

SEL RESOLUTION

38. Ms. García, Mr. Zimmer, Ms. Ratliff - Strengthen Support for Standard English Learners (Res-097-13/14) (Noticed May 20, 2014) **ADOPTED**

Whereas, Language is essential to children's cognitive and social development, transmits knowledge to the learner, stimulates understanding and learning and permeates all learning standards;

Whereas, Los Angeles School District seeks to ensure every student has equitable opportunities to learn as both a human right and a civil right, and seeks to ensure access to a linguistically and culturally responsive instruction for equitable access to the curriculum;

Whereas, The language of the school and classroom is Standard English, and every student must demonstrate mastery and proficiency in all aspects of the English language in order to be college and career ready upon high school completion;

Whereas, Students face barriers to learning when their language varies from the Academic Standard English used in classroom discourse and in textbooks, and thus may not always access equitable opportunities to learn;

Whereas, Building on the strengths of a students' first language is the most effective means to develop proficiency in a second language, a full access to classroom discourse, and to a rigorous curriculum;

Whereas, African American Vernacular English, Mexican American (and other Latino groups) English, Hawai'ian Pidgin English, and Native American English are the languages of a significant number of students, commonly referred to as Standard English Learners (SEL) in the LAUSD, and identified as English Only and or Initially Fluent English Proficient, who demonstrate limited English vocabulary and syntactical, grammatical and phonological differences indicative of a distinct language group;

Whereas, The LAUSD recognizes that SEL students require unique language development interventions and programs to ensure full access to the rigorous curriculum of the LAUSD and to learning opportunities within the context of school;

Whereas, The academic performance of students who are speakers of African American Vernacular English, Mexican American English, Hawai'ian Pidgin English, and Native American English (Standard English Learners) is lagging behind English Only students who use standard English, and behind SEL students who receive structured Academic Standard English support;

Whereas, Unequal opportunities to access the curriculum and to learn in the school context contributes to overrepresentation of African American, Latino, and low-income students whose home language differs from the Academic Standard English language of schooling in special education, suspensions, high school drop-out, and overall low academic performance;

Whereas, There are significant numbers of students with various language differences who do not achieve English Language proficiency by the time they graduate;

Whereas, The Common Core State Standards (CCSS) emphasize complex text and academic language as essential to educational success in all content areas, and the upcoming integration of the English Language Arts and English Language Development state framework calls for increased language support to all students; now, therefore be it

Resolved, That CCSS professional development be infused with linguistically and culturally relevant, evidence-based strategies to ensure that teachers are able to provide students support in acquiring the Academic Standard English to enable them to master the cognitive and social expectations of the Common Core Standards;

Resolved further, That the Governing Board of the Los Angeles Unified School District affirm its commitment to the Master Plan for English Learners and seeks to implement a systemic, structured, and research-based model of instruction for SELs modeled after and compatible with the goals of the Academic English Mastery Program (AEMP) for Standard English Learners (SELs); and be it finally

Resolved, That the Governing Board of the Los Angeles Unified School District directs the Superintendent to develop a District-wide plan within 3 months for Culturally and Linguistically Responsive Education to be implemented in the Fall of 2015 which includes the following:

- 1) Appropriate assessment of the academic language needs of SELs, as delineated in the Master Plan;
- 2) Professional development for teachers and administrators regarding best practices;
- 3) Targeted resources to support SELs in all schools, including:
 - a) Researcher/Practitioner service to ensure a quality plan by i) conducting a review of the research/literature of outcomes in similar programs around the country which address the needs of this unique student population and ii) an evaluation component to assess annually the level and quality of implementation at school sites and progress made by Standard English Learners in Academic English Language development and in other content areas;

b) Standard English Learner Teacher Advisor in each Educational Service Center (ESC) by mid-year of 2014-15

c) Culturally and Linguistically Responsive Education (CLR) Fellows;

4) A parent education/engagement component to support learning at home and at school;

5) A model school to be available in every ESC by the 3rd year of implementation; and

6) An annual count of SEL students beginning in the 2016-17 school year.