

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

SUBJECT: Mandarin, Spanish, and Other World Languages in the Schools Initiative

DATE NOTICED: April 22, 2008

PRESENTED FOR ACTION: October 28, 2008

PRESENTED BY: Ms. Flores Aguilar,
Ms. García

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

MOTION:

RESOLUTION: X

Whereas, The Governing Board of the Los Angeles Unified School District is committed to offering a world class education that equips all of its students with skills to meet the demands of the 21st Century;

Whereas, In order to globally compete in the 21st Century, today's students need to develop linguistic and cultural literacy and functional proficiency in one or more world languages;

Whereas, The nature of our global economy requires 21st Century skills to include language proficiency in strategic languages and less commonly-taught languages such as Mandarin, Korean Arabic, Farsi and Hindi/Urdu;

Whereas, The urgent need to increase foreign language study has been communicated by the United States Committee for Economic Development, especially critical less commonly-taught languages such as Mandarin, Korean, Arabic, Farsi, and Hindi/Urdu;

Whereas, Research strongly suggests that language learning supports increased academic achievement in literacy development and increased linguistic awareness;

Whereas, Students in the District's Dual Language Program consistently demonstrate higher test scores than their non-dual language counterparts;

Whereas, Of the 302,000 elementary school students in the District, only 3,170 students are participating in the K-5 Dual Language Spanish/English Program, 690 students in the Korean/English Program, and 40 in the Mandarin/English Program;

Whereas, The number of students in the District's Dual Language Programs is significantly disproportionate to the number of heritage language learners potentially eligible to participate; 61% (421,231 students) have a home language in Spanish, 1.1% (7,502 students) in Korean, 0.10% (685) students in Mandarin;

Whereas, These heritage language learners should have the opportunity to maintain and advance their home language through culturally relevant continued study, or if they wish, choose to study another language;

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Whereas, Bilingual students may be granted credit and/or satisfy the “E” requirement (of the “A-G” requirements) through a testing process; however, this practice is not widely used across the District;

Whereas, The District offers twelve languages to approximately 77,000 secondary students with only 6% of these students enrolled in less commonly-taught languages;

Whereas, 200 million students in China are learning English, but fewer than 50,000 American students are studying Chinese;

Whereas, The District’s Mandarin program is offered at twelve secondary schools, three elementary schools, and at least two independent charter schools;

Whereas, The District began its first Arabic, Russian, and Hindi classes in the 2008-09 school year; and

Whereas, A Mandarin in the Schools Committee, convened by the Committee of 100 with representatives of the Asian Pacific American Legal Center, the Asia Society, the City of Los Angeles, the Los Angeles Unified School District, the California State Universities at Long Beach and Los Angeles, Southern California Council of Chinese Schools, University of California Los Angeles’ Confucius Institute and others, has collaborated in this proposal of “Mandarin and World Languages in the Schools” to build capacity and systematically increase the offering of Mandarin and less commonly-taught languages in the District; now, therefore, be it

Resolved, That all students, regardless of their home language, should be provided with the opportunity to study at least one language, in addition to English, beginning in elementary grades and continuing their study sequence for 6 to 8 years in order to achieve a high level of proficiency;

Resolved further, That the Los Angeles Unified School District will endorse the implementation of a preK-12 feeder pattern of Mandarin, Spanish and/or other World Languages using Foreign Language in the Elementary School (FLES) programs with continuation to middle and high schools. Included in this implementation will be metrics and program evaluation to ensure students are meeting second language proficiency levels according to Language Learning Continuum from *The Foreign Language Framework for California Public Schools* and the *Foreign Language Content Standards for California Schools*;

Resolved further, That the District strongly encourages principals and their school communities to expand Spanish/English and other dual language programs to increase opportunities for advanced proficiency in both languages as well as increase academic achievement;

Resolved further, That the District will work with the Committee of 100 and the Mandarin in the Schools Committee to build community, parent, and student support for Mandarin programs and Chinese culture classes in the schools of the District;

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Resolved further, That the District will recruit qualified teachers of Mandarin, Spanish, and other World Languages from within the District, Los Angeles County, the State of California, and the United States and that the Mandarin in the Schools Committee will be a partner with the District in the recruitment of Mandarin teachers and the promotion of the program;

Resolved further, That the District will seek legislative support for adding authorized textbooks for less commonly-taught languages to the adopted list of textbooks and materials;

Resolved further, That the District will develop a communication plan to inform parents, students, and school personnel about the opportunity for students to enroll in dual language programs or other World Language learning opportunities;

Resolved further, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to provide an annual report that summarizes the progress made in implementing the Mandarin, Spanish, and World Languages Initiative in the Schools;

Resolved further, That the Board endorses the relationship with the Shanghai School District to encourage and expand opportunities for cultural, language and learning exchange;

Resolved further, That Local Districts will work with high school staff to ensure they are fully trained in granting academic credit and academic marks for foreign language proficiency, regardless of whether proficiency is attained through formal instruction; and be it finally

Resolved, That the Board supports the Superintendent's commitment to implement the Mandarin, Spanish and World Languages in the Schools Initiative as follows:

2008-2009

Each Local District will review their current World Languages and Cultures programs (e.g. Mandarin, Spanish, Korean, etc.) and develop strategies to increase PreK-12 opportunities for studying languages other than English. This includes developing increased proficiency in a heritage language.

Local Districts will explore Mandarin, Spanish, and other World Languages, including enrichment courses and programs for preK-12 students. Special emphasis will be placed on expanding dual language programs and additional language learning opportunities in elementary and middle schools.

Schools and Local Districts will be informed regarding alternate options for instructional delivery, such as FLES, online and distance learning, concurrent college enrollment, independent study and parent education, and culture classes.

The Superintendent will provide a progress report to the Board in the spring of 2009.

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Beginning 2009-2010

Each year, Local Districts will collaborate with their respective schools and school communities to create and implement new world languages and cultures programs at current and future sites as well as early education centers.

The Board will strongly encourage Local Districts to establish clearly articulated and sustained PreK-12 feeder patterns to promote proficiency in Mandarin, Spanish, and other less commonly-taught languages.

The Superintendent will provide the Board with a progress report on the implementation of the Mandarin, Spanish, and other World Languages in the Schools Initiative at least twice a year.

AYES NOES ABSTAIN ABSENT

Ms. Canter				X
Ms. Korenstein	X			
Ms. LaMotte			X	
Dr. Vladovic				X
Ms. Galatzan	X			
Ms. Flores Aguilar	X			
Ms. Garcia	X			
TOTAL	4		1	2

ACTION: ADOPTED AS AMENDED