2014), and Investing Strategically in Expanding Pre-K-12 Dual Language Instructional Pathways (2015);

Whereas, The District now has dual immersion programs in Spanish, Mandarin, Korean, French, Arabic, and Armenian and is opening 16 new dual immersion programs in the 2017-18 school year, adding to the existing 64 programs currently in place;

Whereas, In addition to the dual immersion programs, the District has four magnet programs specializing in world languages;

Whereas, The goal of dual immersion programs is for students to graduate with the Seal of Biliteracy demonstrating a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English;

Whereas, 3,100 District students in the class of 2017 will graduate with the California Department of Education State Seal of Biliteracy, which represents a 265 percent gain from the 851 students who received the award in 2014 when the program was established;

Whereas, 3,254 District students in the class of 2017 will receive the LAUSD Seal of Biliteracy, which represents a 240 percent gain from the 956 students who received the award in 2011 when the program was established;

Whereas, The voters of the State of California overwhelming passed Proposition 58, re-affirming the importance of bilingualism and primary language instruction and overturning Proposition 227 which banned the use bilingual education pedagogy in California schools;

Whereas, 59 percent of District students speak a language other than English in their homes;

Whereas, The Board has asserted repeatedly that a child's primary language is an asset and a treasure, never a liability;

Whereas, The Board understands that language is much more than words, it is family, culture, history, community love;

SUBJECT: Establishing a Commitment to Biliteracy for All (Res-103-16/17)

Whereas, The Multilingual and Multicultural Education Department within the Division of Instruction has already taken the lead in the Proposition 58 transition, developing programs that will expand primary language instruction and promote both English language acquisition and biliteracy;

Whereas, Recent meta-analyses have shown that educational programs that systematically incorporate the use of an English Learner's home language results in levels of academic success, including achievement in literacy and other academic subjects, that are as high as, and often better than, that of English Learners in English only programs;

Whereas, A study of English Learners in two way immersion programs found a significant positive relationship between individual student's level of bilingual proficiency and their achievement in math and reading in English;

Whereas, Dr. Patricia Gándara, Director of the UCLA Civil Rights Project, writes in her book, *The Bilingual Advantage: Language, Literacy and the US Labor Market*, that what is unique to Spanish speaking students, is that they are more likely to attend four year colleges if they maintain their bilingualism through high school, and also found that bilinguals are more likely to be hired than those who spoke only one language; and

Whereas, Hundreds of peer-reviewed articles in disciplines ranging from business to technology to medicine extol the benefits of bilingual fluency in many aspects of the successful workplace; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District establishes that attaining ~~bilingualism~~ and biliteracy for all students is a key goal of the Los Angeles Unified School District;

Resolved further, That the Board, working together with the Superintendent, establishes that the Kindergarten class entering the District in 2018-19 (Class of 2032) will be the first class that will graduate ~~bilingual~~ and biliterate;

Resolved further, That the Superintendent convene an Advisory Board consisting of District instructional leaders (including teachers and site based administrators), higher education leaders, business leaders, bilingual education advocates, parents and labor partners to continue work on Proposition 58 Transition and the Pathway to Biliteracy Task Force; and, be it finally

Resolved, That the Advisory Board consider the investment, infrastructure, training and partnerships needed to make ~~bilingualism~~ **biliteracy** for all students in the District a reality and report back to the Superintendent and the Board with their recommendations.

SUBJECT: Establishing a Commitment to Biliteracy for All (Res-103-16/17)

AYES

NOES

ABSTAIN

ABSENT

Ms. Garcia	X			
Dr. McKenna	X			
Ms. Ratliff	X			
Dr. Rodriguez	X			
Mr. Schmerelson	X			
Dr. Vladovic	X			
Mr. Zimmer	X			
TOTAL	7			

ACTION: ADOPTED AS AMENDED