

L.A. Unified may lay off almost 2,300 teachers, officials say

By Jason Song and Howard Blume, Los Angeles Times | Friday, January 9, 2009



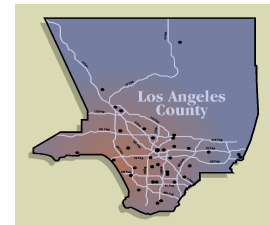
The midyear job cuts are being considered because the state budget crisis has left the district at least \$250 million short. Newer teachers are the most vulnerable. The state deficit has created a shortfall of at least \$250 million in the school district's nearly \$6-billion budget, prompting officials to propose sending the layoff notices to 1,690 elementary school teachers and 600 math and English teachers in middle and high schools. The teachers at risk would be those with less than two years of service, who lack the greater job protection afforded tenured instructors.

Because the potential layoffs would take place in the middle of the school year, students would face rearranged, more crowded classes with new teachers. Some of those new instructors could be displaced central office employees who have the legal right to return to the classroom. The union leader said the cuts would especially hurt school reform efforts because smaller classes are perhaps the most effective such measure.

The last time Los Angeles teachers faced massive layoffs was in the early 1990s, during a previous economic downturn. That crisis was resolved when teachers voted to accept a 10% pay cut in exchange for greater control over health benefits and classroom assignments.

In a related development, Cortines sent Gov. Arnold Schwarzenegger a letter Monday asking him to reconsider requiring state employees to take two unpaid furlough days a month starting in February. Because state workers participate in the district's building program, Cortines said the furlough days would delay school construction efforts and affect the local economy; the district's building program uses about 240,000 workers, including non-district employees.

Los Angeles Unified School District ("LAUSD") is the largest (in terms of number of students) public school system in California. It is the second-largest in the United States. Only the New York City Department of Education has a larger student population. During the 2007-2008 school year, LAUSD served 694,288 students, and had 45,473 teachers 38,494 other employees. It is the second largest employer in Los Angeles County, after the county government. The total school district budget for 2008 was \$19,986,000,000 US dollars. In enrollment breakdown by ethnic group, 73% of its students were of Hispanic origin and 11% of its students were African American. Non-Hispanic white students comprise 9% of the student population, while Asian students comprise 4%. Students of Filipino origin form 2% of the student population, and American Indian and Pacific Islanders together are less than 1%



1. In appropriate paragraph form, identify the reasons provided in the passage above for making extensive financial cuts in the field of education throughout the Los Angeles Unified School District (LAUSD). Explain the potential repercussions upon student learning which may occur as a result of a major reduction in certified staff? How was this conflict tactfully resolved nearly 20 years prior? Explain. **(GPS – Grades 6 – 8: MRC a, d)**
2. Define and provide an example of the terms "line symmetry" and "vertex" as well as what is meant by separating a figure into congruent halves. Illustrate the figure and specify the number of lines of symmetry found in the globe behind held by the LAUSD student in the picture above. Does the figure contain rotational symmetry? If yes, what is the degree of rotation? Does it contain a vertex? Answer the same series of questions using the outline figure of Los Angeles County located above. Communicate mathematically and thoroughly explain each of your responses in detail. **(GPS - Grade 6: M6P1 – M6P5; MRC; M6G1 a and b)**
3. Reconstruct the outline figure of Los Angeles County located above. Constructions should include copying a segment and an angle; bisecting a segment and an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line. Thoroughly communicate your thoughts, ideas, and each of the steps taken in solving the problems mathematically from the beginning to the end. **(GPS Grade 7: M7P1 – M7P5; MRC; M7G1 a)**
4. Use set notation to denote elements of a set. Apply the meanings of union, intersection, and complement to complete the following: The following numerical figures were derived from the passage above and categorized into Set $A = \{10, 600, 1690, 1990, 250 \text{ million}, 6 \text{ billion}\}$ and set $B = \{10, 1690, 1990\}$. Demonstrate the relationships among the two sets through use of Venn Diagrams. What must occur to either one of the sets in order to obtain an empty or null set? Explain. **(GPS Grade 8: M8P4 a - c; M8D1 a - c)**
5. Upon completion of this assignment, how far have we progressed through the 2008-09 series of *The Daughtry Times*®? Express your answer interchangeably as a fraction, decimal, percentage, and circle graph. **(GPS – Grade 6: M6N1 f, g; M6D1c; Grade 7: M7D1 f)**
6. Using contextual clues only, define the following italicized words: *furlough*, *economic*, *reform*, *tenured*, and *vulnerable* obtained from the passage above. Additionally, use each word in a complete sentence to demonstrate further comprehension. **(GPS – Grades 6 –8: MRC a, c, d)**

Georgia Performance Standards (GPS) adapted from georgiastandards.org. Standards specifically addressed in this edition are strategically aligned with the curriculum map and annotated adjacent to the respective grade level inquiry.

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