

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

SUBJECT: Resolution Endorsing Multiple Pathways as a Comprehensive High School Reform Strategy at the Los Angeles Unified School District

DATE NOTICED: 10-14-08

PRESENTED FOR ACTION: 10-28-08

PRESENTED BY: Ms. Garcia
Ms. Korenstein, Ms. Flores Aguilar

MOVED/SECONDED BY: Ms. Korenstein
Ms. Galatzan

MOTION:

RESOLUTION: x

Whereas, Los Angeles Unified School District aims to provide equitable and high quality learning opportunities to all of its students and has set clear goals to raise grade level proficiency, California High School Exit Exam (CAHSEE) pass rates, A-G completion rates, and to improve college readiness, career preparation, and preparation for life after high school;

Whereas, The District has adopted policies in support of these goals, including the “A-G For All” resolution, a resolution to partner with the Los Angeles Community College District, the “Small Schools II” resolution, and the “Diplomas for All” resolution;

Whereas, Several themed Small Learning Communities (SLC) throughout District, in the San Fernando Valley, West Los Angeles, the Belmont Zone of Choice, South Los Angeles, and East Los Angeles are working towards implementing programs that achieve a 100% graduation goal, integrate an A-G and theme-based curriculum, and prepare students simultaneously for college and career opportunities, that is, Multiple Pathway programs;

Whereas, A Multiple Pathway program is defined as a multi-year high school program organized around a broad theme, interest area or industry sector (e.g., biomedical and health sciences, green building and environmental design, media and entertainment, performing and visual arts, international studies, and social justice) that integrates academic and theme-based curriculum (e.g., technical), uses a project-based learning process, provides students with work-based real-world learning opportunities, increases student support services, and prepares all students for a full range of post-secondary options, including apprenticeships, technical training, community colleges, four-year colleges, civic participation, and 21st century careers;

Whereas, A Multiple Pathway program is designed to give all students greater relevance to academic curriculum and firmly rejects a tracking system that provides different curriculum for students depending on whether they are perceived as college or work bound;

Whereas, The District is uniquely poised to benefit from developing Multiple Pathway programs that simultaneously address implementation of recent District policies to 1) graduate all students, 2) require an A-G default curriculum, 3) develop small schools, and 4) require two Career and Technical Education (CTE) courses for graduation;

Whereas, a Multiple Pathway program is comprised, at minimum, of the four following components:

- An integrated academic core curriculum that meets the A-G eligibility requirements for admission to the University of California and California State University and is delivered through project-based learning and other engaging instructional strategies that intentionally bring real-world context and relevance to the curriculum in which broad themes, interest areas and/or CTE are emphasized. The academic core shall, at a minimum, be comprised all current graduation requirements as mandated by state law and District policy, including A-G courses;
- An integrated technical core of a sequence of at least two related courses, which may reflect CTE standards-based courses, that provide the knowledge and skills that can give young people a head start on a successful career, are aligned to and underscore academic principles, and, to the extent possible, fulfill the academic core requirement listed above;

- A series of work-based learning opportunities that begin with mentoring and job shadowing and evolve into intensive internships, school-based enterprises, or virtual apprenticeships;
- Support services, including supplemental instruction in reading and mathematics, that help students become proficient in the advanced academic and technical content necessary for success in college and career;

Whereas, A state-wide Coalition for Multiple Pathways has been formed in an effort to reduce the state's unacceptably high drop-out rate and prepare youth for the demands of California's evolving economy;

Whereas, The District recognizes that a successful strategy to achieve a "*Diplomas for All*" agenda, as outlined and approved in the July 10, 2007, Board resolution, requires the implementation of a demanding, engaging, and integrated high school program that provides academic rigor and real-world relevance by preparing all students for college and career; and

Whereas, A Multiple Pathway strategy, providing students access to Multiple Pathway programs, would not supplant previous reform policies unless otherwise noted, but rather act as an implementation strategy that could effectively improve A-G completion rates and graduation rates, bring relevance to the learning process, prepare students for lifelong success, and provide the necessary skills that will enable students to nimbly move through school and work as the 21st century workforce requires; now, therefore, be it

Resolved, That the Los Angeles Unified School District shall join the state-wide *Coalition for Multiple Pathways* and endorse a Multiple Pathway strategy to high school reform aimed at increasing high school graduation rates and preparing students for both college and career;

Resolved further, That by 2016 the District shall become the largest Multiple Pathway district in the state and ensure that 1) All students performing at proficiency level, 2) All students graduate, 3) All students pass the CAHSEE exam, and 4) All students graduate high school both college and career ready;

Resolved further, That in order to successfully meet the 100% graduation goal established in the "*Diplomas for All*" resolution, the District shall develop and implement Small Learning Communities and Small Schools throughout the District, meet the 2016 A-G graduation requirement, develop a comprehensive CTE Master Plan, and meet the overarching goal of preparing all students for college and career; that all students will be included in this goal, including students in special populations, including students with disabilities and English Learners, who by law may receive accommodations and modifications, as appropriate; the District shall strengthen and develop Multiple Pathway programs throughout the District so that by 2016 all entering 9th graders have the choice of enrolling in a wider representation of pathway programs within an equitable geographic region (or local district);

Resolved further, That the Superintendent, within ~~90~~ 120 days of passage, shall report on the development of Multiple Pathway programs as they relate to the development of Small Schools and progress towards meeting *Diplomas for All* goal of 100% graduation. Regular updates shall be provided bi-annually. The report shall include, but not be limited to:

1. Infrastructure

- Current Budget allocations for SLCs, small schools, pilot schools and new tech high development, A-G implementation, CTE pathway programs, integrated curriculum development, and work-based learning development, including a review of norming practices, and their impact on SLC development;
- Current SLC and small schools development and alignment with the aforementioned Multiple Pathway program components, including existing programs that would assist in the development of Multiple Pathway programs, for example, the Belmont Zone of Choice;
- The status of A-G implementation as it pertains to the number of 7th and 8th graders ready for successful completion of the A-G curriculum with a "C" or better, number of math and foreign language teachers in place, and general benchmarks for successful implementation.
- A review of attendance areas to allow the potential creation of Zones of Choice or the opportunity for any geographic area to provide students the choice of several pathway programs;

- The role of different divisions, including iDesign, Office of Parent and Civic Engagement, the Office of Curriculum, Instruction and School Support, Adult and Career Division, and Office of Instructional Programming, as they relate to expanding Multiple Pathway programs;
2. Integrated Curriculum
 - A review of existing standards-based integrated curriculum and course offerings, particularly the curriculum and offerings of courses that integrate academic and technical skills and principles;
 - A review of existing curriculum development processes to facilitate greater development of integrated curriculum;
 3. Teacher, Counselor, Administrator Professional Development
 - A review of existing professional development that promotes project based learning including a needs assessment of educators of Multiple Pathway programs to ensure teachers gain and maintain the necessary competencies to teach within a Multiple Pathway program through ongoing professional development that ensures competencies in academic and technical subjects related to the theme or field, pedagogical skills, professional expertise, project based learning and foundational understanding that makes clear the rationale for a Multiple Pathway;
 - A review of existing school counseling structures in order to enhance and integrate college and career preparation, increase coordination between Multiple Pathway program and postsecondary institutions, and to increase access through college and career awareness;
 - Status of teacher recruitment, particularly in the fields of math, science, and foreign language;
 4. Instructional Time/Space
 - An analysis of current high schools that utilize flexible schedules to increase course offerings;
 - A review of articulation agreements, joint-use agreements, and pathway development with the Los Angeles Community Colleges, and four-year public universities that maximize Multiple Pathway development;
 - A review of school construction/modernization proposals aimed at maximizing lab and technical course space;
 5. Development of Work-Based Learning Opportunities for High School Students
 - Existing and proposed work-based learning opportunities, including internships, job-shadowing and mentorships;
 6. Review of Existing Student Support Service for High School Students'
 - Existing academic support services, including after-school programs, supplemental instruction, Advancement Via Individual Determination, career exploration programs, etc.;
 - English Language Learner (ELL) students, and status of reclassifications;
 7. Program Evaluation
 - A method to evaluate the effectiveness of Multiple Pathway programs based on graduation rates, increased proficiency in core academics, increased grade level proficiency, grade to grade completion, career exploration, skill-based course completion, A-G completion, ELL reclassification, and CAHSEE pass rates;

Resolved further, Beginning in 2010, technical core courses in Multiple Pathways programs and advisory courses shall be counted toward the District's Life Skills graduation requirement and the District's Applied Learning requirement;

Resolved further, That in order to relieve the perception that District high schools have different curricular tracks for students, the district shall clarify the existing policy regarding student waivers for A-G coursework included in the "A-G for All" Resolution to ensure that students are not opting out of entire A-G coursework but rather students and parents are requesting waivers for specific courses such as Algebra 2 in their junior or senior year; and be it finally

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Resolved, That the endorsement of Multiple Pathways as a comprehensive high school reform strategy will be reviewed and a report made to the Board of Education at the end of one year.

AYES **NOES** **ABSTAIN** **ABSENT**

Ms. Canter				x
Ms. Korenstein	x			
Ms. LaMotte	x			
Dr. Vladovic				x
Ms. Galatza	x			
Ms. Flores Aguilar	x			
Ms. Garcia	x			
TOTAL	5			2

ACTION: ADOPTED AS AMENDED