

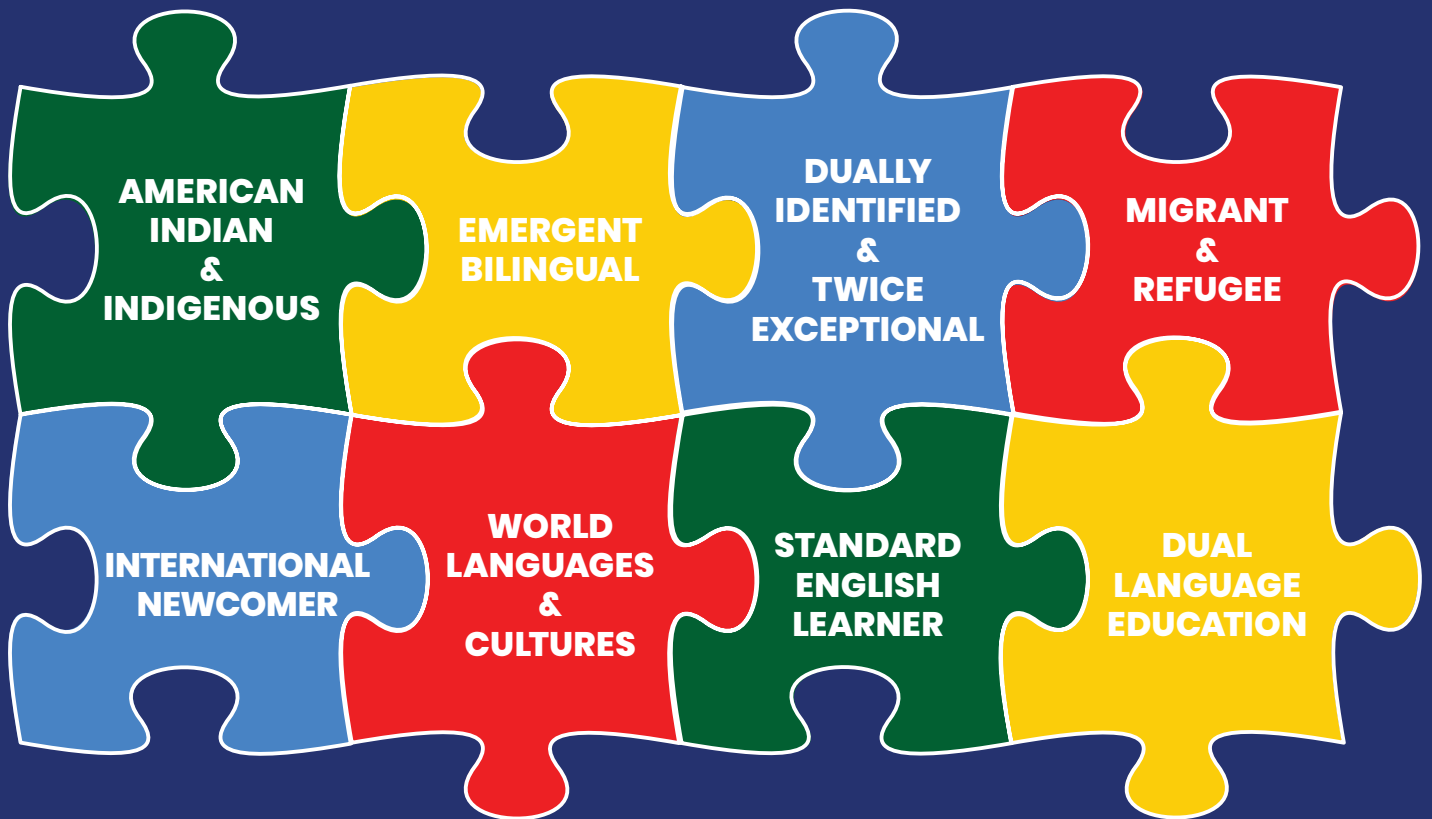


2025

MULTILINGUAL
MULTICULTURAL

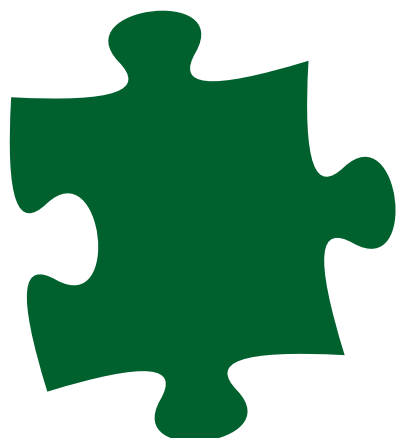
Master Plan

BEYOND LIMITS!



LOS ANGELES UNIFIED SCHOOL DISTRICT
MULTILINGUAL MULTICULTURAL EDUCATION DEPARTMENT (MMED)

District Leadership



SUPERINTENDENT

Alberto M. Carvalho

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Scott Schmerelson, Board President, Board District 3
Dr. Rocio Rivas, Board Vice President, Board District 2
Sherlett Hendy Newbill, Board District 1
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Tanya Ortiz Franklin, Board District 7

DEPUTY SUPERINTENDENT OF INSTRUCTION

Dr. Karla V. Estrada

REGION SUPERINTENDENTS

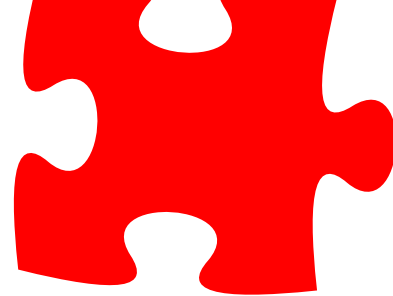
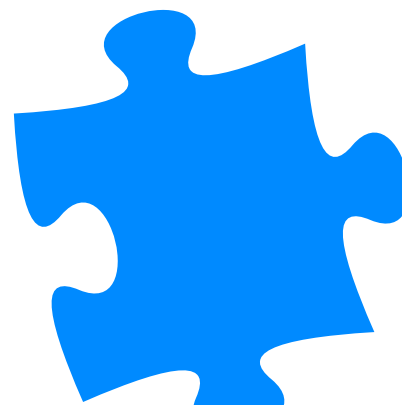
Dr. Lourdes Ramirez-Ortiz, Region East
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CHIEF OF SPECIAL EDUCATION AND SPECIALIZED PROGRAMS

Anthony Aguilar

EXECUTIVE DIRECTOR

Multilingual Multicultural Education Department
Lydia Acosta Stephens



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Los Angeles Unified School District Land Acknowledgment

As adopted by the Los Angeles Unified School District (LAUSD) Board of Education on April 8, 2025

We acknowledge that the Los Angeles Unified School District operates on land originally and still inhabited and cared for by the Gabrieleño and Fernandeno Tataviam peoples, who have stewarded this land for generations.

We recognize these Indigenous communities' ongoing presence and contributions and honor their connection to this region.

We recognize the Gabrieleño people as the original stewards of the Los Angeles Basin, and the nearby coastal lands, and the Fernandeno Tataviam as protectors of the northern valleys. These lands have held and continue to hold deep cultural and spiritual significance to their people and have shaped the community we live in today.

We pay our respects to the Honuukvetam (Ancestors), 'Ahihirom (Elders), and 'Eyoohiinkem (our relatives/relations) past, present, and emerging and commit to supporting Indigenous communities through education ensuring their voices are heard and their legacies are respected.

We commit to deepening our understanding of the histories and cultures of the native peoples of this land. This acknowledgment demonstrates our ongoing efforts to build and sustain relationships with Indigenous communities and contribute to healing and reconciliation.

The Multilingual Multicultural Education Department at LAUSD is committed to working with all local tribal communities to educate ourselves and others about the histories, languages, and deep traditions of land stewardship of the First Peoples of Los Angeles.

To learn more about land acknowledgments and the First Peoples of Los Angeles, please explore this interactive slide deck: [Land Acknowledgement: A Guide for Educators](#)



Los Angeles Unified School District Board of Education Meeting, April 8, 2025

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Message From the Superintendent



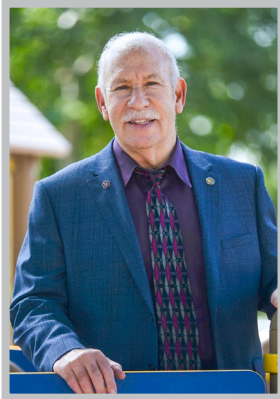
Dear LAUSD Community,

I am proud to introduce the 2025 Multilingual Multicultural Master Plan—an essential guide in the District’s ongoing pursuit of educational equity and excellence. This plan is more than a document; it embodies our shared values as a District. Together, we envision a future where every student, of all linguistic backgrounds, is prepared to thrive in college, career, and life.

Rooted in rigor, inclusion, and equity, this plan outlines a comprehensive framework designed to support our learners’ diverse cultural and linguistic assets. Our Board and I remain deeply committed to ensuring that every student feels safe, welcomed, and supported in achieving academic success. Your collaboration and dedication are vital to implementing this plan, which will guide our collective actions in the years ahead.

Sincerely,
Alberto M. Carvalho
Superintendent

Message from the Board of Education



Dear Los Angeles Unified Family,

As your Board members, we are proud to share the 2025 Multilingual Multicultural Master Plan.

Our students bring a wealth of cultural, linguistic, academic, and familial knowledge to our schools every day. This Master Plan is a great opportunity, a catalyst, to strengthen our supports for our multilingual and multicultural learners.

In 2021, the Board of Education established four goals to guide our school District's work. Those goals include boosting college and career readiness, improving literacy and numeracy, and deepening socio-emotional learning and student well-being. In launching the Multilingual Multicultural Master Plan, we are taking the next step to turn those ambitious goals into actions at every level of our school District and to reach these goals for all of our multilingual multicultural students. Thank you for your continued support and dedication to our students' success.

Sincerely,
Scott Schmerelson
Board President



Dear Los Angeles Unified Family,

We are proud and deeply excited to launch the 2025 Multilingual Multicultural Master Plan—a reflection of our unwavering commitment to honoring the diverse identities, languages, and cultures that enrich our schools. This plan is more than a roadmap; it is a promise to our multilingual multicultural learners that their voices matter, their experiences are valued, and their success is our shared mission.

At its heart, this plan celebrates the richness that our students bring into the classroom every day—their languages, cultures, and lived stories. These are not challenges to overcome but powerful assets to embrace, elevate, and integrate into every facet of teaching and learning. This plan serves as both a compass and a commitment, aligning our values and outlining the steps we will take—together—to realize our vision.

I'm honored to be on this journey with you.

With appreciation,
Dr. Rocío Rivas, PhD
Board Vice President

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Message from the Deputy Superintendent of Instruction & the Chief of Special Education and Specialized Programs



Dear L.A Unified Family,

The 2025 Multilingual Multicultural Master Plan for the Los Angeles Unified School District (LAUSD) embodies our unwavering commitment to ensuring that all students reach their greatest potential.

This plan represents a comprehensive strategy that not only addresses academic needs but also provides essential social-emotional support and engagement with families and communities. We are grateful for the collaborative efforts of our dedicated educators, administrators, and community members who have come together to share their insights and expertise for a plan that represents who we are and what we strive for as a District. This Master Plan serves as our action plan, guiding us in our efforts to adapt and refine our strategies

based on what has been working and the voices from our community, schools, and central office. Together, we can set a foundation that fosters academic excellence and success for all of our students.

Thank you for your continued dedication and support as we work towards a brighter future for our multilingual and multicultural students.

Best regards,
 Dr. Karla V. Estrada
 Deputy Superintendent of Instruction



Dear L.A Unified family,

The 2025 Multilingual Multicultural Master Plan is the cornerstone of the Multilingual Multicultural Education Department's commitment to educational equity and excellence. This plan is not just a document; it is a reflection of who we are as a District. It embodies our shared vision of preparing every student, regardless of their linguistic background, for success in college, career, life, and in the global society.

The Master Plan is a testament to L.A Unified's diversity and our recognition of the importance of valuing and preserving our students' linguistic and cultural heritage. Our goal is to meet the needs of our linguistically diverse learners and empower them to thrive. Together, we can create an environment where every student feels valued and supported, and where their education is tailored to help them realize their greatest potential.

We will work collaboratively to ensure that this master plan serves as a robust foundation for the success of all our students.

We will work collaboratively to ensure that this master plan serves as a robust foundation for the success of all our students.

Sincerely,
 Anthony Aguilar
 Chief of Special Education and Specialized Programs

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Message From the Executive Director



Dear LAUSD Community,

We are proud to present the 2025 Multilingual Multicultural Master Plan for the Los Angeles Unified School District (LAUSD). This comprehensive plan reflects our unwavering commitment to building transformative relationships with our students and families. It represents our dedication to fostering an inclusive, equitable, and culturally and linguistically responsive educational environment for every learner.

At the heart of this plan is a deep respect for the individual identities of our students and their families, affirming the intersectionality that shapes their lived experiences. The 2025 Multilingual Multicultural Master Plan centers student voice and identity as we work collectively to build a stronger, more just educational system.

LAUSD serves a richly diverse student population representing a vibrant tapestry of languages, cultures, and multigenerational perspectives. Our Master Plan outlines a systems-wide approach grounded in six key commitments:

- **Commitment 1:** Honoring the Whole Child
- **Commitment 2:** Bringing an Asset-Based Lens
- **Commitment 3:** Celebrating Multilingualism and Multiculturalism
- **Commitment 4:** Ensuring High-Quality Instruction for All
- **Commitment 5:** Partnering with Families and Communities
- **Commitment 6:** Providing Integrated Systems and Supports

We are proud of the progress we’ve made—and even more committed to continuous growth. Because we are LAUSD, we go beyond expectations. This Master Plan is the result of a powerful collaboration among educators, administrators, families, and community partners who share our vision of equity and excellence in education.

Together, as a united community representing all voices and affinity groups, we can tackle the challenges ahead and celebrate the successes to come. We invite you to join us in this vital work as we create a learning environment where every student can thrive.

Sincerely,
 Lydia Acosta Stephens
 Executive Director,
 Multilingual Multicultural Education Department (MMED)

Vision

We believe that teaching and learning are transformational experiences. The Multilingual Multicultural Education Department (MMED) envisions a society that commits to seeing and honoring the integrity, humanity, and dreams of all.

Mission

Our mission is to create transformative relationships, experiences, and spaces with youth, families, community and educational leaders as they inform, shape, and guide our work. We will eliminate opportunity gaps for multilingual multicultural learners and provide a rigorous, well-rounded, high-quality education.

Executive Summary

In the Los Angeles Unified School District (LAUSD), we are deeply committed to celebrating and encouraging the diverse linguistic and cultural backgrounds of all of our students. In alignment to the District’s 2022-26 Strategic Plan, in 2025, we are excited to launch the new 2025 Multilingual Multicultural Master Plan to account for the ever-evolving landscape that shapes the lives of our multilingual multicultural learners and their families. This Master Plan was developed through a comprehensive, collaborative process that incorporated District and community input, with students at the center. It serves as the foundation for

advancing District policies and practices toward our goal of preparing multilingual multicultural learners to exceed expectations.

We strive to prepare our students to thrive in a diverse, global, and multilingual world, ensuring that they achieve their full potential and have the linguistic and sociocultural skills to contribute meaningfully to their communities. To do this, we must ensure that all multilingual multicultural learners have access to the services and supports they need to thrive. This plan outlines **six core commitments** that inform and drive our work:



Commitment 1: Honoring the Whole Child: This commitment acknowledges the need to validate, honor, and affirm each student’s home culture and home language, and that student development and learning occurs in context. To that end, we use culturally and linguistically responsive pedagogy in all instructional programs and services.



Commitment 2: Developing and Applying an Asset-Based Lens: This commitment recognizes and leverages the diverse linguistic, cultural, and experiential assets our students bring to the classroom. This approach shifts the focus from deficits to strengths and fosters an inclusive and empowering learning environment.

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Executive Summary



Commitment 3: Celebrating Multilingualism: This commitment promotes multilingualism, multiliteracy, and cultural competencies. Multilingualism offers cognitive, sociocultural, educational, and economic benefits to our students while enhancing their problem-solving, mental flexibility, academic achievement, and career opportunities.



Commitment 4: Ensuring High-Quality Instruction for All: High-quality instruction is crucial for academic success. It involves teaching English language skills and ensuring access to high-quality grade-level instruction and support for critical thinking. Culturally and linguistically responsive instruction and translanguaging are key components.



Commitment 5: Partnering with Families and Communities: This commitment establishes and centers our strong, collaborative relationships with families and community members. Family involvement is essential to student success. Schools partner with families and center their individual, lived experiences to support learning and honor students' linguistic and cultural identities.



Commitment 6: Providing Integrated Systems and Supports: To adequately serve multilingual learners and their families, system-level conditions that support effective implementation of the services and supports they need to thrive on the journey to becoming multilingual must be comprehensive and integrated. Our systems are built to support multilingual learners at all levels.

By adopting these core commitments, the District aims to create inclusive and supportive learning environments that validate and affirm students' identities. Throughout this Master Plan, we describe the programs and services we offer for our linguistically and culturally diverse students, specifically American Indian/Alaska Native and Indigenous students, Emergent Bilingual also known as English Learner (EL), Migrant, Refugee, International Newcomers, Standard English Learners, gifted learners, students with special needs, and those enrolled in dual language and/or world language and culture education programs. With individual student identities at the center, we acknowledge the intersectionality of these identities throughout the Master Plan.

Through our innovative, research-based, and cutting-edge approaches to supporting multilingual students in one of the most diverse districts in the nation, LAUSD is proud to uplift the diverse linguistic and cultural backgrounds of the students and families we serve every day. We do this by offering a broad range of programs, services, and approaches that continue to evolve. Ultimately, we are inspired by the vision of ensuring that all multilingual learners thrive.

Now, let us share
our **vision** and tell
our **story**.


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Going Beyond Limits

Why This, Why Now?

In 2018, the Los Angeles Unified School District (LAUSD) launched an ambitious plan and vision for serving English Learners (ELs) and Standard English Learners (SELs) in the District. The current document, the 2025 Multilingual Multicultural Master Plan (MMMP) is not just a response to evolving federal and state laws, District policies, and instructional initiatives; it is a call to action to go beyond our limits and ensure that our students realize their tremendous potential to develop multilingual and multicultural intersectional spaces and contribute meaningfully to our communities.



[Video of Going Beyond Limits - Voices from Students](#)



Since 2018, both national and contextual factors have shaped the experiences of our students in both challenging and supportive ways. For example, the COVID-19 pandemic and subsequent recovery have limited students' educational opportunities, particularly for multilingual and multicultural students in the District. At the same time, in its *Éxito y Promesa: Deepening and Expanding Support for Multilingual Learners Resolution*, the District made a commitment to strengthen and expand support for multilingual learners. With the launch of our 2025 MMMP, we recognize that the definition of who we serve is expanding. As a result, we have broadened the scope of this plan so that it reflects and supports the language and cultural journey of all students in the District, embracing a population that is increasingly diverse with intersecting identities.

Note: Please refer to Appendix B for a glossary of terms and commonly used acronyms.

It is not enough to simply meet the needs of our students; we must recognize the potential and value of the diverse linguistic and cultural backgrounds of our students and families and push boundaries, continuously striving for excellence. We must ensure that all educators are equipped with the knowledge, skills, and mindsets to meet the needs of our multilingual and multicultural students. This Master Plan lays out the key practices and activities that we must implement together, as a District, in order to go beyond limits and achieve excellence for our students.

“

Multilingual and multicultural education cultivates empathy, critical thinking, and global awareness in students. By engaging with diverse languages and cultures, students gain the tools to excel academically and lead with purpose in an interconnected world. This is not just an educational strategy, it is a moral and civic imperative essential to shaping the leaders of tomorrow.

— Anely Cortez Lopez, Student Board Member

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Our Context

Who Do We Serve?

The student population in our District is a vibrant tapestry of diverse identities and experiences that reflects the rich cultural mosaic of the city of Los Angeles itself. Honoring the assets and meeting the needs of our diverse student population in our work includes a strong emphasis on collaborative relationships with families and communities and allows us to create and strengthen the supportive educational environment that each student and family deserves. Additionally, we strive to build transformative relationships with students and families. By this we mean reshaping classrooms by fostering deeper relationships and nurturing the humanity of every student. Teachers focus their efforts on proactively building a sense of belonging among students.

In this Master Plan, we organize content by the programs and services we provide to students based on particular identities. Although these labels may signal particular approaches or services within a given group of students, we acknowledge the intersectionality of these identities in students across the District. Intersectionality plays a crucial role in understanding the diversity of our student population because our students navigate multiple, overlapping social categories including race, ethnicity, language, and socioeconomic status. Although the data we share paints a broad portrait of students across the District, we also remind ourselves that there is never a single story (Exhibit 1), and we must seek to understand students as individuals along with the story that each unique student brings to our District.

Exhibit 1. Portrait of Students



There is never a single story



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Students and Data

LAUSD is the second largest school District in the United States. The District serves students from a variety of cultural and linguistic backgrounds and is proud of its vibrant student multilingual multicultural population, which brings together students who speak more than 154 different home languages.

Students who are classified as English Learners (ELs) or as Reclassified Fluent English Proficient (RFEPs, i.e., those who have met English proficiency criteria) make up nearly half of all students in

the District. The District recognizes that federal policy and programs use the term English Learner. However, when working with students in schools and classrooms, we use assets-based language; for example, English Learners are referred to as Emergent Bilinguals and newcomer students are referred to as International Newcomers.

Multilingual multicultural learners fall into different categories and have diverse backgrounds and needs. Based on District data from 2025-26:

- Forty percent were classified as students who had been ELs for less than 4 years.
- Around one in six was classified as a Potential Long-Term English Learner (PLTEL, i.e., a student who was categorized as an EL for at least 4 years but less than 6 years).
- One in six were classified as Long-Term English Learners (LTELs, i.e., secondary students categorized as ELs for 6 or more years).
- Consistently across the years, the majority of ELs have been born in the United States. Spanish is the most commonly spoken home language, representing over 90% of the EL population, followed by Armenian (2.37%) and Russian (2.13%).
- Fifty four percent were classified as Reclassified Fluent English Proficient (RFEP), indicating they had successfully met District and state criteria for English proficiency.
- Approximately 15,085 Standard English Learners (SELs) participated in schools offering the Academic English Mastery Program (AEMP) with 38% identified as African American/Black and 61% identifying as Hispanic.
- Roughly 24,000 students were enrolled in a Dual Language Education program Districtwide.
- Based on the Migrant Education Program eligibility criteria, 1,531 Migrant Education students have been identified.
- Approximately 2,200 students who identify as American Indian based on their ethnicity selection at the time of enrollment.
- Roughly 4,599 students speak an Indigenous language at home according to their Home Language Survey.

Our Students' Journey to Multilingualism

The demographics of our student population, as described earlier, make the multilingual efforts and programming within the District incredibly important. The multilingual journey at L.A. Unified starts when children enter Transitional Kindergarten (TK) and continues all the way to the end of 12th grade. With the rapid [expansion of TK](#) throughout California, we now offer the new TK award, which honors our youngest learners. Along the way, students can achieve the Promise to Bilingualism Award (for students in TK, kindergarten, and first grade) and the Pathway to Biliteracy Award (for students in third grade to eighth grade), all on the path toward the official LAUSD Seal of Biliteracy and the California State Seal of Biliteracy (SSB) at high school graduation (Exhibit 2). These awards acknowledge individual student progress and commitment along the journey to multilingualism, affirm the rich linguistic and cultural assets of students, and communicate that the acquisition of English and other world languages is a valued and advantageous skill.

Exhibit 2. The Multilingual Journey

California Department of Education & LAUSD Unified Seals of Biliteracy

The Multilingual Journey

These awards align with the mission of the Global California 2030 initiative, which is to equip students with world language skills to better appreciate and more fully engage with multiple cultures, heritages, and languages found in California and the world. All students, regardless of language classification (e.g., English only, Initial Fluent English Proficient, Reclassified Fluent English Proficient, EL) or Master Plan Program participation (e.g., Mainstream English, Language and Literacy in English Acceleration Program [L2EAP], Dual Language Education [DLE]) may earn the Promise to Bilingualism/Pathway to Biliteracy Award. Students may go on to earn the Seal of Biliteracy awards upon high school graduation. These awards demonstrate that the student has met the requirements for one or more languages in addition to English.



Global California 2030: A Call to Action!

By 2030, we want half of all K–12 students to participate in programs leading to proficiency in two or more languages, either through a class, a program, or an experience. By 2040, we want three out of four students to be proficient in two or more languages, earning them a State Seal of Biliteracy.”

— Tom Torlakson, Former State Superintendent

The Global California 2030 call to action was initiated in California with the vision to expand DLE programs and the number of students receiving the State Seal of Biliteracy award across the state. The work we do in the District focuses on maximizing the learning of languages other than English in TK-12th grade, which directly supports the vision of Global California 2030. Through impactful classroom instruction, enrichment opportunities, and experiences that support students’ multilingualism and biliteracy, the District is helping to pave the way for secondary academic and career pathways.



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A glance at our multilingualism awards shows that students from various language identities and backgrounds are represented across the TK through 12th-grade pathway (see Exhibits 3 and 4).

Pathway award	EO	IFEP	EL	RFEP	(Blank)	Total
Kinder Promise to Bilingualism	2,437	483	2,786	1,161	0	6,867
TK Promise to Bilingualism	1,347	0	5	0	2,420	3,772
1st Grade Promise to Bilingualism	2,164	517	2,437	1,706	0	6,824
3rd Grade Pathway to Biliteracy	1,172	369	549	1,328	0	3,418
5th/6th Grade Pathway to Biliteracy	1,171	590	314	2,012	0	4,087
8th Grade Pathway to Biliteracy	1,978	539	253	3,128	0	5,898
Total	10,269	2,498	6,344	9,335	2,420	30,866

EO = English Only; IFEP = Initial Fluent English Proficient; EL = English Learner; RFEP = Reclassified Fluent English Proficient; TK = Transitional Kindergarten. Source: FOCUS Database, September 15, 2025

Exhibit 4. Number of Promise to Bilingualism and Seal of Biliteracy Awards Across Time

School Years	2021–22	2022–23	2023–24	2024–25	Growth (2021–22 to 2024–25)
TK-8th	6,480	16,192	24,976	30,866	+14,674
12th Grade Seal of Biliteracy	5,879	6,426	7,190	7,965*	+1,582
Total	12,359	22,618	32,166	38,831	26,472

Region State Seal of Biliteracy numbers might include students who were enrolled in the District but left before June 12, 2025. Source: FOCUS Database, September 15, 2025

The District has set a clear target in its [2022-26 District Strategic Plan](#) goal for 50% of seniors to earn the State Seal of Biliteracy by 2026. We are committed to ensuring high-quality instruction and disseminating information about these awards to students, parents, and teachers throughout the journey to multilingualism to help achieve this goal.

Policy Context

Since 2018, there have been significant changes in the education policy context at federal, state, and District levels that influence our students' educational experiences and opportunities. In the following sections, we describe these changes as they relate to the students we serve and the services we provide.

Federal

At the federal level, over the last 70+ years, several key [laws and judicial rulings](#) for English Learners have established rights for students and obligations for states and districts in serving ELs. These laws and rules should serve as a foundation for establishing requirements for the services and supports we provide for our students. Over the last several decades, federal and state policies regarding the use of home languages for ELs have evolved, shifting from supporting bilingual education programs to debates and policies that emphasize English-only instruction. These shifts in policy reflect the changing political attitudes toward multilingualism and cultural diversity. In particular, in 2025, recent actions at the federal level have demonstrated a change in language priorities, which may challenge the progress made in supporting multilingual communities. Although such changes often reflect political sentiment, services are still required for English Learners to ensure equitable access to curricula. The consensus of current research seems to support the use of dual language approaches as an effective form of instruction. ¹ (For more information, see the core commitment on celebrating multilingualism).

The 2015 passage of the Every Student Succeeds Act (ESSA) included several provisions related to English Learners. For example, the act increased state flexibility in developing accountability systems, determining how to assess students, selecting additional measures of school performance, and implementing teacher evaluation systems. At the same time, the ESSA still holds states accountable for student achievement across various student subgroups. ²

At the national level, ELs were disproportionately affected by the COVID-19 public health emergency and the subsequent efforts to restore normalcy. The shift to remote learning exacerbated existing challenges for ELs and students from immigrant families. Many ELs faced difficulties related to accessing technology and as a result, they had limited opportunities to engage in high-quality oral language interactions during remote learning.²

State Policies

The following timeline (Exhibit 5) highlights key California policies and guidance documents since the release of the LAUSD's 2016 Master Plan for English Learners and Standard English Learners.

At the state level, the adoption and rollout of the California English Learner Roadmap has helped expand and guide our approach to serving multilingual students in the District. The roadmap provides comprehensive guidance for educating ELs and emphasizes an assets-oriented approach that values students' cultural and linguistic strengths. It outlines four key principles:

- [Principle One: Assets-Oriented and Needs-Responsive Schools](#)
- [Principle Two: Intellectual Quality of Instruction and Meaningful Access](#)
- [Principle Three: System Conditions that Support Effectiveness](#)
- [Principle Four: Alignment and Articulation Within and Across Systems](#)

For the District, this roadmap informs the development of policies and practices that support multilingualism and multiculturalism and ensures that multilingual students receive an equitable and effective education that prepares them for success in a diverse, global society.

Exhibit 5. Timeline of Key State Policies and Documents

- **In November of 2016:** Voters in the statewide election passed Proposition 58, the California Education for a Global Economy Initiative. This law provides parents the right to request language acquisition programs that offer students access to high-quality, research-based language instruction. Proposition 58 overturned most of the requirements established by Proposition 227, the “English in Public Schools” Initiative.
- **2017: Adoption of EL Roadmap:** The California Department of Education (CDE) adopted the English Learner Roadmap to guide educators in supporting ELs.
- **2018: Transition from CELDT to ELPAC:** The CDE transitioned from the California English Language Development Test (CELDT) to the English Language Proficiency Assessments for California (ELPAC) as the state English Language Proficiency (ELP) assessment.
- **2018: Development of California Spanish Assessment (CSA):** The California Spanish Assessment (CSA) was released as a new assessment that was developed for the California Assessment of Student Performance and Progress (CAASPP) System.
- **2019: Guide for Educating English Learners with Disabilities:** The CDE developed the California Practitioners’ Guide for Educating English Learners with Disabilities to help teachers and specialists identify and support dually identified students.
- **2019: Adoption of World Language Standards:** California adopted the World Language Standards for Public Schools, Kindergarten Through Grade Twelve.
- **2019: Introduction of Global California 2030:** The CDE introduced the Global California 2030 initiative to expand DLE programs and increase the number of students receiving the State Seal of Biliteracy award.
- **2020: Publication of Improving Education for Multilingual and English Learner Students:** The CDE published Improving Education for Multilingual and English Learner Students: Research to Practice, which, includes evidence-based pedagogy and practices in the areas of developing multilingualism, early education, assets-based environments, English language development, and the creation of systems that support the implementation of these practices.
- **2022: Assembly Bill (AB) 1703 California Indian Education Act:** This bill promotes the inclusion of Native American perspectives in educational curricula.
- **2023: Approval of Observation Protocol for Teachers of English Learners (OPTEL):** The California State Board of Education (SBE) approved OPTEL as the statewide standardized protocol for reclassification criteria. The goal of OPTEL is to standardize the reclassification of English Learners in the state and to make the process more equitable and consistent.
- **2024: AB 1821—Pupil Instruction: Course of Study: Social Sciences: Treatment of Native Americans:** Beginning with the 2025–26 school year, requires that any instruction on the Spanish missions in California or the Gold Rush era, as part of the course of study for Grades 1–6 and 7–12, also include content on the treatment of Native Americans during those periods.

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How This Plan is Organized

The 2025 Master Plan serves as a roadmap for the District to guide policies and practices that will ensure all multilingual and multicultural students go beyond limits. We heard from our District and community partners that they want this plan to be goal-oriented and provide them with examples of what they can use (see quote). The plan is therefore organized into chapters by the following student groups.

- American Indian/Alaska Native and Indigenous Learner:** Our programming for American Indian/Alaska Native and Indigenous students and families within the District is informed by deep and intentional collaboration with Indigenous communities and tribes that honors many different perspectives on language, culture, and education. We offer Title VI services in addition to a host of other programs that celebrate and lift up the intricate cultural and linguistic assets of our Indigenous population within the District.
- Dual Language Education (DLE):** The District offers DLE in seven different languages, from TK through Grade 12, and provides opportunities for students to build multilingual and multicultural identities. DLE programs are available across regions to all students beginning in kindergarten and support our goal of promoting multilingualism across the District.
- English Learner:** Emergent Bilingual students, also known as English Learners are students who are identified with a primary language other than English on the initial Home Language Survey (HLS) and who were assessed as having minimal English proficiency.
- Gifted and Talented Education:** The District is a leader in offering gifted and talented programs and advanced learning options that are culturally and linguistically responsive and inclusive. We serve a variety of students across the District from a wide range of cultural and linguistic backgrounds.
- International Newcomer:** Foreign-born students who have been enrolled in U.S. schools for 3 years or less are identified as international newcomers in the District. In addition, some



I believe it would help for teachers to see models or examples of what are the instructional approaches.

— Feedback from the Multilingual Multicultural Academic Language Coach Advisory Group

international newcomer students may be identified as students with limited or interrupted formal education, or SLIFE. These students have unique educational needs and diverse experiences. The District offers specialized programs for these students, including International Newcomer English Language Development (ELD) courses, primary language instructional programs, and primary language support.

- Refugee and Migrant Education Programs:** The Refugee Educational Support Program (RESPite) and Migrant Education Program (MEP) are designed to enhance academic achievement, support social-emotional well-being, and foster family engagement among our refugee and migrant students. These programs reflect the District’s commitment to ensuring that students receive the support and stability they need to thrive.
- Special Education:** The Division of Special Education (DSE) within LAUSD is proud to offer a variety of specialized instruction, related services, supports, and accommodations for students with disabilities from preschool through age 22.

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- **Standard English Learner:** LAUSD supports students whose mastery of the variety of English that is privileged in schools is limited and whose home language variety differs in structure and form from Standard English. They are served through the Academic English Mastery Program.
- **World Languages and Cultures:** LAUSD offers World Languages and Cultures courses in 12 different languages, including American Sign Language. Our programs are accessible to all students, starting in seventh grade, and share the goal of promoting our students to become global citizens.

Core Commitments

This section lays out six core commitments that are essential for working with multilingual and multicultural learners and their families. These core commitments overlap and should serve as perspectives and context to inform how we serve our multilingual and multicultural students and their families.



Commitment 1: Honoring the Whole Child

Within the District, we offer several key strategies for ensuring that instructional programming reflects and builds on student strengths in order to ensure that the needs of the whole child are met. This includes nurturing all aspects of a child’s development including their cultural, linguistic, social-emotional, academic physical, and mental health needs. This holistic method aims to ensure that each child is healthy, safe, engaged, supported, and challenged in their learning environment. Honoring the whole child must include a firm foundation and understanding of cultural and linguistic responsiveness (CLR), which is “the validation and affirmation of the home (indigenous) culture and home language for the purposes of building and bridging the student to success in the culture of academia and mainstream society.”³ Educators who integrate CLR into instruction focus on numerous and varied opportunities for student-centered, collaborative learning that reflects students’ backgrounds, assets, and strengths and genuinely and consistently connects with students’ families and communities.



When translanguageing is embedded throughout schooling, it is a means for social justice: it validates and humanizes bilingual students’ learning processes.

— García & Leiva, 2014⁴

Our key strategy to honoring the whole child is through **translanguageing**. Translanguageing involves using and honoring a multilingual person’s full linguistic repertoire, rather than privileging a single language, and is an act of social justice.⁵ When brought into the classroom, translanguageing allows fluid communication in multiple languages, allowing for responses and exchanges in different languages. At its core, translanguageing nurtures students’ social-emotional well-being by valuing their home languages and cultural practices. It supports deeper engagement with academic content, promotes bilingualism, and fosters identity development. In classrooms, translanguageing creates democratic spaces in which teachers and students collaboratively leverage their linguistic and cultural resources to co-create knowledge.

How Do We Understand the Meaning of “Language”?

Language is much more than a means of communication; it is a fundamental expression of our identity and culture. It reflects our personal experiences, our agency, our relationships, and the histories of the communities to which we belong. Through language, we share our voices to help make sure our stories are heard. We connect to our ancestors, our heritage, and the values passed down through generations. Language is deeply tied to the land, the kinfolk, pueblos, and the tribes that shape our collective identity. It allows us to understand who we are and to express our ethnic background, beliefs, and traditions. When language is lost or disconnected, it can feel as if we have been severed from our roots, losing a vital link to our culture and sense of belonging. Language is not only an expression of individual identity but also a means of collective action and transformation. It evolves as we engage with others, adapt to new experiences, and grow in our understanding of the world. Through language, we maintain a connection to both our personal and cultural histories, ensuring that our voices continue to reflect and honor the communities and values that define us.

Appreciation for the multiple purposes of language contributes to our understanding of the genius of the multilingual brain, demonstrating that multilingualism is an integrated and powerful cognitive asset. (For more information on translanguaging and how to support it in the classroom, see the MMED trifold on [Translanguaging: The Genius of the Multilingual Brain](#)). Educators encourage and foster this asset by knowing, valuing, and affirming their own students’ and families’ cultures and languages, empowering students’ voices, and cultivating a joy of learning.

By addressing the unique needs of multilingual and multicultural students through well-designed and purposeful instruction, we can help them reach their full potential and contribute meaningfully to their communities.

Commitment 2: Applying an “Assets-Based” Lens

Supporting multilingual and multicultural students in the District must embody an asset-based orientation. This orientation recognizes and leverages the diverse linguistic, cultural, and experiential assets that students bring to the classroom. This transformative approach shifts the focus from a student’s perceived deficits to the strengths and potential of each student, fostering an inclusive and empowering learning environment. By valuing students’ home languages, cultural backgrounds, and unique experiences, we enable more equitable and effective educational practices that support all learners. The 2017 [California English Learner Roadmap](#) specifically recognizes an asset-based orientation in Principle One, where it advocates for schools to affirm, welcome, and respond to ELs’ diverse strengths, needs, and identities. In *Element 1.A: Language and Culture as Assets*, the roadmap highlights how student language and culture are assets to build on by using responsive curricula and instruction. By adopting an asset-based lens, we create school environments in which multilingual and multicultural students feel valued and supported, which leads to greater engagement, motivation, and academic success.

Implementing an asset-based orientation begins with recognizing and uplifting the rich **funds of knowledge** that multilingual learners and their families bring to the District. On a daily basis, students carry extensive linguistic and cultural assets from their communities and families into the classroom.⁶ This approach recognizes that all students, including those from multilingual and multicultural backgrounds, bring valuable knowledge and experiences into the classroom.⁷ By acknowledging and integrating these diverse funds of knowledge into educational practices, schools can create more inclusive and effective learning environments.

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This approach not only validates the cultural and linguistic assets of students but also fosters mutual trust and cooperation between educators and families, ultimately enhancing academic engagement and success for multilingual and multicultural students.

In considering the linguistic funds of knowledge that students bring with them, it is important to understand the concept of a student and family **speech community**. A speech community is a collective of people who share a common language or dialect and use it to communicate within a specific setting, such as a classroom or school. This community includes students, teachers, and staff who interact using shared linguistic norms and practices, fostering a sense of belonging and mutual understanding. The District notes that students may speak a variety of types of English that are different from the variety often identified as “standard,” which LAUSD refers to as mainstream English (noting that the term “mainstream” may derive from particular ideologies that elevate one variety over another, which the District does not support). We also caution against confusing ethnicity with language background. Instead, we focus on understanding and uplifting the speech communities that are present in the District.

By adopting these asset-based perspectives and practices, we not only validate and affirm students’ identities but also provide meaningful opportunities for them to connect their learning to their lived experiences. This approach is essential for preparing students to thrive in a diverse, global, and multilingual world.



Commitment 3: Celebrating Multilingualism

Key Definitions:

Multilingualism—the ability to communicate in two or more languages (i.e., can understand others and be understood by others)

Multiliterate—the ability to read and write in two languages

Within the District, we celebrate bilingualism and are committed to promoting multilingualism, multiliteracy, and cultural competencies for all students, regardless of their home language. Being multilingual and multiliterate are strengths that come with a wide array of cognitive, sociocultural, educational, and economic benefits,⁸ starting in the first few years of life and persisting across the lifespan.⁹ The advantages of multilingualism are most likely to occur when students achieve high levels of competence in both their home language and English,¹⁰ making it important to foster both languages to achieve balanced bilingualism.¹¹

The District recognizes and understands the extensive research base showing the many advantages of being bilingual and draws on this research to inform programming. Again, supporting bilingual development is central to the 2017 [California English Learner Roadmap](#) and is called out specifically in Principle Two, *Element 2.E: Use of Students’ Home Languages*. Principle Two focuses on how teachers can help students leverage their home language for language and content development. There is no better time than now to encourage our students to be proficient in two or more languages.

Cognitive Benefits of Multilingualism

- Problem-solving
- Mental flexibility and creativity
- Executive function (e.g., inhibition, working memory, attentional control)
- Metalinguistic awareness
- Symbolic representation
- Abstract reasoning
- Delays in cognitive health decline (e.g., Alzheimer’s disease)

According to cognitive and neuroscience research, multilingual individuals have a range of cognitive advantages over their monolingual peers.¹² These thinking skills play a critical role in learning within and beyond academic settings. Students who grow up as multilingual have constant naturalistic opportunities to shift between different languages and environments, which foster the ability to adapt and process information efficiently.¹³ Cognitive benefits have been observed as early as infancy and early childhood¹⁴ and continue across the lifespan.¹⁵ Cognitive health advantages of bilingualism also have been documented, including delays in the development of Alzheimer’s disease.¹⁶

Academic Benefits of Multilingualism

- Language skills, including reading and writing (in English and the home language, if supported)
- Mathematics and science learning
- Logic skills¹⁷
- Standardized test achievement (in English and home language, if supported)

The cognitive skills mentioned previously are closely related to academic achievement. For example, young children who have higher executive function (regardless of language learning status) perform better in mathematics and reading later on.¹⁸ Bilingual students outperform their monolingual peers in different academic areas, particularly when they are in bilingual education programs.¹⁹ In early childhood, children who are learning English and attend programs that support the home language not only continue to develop their home language, but also achieve higher levels of English proficiency than children in English-only settings.²⁰ This results from cross-language transfer; to put it simply, skills and development in the home language help one acquire a new language.²¹ Later on, we also see that bilingual students in dual language programs outperform monolingual students on standardized tests in English and the target language.²²

Social-Emotional Benefits of Multilingualism

- Increased self-regulation
- Increased social competence and social cognition
- Fewer behavior problems
- More empathy and openness to new cultural experiences
- Adaptability
- Enhanced community-oriented identities
- More positive sense of self

The experience of being bilingual also comes with a host of social-emotional benefits.²³ In fact, young dual language learners in classrooms where both English and the home language are spoken demonstrate fewer behavior problems and increased self-regulation, showing how support of the home language can be used to provide emotional support, not just academic support, in early childhood.²⁴ When we show students that we value their home language, we are showing them that we value their own communities and identities. We are creating a welcoming and inclusive environment in which students do not feel that academic success will come at the expense of their home identity.²⁵

Economic Benefits of Multilingualism

Economic Benefits

- Higher earnings
- Higher rates of employment
- More access to higher status occupations

Students who are multilingual have greater economic and employment opportunities. Research shows that bilingual individuals, on average, earn 5% to 20% more per hour than monolingual individuals²⁶ and have better access to high-status occupations, particularly in international and multicultural sectors.²⁷ According to the 2021 American Community Survey, bilingual individuals have higher median incomes and are employed at higher rates than their monolingual peers, particularly in metropolitan areas with diverse workforces. The District recognizes the inherent value of home language preservation and promotes all students' learning of multiple languages, when possible. Further, the District does not privilege certain languages over others in dual language and world language education programs.



Commitment 4: Ensuring High-Quality Instruction for All

The District is committed to helping all students succeed in mastering academic English and becoming multilingual and multicultural through the use of high-quality curricula and instruction, interventions as needed, and positive, learning environments. In fact, Pillar 1 of the District's 2022–26 Strategic Plan focuses on academic excellence, and much of the plan describes high-quality instructional programming.

High-quality instruction is crucial for multilingual and multicultural learners because it directly affects their academic success and overall integration into the educational system. With this focus, all students should be supported to understand and engage with complex academic material while simultaneously building their knowledge and critical thinking skills in various disciplines.

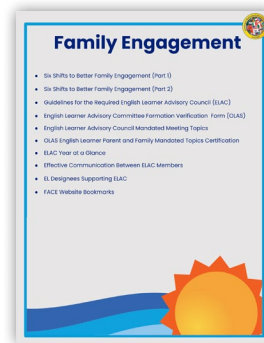
For multilingual and multicultural students, ensuring high-quality instruction involves two key aspects: ensuring that the approach builds on an asset-based perspective and ensuring that instruction is rigorous and allows access to grade-level content. For ELs specifically, instruction should support English language development and content development. The 2017 California English Learner Roadmap outlines key aspects of high-quality instruction in [Principle Two: Intellectual Quality of Instruction and Meaningful Access](#).



Commitment 5: Partnering With Families and Communities

The District is committed to establishing, developing, and maintaining strong collaborative relationships with families and community members. LAUSD believes that, as children’s first teachers, families are essential partners and assets in the overall educational achievement of their children. The active involvement of family and community members in the work of the schools is essential to high achievement for all students, especially multilingual and multicultural students who come with rich and diverse backgrounds and assets. There is consistent, positive, and clear evidence that families have a major influence on their children’s achievement. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more.

Valuing family and community involvement aligns with and builds on the prior commitments of considering the assets and knowledge that students bring and uplifting their educational experience. The focus on family and community also aligns with the 2018 California English Learner Roadmap, specifically *Element 1.D: Family and School Partnerships*. The 2025 Multilingual Multicultural Master Plan builds on the key ideas and practices developed in the 2018 Master Plan (see Chapter 3: Family and Community Engagement and Connections), specifically by building in opportunities for family and community connections within and across all student groups. Emphasizing collaborative relationships with families and the community, respect for diversity, and a commitment to continuous improvement strengthen our efforts to create a supportive educational environment. We ensure that all students’ linguistic and cultural backgrounds are embraced.



For more information about current practices for family and community engagement, see also the [2024–2025 EL Designee Resource Guide](#) tab on Family Engagement.

Specifically, the following are the key beliefs we support for partnering with families and communities:

- Families and communities are key partners in the learning process.
- Families and parents/guardians have languages, cultures, talents, and lived experiences that are critical resources and assets.
- Family members should be promoted as leaders, influencing the educational experiences and capacity of students, schools, and communities.
- A commitment must be made to continuous improvement and ongoing reflection of parent/guardian and family engagement practices.
- Families should be engaged in linguistic and culturally responsive ways.
- A commitment to equity, respect, and transformative reflection concerning family and community involvement in and around schools is critical.
- A welcoming environment in all schools and offices is fundamentally important.
- Training on multiculturalism should be ongoing.
- Parent/guardian training at different levels, for the purpose of promoting parents/guardians as leaders, should be ongoing.



Commitment 6: Providing Integrated Systems and Supports

To experience the full range of benefits associated with multilingualism, we must ensure that we are providing each multilingual learner within the District with the services and supports they need to thrive on the journey to becoming multilingual. This requires comprehensive and integrated system-level conditions that support effective implementation of programs and services. These approaches are closely aligned with Principles Three and Four from the [California English Learner Roadmap](#), which focus on coherent systems and pathways for supporting ELs. Our systems within the District are built to support Multilingual Learners (MLs) at all levels, ensuring the following:

- **Integrated data systems and assessment approaches:** Data on MLs are collected with purpose in the District. We ensure a whole-child approach to assessment and provide opportunities for their many assets to shine. We use culturally and linguistically appropriate identification and assessment processes, consistently monitoring our students' growth and areas of need, and ensuring differentiated instruction that adjusts to each student's needs. These are all aspects that align with the [pillars and priorities](#) from the District's 2022–26 Strategic Plan.
- **A prepared and knowledgeable workforce and leadership team:** At LAUSD, we ensure that our leaders and educators are well prepared to support MLs and their families. This begins at the District level with clear and cohesive goals and requires the provision of ongoing professional learning opportunities for educators and staff who work with our students. Finally, we must support collaboration at all levels for our staff to ensure that we are providing the highest quality instruction and services for MLs and their families.
- **An aligned and coherent approach:** Programs for MLs and their families at LAUSD are designed to provide a seamless educational experience, starting in preschool and continuing through postsecondary studies, and career readiness. These programs are aligned across grade levels, schools, and districts within California, ensuring coherency and consistency.
- **Extra resources:** Recognizing the need for intentional supports and resources to effectively implement the strategies and programs needed for multilingual learners and their families, the District supports the multilingual learner educators, students, families, and communities with what they need to thrive.

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Chapter 1: American Indian/Alaska Native and Indigenous Learner

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Core Commitments in this chapter



1: Honoring the Whole Child



2: Bringing an Asset-Based Lens



3: Celebrating Multilingualism



4: Ensuring High-Quality Instruction for All



5: Partnering With Families and Communities



6: Providing Integrated Systems and Supports

Introduction

The American Indian/Alaska Native (AI/AN) and Indigenous learners^c served by the Los Angeles Unified School District (LAUSD) have valuable perspectives and cultural assets that they bring to the District’s community. By encouraging these students to share their unique knowledge, cultures, and backgrounds, we aim to support their academic success and preserve their native heritage. The programming for AI/AN and Indigenous students and families within our District focuses on culturally responsive education, community collaboration, and professional development, which leads to a more inclusive and equitable educational environment for all students. This work honors the rich cultural tapestry of our AI/AN and Indigenous communities.

What We Strive For

We strive to meet the unique educational and cultural needs of AI/AN and Indigenous students by supporting their cultural vitality; learning about their communities, languages, histories, and cultures; and providing culturally appropriate instruction and support, while promoting social justice, community collaboration, resilience, and academic excellence.

In the following sections, we describe the services and key practices; and provide relevant scenarios that we as a District can use to ensure that our goals are met for all the AI/AN and Indigenous students we serve.

Who We Serve

At L.A Unified, we serve a diverse population of AI/AN and Indigenous students and families who come from a variety of linguistic and cultural backgrounds.

We have a deep commitment to fostering transformative relationships with AI/AN and Indigenous families in all our work. What this means in practice is honoring each family’s cultural heritage, integrating their voices into our educational practices, and ensuring that families are active partners in students’ educational journeys. By building strong, respectful connections with AI/AN and Indigenous families, we strive to enhance student success and community engagement by creating inclusive environments so that they feel valued and supported. In consultation with families, local tribes, and community organizations, we organize family engagement events that honor the backgrounds and cultures of our AI/AN and Indigenous students. With this in mind, we recognize the complex and often difficult histories, heritages, and backgrounds of our AI/AN and Indigenous students. Our commitment is to actively engage with them using a trauma-informed, asset-based, and emotionally supportive approach, fostering a nurturing environment that empowers their growth and success.

^b As defined by the American Indian ethnicity selection at the time of enrollment.

^c For purposes of this plan, “American Indian/Alaska Native and Indigenous Learner” refers to students who are members of Native American tribes or Indigenous communities in the United States, Central America, and South America. This includes individuals who have ancestral roots in the Americas, as well as those who identify with specific Indigenous cultures, languages, and traditions.

By the Numbers

- Approximately **2,200** American Indian^b students enrolled in LAUSD
- Approximately **320** students enrolled in the Title VI Indian Education Formula Grant Program
- More than **120** distinct Tribal Nations represented in LAUSD
- Approximately **4,499** students who speak an Indigenous language

—Source: *Focus Database, December 2025*

Identifying AI/AN and Indigenous Students and Families

At LAUSD, we have continued to enhance our identification and outreach for AI/AN and Indigenous students. This outreach has included posters, mailers, and flyers to raise the awareness of the Title VI American Indian and Indigenous Program. In addition, we continue to refine our data systems to better identify AI/AN and Indigenous students and their languages.

The District’s Title VI American Indian and Indigenous Education Program supports three student groups:

1. American Indian students who have tribal membership in a federally recognized tribe and qualify for Title VI services.
2. Students whose cultural and linguistic background includes AI/AN.
3. Students and families who identify as Indigenous, including those from Indigenous communities in North, Central, and South America, as well as Indigenous peoples from other parts of the world.

The following additional resources support the identification and enrollment of AI/AN and Indigenous students:

- [Title VI American Indian Education Program: Student Identification and the American Indian Parent Committee \(AIPC\)](#)
- American Indian and Indigenous Identification Campaign Flyer ([English](#))
- American Indian and Indigenous Identification Campaign Flyer ([Spanish](#))

At the time of enrollment, families are encouraged to self-identify with the [American Indian/Alaska Native and Indigenous Family Questionnaire](#) and/or the [ED 506 Form: Indian Student Eligibility Certification Form for Title VI Indian Education Formula Grant Program](#) application to support the District’s efforts to improve identification of the three student groups.

The [Guide to Completing the American Indian/Alaska Native, or Indigenous Family Questionnaire](#) provides support to school personnel on how to complete the form.

Exhibit 7 provides a list of the Indigenous Mesoamerican languages reported on the Home Language Survey, highlighting the rich linguistic diversity represented within our District. These languages reflect the presence of students and families who bring with them unique cultural and linguistic traditions that contribute to the fabric of our school communities.

Exhibit 7. Indigenous Latinx/Mesoamerican Home Languages Represented in LAUSD per the Home Language Survey

Language	Country of Origin
Arawak	Parts of Belize, Honduras, Guatemala, Nicaragua, Bolivia, Lowland Amazonia, and adjacent regions, covering Guyana, French Guiana, Surinam, Venezuela, Colombia, Peru, and Brazil
Mayan K’iche’	Central Highlands of Guatemala (<i>Quetzaltenango, Quiché, Retalhuleu, Suchitepéquez, Sololá, and Totonicapán</i>)
Mayan Q’anjob’al; Kanjobal	Departments of <i>Huehuetenango</i> , Guatemala, and parts of Chiapas, México
Mayan Mam	Departments of <i>Huehuetenango, San Marcos, Quetzaltenango, and Retalhuleu</i> , encompassing 61 municipalities in Guatemala, and Chiapas, México

Source: FOCUS Database.

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Exhibit 7. Indigenous Latinx/Mesoamerican Home Languages Represented in LAUSD per the Home Language Survey

Language	Country of Origin
Mayan Akateko	Department of <i>Huehuetenango</i> of northwestern Guatemala
Mayan Q'eqchi'	<i>Alta Verapaz, Izabal, Petén, and Quiché</i> , Guatemala
Mayan Ixil	Municipalities of <i>San Juan Cotzal, Santa María Nebaj, and San Gaspar Chajul</i> in the <i>Quiché</i> department of Guatemala
Mayan Kaqchikel	<i>Baja Verapaz, Chimaltenango, Escuintla, Suchitépquez, and Sololá</i> in Guatemala
Mayan Chuj	Department of <i>Huehuetenango</i> in Guatemala
Mayan Tz'utujl	South of Lake <i>Atitlán</i> , in the <i>Sololá</i> Department and <i>Suchitépquez</i> in Guatemala
Mixteco	Parts of southern <i>Puebla, Oaxaca, and Guerrero</i> in México
Quechua	Andean regions of <i>Peru, Chile (San Pedro de Atacama), Colombia, Ecuador, Bolivia and Argentina (Santiago de Estero)</i>
Zapoteco	<i>Oaxaca, México</i>

Source: FOCUS Database.

Indigenous students, whose first language may not be Spanish, often face distinct linguistic and cultural challenges. Identifying their primary language is crucial to move beyond a uniform instructional approach. This accurate understanding of their strengths and needs is vital for appropriate placement in advanced learning programs.

Achievement of AI/AN Students Enrolled in the Title VI Program

The percentage of AI/AN students who met or exceeded standards on the Smarter Balanced Assessment (SBA) tests are well above the national average for both Mathematics and English language arts. Please note that for Exhibit 8 and Exhibit 9, the AI/AN count includes only AI/AN under all ethnicity markers and those who are enrolled in the Title VI program.

Exhibit 8. AI/AN Student Academic Data: SBA Mathematics (Grades 3-8, 11)

Performance Level	SBA Mathematics Scores: 2024-2025		
	American Indian (%)	District (%)	State (%)
Exceeds	(23%)	(19%)	8%
Met	(23%)	(18%)	14%
Nearly Met	(17%)	(24%)	24%
Not Met	(38%)	(40%)	54%

Note: AI/AN = American Indian/Alaska Native; SBA = Smarter Balanced Assessment.

Source: FOCUS Database, 11/12/25; [The State of American Indian & Alaskan Native Education in California 2024](#).

Exhibit 9. AI/AN Student Academic Data: SBA English Language Arts (Grades 3-8, 11)

Performance level	SBA English Language Arts: 2024-2025		
	American Indian (%)	District (%)	State (%)
Exceeds	(23%)	(21%)	12%
Met	(27%)	(25%)	22%
Nearly Met	(26%)	(22%)	24%
Not Met	(25%)	(31%)	42%

Note. AI/AN = American Indian/Alaska Native; SBA = Smarter Balanced Assessment.

Source: FOCUS Database, 11/1/24; [The State of American Indian & Alaskan Native Education in California 2024](#).

Historical Background

We are at an exciting time of honoring AI/AN and Indigenous learners and families within our District, with many new efforts and plans to uplift these communities. However, long-standing historical factors, including colonization and forced assimilation, have made it challenging for members of these cultures to express and continue their traditions, particularly within formal education settings. Exhibit 10 shows the trajectory of education legislation that has affected AI/AN learners, starting in 1830 and continuing through the First National Day of Remembrance for U.S. Indian Boarding Schools in 2021.

Exhibit 10. American Indian/Alaska Native Timeline

- **1830: The Indian Removal Act** gave plots of land west of the Mississippi River to Native American tribes in exchange for land that was taken from them.
- **1860: The first on-reservation boarding school was established** by the Bureau of Indian Affairs on the Yakima Indian Reservation in Washington.
- **1879: The Carlisle Indian Industrial School** was the country’s first off-reservation school in Pennsylvania designed to assimilate Native American students; first students enrolled.
- **1924: The Indian Citizenship Act** granted citizenship to all Native Americans born in the territorial limits of the United States. Citizenship was previously limited.
- **1928: The Merriam Report** highlighted the poor conditions and negative impacts of boarding schools on American Indian children, leading to calls for reform.
- **1968: The Indian Civil Rights Act** granted Native American tribes many of the benefits in the Bill of Rights.
- **1972: The Indian Education Act** established the Office of Indian Education and provided federal funds for American Indian and Alaska Native education at all grade levels.
- **1975: The Indian Self-Determination and Education Assistance Act** allowed tribes to have greater control over their own education systems.
- **1990: The Native American Languages Act** was enacted to preserve and promote the use of Native American languages.
- **2001: The No Child Left Behind Act** included provisions for American Indian education, emphasizing accountability and standardized testing.

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Exhibit 10. American Indian/Alaska Native Timeline

- **2021: The First National Day of Remembrance for U.S. Indian Boarding Schools** was held by the National Native American Boarding School Healing Coalition to acknowledge the trauma caused by these schools and to seek healing for affected communities.

In 2019, the LAUSD Board took action to strengthen partnerships with Indigenous organizations and tribes to better support American Indian/Alaska Native and other Indigenous students. This effort reflects the District’s deep commitment to ensuring that Indigenous students and families are seen, heard, valued, and empowered, and that schools are places where their histories, languages, and cultures are honored.

The Programs and/or Services We Offer

At LAUSD, we are deeply committed to honoring and meeting the cultural and academic needs of AI/AN and Indigenous students. By affirming their unique histories and cultural backgrounds and promoting representation and inclusion, our District’s initiatives foster an educational environment in which AI/AN and Indigenous students feel seen, valued, and supported. This helps to ensure academic success and preservation of their native heritage.



This [American Indian] professional development is really necessary and important to have continued discussions about American Indian[s] and the importance of their erasure throughout history . . . we MUST continue to recognize how important they are in history.

—Teacher

Our programs for AI/AN and Indigenous communities focus on empowering Indigenous students’ and families’ by recognizing their cultures and identities. The services and resources we offer were determined based on recommendations from parents, families, tribal leaders, and the community. Recent investments have been made to ensure that our programs celebrate the heritage of AI/AN and Indigenous students; restore cultural pride by affirming Indigenous languages, histories, and traditions; and transform education into a tool for cultural revitalization. These programs also address long-standing inequities by creating opportunities for AI/AN and Indigenous students to thrive. Our District offers educators a variety of professional development sessions on culturally and linguistically responsive strategies and tribal culture and history, in collaboration with local tribes and organizations.

One key component of our commitment to AI/AN and Indigenous students and families is community collaboration. The District offers the following community collaboration opportunities:

- Title VI American Indian Parent Committee Meetings (e.g., American Indian Program Parent Committee Recordings and Resources)
- Tribal Consultation Meetings (e.g., Tribal Consultation Requirements and Procedures)
- Community partnerships and consultation with AI/AN and Indigenous organizations

Title VI Indian Education Formula Grant Program

As part of our commitment to AI/AN students, our District is proud to offer the **Title VI Indian Education Formula Grant Program**. This program represents the U.S. Department of Education’s largest investment in addressing the unique academic and cultural needs of AI/AN students. The program aims to provide supporting services that (a) are responsive to the unique cultural, language, and educational needs of AI/AN students and (b) help AI/AN students meet academic standards.

The objectives of the Title VI Indian Education Formula Grant Program, per the Elementary and Secondary Education Act (ESEA), are outlined below and closely align with our Core Commitments (see Introduction) and our 2022–2026 Strategic Plan.

Through the Title VI Indian Education Grant Program, our aim for AI/AN students is to:

- Increase academic achievement.
- Increase graduation rate.
- Increase knowledge of cultural identity and awareness.
- Increase parent participation.
- Increase school attendance rate.
- Increase support for at-risk students.

Students are eligible to receive services if they meet the definition of “American Indian” as outlined in [Section 6151 of the ESEA](#) and have completed the ED 506 Indian Student Eligibility Certification Form (see Exhibit 11 for eligibility criteria).

Exhibit 11. Student Eligibility Criteria for the Title VI Indian Education Formula Grant Program

An American Indian as defined in Section 6151 of the ESEA is “an individual who is:

- A member of an Indian tribe or band, as membership is defined by the tribe or band, including any tribe or band terminated since 1940, and any tribe or band recognized by the state in which the tribe or band resides;
- A descendant, in the first or second degree [i.e., parent or grandparent] of an individual described in subparagraph (A);
- Considered by the Secretary of the Interior to be an Indian for any purpose;
- An Eskimo, Aleut, or other Alaska Native; or
- A member of an organized Indian group that received a grant under the Indian Education Act of 1988 as in effect the day preceding the date of the Improving America’s Schools Act of 1994” [i.e., October 19, 1994].

In Exhibit 12, we outline the goals of the Title VI Indian Education Formula Grant Program and describe how each goal is implemented within our District.

Exhibit 12. Title VI Federal Grant Program Information and Implementation at LAUSD

Title VI Federal Grant Program Goals	LAUSD Program Implementation
Meet the unique educational and culturally -related academic needs of AI/AN students to meet the state’s academic standards.	<ul style="list-style-type: none"> Title VI student identification and support for professional development for school staff and teachers Identification campaign
Ensure that AI/AN students gain knowledge and understanding of native communities, languages, tribal histories, traditions, and cultures.	<ul style="list-style-type: none"> Family literacy events with Native American-authored books Cultural skills workshops Art contests Tribal presentations at schools
Ensure that school staff who serve AI/AN students have the ability to provide culturally appropriate and effective instruction and support.	<ul style="list-style-type: none"> Title VI student identification and support for professional development for school staff and teachers Professional development on federal boarding school policies and other harmful policies affecting Indigenous communities Identification campaign

Key Practices in Action

Instruction for our AI/AN and Indigenous learners is intentional to help honor, recognize, and support their identities. In this section, we describe the key practices for educators and leadership on instructing, supporting, and partnering with AI/AN and Indigenous students and families. The key practices in Exhibit 13 are derived and adapted from the following research and instructional guides:



- [LAUSD American Indian and Indigenous Student Comprehensive Plan](#)
- [California Indian Education Resource Guide](#)
- [Supporting Native American Students Through Culturally Relevant Education](#)
- [Culturally Responsive Instruction: Using Indigenous Principles in the Pacific Region](#)
- [Culturally Responsive Practices to Support American Indian English Learners’ Success](#)
- [Supporting Indigenous Latinx Students’ Success in U.S. Schools: Colorín Colorado](#)
- [Culturally Responsive Teaching for Indigenous Mexican Students](#)

Exhibit 13. Key Practices for American Indian/Alaska Native and Indigenous Students

Key Practices

Supply school and classroom libraries with books that celebrate and recognize the diverse languages and histories of Indigenous peoples.

Establish American Indian and Indigenous literature teacher cadre to develop culturally relevant lessons across all grade levels.

Launch an identification and outreach campaign for Title VI American Indian and Indigenous students, and update the existing student data system to more accurately identify Native and Indigenous students and the languages they speak.

Organize family and community engagement events and arrange consultation with American Indian tribes and organizations.

Identify elders who possess Indigenous knowledge and skills in the local community. Offer opportunities for them to share their knowledge and skills with students.

Provide professional development focused on local tribal history and culture, as well as culturally and linguistically responsive practices.

Teach about California Indian history and culture, incorporating multiple modes and modalities to confer information.



I came away from today's PD [professional development] with tangible resources that helped me feel grounded, aware, and awake to the things happening in our school's Indigenous Multilingual Learners' programs.

—Teacher

These key practices directly align with the District priorities outlined in the [2022–26 District Strategic Plan](#). Specifically:

High-Quality Instruction, Enriching Experiences, and Elimination of Opportunity Gaps. Within these priorities, strategies include the following:

- “Deliver impactful, rigorous, standards-based, culturally responsive, and inclusive instruction supported by high-quality curricular and instructional materials in all content areas.” (p. 24)
- “Provide students with expanded opportunities to become multilingual through dual and world language programs, including American Sign Language.” (p. 26)
- “Advance programs and initiatives that support success for underrepresented student groups, including Asian American, Native Hawaiian, Pacific Islander, Arab, Middle Eastern, Muslim, South Asian, American Indian, and Native Alaskan students.” (p. 28)

Welcoming Learning Environments and Whole-Child Well-Being. Within this priority, strategies include the following:

- “Create asset-based and culturally responsive classrooms and curricula that value and celebrate the diverse backgrounds of our students.” (p. 34)
- “Support and build capacity of all campus staff to implement affirming, welcoming, and trauma-informed practices.” (p. 34)
- “Leverage community schools, wellness centers, and partnerships to promote safe, welcoming, and resource-rich environments for students and families.” (p. 36)

Strong Relationships, Leading for Impact, and Honoring Perspectives. Within this priority, strategies include the following:

- “Develop resources and activities to promote regular school community events that engage family and staff.” (p. 42)
- “Establish a Family Academy to equip families with the skills, information, and networking opportunities to support students’ academic and social-emotional success.” (p. 42)
- “Build local and state coalitions with parents, other school districts, education associations, labor partners, and community-based organizations to advance the District’s legislative advocacy priorities.” (p. 46)
- “Grow and leverage partnerships with community-based organizations, the business community, and institutes of higher education.” (p. 46)
- “Establish advisory councils with students, families, staff, and other key partners to inform action plans at the school and District levels.” (p. 48)
- “Collaborate with community partners and students to create meaningful leadership opportunities and internships to advance student leadership development and enrichment experiences.” (p. 48)

Data-Driven Decision Making and Modernizing Infrastructure. Within these priorities, strategies include the following:

- “Build capacity of District staff and school teams to use data to drive improvement, including local plan and budget development.” (p. 52)
- “Upgrade and maintain modernized facilities that maximize student learning, prioritized by areas of need.” (p. 53)

Diverse Workforce and Professional Learning. Within these priorities, strategies include the following:

- “Increase investments in the marketing, recruitment, selection, staffing, and retention of under-represented employees at all levels of the District to reflect our student population.” (p. 58)
- “Build capacity of employees on practices of diversity, equity, and inclusion and develop systems to constantly assess, reflect on, and refine these practices.” (p. 60)

Professional Learning

The District offers a variety of professional learning opportunities specifically on how to support AI/AN and Indigenous students and implement the key practices described previously. The following offerings are available to our educators:

- **The American Indian and Indigenous Teacher Cadre:** The main goal of the cadre is to develop culturally relevant lessons across grade levels, in consultation with local tribal leaders for cultural guidance and historical accuracy. See American Indian and Indigenous Digital Resource Guide.
- **Teachers Helping Teachers Program:** This program helps support and mentor teachers; provides resources, workshops, and virtual events to help teachers; and promotes equity and excellence in teaching and learning for AI/AN and Indigenous populations. The program facilitates mentorship opportunities for teachers, pairing experienced teachers (mentors) with newer teachers or those seeking specific support (mentees).
- **Culturally and Linguistically Responsive (CLR) Summer Institute: Honoring American Indian and Indigenous Students:** This institute offers a variety of workshops and experiences that help teachers explore specific tribal histories, learn strategies for instruction across domains (e.g., literacy; science, technology, engineering, and math [STEM]), and understand historical and cultural contexts that inform CLR education for AI/AN and Indigenous students.
- **Proud to Be Me Workshops:** These workshops support educators in implementing specific CLR-based instructional activities for AI/AN and Indigenous learners.
- **Professional development (PD) sessions on specific topics:**
 - *Identification and Supports for Title VI American Indian Students:* This session provides a foundational understanding of the AI/AN student population in the District and information about the Title VI ED 506 form.
 - *School Office Staff Support Session:* This

- session provides school office staff with information about the Title VI ED 506 form and ways to support families in completing it.
- *Supporting Indigenous Latinx Student Populations:* This session provides information about Indigenous Latinx students in the District, including the Indigenous languages spoken and a discussion of strategies to support the needs of this student population.
- *Every Child Matters: Federal Boarding School Policies:* This session provides background information on the federal policies concerning American Indian boarding schools and their effects on Native American communities. It also explores strategies and resources to support Native American students in the District.
- *Supporting Indigenous Multilingual Learners:* These sessions seek to increase awareness of Indigenous Latinx students in the District and unpack strategies to support their unique needs.

In the 2025-26 school year, over 300 educators across grades and subject areas participated in *Teachers Helping Teachers: Elevating Indigenous Voices*, collaborating to design lessons and activities that center Indigenous voices through mentorship and shared practices.

- **155** Dual Language Education (DLE) teachers
- **86** World Languages (WLC) teachers
- **32** English Language Development (ELD) teachers
- **42** Title VI American Indian Education Program allies

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- **PD sessions on local tribal history and culture**

- *The First People of Los Angeles—Gabrielino Tongva*: This session is presented by the Gabrielino Tongva tribe and covers the history of the Gabrielino Tongva tribe, including traditional ecological knowledge.

- *Teaching Indigenous Perspectives*: This workshop on Fernandefio Tataviam history and cultural integration teaches participants about the history of Fernandefio Tataviam and ways to integrate this knowledge into the classroom.

By participating in this wide variety of offerings, educators are prepared to implement best practices to support AI/AN and Indigenous learners and their families and to account for the unique histories and assets of these populations.

Real-World Applications

Example 1: Critically Examining Curriculum

Teachers should critically evaluate curriculum for bias, addressing student misconceptions, and incorporating culturally responsive, Native-centered resources to present accurate and contemporary representations of Native peoples.

Scenario: Ms. Reyes, a 5th-grade teacher, recently attended a professional development session on the Effects of American Indian Boarding School Policies. Inspired to apply what she learned, she reviewed the materials for her upcoming unit on Native Americans. She quickly recognized several elements that perpetuated Native invisibility—an issue emphasized during the training. For example, many of the images were in black-and-white or sepia tones, subtly reinforcing the misconception that Native peoples existed only in the past. More concerning, the unit’s reader presented assimilation tactics, including the establishment of American Indian boarding schools, as necessary for Native survival—without addressing the trauma and cultural loss caused by these policies.

Determined to present a more accurate and respectful narrative, Ms. Reyes used a KWL chart (i.e., What I know, What I want to learn, and What I learned) to assess her students’ prior knowledge by asking, “What do you know about Native Americans?” As she analyzed student responses, she identified common misconceptions shaped by outdated or biased curriculum.

To address these, she turned to [Native Knowledge 360°](#): Essential Understandings about American Indians, a resource introduced during her PD. This framework guided her in reframing instruction with a focus on contemporary Native presence, diverse experiences, and the long-standing resilience of Native communities. Ms. Reyes wove these understandings throughout her unit, using them to clarify misconceptions and deepen student thinking.

To further dismantle the stereotype that Native Americans are people of the past, Ms. Reyes integrated culturally sustaining literature from the Native Ways of Knowing booklist. She selected a book that highlighted Native athletes and their stories, connecting students to both the history of American Indian boarding schools and the ongoing contributions of Native peoples in contemporary society.

Example 1: Critically Examining Curriculum

By revising her instructional approach, incorporating accurate resources, and centering Native voices, Ms. Reyes not only challenged Native erasure but also modeled culturally responsive teaching. Her efforts empowered students to engage with more truthful, respectful, and inclusive narratives.

Example 2: Understanding and Implementing Students' Preferred Learning Styles

Teachers should explore the differences and similarities in how AI/AN and Indigenous students learn and adjust their teaching approaches to align with the students' preferred learning styles. This requires getting to know individual students and their learning styles and connecting this knowledge to how they learn within their communities and at home.

Scenario: Mr. Diaz noticed that Josephine always uses visuals to communicate. Curious, he asked Josephine about it. Josephine explained that in her Cherokee community, her parents and elders often teach through demonstration. In response, Mr. Diaz incorporated more visual learning options into his lessons for the whole class.

For example, during a science lesson on the life cycle of a frog, Mr. Diaz offered students multiple ways to engage with the content:

- Completing a table using labeled word boxes.
- Sequencing illustrated cards to describe each stage of the life cycle.
- Participating in a small group dramatization of the frog's life cycle stages.

By providing these varied options, Mr. Diaz affirmed Josephine's cultural learning style and allowed all students to choose formats that matched their own strengths and preferences. This approach demonstrates how culturally responsive teaching can enhance engagement, deepen understanding, and honor the diverse ways students process and share knowledge.

Example 3. Honoring Linguistic and Cultural Backgrounds in Instruction

Teachers should strive to develop lessons that strengthen student identity and support both academic growth and the development of strong cultural identities. This includes recognizing and valuing the full linguistic and cultural backgrounds that students bring to the classroom.

Scenario: Manuel is a 4-year-old boy from Guatemala who speaks Mayan Mam as his first language and Spanish as his second. His family did not disclose this linguistic background to the school due to past discrimination. His kindergarten teacher, Ms. Cordova, noticed his shyness and reluctance to participate in class. She used Spanish translanguaging techniques to support him, but Manuel often remained silent during discussions.

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Language justice is racial justice and I believe LAUSD’s Multilingual Multicultural Master Plan is a reflection of our progress towards these ideals. The 2025 Master Plan will guide our educators and staff to be able to meaningfully address the needs of all our learners so that they can not only access the curriculum, but become dynamic multilingual and multicultural life-long learners.

—Karla Griego, Board District 5

Example 3. Honoring Linguistic and Cultural Backgrounds in Instruction

After attending training on supporting Indigenous multilingual learners, Ms. Cordova sensitively asked Manuel’s parents about their home language during a parent-teacher conference. They revealed they spoke Mayan Mam, which helped Ms. Cordova realize that Manuel’s struggles were linked to her use of his second language, Spanish, rather than his first language. She recognized that societal pressures might have led the family to suppress their native language, further affecting Manuel’s participation in school.

To effectively support Manuel, Ms. Cordova implements several instructional strategies that recognize and honor his linguistic background and support his mastery of the academic content while strengthening his English language acquisition.

Strategy 1: Build a Trusting Relationship with the Family

- Ms. Cordova invites Manuel’s family to share aspects of their culture and language, encouraging them to speak Mayan Mam at home to strengthen his linguistic skills and cultural identity.

Strategy 2: Encourage Varied Peer Interactions and Collaborative Learning

- Ms. Cordova creates opportunities for cooperative learning, such as small group work, buddy systems, and partner activities, where students share ideas, stories, and experiences. This provides Manuel with a safe space to practice language without feeling singled out or isolated.

Strategy 3: Use Culturally Relevant Materials

- Ms. Cordova integrates materials that reflect Manuel’s cultural and linguistic heritage, affirming the value of his first language and creating a connection between home and school. She also asks Manuel’s family to share stories or traditional songs in Mam to use in class.
 - Example: If studying animals, Ms. Cordova could introduce a picture book featuring animals from Guatemala or use Mam-language resources to talk about animals in Manuel’s community.

Strategy 4: Acknowledge Manuel’s progress in all his languages—Mayan Mam, Spanish, and English—and celebrate his ability to navigate multiple languages.

- Ms. Cordova validates Manuel’s efforts when he attempts to use his second or third language, encouraging further language use.

Strategy 5: Foster a Safe, Affirming Environment

- Ms. Cordova makes a conscious effort to promote linguistic diversity by displaying multilingual signs around the classroom, including words in Mayan Mam, Spanish, and English. She shares the importance of linguistic diversity with her entire class, reinforcing the idea that speaking multiple languages is a strength. This reduces the stigma of speaking Mayan Mam and empowers students to share their languages openly.
 - Example: Ms. Cordova might label classroom objects in all three languages and encourage students to say the word in any language they know.

Strategy 6: Provide Opportunities to Strengthen Academic Discourse

- Ms. Cordova provides structured opportunities for Manuel to engage in academic discourse by ensuring his affective filter is low, explaining the purpose for any academic task. She also provides him with linguistic support, such as modeling the task, providing him with opportunities to engage with multiple and varied partners, and sentence frames to just name a few.
 - Example: For “show and tell,” Manuel brings a picture from home and shares it with his class.

By utilizing the knowledge gained from professional development training, Ms. Cordova effectively supported Manuel’s language development by incorporating his first language, Mayan Mam. Her intentional instructional strategies—such as integrating Mayan Mam into the curriculum and providing opportunities for Manuel to express himself with linguistic support—helped create a culturally inclusive, safe, and affirming classroom environment. As a result, Manuel felt seen and valued.



We really had a great time . . . (it) brought back memories and it was nice to be with other tribe members.

— Parent from the Kaibab Band of Paiute Indians, regarding a beading workshop hosted by the Title VI program



While exploring the LA Arboretum reading the historical insights along the paths, I came across a brief mention in the Chronology section that struck me deeply. It stated that in the 1700s, the land belonged to the Aleupkigna, known as the “Gabrielinos,” and that Ariel Baldwin acquired 2,800 acres from them.

It was such a simple sentence, but because of the awareness I now have—thanks to the powerful work you do in Title VI (Program)—I felt a profound sadness. I paused to wonder: what really happened? It mentioned that the Gabrielinos relocated to Rancho Santa Anita, and I couldn’t help but feel the weight of what was lost. I just wanted to share how I now see things differently. Your work is truly making a meaningful impact, and I’m deeply grateful for it.

— Multilingual Multicultural Language Specialist



I enjoyed our children learning a traditional cultural activity at the beading workshop!

— Parent from the Cherokee Nation



As a former LAUSD student, we hardly received any recognition or celebrations. Thank you for doing this (Native Brilliance Awards Ceremony) and acknowledging us.

— Parent of Title VI American Indian Program

Measures of Success: American Indian and Indigenous (Includes all students who self-identify as American Indian under any ethnicity category and those enrolled under the Title VI Indian Education Program.)

- Reduce chronic absenteeism rates among American Indian students across all grade levels by 5% annually.
- Increase identification of American Indian and Indigenous students by 3% annually.
- Increase the average Smarter Balanced Assessment (SBA) ELA/Literacy scale scores for 3rd grade American Indian students by 7 DFS (distance from standard) points per year.
- Increase the percentage of American Indian students enrolled in the Title VI Indian Education Grant Program scoring “Met” or “Exceeded” in English Language Arts (ELA) and Mathematics on the Smarter Balanced Assessment (SBA) by 5% annually.



Chapter 2: Dual Language Education

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Core Commitments in this chapter



1: Honoring the Whole Child



2: Bringing an Asset-Based Lens



3: Celebrating Multilingualism



4: Ensuring High-Quality Instruction for All



5: Partnering With Families and Communities



6: Providing Integrated Systems and Supports

Introduction

Dual Language Education (DLE) is built on a deep history of fierce advocacy for bilingualism and is crucial to our educational values within Los Angeles Unified School District (LAUSD). Our DLE programs are rooted in the identities of the students and families we serve and directly driven by the linguistic and cultural assets and needs of our communities. These programs promote multilingualism, multiliteracy, and cultural competencies through teaching in two languages, from Transitional Kindergarten (TK) to Grade 12. Participating in DLE prepares students to thrive in a globalized world in which multilingualism is an asset and passion for social justice is the key for igniting change. We have a deep commitment to supporting our students' multilingual and multicultural learning journey at each step along the way.



What We Strive For

We strive to expand opportunities for our students to enroll in DLE programs, take advanced World Languages and Cultures courses at the secondary level, and cultivate their critical consciousness and sociocultural competence, high levels of multilingualism and multiliteracy, and academic excellence. We have a deep commitment to creating transformative relationships with DLE students and families in all our work. What this means in practice is honoring the funds of knowledge of parents and ensuring providing spaces for them to share their gifts with the community. Parents are the holders of knowledge, stories and skill sets that can enrich the lives of others.

In the following sections, we will describe the programs, key practices, and sample activities that we as a District can use to ensure that our goals are met for all the students in our DLE programs.

Who We Serve

Our District is home to one of the most diverse student populations in the United States, which represents more than 160 different languages. Many of these students are enrolled in a DLE program within the District, along with students from English-speaking backgrounds, making DLE an important offering for all to expand their familiarity with other cultures and languages. This rich cultural and linguistic diversity is at the heart of why DLE is vital to our schools.

The unique identities, histories, and stories of families are at the heart of DLE. We engage in transformative relationships with families by acknowledging their deep linguistic and cultural experiences and funds of knowledge, which helps students in DLE programs flourish and enact change in school communities. Through parent-led workshops, community events, and hands-on sharing of cultural knowledge and tools, families serve as the bridge and roots throughout the school, collectively leading and transforming the experiences of DLE students. By prioritizing their unique backgrounds and assets and implementing culturally and linguistically appropriate instruction, we provide a space in our DLE classrooms for students to feel honored, supported, and valued.

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For my family and me, maintaining our native language is essential because it is a vital part of our identity and culture. By keeping the language alive, we ensure that future generations remain connected to their roots.

— Parent of a student in a DLE program

Exhibit 14 and Exhibit 15 present enrollment data for students in our DLE programs across time. Data shows that DLE enrollment has fluctuated in recent years.

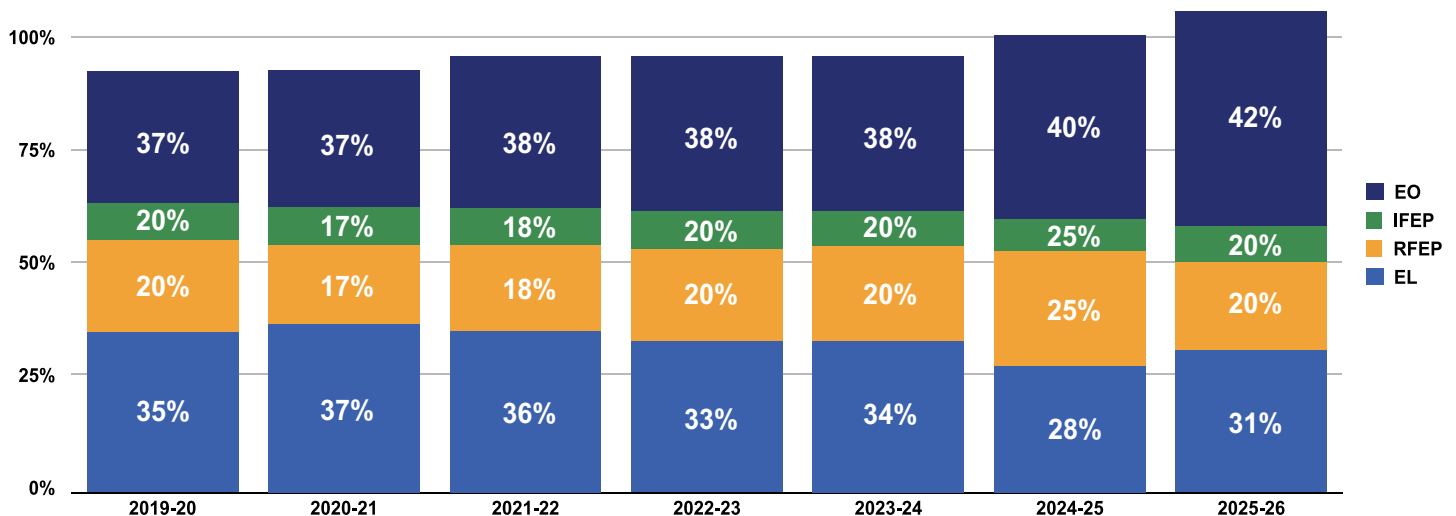
Exhibit 14. Dual Language Education Program Enrollment by Language Classification (Counts)

Language Classification	2019–20	2020–21	2021–22	2022–23	2023–24	2024–25	2025–26
English Learner (EL)	6,552	7,544	7,226	7,132	7,842	6,818	7,494
Reclassified Fluent English Proficient (RFEP)	3,771	3,554	3,725	4,356	4,734	6,066	4,673
Initial Fluent English Proficient (IFEP)	1,499	1,689	1,685	1,771	1,816	1,784	1,804
English Only (EO)	6,800	7,595	7,614	8,205	8,931	9,718	9,913
Total	18,622	20,382	20,250	21,464	23,323	24,386	23,884

Note. Students were considered enrolled in a DLE program if at any point during the school year they were enrolled in One-way Dual Immersion programs, Two-way Dual Immersion programs, or World Language Immersion programs. The numbers presented in this table are estimates.

Source: FOCUS Database 9/22/25

Exhibit 15. Dual Language Education Program Enrollment by Language Classification (Percentages)



Note. EO = English Only. IFEP = Initial Fluent English Proficient. RFEP = Reclassified Fluent English Proficient. EL = English Learner.

Source: FOCUS Database 9/22/25

Historical Background

The recognition of the importance of multilingualism has been growing for decades in California and nationally, and our District has been at the forefront of this movement. Starting in the 1970s and 1980s, with inspiration from the Civil Rights Movement, new perspectives on language learning and bilingualism emerged. These perspectives were informed by research about multilingualism and bilingual education, [29](#), [30](#)



However, this movement was followed by an era of pushback, leading to the English Only movement. In the 1990s and early 2000s, research, policy, and accountability followed an English Only framework. By 2012, a new era of multilingualism emerged that promoted bilingualism and biliteracy, which has continued to expand through the present day. The timelines shown in Exhibit 16 and Exhibit 17 reflect local and national struggles and pioneering efforts to promote bilingual education in the last century. Across these varying eras, our District has always demonstrated a deep commitment to advocacy, responsibility, and linguistic justice.

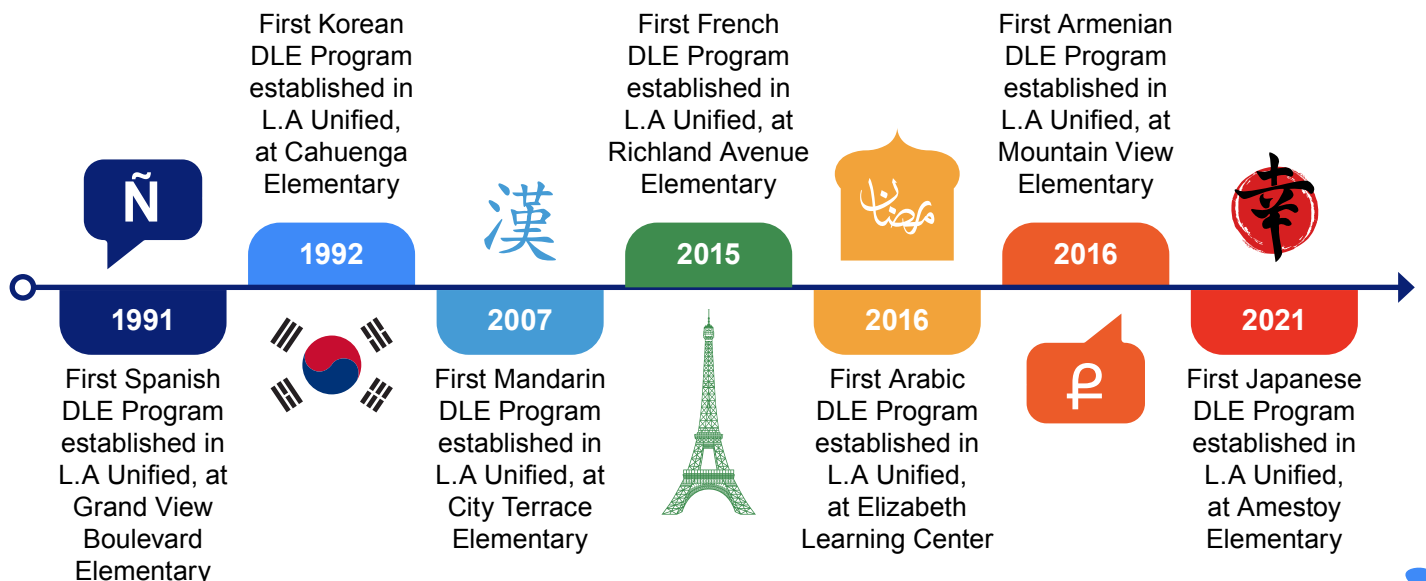
Exhibit 16. Timeline of Significant Local, State, and National Events Related to Dual Language Education

- **1967: Title VII of the Elementary and Secondary Education Act** provided funds for the implementation of bilingual education programs.
- **1970: The First DLE Program in California** was established in San Diego and provided instruction in Spanish and English.
- **1980: AB 507** made bilingual education mandatory in California when there were 20 or more students of the same primary language at the same grade level.
- **1981: Eastman Elementary** was the first school in the District to implement the Eastman Model Bilingual program for ELs. By 1985, seven additional District schools were added.

Exhibit 16. Timeline of Significant Local, State, and National Events Related to Dual Language Education

- **1991: The First DLE Program in L.A Unified** was established at Grand View Elementary School.
- **1998: Proposition 227 (English Language in Public Schools Initiative)** severely restricted bilingual education programs in California and was repealed by Proposition 58 in 2016.
- **2001: The No Child Left Behind** act emphasized English language acquisition, leading to a decline in support for bilingual education at the federal level.
- **2010-13: L.A Unified passed multiple board resolutions** to protect and expand DLE programs and prepare students for a multilingual global economy.
- **2012: The California (CA) Seal of Biliteracy** was adopted by the state legislature and signed into law by Governor Jerry Brown.
- **2016: The California Education for a Global Economy (California Ed.G.E.)** initiative added the requirement to the California Education Code for all students to have the opportunity to study and become proficient in two or more languages.
- **2016: Proposition 58 (English Proficiency. Multilingual Education. Initiative)** was approved by California voters. It repealed Prop. 227, the English in Public Schools Initiative and promoted bilingualism and biliteracy.
- **2017: The California English Learner Roadmap** was adopted by the California State Board of Education. Specifically, the policy was unanimously approved on July 12, 2017.
- **2018: Global California 2030** was initiated by State Superintendent Tom Torlakson to vastly expand DLE programs and the number of students who earn the State Seal of Biliteracy.
- **2018: LAUSD Board Resolution 047-17/18, Realizing the Promise for All: Close the Gap by 2023,** was passed to prepare all EBs and students enrolled in DLE (since kindergarten or Grade 1) to receive the Seal of Biliteracy in Grade 12.
- **2021: The Biliteracy Pathway Recognition Awards** were launched to celebrate and encourage students’ proficiency in multiple languages and linguistic/cultural identity.

Exhibit 17. Timeline for Establishment of DLE Programs in L.A Unified



The Programs and/or Services We Offer

Our District is a true leader in DLE. We are proud to offer DLE programs that reflect the backgrounds of the students and families within our District and honor the assets and gifts of the communities that we serve. We continue to evolve in our research and implementation of best practices, and, in recent years, we have been strongly informed by the approach of transanguaging.³¹ Transanguaging involves fluid language use by multilingual people, reflecting their linguistic and cultural identity. It means exploring languages naturally and communicating with a single, unified language repertoire. At the heart of our research-based approach to DLE is a celebration of multilingualism and the unique benefits of the bilingual brain.

Our approach to DLE within the District is informed by three specific goals (see Exhibit 18). These goals are derived from the [Center for Applied Linguistics' Guiding Principles for Dual Language Education](#), a leading resource in the field that reflects new knowledge, practices, and policies for DLE. Critical consciousness and sociocultural competence encompass the most important goals of DLE. Critical consciousness refers to the equity-driven, action-oriented, and reflective stance that educators take when faced with educational and sociopolitical inequities. Sociocultural competence highlights the identities of DLE students as they become agents of change and lifts up their voices on behalf of their communities and others. Ultimately, through multilingual education opportunities, we hope that students lead with social justice in their hearts; developing literacy proficiency in two or more languages; and reach high levels of academic achievement. This occurs both in and outside of classroom settings through deep partnerships with families and communities and ensures a vast representation of the identities and histories that make up our education system.


Exhibit 18. TK–12 Dual Language Education Goals

<p>Critical Consciousness and Sociocultural Competence</p>	<p>Multilingual student use similarities and differences in themselves and others to create community and connection. Their identities are deeply rooted in their language and culture.</p>	<p>Culture, Identity, Equity, Social Justice</p>
<p>Bilingualism and Biliteracy</p>	<p>Multilingual students demonstrate academic language and literacy proficiency using their entire linguistic repertoires and transanguaging skills to advance their deep thinking and biliteracy skills.</p>	<p>Target Language Arts and Target Language Development + ELA/ELD</p>
<p>Academic Achievement</p>	<p>Multilingual students engage in two languages through standards-based rigorous content instruction and cross-linguistic transfer.</p>	<p>All content areas in both languages: Science, Social Studies, Math, Health</p>

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Vignette 1: Student Sun and their family are excited to join a DLE kindergarten class. Sun’s family speaks both Korean and Spanish at home and decided to enroll Sun in a Korean DLE program. Sun is excited but a little scared to learn more Korean and English but is hoping to make many friends in DLE. When Sun arrives in their classroom, they marvel at the walls filled with both English and Korean letters and characters. Sun could not believe how wonderful it felt to be in a multilingual classroom, where language and culture are honored and visible. Sun’s family also marveled at the classroom environment and felt at ease to speak their languages with fellow families and the teachers. Throughout the year, Sun engaged in rigorous learning in both English and Korean. From mathematics and science, to reading and writing, each day, Sun grew their biliteracy skills. Sun felt their brain shining brighter and brighter each day with both intertwined languages. Sun also felt a new love for culture and friendship in their heart, no doubt from the teacher’s commitment to integrating culture into every lesson and constructive conversation. Choosing a DLE classroom was the best decision for Sun. Sun’s family is excited to see what the future holds.

We currently offer DLE programs in seven languages across the District: Spanish, Mandarin, Japanese, Korean, Arabic, Armenian, and French. Across these languages, 215 schools offer DLE instruction, with **230 TK–12 DLE programs** across the four L.A. Unified regions. Exhibit 19 summarizes the DLE programs by region.



[Video of 6th grade LAUSD Latina student in Arabic DLE Program](#)


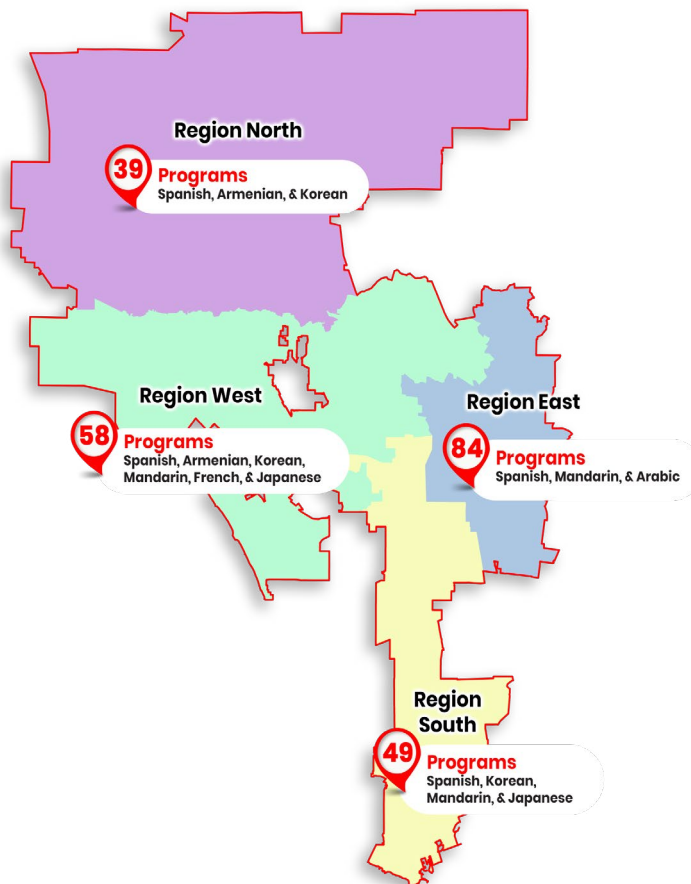


Exhibit 19. TK to Grade 12 DLE Programs by Region in 2025-26



Continuous DLE from Transitional Kindergarten (TK)–12

Within LAUSD, we support learners in their earliest years through 12th grade with high-quality DLE opportunities, always informed by an asset-based lens. From the earliest age, students are honored for their linguistic and cultural strengths. Through grades TK-12, a reenvisioned language and learning pathway ensures all students have access to asset-oriented and responsive language learning. Below, we describe the continuum of supports at the TK, elementary, and secondary levels.

TK: Leveraging Young Learners’ Multilingual Strengths

TK teachers within LAUSD use the TK Observation & Teacher Planning Tool (OPTTEL) to understand students’ language backgrounds.

TK: Leveraging Young Learners Multilingual Strengths

The TK OPTEL is an assets-oriented, needs responsive monitoring tool to ensure educators of young learners are leveraging the linguistic strengths and supporting the developing language needs of early age students. Aligned to the CA Preschool/Transitional Kindergarten Learning Foundations, the TK OPTEL centers multilingualism as a strength as expressive and receptive skills are observed and home language is honored.

The TK OPTEL includes the following experiential survey questions for educators to pose to young learners' families:

Receptive Linguistic Gifts

- | | |
|--|---|
| 1. When the child wants to communicate, which languages do they use? | 2. What experiences with early reading has the child had in English and/or other languages? |
|--|---|

Expressive Linguistic Gifts

- | | |
|---|---|
| 1. When the child wants to converse with others, which languages do they use? | 2. What experiences with early writing has the child had in English and/or other languages? |
|---|---|

By collecting this information, we are able to ensure that teachers are equipped with the information they need to best support and leverage students' multilingual strengths.

Elementary Wall-to-Wall Dual Language Education Programs

As TK-5/6 elementary DLE programs continue to thrive and strengthen through community assets, specific communities may choose to initiate the process of becoming wall-to-wall DLE programs. A wall-to-wall DLE program is defined as an entire elementary school that offers DLE in all grade levels, for all classrooms; and all teachers teach in the DLE program. Family interest and enrollment trends can begin to set the stage for a whole school DLE program. In collaboration with various District departments and leaders, schools can choose to submit an amendment request to transition and phase into a wall-to-wall DLE program. The voices, choices and needs of the school families are of highest priority, therefore when considering going wall-to-wall DLE, an analysis is to be conducted to ensure effectiveness and successful implementation.

Grades 7-12 Language and Culture Learning Pathways

Across the regions, many DLE programs offer continuous pathways from TK to Grade 12. Dual Language Education programs at the secondary level offer, at a minimum, one language elective course. When possible, additional courses are offered in the target language, to align with the goals and vision of Dual Language Education and World Languages and Cultures (WLC). At this level, students have choices as they develop new interests and different overall needs. To meet the needs of multilingual students, many middle and high schools offer advanced levels of World Languages and Cultures courses.

Access to WLC courses continues the vision of multilingualism for all students through 12th grade. Additionally, having WLC course offerings at schools provides all students, whether they attended DLE programs or not, access to language and culture learning. These opportunities allow students to pursue their multilingual journeys in a variety of ways.

The multilingualism awards honor all students across the District for their linguistic and cultural gifts. The Power Business Intelligence (BI) MMED Data Dashboard provides District leaders with Seal of Biliteracy data and achievement data for English Learners, which further supports the vision of multilingualism for all students.

Master Plan Dual Language Education Programs and Content and Language Allocation Plans (Instructional Models)

DLE classrooms within the District vary based on the types of students they serve and the program’s instructional coordinated use of both English and the target language(s). In this section, we describe the DLE immersion programs we offer (which are based on the student population they serve) and the content and language allocation plans we offer (which are based on using a specific language instructional model).

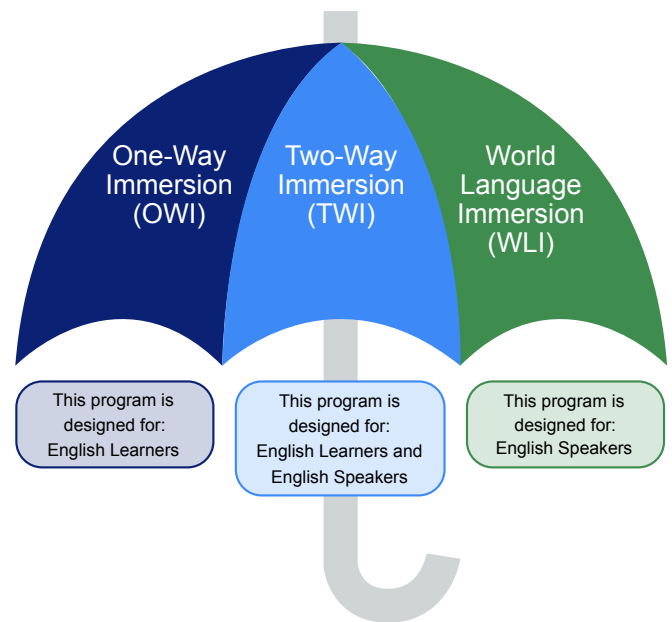
Master Plan DLE Programs

The District has three specific Master Plan DLE programs. All three programs share the three goals described in Exhibit 18 and provide standards-based, grade-level content and literacy instruction to all students through two languages (English and the target language) with equal rigor. DLE is accessible for all linguistically diverse students.

These three programs are pedagogically designed to support the linguistic and cultural experiences of diverse learners. The difference among the three DLE programs (Exhibit 20) is their classroom student composition.

- **One-Way Immersion (OWI):** classrooms are designed for ELs to receive instruction in both English and their primary language.
- **Two-Way Immersion (TWI):** classrooms place ELs and English speakers together and provide instruction in both English and the target language.
- **World Language Immersion (WLI):** classrooms have English speakers whose home language is English or who have demonstrated English fluency. They receive instruction in a target language and in English.

Exhibit 20. Three DLE Programs Within LAUSD



Content and Language Allocation Plans in Elementary

Within the three DLE programs, teachers follow specific content and language allocation plans (i.e., instructional models). There are three language allocation options for the implementation of DLE within elementary schools. (Schools may request to amend based on student needs via MMED’s DLE Program Changes Form due in early fall of every school year. (See Transitional Kindergarten [TK]-Grade 12 Dual Language Education Program Implementation Guidelines, REF-3451.3.)


- **50/50 models** begin in transitional kindergarten/kindergarten (TK/K) and maintain the language allocation at 50/50 (50% of the instructional time is delivered in the target language and 50% is delivered in English).
- **70/30 models** begin in TK/K; 70% of the instructional time is in the target language and 30% is in English. The instructional time allocation progresses to a 50/50 model by grade 3 and then remains a 50/50 model through Grades 4-5/6.
- **90/10 models** begin in TK/K; 90% of the instructional time is in the target language and 10% is in English. The instructional time progresses to a 50/50 model by grades 4-5/6.

It is the role of DLE faculty to effectively implement the model as close to the language allocation plan as possible.


Content and Language Allocation Plans in Secondary

In the secondary setting, students have the option of taking one course taught in the target language. In this course, the language of instruction does not alternate. Instruction is provided in the target language, with planning for biliteracy and cross-linguistic connections. Course options may include::

- A content area course taught in the target language.
- Target language arts or language elective course.
- A non-language elective taught entirely in the target language.
- A course offering standards-based project-based learning (PBL) in the target language.



[Video of First-grade LAUSD student in Armenian DLE Program](#)





Key Practices in Action

Guided by the core commitments presented in the introduction, instruction in DLE classrooms incorporates many key practices to support multilingual learners. All practices, in both purpose and approach, align to honor the multilingual brain. Each practice must acknowledge the shift from parallel monolingualism to holistic multilingualism, highlighting the fluidity of thinking, processing, and translanguaging of the brain’s entire linguistic repertoire and cognitive toolkit.

repertoire and cognitive toolkit.

In this section, we describe the key practices for educators that are intended for use in all DLE classrooms, from TK through grade 12. It is important to note that these practices are not used in isolation. In turn, the pedagogy and practices are fluid and may change, depending on the various language backgrounds of the students, their diverse needs and strengths, and the overall classroom environment.

The key practices in Exhibit 21 are derived and adapted from the following research and instructional guide:

- The Translanguaging Classroom: Leveraging Student Bilingualism for Learning³¹
- [Improving Education for Multilingual and English Learner Students: Research to Practice](#)³²

Exhibit 21. Key Practices for DLE Classrooms

Key Practices

Get to know students and create an affirming climate for linguistic and cultural diversity.

Integrate language and culture, intentionally teaching how language reflects a culture and way of thinking.

Draw cross-language connections to build metalinguistic understanding of how language works across systems.

Create an environment that allows for translanguaging and the development of holistic multilingualism (rather than strict separation of languages).

Provide high-quality and equitable instructional materials in the target language(s).

Follow a language-specific scope and sequence designed for building proficiency in the target languages.

Differentiate and scaffold language instruction for students at different levels of language proficiency.

These key practices directly align with the District priorities outlined in the [2022-26 District Strategic Plan](#). Specifically:

High-Quality Instruction, Enriching Experiences, and Eliminate Opportunity Gaps. Within these priorities, strategies include the following:

- “Deliver impactful, rigorous, standards-based, culturally responsive, and inclusive instruction supported by high-quality curricular and instructional materials in all content areas.” (p. 24)
- “Provide students with expanded opportunities to become multilingual through dual and world language programs, including American Sign Language.” (p. 26)

Welcoming Learning Environments. Within this priority, strategies include the following:

- “Create asset-based and culturally responsive classrooms and curricula that value and celebrate the diverse backgrounds of our students.” (p. 34)

Data-Driven Decision-Making. Within these priorities, strategies include the following:

- “Develop, align, and implement user-friendly performance monitoring systems and data dashboards accessible to all stakeholders.” (p. 52)


Professional Learning

To prepare our DLE teachers to implement these key practices, the District offers a variety of professional development (PD) and learning opportunities for staff:

- **Target Language Proficiency PD:** DLE teachers engage with the building blocks of strengthening target language proficiency throughout the entire instructional day, during content and biliteracy learning, providing opportunities for cross-linguistic connections and academic discourse.
- **Biliteracy and DLE Foundations Speaker Series:** DLE teachers discuss the why, who, when, what, and how of DLE to understand the rich history and implementation structures of current practice, including the coordination of instruction for translanguaging and biliteracy.
- **DLE WLC Institute:** This 3-day professional learning experience hones essential high-impact practices and strategies to support instruction in the target language.
- **Growing Together PD:** This sequence of sessions features content designed, curated, and facilitated by the DLE team and geared toward supporting first-year DLE teachers.
- **Teachers Helping Teachers Professional Development:** This PD program supports and mentors teachers, particularly in the world languages and DLE; provides resources, workshops, and virtual events to help teachers; and promotes equity and excellence in teaching and learning in both DLE and WLC classrooms. The program facilitates mentorship



[Video of 12th grade LAUSD student in Chinese DLE Program](#)



opportunities for teachers, pairing experienced teachers (mentors) with newer teachers or those seeking specific support (mentees).

- **Virtual Book Clubs and Events:** The WLC and DLE teams organize virtual book clubs and events with authors and experts for teachers to learn about different educational approaches and linguistic equity to implement in the classroom.
- **Multilingualism Awards:** (for elementary, middle, and high school teachers). This professional development aims to equip TK-Grade 8 Pathway to Biliteracy and grade 12 Seal of Biliteracy designees with knowledge and strategies focused on supporting the implementation of Multilingualism Awards at their schools.
- **Seal of Biliteracy:** This program explores the Seal of Biliteracy and its impact on recognizing and promoting multilingual proficiency among students. It provides an overview of eligibility criteria, implementation strategies, and best practices for supporting students in achieving this prestigious designation upon high school graduation.

By accessing these various opportunities, DLE teachers are ready to implement the highest quality instruction and services for DLE students and families.

Real-World Applications

Example 1. Sociocultural Competence in Action

Students in DLE access experiences that strengthen their sociocultural competency, which leads to actions that support social justice, nurture linguistic equity for diverse communities, and build bridges across differences. DLE students experience various learning tasks that support sociocultural competence throughout the year.



Something unique that we do in this program is cultural aspects. In class we can share our holidays and traditions. It is a way of sharing our future.

— High school student in Spanish DLE classroom

DLE teachers support students to compose their own “Where I Am From” poem, which elicits the deep culture of students and their families in such a way that it allows for students to meaningfully interact with others while profoundly discovering their own identity in relation to their experiences and their community.

Scenario: Student A shares their “Where I Am From” poem with classmates during history class. The poem is written fluidly in both English and Tagalog, the student’s home language. As the student reads the poem, the entire class reacts positively, with love and encouragement as they each make their own connections to their classmate’s poem.

Example 2. Authentic Communication Experiences

As students learn and become fluent while immersed in a DLE classroom, it is critical to provide them with authentic and expressive language experiences that serve as opportunities to engage and practice the target languages and learn about their associated cultures. There are many ways that DLE students can engage beyond the classroom. Consider the following ideas for ways to provide students with authentic DLE experiences in the community:



I really enjoy the Chinese New Year potluck. It’s a special culture recreation for our American students.
— 10th-grade student of Mandarin DLE classroom

- Give students group and one-to-one opportunities to talk with community members who speak the language fluently and discuss various community or global topics.
- Visit cultural centers related to the culture and language background.
- Attend authentic cultural events.
- Engage in constructive conversations using culturally responsive images, art, murals, audio segments and videos.

Scenario: In a Korean DLE classroom, Jin is excited to meet with a local community member, an environmental engineer, who is fluent in Korean. Today, they are discussing environmental conservation. Jin confidently asks questions about recycling practices in the community, mostly in Korean, but switches seamlessly between Korean and English when necessary. His one-on-one conversation with a community leader helps him understand the topic deeply and express his ideas clearly in both languages. This interaction boosts his confidence and engagement in the classroom.

Example 3. A Translanguaging Stance in a DLE Classroom

A translanguaging approach boosts students’ engagement and academics by allowing them to express complex ideas effectively. Furthermore, the leveraging of a translanguaging approach strengthens the most important pillar of DLE, sociocultural competence.

Scenario: Ms. Abdallah teaches a fifth-grade Arabic-English bilingual class. Her students come from various linguistic backgrounds, with Arabic and English being the primary languages spoken. She designed her classroom to celebrate and employ the linguistic diversity of her students. She has bilingual posters, labels, and resources that reflect both Arabic and English. The classroom library includes books in both languages and students are encouraged to read and discuss texts in their preferred language.

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Chapter 6: Refugee and Migrant Education Programs
Chapter 7: Special Education
Chapter 8: Standard English Learner
Chapter 9: World Languages and Cultures



She uses the following strategies in her classroom:

Flexible Language Use: Ms. Abdallah builds linguistically responsive spaces for students to leverage both Arabic and English during discussions, group work, and individual assignments. This approach helps students express complex ideas and ensures that they understand the content.

Project-Based Learning: Students conduct research, community member interviews, and shared writing projects of informational posters and brochures using their entire linguistic repertoires.

Bilingual Texts: She uses bilingual texts for reading assignments. For example, students might read a story in Arabic and then discuss it in English, or vice versa. This approach helps students make connections between the two languages and enhances their comprehension.

Cross-Linguistic Connections: Building on her use of bilingual texts, Ms. Abdallah shares a snippet of text, with the languages side by side. Students are encouraged to make cross-linguistic connections, such as noticing differences in how the languages work and identifying cognates or false cognates.

Collaborative Learning: Students work in pairs or small groups, often with a mix of language proficiencies. They use translanguaging to support each other, explaining concepts in their stronger language and then translating for their peers.

Language Buddies: Ms. Abdallah pairs students with different language strengths. Language buddies help each other with vocabulary, grammar, and comprehension, fostering a supportive learning environment.

Measures of Success: Dual Language Education

- Increase the number of students participating in the TK-8th Grade Pathway to Biliteracy by 4% annually paving the way to more sustainable enrollment in WLC courses in middle and high school.
- Increase the number of 12th graders receiving the Seal of Biliteracy by 4% annually, to ensure that by 2030 50% of LAUSD graduating seniors are awarded the State Seal of Biliteracy.
- Continue to serve all District languages for the Pathway Awards and Seal of Biliteracy.

Endnotes

²⁹ Cummins, J. (1977). Cognitive factors associated with the attainment of intermediate levels of bilingual skills. *The Modern Language Journal*, 61(1/2), 3-12. <https://www.jstor.org/stable/325360?origin=crossref&seq=1>

³⁰ García, O. (Ed.). (1991). *Bilingual education*. J. Benjamins Publishing.

³¹ García, O., Johnson, S. I., Seltzer, K., & Valdés, G. (2017). *The translanguaging classroom: Leveraging student bilingualism for learning*. Caslon

³² California Department of Education. (2020). *Improving education for multilingual and English learner students: Research to practice*, Chapter 3: Multilingual programs and pedagogy: What teachers and administrators need to know and do. <https://www.cde.ca.gov/sp/ml/documents/mleeducationch3.pdf>



Chapter 3: Emergent Bilingual, Also Known as English Learner

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Core Commitments in this chapter



1: Honoring the Whole Child



2: Bringing an Asset-Based Lens



3: Celebrating Multilingualism



4: Ensuring High-Quality Instruction for All



5: Partnering With Families and Communities



6: Providing Integrated Systems and Supports

Introduction

In a multilingual and multicultural society, schools must ensure that all students, including Emergent Bilinguals (EBs) also known as English Learners (ELs), have equitable opportunities for academic success and individual growth.



What We Strive For

At Los Angeles Unified School District (LAUSD), we strive to implement instructional programs and services that value the linguistic and cultural background of EBs and support their language and content development. This approach ensures that ELs meet English proficiency standards within 4-5 years and reclassify to fluent English proficiency, meet grade-level content standards, and graduate ready for the world with the distinguished honor of achieving the Seal of Biliteracy. From a social justice perspective, we have a commitment to creating transformative relationships with EB students and families in all our work. What this looks like in practice

is consistently challenging our understanding and practice in order to improve our instruction of students and service to families. Additionally, it means that we as a practice critically examine our methods, research and theories to make sure that they do not reproduce or perpetuate harmful and oppressive language or behaviors.

In the following sections, we will describe the programs, key practices, and sample activities that our District employs to ensure that these goals are met for all EBs across the District.

“ *To honor the diverse strengths of our students, celebrate their progress, and ensure they feel empowered to continue growing academically and linguistically.*

— Administrator of LAUSD
(in response to hopes for the Multilingual Multicultural Master Plan)

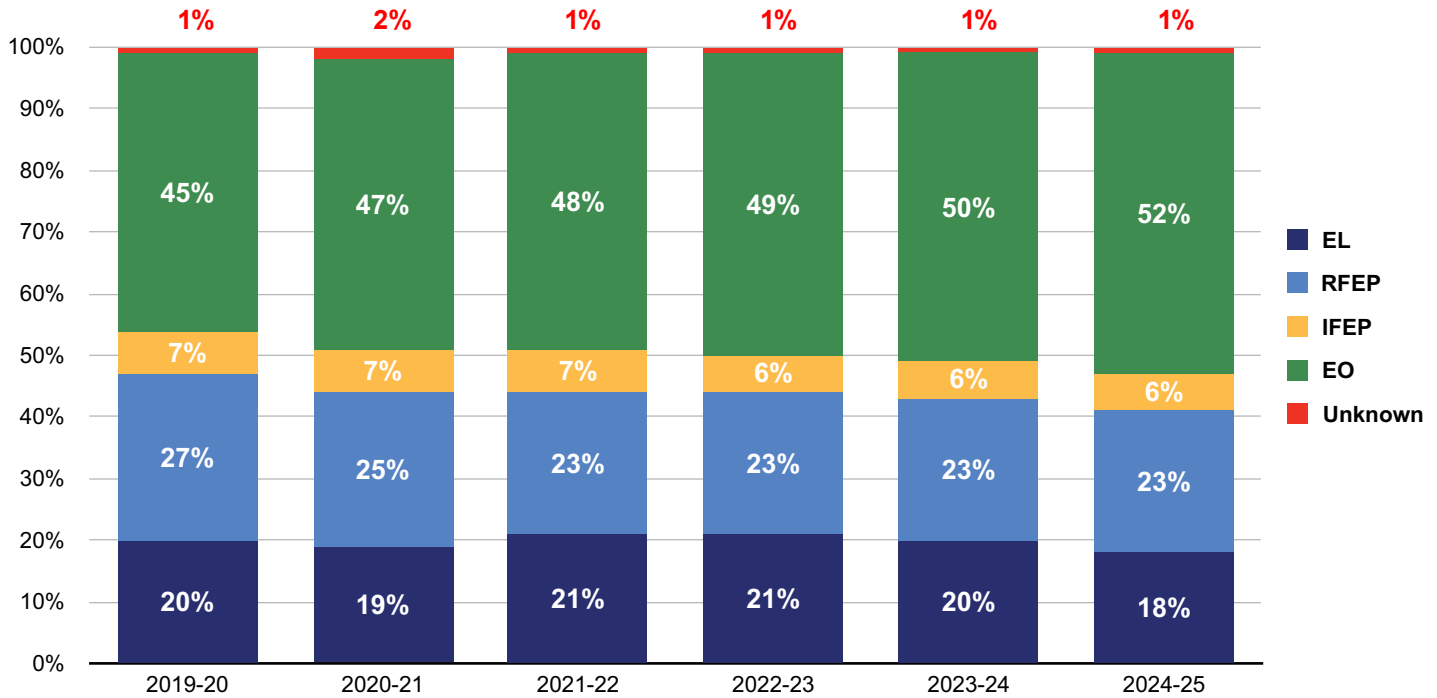
Who We Serve

The District serves approximately 74,000 EBs and their families, which represent about one-fifth of total District enrollment. Students who are Reclassified English Fluent Proficient (RFEP) account for another quarter of total District enrollment.

Exhibit 22 shows the enrollment data for EBs, categorized by language classification status and Exhibit 23 shows enrollment counts by Emergent Bilingual typology groups.

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- Chapter 6: Refugee and Migrant Education Programs
- Chapter 7: Special Education
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- Chapter 9: World Languages and Cultures

Exhibit 22. Student Enrollment by Language Status Across 6 Years (Percentages)



Note. EL = English Learner; RFEP = Reclassified English Fluent Proficient; IFEP = Initially Fluent English Proficient; EO = English Only.
Data Source: MyData, December 13, 2025.

Exhibit 23. Grade TE-12 English Learner Enrollment by Typology (Counts)

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26**
ELs<4 Years (excluding International Newcomers)	39,991	39,991	40,246	34,922	33,248	23,900
PLTELS	19,192	19,192	18,430	14,676	9,564	12,751
LTELS	19,925	19,925	18,463	12,847	10,173	7,751
International Newcomers	12,922	12,922	14,686	22,768	21,851	17,428
Total	92,030	92,038	92,525	85,123	75,376	62,068

Data Source: English Learner Typology Report. *PLTELS are ELs with 4-5.9 years and LTELS are secondary ELs with 6+ years and have not reclassified.

**New PLTEL and LTEL Definition. PLTEL are ELs with 4-6.9 year and LTELS are ELs with 7+ years and have not reclassified.

Every student who is learning English has a unique background, educational experience, and there is more than one type of EB. During the last several years, the majority of EBs have been born in the United States. In addition, we know that the EB population includes students who intersect with other identities, such as International Newcomer, migrant, or refugee. To support these students, schools recognize this diversity and address the different challenges they face. Beyond learning a new language, these students also may experience challenges related to immigration, adjusting to a new culture, and balancing life between two worlds.

Our EB students bring a wealth of linguistic and cultural assets to the classroom. As shown in Exhibit 24, the most common language spoken at home by EBs continues to be Spanish, which has consistently represented approximately 90% of all EBs.

Exhibit 24. Top 5 Home Languages for English Learners by School Year

Language	2018-19 Count	2019-20 Count	2020-21 Count	2021-22 Count	2022-23 Count	2023-24 Count	2024-25 Count
Spanish	99,718	110,168	99,718	108,312	105,339	96,193	86,203
Armenian	1,657	1,782	1,657	1,736	1,894	2,153	2,279
Russian	701	816	701	834	1,260	1,983	2,074
Farsi	–	–	–	–	–	509	596
Korean	725	881	725	789	663	635	495
Filipino	799	885	799	683	586	–	–

Note: Count includes the EB counts of independent charters in LAUSD.

Source: Data Quest, September 12, 2025

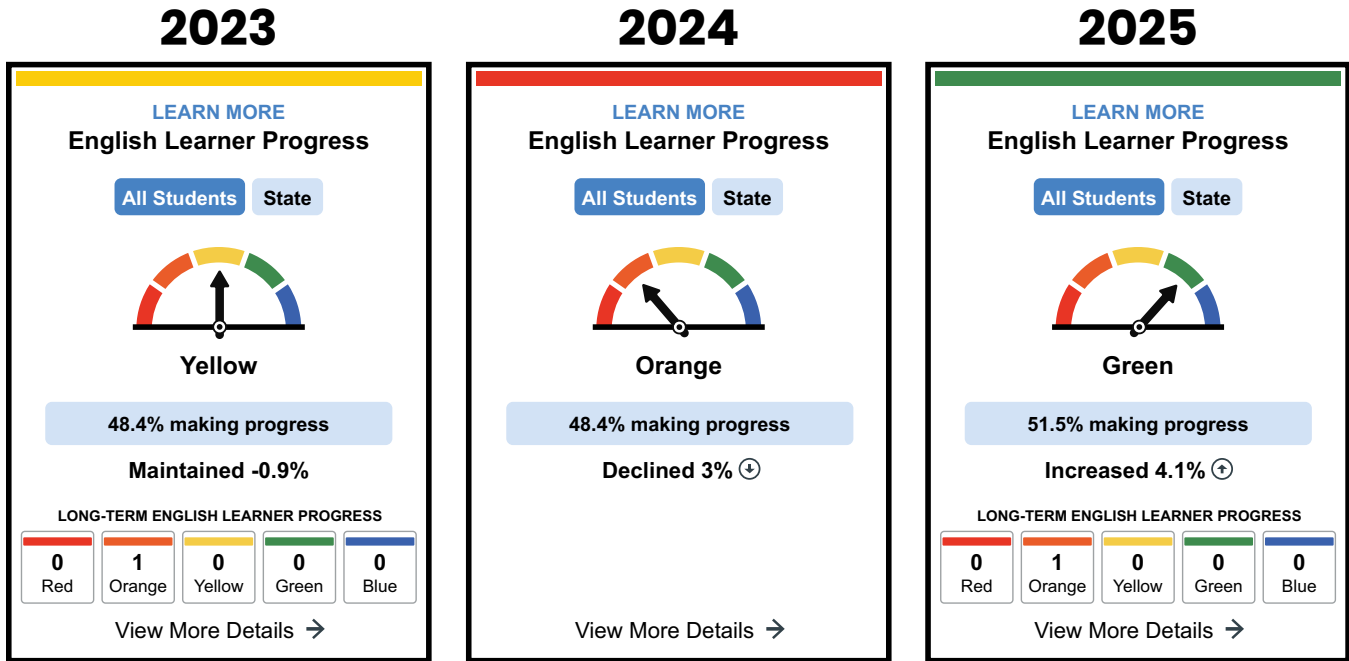
When serving students with unique backgrounds and profiles in the District, it is important to understand that EBs also bring unique linguistic characteristics. When they know the various [EB typologies](#), educators can create asset-based instructional practices that address the diverse needs, identities, and experiences of their students. Exhibit 25 describes each EB typology.

Exhibit 25. Emergent Bilingual Typologies

Typology	Description
EBs On Track	EBs who have been enrolled in U.S. schools for less than 4 years and are meeting progress expectations.
International newcomers	Foreign-born EBs who have been enrolled in U.S. schools for less than 3 years.
Students with limited or interrupted formal education (SLIFE)	International Newcomer students who have had limited or interrupted schooling.
Potential Long-Term English Learners (PTELEs)	An EB student in grades 3-12 who has been an EB for 4-6.9 years.
Long-Term English Learners (LTELs)	An EB student who has not reclassified within 7 years (with 7+ Years) from initial classification.
English Learner Students with Disabilities (ELSWD)	EBs who have been identified as both EBs and in need of special education supports.
EBs identified as Gifted and Talented	ELs identified as gifted and talented and receiving gifted/talented differentiated instructional strategies.
Reclassified Fluent English Proficient (RFEP)	EBs who have met the reclassification criteria and have been reclassified as Reclassified Fluent English Proficient.

Overall, EBs in the District are showing progress in developing English language proficiency. The English Learner Progress Indicator (ELPI) describes student English language development as measured by the Summative English Language Proficiency Assessment for California (ELPAC). In fact, 51.5% of District ELs who had an ELPAC score in both 2023-24 and 2024-25 and were in grade 1 or higher in 2024-25 increased at least one ELPI level or remained at Level 4 (Exhibit 26).

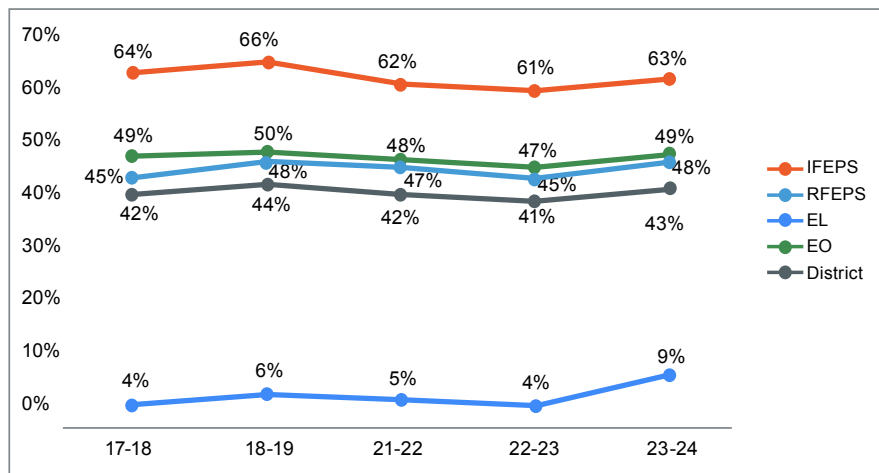
Exhibit 26. English Learner Progress Indicator



It also is important to note that, across years, EBs were much more likely to score at higher levels on the oral component of the ELPAC compared with the written component (34% vs.11% scoring at Level 4).

Finally, as seen in Exhibit 27, students who are Reclassified Fluent English Proficient are performing similarly to English Only students in English Language Arts (ELA) and better than the District overall.

Exhibit 27. Percentage of Students Meeting or Exceeding Standards on the Smarter Balanced Assessment for English Language Arts, by Language Classification by Year

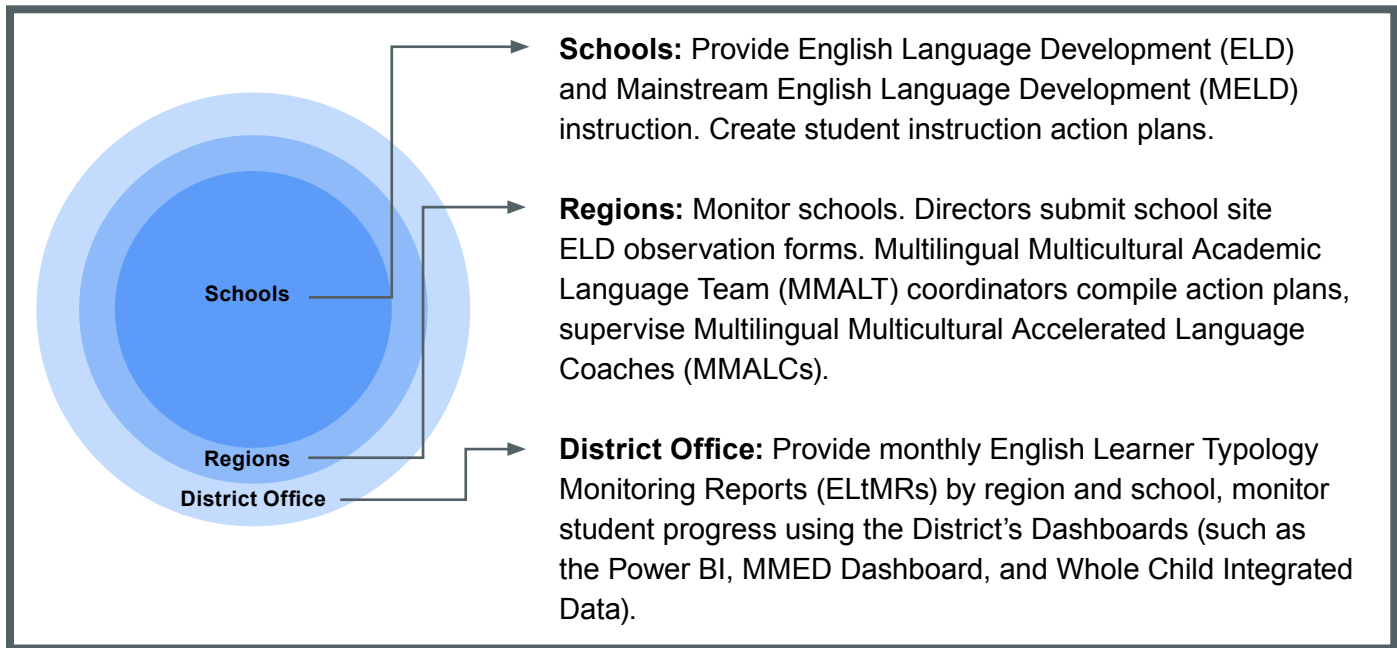


Source: MyData, December 13, 2025

Understanding the composition of our student population as well as the trends in language development, language domains, and language status can help us determine where to prioritize additional supports and build on our capacity for serving EBs. Optimal EB student success can be achieved only with the ongoing partnership, collaboration, and engagement of families and our schools' and District's advisory committees (English Learner Advisory Committee [ELAC] and District English Learner Advisory Committee [DELAC]). In our efforts to enact transformative relationships with families and students and center their experiences and voices, we consider how our actions will change students' and families' access to academic and social resources and opportunities. We approach this work through a critical lens and strive not to reproduce relationships of inequality or create conditions that continue to marginalize the communities for whom we work.

To support schools and regions in identifying instructional needs and targeting supports, MMED has established a systematic approach for monitoring EB and Reclassified Fluent English Proficient (RFEP) student progress at the school, region, and District levels. According to state and federal guidelines, RFEP students need to be monitored for a minimum of four years.

Exhibit 28. Support Structure



This includes the development of a Power BI (Business Intelligence) MMED Data Dashboard, MMED FOCUS and ELPI Dashboard, an enhanced English Learner Typology Monitoring Report (ELtMR) and [Observation Protocol for Teacher of English Learners \(OPTTEL\)](#) to facilitate consistent data-informed progress monitoring.

Historical Background

Understanding the historical context of EB education in the District is crucial for informing the development and implementation of this Master Plan. Examining past policies, programs, and milestones provides valuable insights into the evolution of EB support and helps identify both successful approaches and areas that require further attention. The timeline in Exhibit 29 highlights key moments that have shaped EB education nationally, in California, and in the District and helps us to set the stage for the goals and actions outlined in this plan.

Exhibit 29. Timeline of Significant Local, State, and National Events Related to EBs

- **1947:** In *Mendez v. Westminster School District*, the court ruled that the segregation of Mexican American students was unconstitutional, leading to desegregation in California.
- **1954:** In *Brown v. Board of Education*, the court declared racial segregation in public schools as unconstitutional, ending the “separate but equal” doctrine.
- **1970:** The Office of Civil Rights issued a memorandum requiring schools to help non-English-speaking students overcome language barriers.
- **1974:** In *Lau v. Nichols*, the court ruled that San Francisco’s failure to provide English instruction to non-English-speaking Chinese students violated the Civil Rights Act.
- **1991:** In *Castaneda v. Pickard*, a three-part test was established to evaluate school programs for ELs.
- **2014:** The ELA/ELD Framework was adopted to align California English Language Development (ELD) State Standards with ELA Common Core State Standards and guide educators who support ELs.
- **2015:** The Every Student Succeeds Act (ESSA) reauthorized the Elementary and Secondary Education Act, emphasizing accountability for the progress of ELs.
- **2016:** The CA Education for a Global Economy (CA Ed.G.E.) Initiative introduced the requirement to the California Education Code for all students to have the opportunity to study and become proficient in two or more languages.
- **2017:** The English Language Proficiency Assessments for California (ELPAC) became the required state test for English Language Proficiency, replacing the California English Language Development Test (CELDT) and ensuring the standardized assessment of EBs.
- **2017:** The California English Learner Roadmap was approved. It provides comprehensive guidance for educating EBs with an assets-oriented approach.
- **2018:** Global California 2030 was passed and aims to expand bilingual and dual immersion programs by 2030, thereby promoting multilingualism.
- **2021:** The Launch of the Biliteracy Pathway Recognition Awards introduced a way to celebrate and encourage students’ proficiency in multiple languages.

Programs and/or Services We Offer

The journey of an EB (see Exhibit 30) begins with initial identification, assessment, and placement. An EB is a student who comes from a family in which a language other than English is spoken and who is still developing English skills needed for school. When enrolling in a U.S. school for the first time, parents complete a Home Language Survey (HLS) that asks four questions:

- What language did the student learn when he or she first began to talk?
- What language does this student most frequently use at home?
- What language do you use most frequently to speak to this student?
- Which language is most often used by adults at home?

If any of the answers to the first three questions indicate a language other than English, the student will take the Initial ELPAC to determine the student’s English skills. If the Initial ELPAC results show that the student is an EB, the school will provide support programs and English Language Development (ELD) instructional services to help them until they meet the requirements to be reclassified as fluent in English.



I know, from my own experience, how becoming a multilingual learner opened my horizons and prepared me for the world. I am so proud of all our multilingual learners and of the educators and support staff who support them!”

—Scott Schmerelson, Board District 3

Programs and/or Services We Offer



EBs must receive a comprehensive ELD program, including Designated (dELD) and Integrated ELD (iELD), as part of the core instructional program. With this approach, instruction for EBs must be designed and implemented to ensure that EBs meet the grade-level content standards. Throughout the EB’s academic journey, the student will be assessed yearly with the Summative ELPAC, and the parent/guardian will be informed of Master Plan program options, instructional services, the right to opt their child out of a program or service for EBs, and the academic and linguistic progress the student is making. Our collective and concerted efforts among educators, parents, and District staff in understanding and meeting the needs of EBs will ensure that they can succeed both personally and academically.

For EBs to exit the EB program, they must be Reclassified Fluent English proficient (RFEP). [Article 3.5 Section 313\(f\) of the California Education Code](#) identified [four criteria required for reclassification](#):

- **Criterion 1: Assessment of English Language Proficiency (ELP):**
 - Achieve Summative ELPAC Level 4 or Summative Alternate ELPAC Level 3
 - *As of June 20, 2024, state ELPAC requirements no longer apply to TK students (EC Section 60810[b][3]).
- **Criterion 2: Teacher Evaluation:** A student’s passing grade in English Language Arts (ELA) or secondary grade level ELA/ELD course; or teacher reporting from the Observation Protocol for Teachers of English Learners (OPTTEL) scores of 3 or 4 in both receptive and expressive skills can be used to support the evaluation of the student’s readiness for reclassification.
- **Criterion 3: Parent Consultation:** Hold a parent/guardian consultation to discuss the student’s readiness for reclassification and provide the opportunity to understand the student’s progress and current data. Parent/guardian consent for reclassification is not required.
- **Criterion 4: Performance in Basic Skills:** Achieve established reading performance levels to meet this criterion.

According to the ESSA, the identification and exit criteria for EBs must be standardized. For more information on LAUSD reclassification criteria, reference [LAUSD Policy Bulletin BUL-5619.13, Reclassification of English Learners](#).

Exhibit 31. LAUSD Instructional Program Options for EBs in Elementary and Secondary Schools

Instructional Programs Options	Target/Eligible Student Population					Program Goals	Key Instructional Services			
	EB (1-3)*	EB (4)*	RFEP	IFEP	EO		dELD	iELD	L1 Support	L1 Instruction
Dual Language Two-way Immersion Program (K-12)	X	X	X	X	X	Bilingualism and Biliteracy Academic Achievement Sociocultural Competency.	X Target Lang. Dev. for EOs	X	X	X
Dual Language One-way Program (K-12)	X	X	X			Bilingualism and Biliteracy Academic Achievement Sociocultural Competency	X	X	X	X
L ² EAP = Language and Literacy in English Acceleration Program (L ² EAP), known as Structured English Immersion (K-12)	X					Acquire English language proficiency and gain access to grade-level academic core content via differentiated instruction and appropriate supports.	X (Int'l Newcomer ELD or Grade level ELD for Secondary ELs)	X	X	
Mainstream English Program** (K-12)		X	X	X	X	Acquire English language proficiency and master grade-level academic core content via differentiated instruction and appropriate supports.	X (Grade level ELD for Secondary ELs)	X	X	
Secondary Newcomer Program with Primary Language Instruction	X					Rapid acquisition of academic English and acculturation to school in the U.S.	X (International Newcomer ELD)	X	X	X
Accelerated Programs for LTELs (6-12)	X	X				Accelerated academic English and content mastery for EBs in CA schools 6+ years without meeting RFEP Criteria.	X (Grade Level ELD or Comprehensive ELA)	X		

*Overall ELPAC performance levels.

**EB at ELPAC levels 1-3 could participate in this program with a withdrawal by parent request.


+The accelerated Program for LTELs (6-12) will be used for students participating in the Comprehensive ELA course by the Student Support and Progress Team (SSPT).

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In any Master Plan instructional program option, EBs must be provided Designated and Integrated ELD instructional services and must have access to the standard instructional program. That is, the academic instruction for EB students in grades TK–12 must be designed and implemented to ensure that EB students meet the ELD and content standards for their grade levels within a reasonable amount of time. In elementary schools, EBs must receive 45 minutes of uninterrupted Designated ELD (Dual Language Education programs require 30 minutes of dELD for EBs). In secondary, EBs must participate in grade level ELD courses and all other content courses (reading/language arts, mathematics, science, and history/social science) required to meet promotion, and state and District graduation requirements. Moreover, EBs must be enrolled in courses that meet the subject matter requirements for college admissions, which may include advanced courses, such as honors and advanced placement courses. For EB placement guidelines, refer to [Reference Guide 144709, TK-12 Placement of English Learners for Instructional Services](#).

Key Practices in Action

The District is dedicated to providing equitable and high-quality education for EBs. Recognizing the unique challenges and opportunities that EBs bring to the classroom, the District has implemented a comprehensive set of key practices designed to support the academic and linguistic development of EBs. These practices are grounded in culturally and linguistically responsive instruction, which values and leverages the cultural and linguistic assets that all students bring to their learning environment.



[Videos that describes the EL Program Options](#)



By fostering an inclusive and supportive atmosphere, the District aims to ensure that all EBs have access to rigorous academic content, effective language instruction, and the necessary resources to succeed in school and beyond. Although these practices are key for EBs, it is important to note that they also are beneficial for students belonging to additional typologies that may overlap with the EB classification, such as refugee, migrant, or International Newcomer.

Although these key practices are intended for classroom instruction, promoting these practices requires a shared responsibility across our system. This shared responsibility includes site leaders promoting these practices through school plans, the central office offering professional learning focused on these practices, and teachers working together to implement the practices in partnership with families and the community.

The key practices in Exhibit 32 represent the evidence on what works for EBs drawn from the What Works Clearinghouse Practice Guides for EBs^{33, 34} and [Promoting the Educational Success of Children and Youth Learning English: Promising Futures](#).³⁵

Exhibit 32. Key Practices From Research for Emergent Bilingual Students

Key Practices
Integrate academic language development during content-area instruction.
Provide explicit instruction in literacy while recognizing the features of bilingual/biliterate development.
Provide opportunities and support for oral language development integrated into content-area instruction.
Teach academic vocabulary intensively using multiple methods.

These key practices directly align with the District priorities outlined in the [2022-26 District Strategic Plan](#). Specifically:

Exhibit 32. Key Practices From Research for Emergent Bilingual Students

Key Practices

Provide opportunities for written comprehension and written language development within core content.

Use small-group instruction to provide additional support when needed for language and literacy development.

Use peer learning activities to support learning and offer opportunities for language interactions.

Use visual and oral supports to aid language and content development.

Leverage student home language, knowledge, and culture to support learning.

These key practices directly align with the District priorities outlined in the [2022-26 District Strategic Plan](#). Specifically:

High-Quality Instruction, Enriching Experiences, and Eliminate Opportunity Gaps. Within these priorities, strategies include the following:

- “Deliver impactful, rigorous, standards-based, culturally responsive, and inclusive instruction supported by high-quality curricular and instructional materials in all content areas.” (p. 24)
- “Provide students with expanded opportunities to become multilingual through dual and world language programs, including American Sign Language.” (p. 26)
- “Target high-impact intervention and instructional programs to accelerate learning—such as summer school, Acceleration Days, and tutoring—for students most in need, including English Learners, students with disabilities, students in foster care, students experiencing homelessness, and other historically underserved groups.” (p. 28)

Welcoming Learning Environments. Within this priority, strategies include the following:

- “Create asset-based and culturally responsive classrooms and curricula that value and celebrate the diverse backgrounds of our students.” (p. 34)

Professional Learning

- **Master Plan Instructional Institute:** This mandatory, annual professional learning opportunity is aimed at strengthening instructional leadership for EB Designees, Targeted Student Population (TSP) Advisors, and Multilingual Multicultural support staff to ensure high-quality instruction for all multilingual learners.
- **Observation Protocol for Teachers of English Learners:** The goal of this professional learning is to learn the OPTTEL structure, scoring criteria, and how to write concise, evidence-based scoring justifications.

Professional Learning

- **TK-12 Essential Instructional Approaches for Multilingual Learners:** Professional learning is designed to introduce teachers to the Essential Instructional Approaches Trifold which is a resource to guide educators of multilingual learners to plan and tailor targeted instruction to maximize academic discourse throughout the instructional day. It provides three areas of instructional focus: strategies, protocols, and resources to sustain these practices. With understanding and application of these strategies, protocols, and resources, teachers can plan for and teach EBs to understand, use and expand academic discourse to learn content knowledge and advance their independent learning and student agency. It is critical that teachers understand academic discourse as content that is taught and assessed throughout an EBs education.
- **ELPAC Practice Videos:** These are short instructional videos designed to help students, educators, and families understand what to expect on the assessment. The videos walk the student through sample test items, explain the different sections of the test (listening, speaking, reading, and writing), and show them how they can respond. These videos are useful tools for preparing our English Learners by familiarizing them with test format.
- **K-12 Essential Support for English Learners:** This resource serves as a guide to teachers in infusing and supporting receptive and expressive language skills, opportunities for academic discourse, and language output using District-provided curriculum in all content areas to advance students' independent learning and agency. To further support instruction for multilingual learners, MMED assigns Multilingual Multicultural Accelerated Learning Coaches to select schools. These coaches offer push-in instructional support, lead targeted professional learning, and model effective Designated and Integrated ELD lessons for teachers.

Real-World Applications

Example 1: iELD Mathematics Discussion Guide

In classrooms in which academic discourse is a focus, teachers guide their students in academic conversations that use an academic register and vocabulary to create new learning. A tool that supports teachers in focusing on academic discourse is a discussion guide. Discussion guides allow students to practice and use vocabulary, syntax, and a wider range of language options to express their thinking and meaning making.

Scenario: Students use an iELD mathematics discussion [guide](#) with multiple partners to learn and practice justifying and critiquing their mathematical reasoning and maximize their English language development. To meet both mathematics and ELD standards, the teacher's learning objective is for students to justify and critique their mathematical reasoning. She develops a discussion guide to support the learning objective. As part of her lesson, the teacher has created anchor charts with clear examples and expectations of how students should justify their mathematical work. Students also have been taught how to label their mathematical work in preparation for constructive conversations. The teacher introduces the discussion guide by reading aloud the sentence frames and prompts for Partner A. Then the whole class practices using the discussion guide by reading Partner B sentence frames while the teacher reads the Partner A sentence frames.

Partner A		Partner B	
To solve the problem, I begin by...		To solve the problem, I begin by...	
Next...		Next...	
Then...		Then...	
Last...		Last...	
How did you solve the problem?		Explain the strategy and operation you used and why you used it?	
Strategy I chose to...		The strategy I chose to...	
I chose it because...		I chose it because...	
Explain the strategy and operation you used and why you used it?		How do you know your answer is correct? How did you check?	
How do you know your answer is correct? How did you check?		My model shows my answer is correct because...	
This representation of my work shows that my answer is correct because...		What is another representation of your work that shows your answer is correct?	
How can you critique your mathematical thinking?		How can you critique your mathematical thinking?	
This would clarify my mathematical thinking because...		This would clarify my mathematical thinking because...	
How can you critique your mathematical thinking?		This would clarify my mathematical thinking because...	

Real-World Applications

Example 2: iELD Mathematics

Language and literacy development is integrated within content area instruction so that students simultaneously develop content knowledge alongside language.

Scenario: Ms. Ximena’s learning objective is for students to solve and explain mathematical stories that use fractions, percentages, and decimals. In addition, she teaches students how to engage in mathematical discussions to advance their mathematical thinking. The students copy two stories into their journals and work with a partner to solve the first problem and then individually to solve the second problem. They are expected to work through the story, make a model, show their work, and explain their thinking.

Ms. Ximena is teaching a mathematics course for a class with a large percentage of EBs alongside non-EB peers. They will use the sentence frames to engage in discussions. Ms. Ximena will facilitate the discussion of the first story. Once she has worked through the story, she walks through the room to review her students’ work and identify the work that will be discussed by the whole class. When all students indicate that they are ready to share, Ms. Ximena begins the facilitation. She uses the following facilitator prompts:

Facilitator prompts:

I am interested in _____’s work because . . .
 Something I noticed about _____’s work is that . . .
 How did this discussion help you advance your mathematical thinking?

Ms. Ximena begins, “I am interested in Jessica’s work because of how she used multiplication to solve the problem. One thing I noticed about Jessica’s work is the 17.7. Will you please explain what that number represents and how you got there?” Jessica explains her work. Then Ms. Ximena invites a student to ask a clarifying question or make an observation. Ms. Ximena continues to facilitate the discussion until there are no more clarifying questions or observations. Then Ms. Ximena uses the oral paragraph structure to summarize Jessica’s learning from the discussion. Next, she invites another student to summarize Jessica’s learning. For the last step, Ms. Ximena asks Jessica the closing question, “Jessica, how did this discussion help you advance your mathematical thinking?”

Example 3: iELD Science

Students develop language through intentional and structured practice within content instruction.

Scenario: The teacher has been working with students on the following learning objectives:

- Develop a science model.
- Use clear and precise language to share my scientific ideas.
- Ask questions.
- Read with a purpose.
- Communicate information.

Example 3: iELD Science

The teacher wants students to use their observations, real-world experiences, and the knowledge they gained from the unit texts to generate as many ideas as they can in response to the prompt. By generating and actively listening to multiple ideas, students will develop more effective science models. Based on this objective, the teacher uses the Lines of Communication protocol (see [LAUSD Digital Guide](#)) to support students in generating as many ideas as possible in response to the prompts: **What does weather look like? Where does it come from?**

Students are organized into a line of communication and asked to address the first prompt. They are reminded to provide a new idea for each partner and to actively listen to their partners. After completing the protocol, students are organized into small groups to collaboratively capture and write all the ideas the group generated. This process is repeated to address the second prompt.

This unit consists of 10 focus texts that add to students’ knowledge about weather. After each text is read at least three times using the Three Listens process (see [LAUSD Digital Guide](#)), students engage in the Lines of Communication protocol. The class is on the fifth focus text and have been immersed in academic discourse. The teacher reminds them that as they learn new content, their responses to the two prompts will change because their scientific language will be clearer and more precise.

Measures of Success: English Learners

- Increase the percentage of English Learners who increase at least 1 ELPI level to 65% or higher
- Increase the percentage of English Learners who score proficient (Overall ELPAC level 4) on the Summative ELPAC (to 25% or better)
- Increase the percentage of English Learners who reclassify Fluent English Proficient (RFEP) to 22% or better (elementary, middle school, and high school)

Endnotes

³³ Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C. P., Morris, J., Gersten, R., Haymond, K., Kieffer, M. J., Linan-Thompson, S., & Newman-Gonchar, R. (2014). *Teaching academic content and literacy to English learners in elementary and middle school* (NCEE 2014-4012). National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/english_learners_pg_040114.pdf

³⁴ Gersten, R., Baker, S. K., Shanahan, T. R., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). *Effective literacy and English language instruction for English learners in the elementary grades: A Practice Guide* (NCEE 2007-4011). National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. <https://ies.ed.gov/ncee/WWC/Docs/PracticeGuide/20074011.pdf>

³⁵ The National Academies of Sciences, Engineering, and Medicine. (2017). *Promoting the educational success of children and youth learning English: Promising futures*. The National Academies Press. <https://nap.nationalacademies.org/catalog/24677/promoting-the-educational-success-of-children-and-youth-learning-english>



Chapter 4: Gifted and Talented Education

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Core Commitments in this chapter



1: Honoring the Whole Child



2: Bringing an Asset-Based Lens



3: Celebrating Multilingualism



4: Ensuring High-Quality Instruction for All



5: Partnering With Families and Communities



6: Providing Integrated Systems and Supports

Introduction

The District’s Gifted/Talented Programs, Advanced Learning Options, is proud to offer a robust Gifted and Talented Education (GATE) program to support the unique needs of gifted, talented, and advanced learners. This includes many multilingual learners in kindergarten through 12th grade. Gifted students—including those from diverse and underrepresented groups—have the right to receive rigorous and advanced educational opportunities that address their unique, complex and often asynchronous cognitive, academic, and social-emotional needs. Gifted/Talented Programs intentionally and meaningfully collaborates with other District departments and divisions and uses the authentic perspectives and experiences of gifted and talented students to inform our work. We continue to develop GATE professional learning opportunities that are grounded in the tenets of GATE differentiated instruction (depth, complexity, novelty, and acceleration) and aligned to the District’s high-quality instructional framework.

What We Strive For

We strive to continually expand and refine efforts to close the GATE participation gap for underrepresented students and provide gifted and talented learners in all K–12 schools with equitable access to high-quality GATE instruction that leads to measurable academic and social-emotional outcomes for students.

In the following sections, we will describe the services, programs, and key practices that are implemented in the District to ensure that we meet the needs of all gifted, talented, and advanced students.

Who We Serve

The District has the largest and most equitable public school GATE program in the nation. More than 70,000 students in the District receive GATE services—including gifted/talented identification and verification; rigorous, differentiated instruction; social-emotional support; and talent development—in schools and programs throughout the District. Gifted/Talented Programs, Advanced Learning Options, supports students, families, educators, leaders, and community members. GATE programs and services are available to all K–12 gifted and talented learners, including students from diverse and underrepresented groups. This includes, but is not limited to, Black students, Latinx students, multilingual learners, students with disabilities (i.e., twice-exceptional students), and able-underachieving learners.

Gifted/Talented Programs identifies and verifies students for GATE participation in more categories than any school district in the state or nation. Students have the opportunity to demonstrate their gifts and talents across seven distinct categories: Intellectual Ability, High Achievement Ability, Specific Academic Ability, Creative Ability, Leadership Ability, Visual Arts Ability, and Performing Arts Ability—Voice, Dance, and Drama. **Assessment and identification are not required for GATE program participation in the District. Students may also be verified to participate in GATE programs based on standardized achievement scores or by demonstrating critical thinking and problem-solving skills in their primary language.** We provide more details about identification and verification in the “Programs and/or Services We Offer” section.

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Who We Serve

The LAUSD 2022–26 Strategic Plan aims to increase the Districtwide percentage of students identified for GATE to 14.8% by June 2026 (from 12.5% in 2018–19), as well as to increase access to GATE programs by addressing the disproportionality of students identified to receive services. In 2024–25, the Districtwide GATE identification rate was 16.7%, exceeding the 2026 target of 14.8%. 2018–19 was a typical pre-pandemic year and was used as the baseline to determine 2022–26 Strategic Plan targets. The District continues to make significant progress toward closing GATE participation gaps for underrepresented students. Exhibit 32 includes the percentage of identified gifted and talented students from 2018-19 to the 2024-25 school year.

Exhibit 33. Districtwide Gifted/Talented Identification

2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25
12.5%	12.5%	11.1%	14.5%	14.5%	14.9%	16.7%

Source: FOCUS Database. Data are cumulative for school year.

Multilingual Learners in GATE

Gifted/Talented Programs is committed to the identification and participation of multilingual learners, including Emergent Bilinguals (EBs). K-12 educators in the District are given extensive professional development opportunities on the GATE screening and referral process in all categories. The emphasis is on the characteristics of diverse gifted and talented learners, including multilingual learners. EBs, Initial Fluent English Proficient (IFEP) students, and Reclassified Fluent English Proficient (RFEP) students can be referred and identified in all gifted and talented categories. Evaluation is conducted in the student’s primary language, if applicable. EBs who are identified for GATE services and support are advanced learners by definition and tend to acquire language and reclassify quickly. Many multilingual students are classified as IFEP or RFEP before being identified as gifted. Although the percentage

of EBs identified as gifted has increased over time as a result of targeted referral efforts, EBs who are referred and identified as gifted often reclassify soon after identification. District data indicates that a high percentage of IFEP/RFEP students are identified for GATE as compared to Districtwide GATE enrollment.

Because gifted/talented identification is static (i.e., the status remains with a student until graduation) and because language classification is dynamic (i.e., the goal is to reclassify students as being fluent English proficient), it is appropriate to expect that the percentage of EBs who are identified as gifted/talented will remain low as students acquire language skills and reclassify. Reclassified gifted and talented students continue to participate in GATE programs and receive GATE services, but are not included in data on EBs.

Historical Background

GATE has experienced significant shifts over time, both nationally and in the District. Now more than ever, there is a critical focus on increasing access to GATE services and programs for students from historically underrepresented groups. Leaders in GATE, educators, families, and community members have passionately advocated for diverse gifted learners to ensure that the District continues to embrace and exemplify an equitable, inclusive, and multi-dimensional construct of giftedness that extends far beyond traditional measures of achievement. See Exhibit 33 for key events in the progression of GATE in the District.



GATE offers an opportunity to grow both as a student and as a unique individual. At my school, my classes push me every day to go past my limits and offer me the opportunity to explore different career pathways.

—LAUSD Student

Exhibit 34. Timeline of Significant Events in GATE Programming

- **1951: Gifted program established in LAUSD.**
- **1980: Gifted and Talented Education (GATE) established in LAUSD**, including the development of identification procedures in seven GATE categories, in accordance with federal and state definitions of giftedness.
- **2001: All-day differentiation for gifted learners established in California**, replacing pull-out or afterschool GATE programming models.
- **2008: The Targeted Identification Program (TIP) established in LAUSD** to address the disproportionate gifted identification rates of Black and Latinx students by providing specialized, data-driven support to targeted schools.
- **2009: LAUSD launched Districtwide universal screening** for all second-grade students in High Achievement Ability to ensure equitable access to GATE.
- **2011: LAUSD entered into an agreement with the federal Office for Civil Rights (OCR)** to address the disproportionate participation of Black and Latinx students in GATE.
- **2019: LAUSD made significant progress in closing GATE participation gaps** for underrepresented students, leading to the successful closure of the 2011 OCR agreement.
- **2022: The California Association for the Gifted (CAG) Distinguished Service Award** was granted to LAUSD for “commitment to advocacy for underserved gifted students, as well as identification of underrepresented populations.”
- **2024: LAUSD decreased the GATE participation gap** (the difference between District enrollment and GATE enrollment) for Black students to 0.5%.

The Programs and/or Services We Offer

Gifted/Talented Programs is committed to identifying students from diverse racial, socioeconomic, linguistic, and cultural backgrounds and providing high-quality advanced and differentiated opportunities for learning that meet the unique abilities and talents of these students. We continuously work to shift mindsets about gifted learners and the importance of GATE. This includes building the capacity of K-12 educators, leaders, and families to ensure equitable and inclusive access to high-quality GATE instructional programs and social-emotional support for all students. In Exhibit 35, we describe identification and verification criteria, as well as instructional approaches that make up our programs and services.



It is our gifted and talented students' needs which are most likely to be overlooked, which may adversely impact them academically, socially, and emotionally. Every child deserves to be challenged and understood—and to have an equitable opportunity to receive thought-provoking, differentiated instruction.

—LAUSD Teacher

The Programs and/or Services We Offer

We have a range of targeted and intentional actions in place that represent our deep commitment to ensuring equitable access to GATE for diverse learners and underrepresented groups.

Exhibit 35. LAUSD Actions to Ensure Equitable Access to GATE

Gifted Identification and Verification

- Gifted/talented identification in seven categories
- Districtwide universal screening for all second grade students
- Culture-neutral and language-free assessment options
- Evaluation in student's primary language with multilingual psychologists
- Targeted Identification Program (TIP) to provide data-driven support to schools with low or disproportionate identification
- Verification of eligibility process that enables students to access GATE programs without formal assessment or identification

GATE Instruction and Achievement

- Use of the GATE cluster model in all K-12 District schools/programs
- All-day differentiation using research-based GATE instructional strategies to embed depth, complexity, novelty, and acceleration in standards-based curriculum
- Support for the unique social-emotional needs of gifted learners
- Multiple educational options for gifted learners including schools of residence, Schools for Advanced Studies (SAS), and Gifted/Highly Gifted Magnets

Equitable Access to GATE in LAUSD

GATE Professional Development (PD)

- Extensive GATE PD with an emphasis on equitable access to advanced learning opportunities for diverse and underrepresented students
- Propelling Academic Success in Creativity and Leadership (PASCAL) Title IV Program to support educators with equitable identification and instruction in the Creative Ability and Leadership Ability categories
- Approximately 20,000 District leaders, educators, and family members trained in GATE annually

GATE Parent, Family, and Community Engagement

- Monthly GATE Parent Hour (virtual Q&A and networking for families)
- Bimonthly and on-demand Parent/Family Webinars on special topics
- Quarterly GATE Parent/Family Newsletter
- GATE Student Advisory Council (GATESAC)
- Annual GATE Student Conference
- Special Events (BSAP/GATE Family Summit)
- Parent Portal with GATE information for parents/guardians and students
- Public-facing Annual GATE Report for all K-12 schools

Gifted Identification and Verification

LAUSD is recognized nationally and internationally as a leader in developing policies and practices to ensure equitable access to GATE programs and services for diverse learners. We understand that there are many ways to be gifted and talented. Therefore, we have multiple categories and measures to identify these unique and multi-dimensional learners in order to provide appropriate educational services and settings to help them thrive.

There is no “one right way” to be gifted. A gifted learner may be:

- High achieving/advanced in one subject area and not in another;
- Intellectually gifted, but underperforming academically (able-underachieving);
- Talented in singing and dancing, but struggling in reading and math;
- Creatively gifted, but experiencing social-emotional challenges;
- High achieving in a primary language other than English and receiving language support;
- Recognized as a leader among peers and community members, but disinterested in schoolwork or grades;
- Intellectually gifted with a disability that may affect learning (twice-exceptional);
- Highly gifted, but lacking organizational skills or the skills to develop positive peer relationships;
- Talented in drawing and painting, but experiencing challenges with staying focused in class or completing assignments; and/or
- High achieving/advanced in all subject areas, but struggling with anxiety, perfectionism, imposter syndrome, or other social-emotional intensities.

Within the District, we identify our gifted and talented students across **seven distinct categories** (more than any public school district in the state or nation):

- Intellectual Ability (Grades K-12)
- High Achievement Ability (Grade 2 universal screening; Grades 5-12)
- Specific Academic Ability (Grades 5-12)
- Creative Ability (Grades 2-12)
- Leadership Ability (Grades 2-12)
- Visual Arts Ability (Grades 2-12)
- Performing Arts Ability—Voice, Dance, Drama (Grades 2-12)

A referral for identification may be initiated by a teacher, parent/family member, community member, peer, or a student through self-nomination. In addition, we conduct yearly, Districtwide, universal screening in the High Achievement Ability category for all second-grade students to ensure that all students, including ELs and students with disabilities, have an opportunity to be assessed for gifted identification.

In addition to the seven identification categories, we are proud to offer a verification process to enable students not identified as gifted and talented to participate in GATE programs without formal testing or identification. This verification is based on District achievement data or evidence from school staff indicating that students demonstrate critical thinking and problem-solving skills in their primary language. To ensure equitable access to GATE programs for diverse gifted learners, identification (i.e., formal gifted evaluation) and verification (i.e., achievement data and/or evidence-based school recommendation of advanced potential) carry equal weight in the selection process.

Instruction and Academic Achievement of Gifted Learners

In LAUSD, we offer rigorous and advanced educational opportunities to meet the needs of our students. This includes clustering with other gifted learners; daily differentiated Tier 1 instruction; and highly trained teachers. Tier 1 instruction, within the Multi-Tiered System of Supports (MTSS) framework, is defined as the high-quality core curriculum and support provided to all students in the general education classroom. Tiered lessons include a strategy for differentiation, whereby all students work on the same standard but at different levels of depth, complexity, or acceleration based on their readiness, interests, or learning profiles.

GATE Cluster Model

To support student access to a differentiated educational program, District policy requires all K–12 school sites to cluster identified gifted students in a well-defined way. Clustering is the intentional placement of a minimum number of identified gifted students per class (elementary level: five students; secondary level: 15 students). There are many ways to cluster gifted students effectively. The full-day cluster model, in which a class is composed of identified and verified gifted students, is the most common.

In addition to clustering identified gifted students, full-day GATE classes must include non-identified students who have been verified for GATE participation. This includes students who are high achieving, students who demonstrate critical thinking and problem-solving skills in their primary language (including those who may be able-underachieving), and/or students who are currently being screened for identification. Schools must intentionally include gifted learners from diverse cultural and linguistic backgrounds, as well as twice-exceptional (2e) students, to support equitable and inclusive practices.

GATE Instructional Strategies

GATE is not enrichment. As such, it is essential that gifted students, including Multilingual Learners, are challenged academically during the regular instructional day through standards-based, differentiated Tier 1 instruction that is responsive to the individual needs of the student. Educators must differentiate the core curriculum using research-based GATE instructional strategies to embed depth, complexity, novelty, and acceleration in teaching and learning. This includes but is not limited to flexible grouping, prompts of depth and complexity, tiered lessons, novel products, accelerated pacing, and curriculum compacting. These instructional practices can be applied in all grade levels, content areas, curricula, and are specifically tailored to meet the intellectual and social-emotional needs of gifted and advanced learners.

Social-Emotional Needs of Gifted Learners

Gifted and advanced learners often experience heightened social-emotional needs due to their accelerated and complex intellectual development. It is critical that educators and families recognize these characteristics and understand how these unique needs affect student learning and well-being. Gifted/Talented Programs offers extensive professional development for educators, as well as meaningful learning opportunities and resources for students and families, to specifically address the social-emotional needs of gifted students.

Program Options

All gifted and talented students have different needs and interests; therefore, there is no prescribed, linear program pathway for these students. The District offers a variety of GATE and advanced educational options, including, but not limited to:

- [Resident School GATE Program](#) (All K-12 schools cluster gifted students and provide differentiated instruction.)
- Honors and Advanced Placement Classes (middle and senior high schools)

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Instruction and Academic Achievement of Gifted Learners

- [Schools for Advanced Studies \(SAS\)](#) (exemplary GATE programs in resident schools)
- [Magnet Programs](#) (including Gifted Magnets and Highly Gifted Magnets)
- [Conservatory of Fine Arts](#) (supplemental Saturday instructional program in the visual and performing arts)

“ Gifted education is important because when we nurture the spark of curiosity, it ignites a lifelong fire— fueling creativity, driving innovation, and illuminating the path of discovery. —LAUSD Parent and Teacher

Key Practices in Action

Guided by our core commitments, our programs and services reflect key, research-based practices to help all gifted and talented students reach their full potential. These key practices are intended to guide administrators and educators in supporting GATE instruction and programming.

Each K-12 school in the District is required to complete a public-facing Annual GATE Report that includes school-level data related to all of these key practices.

Exhibit 36 describes key practices identified in District resources on the District’s Gifted and Talented Education (GATE) website (gate.lausd.org).

Exhibit 36. Key Practices for GATE

Key Practices
Multiple categories and evaluation methods for GATE identification with an emphasis on equitable access for diverse learners and underrepresented student groups.
Intentional clustering of gifted/advanced learners for instruction, including underrepresented student groups (e.g., multilingual, twice-exceptional [2e], able-underachieving).
Rigorous Tier 1 instruction for gifted and advanced learners including research-based GATE instructional strategies to differentiate curriculum with depth, complexity, novelty, and acceleration.
Recognition and support for the unique and complex social-emotional needs of gifted learners, such as asynchronous development, overexcitabilities, perfectionism, imposter syndrome, and anxiety.
Emphasis on students developing culturally affirming scholar identities by understanding and self-advocating for their own unique academic, intellectual, and social-emotional needs.
Resources and learning opportunities for families to expand knowledge about the characteristics and needs of gifted learners as well as opportunities for gifted learners.

High-Quality Instruction, Enriching Experiences, and Eliminate Opportunity Gap. Within these priorities, strategies include the following:

- Increase access to gifted and talented programs by addressing the disproportionality of students identified to receive services (p. 26).

Professional Learning

We are deeply committed to supporting staff in becoming knowledgeable, skilled, and prepared to provide GATE services and support in the District. It is highly recommended that GATE teachers receive the following professional learning to help them to effectively meet the academic and social-emotional needs of gifted learners:

“ Across our schools, students bring their whole selves: their language, culture, experiences, and interests. At L.A. Unified, we welcome all, embrace our differences, and strive to help every student succeed. —Kelly Gonez, Board District 6

- Sixteen hours of annual GATE-specific professional development is recommended for all teachers of gifted students. This is required for SAS sites.
- Four hours of annual GATE-specific professional development is recommended for all administrators who support GATE/advanced programs. This is required for SAS sites.

Numerous GATE professional development opportunities are provided by Gifted/Talented Programs, including but not limited to:

- Large-scale professional development and special events (conferences, symposia, summits)
- GATE salary point courses
- GATE online professional development
- GATE banked time professional development modules
- GATE small group topical trainings
- GATE/SAS coordinator trainings
- GATE fieldwork including instructional planning sessions, data analysis, book clubs, classroom observation/feedback, etc.

GATE professional development topics include but are not limited to:

- Differentiated instructional strategies to embed depth, complexity, novelty, and acceleration in standards-based curricula
- Equitable identification and verification
- Characteristics of gifted learners from diverse backgrounds and underrepresented groups
- Social-emotional needs of gifted learners (e.g., perfectionism, anxiety, overexcitabilities, asynchronous development, imposter syndrome)
- Ways to address and reverse gifted/able underachievement
- Inclusive and effective practices to meet the needs of twice-exceptional and multi-exceptional gifted and talented students (e.g., students with disabilities, English Learners)
- Culturally and Linguistically Responsive Pedagogy (CLRP) for diverse gifted and talented learners

Measures of Success: Gifted and Talented Education

- Increase the Districtwide percentage of students identified as gifted/talented to 14.8%.
- Increase equitable access to GATE by monitoring and addressing the disproportionality of students identified to receive services, e.g., Black students, Latinx students, multilingual learners, students with disabilities (i.e., twice-exceptional).

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Chapter 5: International Newcomer

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2: Bringing an Asset-Based Lens



3: Celebrating Multilingualism



4: Ensuring High-Quality Instruction for All



5: Partnering With Families and Communities



6: Providing Integrated Systems and Supports

Introduction

An international Newcomer is a foreign-born student who has been enrolled in U.S. schools for 3 years or less. International Newcomer students may be multilingual learners, students from families that are seeking asylum, students from refugee families, unaccompanied minors, undocumented youth, and students from migratory families.³⁶ Some of these students have not been provided formal schooling in their home countries and require specialized support to access grade-level curricula and age-appropriate activities.

What We Strive For

We strive to empower multilanguage learners, including International Newcomer students, by providing comprehensive support and specialized programs. This includes professional development, skilled staff and instructional resources for educators, including social-emotional support.

SLIFE: Among International Newcomer students, some are identified as Students with Limited or Interrupted Formal Education (SLIFE). These students have unique educational needs given their diverse experiences. SLIFE may be unfamiliar with the culture of schooling and often have limited literacy skills in their primary language or in English. However, their oral language skills can serve as a foundation for building literacy and academic language skills. Some SLIFE are refugees who have experienced trauma, which makes it important for educators to consider their social-emotional development alongside their academic and linguistic growth.

“ We are committed to supporting students who are multilanguage learners, including the approximately 22,000 (5%) students who are International Newcomer students. This commitment is evidenced by ongoing efforts outlined in the 2022–26 District Strategic Plan, such as providing targeted professional development; assigning trained staff to schools with a large number of International Newcomer students; providing instructional resources with EL-specific strategies to all teachers; assigning multilingual and multicultural academic language teams that support each region; and creating four International Network Academies and Dream Centers.

*—Éxito y Promesa: Deepening and Expanding Support for Multi Language Learners
—Authored by LAUSD Board Member Kelly Gonez (Adopted May 7, 2024)*

LAUSD has implemented a range of strategies, programs, and initiatives to support Students with Limited or Interrupted Formal Education (SLIFE), including trauma-informed teaching practices, culturally responsive curricula, English Language Development (ELD) programs, socioemotional support services, International Newcomer Academies, and robust community and family engagement efforts. These initiatives aim to provide a holistic educational experience that addresses students’ academic, linguistic, and socioemotional needs.

Our commitment to supporting international newcomer students and SLIFE is reflected in our comprehensive, strategic approach. As part of this effort, accurate academic placement is essential. When enrolling international newcomer students, transcript evaluation is often required.

In collaboration with counseling services, this process is carried out through a culturally responsive lens to ensure prior learning is recognized and students are placed appropriately. Counselors, with translation support as needed, review academic records to determine course equivalency and alignment with graduation requirements. This approach ensures students are supported both linguistically and academically, promoting their long-term success and well-being.

Who We Serve

International Newcomer students bring many unique backgrounds and experiences, and contribute a wealth of cultural diversity to our District. As educators, we welcome these students and their cultures and endeavor to provide quality instruction that makes them feel safe and supported. Schools play a crucial role in helping these students succeed academically, socially, and emotionally.

Creating a welcoming and inclusive classroom environment is an essential component of making international newcomer students feel valued, supported, and empowered. This approach goes beyond just acquiring knowledge and academic skills; it emphasizes truly understanding and internalizing that knowledge in a way that fosters self-respect, personal growth, and healing.

In our efforts to develop transformative relationships with families and students and to center their experiences and voices, we consider how our actions will change students' and families' access to academic and social resources and opportunities.

We approach this work through a critical lens and work to ensure that we do not reproduce relationships of inequality or create conditions that continue to marginalize the communities for whom we work. At LAUSD, this means building strong, meaningful relationships with students and helping them feel connected and part of a community. Teachers design lessons that reflect the students' identities and experiences, making the learning process relevant, adaptable, and empowering for everyone involved.

To better understand the diverse backgrounds of our EL students, let's look at Exhibit 37. It provides count ELs by typology, including the International Newcomers.

In 2025-26, the number of International Newcomers entering the District (1 year) continued to increase (Exhibit 38) and comprised almost 45% of the English Learners.

Exhibit 37. Grade TE-12 English Learner Enrollment by Typology Type

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
ELs<4 Years (excluding International Newcomers)	39,991	39,991	40,246	34,922	33,248	23,900
PLTELEs	19,192	19,192	18,430	14,676	9,564	12,751
LTELEs	19,925	19,925	18,463	12,847	10,173	7,751
International Newcomers	12,922	12,922	14,686	22,768	21,851	17,428
Total	92,030	92,038	92,525	85,123	75,376	62,068

Source: English Learner Typology Report

Exhibit 38. Newcomer Enrollment by Years as English Learner, Counts and Percentage

	2020-21 Count (%)	2021-22 Count (%)	2022-23 Count (%)	2023-24 Count (%)	2024-25 Count (%)	2025-26 Count (%)
<1 year	2,669 (21%)	8,062 (57%)	8,985 (54%)	10,624 (48%)	4,756 (25%)	3,320 (20%)
1 year	5,186 (40%)	2,076 (15%)	6,021 (36%)	6,871 (31%)	7,578 (41%)	7,560 (45%)
2 year	4,958 (39%)	3,933 (28%)	1,502 (9%)	4,748 (21%)	6,375 (34%)	5,829 (35%)
Total	12,812	14,070	16,507	22,243	18,709	16,709

Source: Focus Dashboard, December 15, 2025

To support schools and regions in identifying instructional needs and targeting supports, MMED has established a systematic approach for monitoring English Learner (EL) and reclassified student progress at the school, regional, and central levels.

This includes the development of a Power BI MMED Data Dashboard, an enhanced English Learner Typology Monitoring Report (ELtMR) and [Observation Protocol for Teacher of English Learners \(OPTEL\)](#) to facilitate consistent data-informed progress monitoring.



Progress Monitoring Form
K-12 Observation Protocol
for Teachers of English
Learners (OPTEL)

Historical Background

There have been substantial updates to the services provided for International Newcomer students over the years. These enhancements result from both state-level initiatives and District efforts. The timeline in Exhibit 39 highlights events that have affected International Newcomer students and families.

Exhibit 39. Timeline of Events Affecting International Newcomer Students and Their Families

- **1947: In *Mendez v. Westminster School District***, the court ruled that the segregation of Mexican American students was unconstitutional, leading to desegregation in California.
- **1954: In *Brown v. Board of Education***, the court declared that racial segregation in public schools was unconstitutional, ending the “separate but equal” doctrine.
- **1970: The Office for Civil Rights (OCR) issued a memorandum** requiring schools to help non-English-speaking students overcome language barriers.
- **1974: In *Lau v. Nichols***, the Supreme Court ruled that San Francisco’s failure to provide English instruction to non-English-speaking Chinese students violated the Civil Rights Act.
- **1991: *Castañeda v. Pickard***: This case established a three-part test to evaluate school programs for ELs.

Exhibit 39. Timeline of Events Affecting International Newcomer Students and Their Families

- **1998: Proposition 227, English Language in Public Schools** mandated English only instruction for ELs, replacing bilingual education programs. The initiative aimed to move EL students into mainstream English classes within a year. This proposition was repealed by Proposition 58 (CA Ed.G.E.) in 2016.
- **2014: The English Language Arts/English Language Development Framework** was adopted to align California ELD State Standards with ELA Common Core State Standards and guide educators who support EBs.
- **2015: The Every Student Succeeds Act (ESSA)** reauthorized the Elementary and Secondary Education Act and emphasized accountability for English Learners’ progress.
- **2016: The CA Education for a Global Economy (CA Ed.G.E.): Initiative**, introduced the requirement to the California Education Code for all students to have the opportunity to study and become proficient in two or more languages.
- **2017: The English Language Proficiency Assessments for California (ELPAC)** replaced the California English Language Development Test (CELDT) as the required state test for English language proficiency and ensured standardized assessment of EBs.
- **2017: The California English Learner Roadmap** provides comprehensive guidance for how to educate English Learners using an assets-oriented approach.
- **2018: The Global California 2030 Initiative** was passed with the aim of expanding bilingual and dual immersion programs by 2030 and promoting multilingualism.
- **2021: The Biliteracy Pathway Recognition Awards** celebrate and encourage students’ proficiency in multiple languages.
- **2024: Éxito y Promesa: Deepening and Expanding Support for Multilanguage Learners:** This resolution aims to enhance support for multilanguage learners and international newcomer students in the District by improving academic opportunities, communication, language services, staff development, partnerships, and additional resources.



The Programs and/or Services We Offer

As international newcomer students work to acquire proficiency in English, the District offers specialized programs and services (Exhibit 40) and support to help these students integrate into the educational system and achieve academic success.

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Exhibit 40. Our Services for International Newcomers

Refugees and Asylum Seekers

Students who have fled their homeland because of conflict or persecution. These students are cleared and approved by the U.S. Department of Homeland Security.

Migrant Students

Students whose parent or guardian, in the preceding 36 months, has moved from one District to another to obtain temporary employment or seasonal work in agriculture or dairy work.

International Newcomer Students

Foreign-born English Learners who have been enrolled in U.S. schools for 3 years or less.

Services

- **Specific enrollment process:**
 - **Identification (Home Language Survey)**
 - **Comprehensive Language Proficiency Assessment:**
 - » English Language Proficiency Assessment for California for English Learners
- **Comprehensive ELD Program (iELD and dELD) for English Learners**
- **Comprehensive standards-based instruction**
- **Social-emotional program supports**
- **Primary language support/instruction**

Types of Programs and Language Models

Exhibit 41 shows the different programs available to ELs including international newcomer students in different grade levels and languages.

Exhibit 41. Elementary and Secondary Instructional Programs Available to International Newcomers

Elementary and Secondary Instructional Programs (K-12)	Languages Currently Offered	Target Students
Dual Language Education Two-Way Immersion (TWI) (K-12)	Arabic, Armenian, French, Japanese, Korean, Mandarin, and Spanish	English Learners English Speakers
Dual Language Education One-Way Immersion (OWI) (K-12)	Korean and Spanish	English Learners of the target language
Dual Language Education World Language Immersion (WLI) (K-12)	Mandarin, Korean, and Spanish	English Speakers
Language and Literacy in English Acceleration Program (L ² EAP) (K-12)	English	English Learners (ELPAC Levels 1-3)
Mainstream English Program (K-12)	English	English Learners (ELPAC Level 4) and English Proficient Students, including ELs who are Potential Long-Term ELs and Long-Term ELs
International Newcomer Program with Primary Language Instruction (6-12)	Spanish	Newly identified ELs, three (3) years or less (ELPAC level 1 or Novice)

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The District provides all ELs, including our International Newcomers, with a comprehensive ELD program and services in elementary and secondary schools, including the following:

- **Dual Language Education One-Way Immersion Program:** In this program, English Learners, including International Newcomers, receive instruction in the target language of the program (their home language) while they are learning English. The program goals are to maintain and enhance the bilingualism and biliteracy competencies of multilingual students.
- **Language and Literacy Acceleration Program:** In this program, English Learners, including International Newcomers, at ELPAC levels of Novice, 1, 2, and 3 receive instruction in English with primary language support if needed. The goal of this program is for English Learners to learn English and achieve academic proficiency.
- **Secondary International Newcomer ELD Course:** This course is a year-long program designed for students who have been in U.S. schools for 12 months or less at the ELPAC level of Novice or 1. The International Newcomer ELD A/B course is taught in a block of two consecutive periods to provide intensive ELD instruction. At the end of the school year, a mandatory Student Support and Progress Team (SSPT) meeting is held to determine ELD course placement for the following year. If the SSPT team determines that the student has not made adequate progress to transition into the appropriate ELD course (based on their graduation year), the student will continue to be enrolled in this course for one more school year. If the SSPT team determines that the student has made adequate progress, then the student will be placed in the appropriate grade-level ELD course. The international newcomer course can only be repeated once. This course provides students who are new to the country with a safe and nurturing learning environment where students get a strong foundation in language acquisition.
- **Secondary International Newcomer Program with Primary Language Instruction:** Per parent request, schools may offer international newcomer courses in the student’s primary language during their first year of schooling. Schools may enroll students into at least two core content classes (e.g., mathematics, science, and social studies) that are taught in the students’ primary languages and use primary-language materials. This program provides content access to International Newcomers while they are learning English.
- **Primary Language Support:** To support students’ access to grade-level instruction, International Newcomers are provided with primary language support services as needed. During English-only instruction, bilingual educators or paraprofessionals use the student’s primary language or bilingual supplementary materials to preview and review academic concepts. These instructional support services also ensure that International Newcomers have access to grade-level instruction while they are learning English. Elementary and secondary students receive primary language support as needed along with supplemental materials to provide access to and enrich content instruction.

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To strengthen established International Newcomer Programs and services, MMED allocates specialized personnel and targeted resources to designated schools. These program supports and services include:

International Newcomer Instructional Aide Program

The Multilingual Multicultural Education Department (MMED) supports 32 elementary schools with high numbers of International Newcomer students by providing instructional and

structural resources at 32 elementary schools. International Newcomer instructional aides collaborate with the Multilingual Multicultural Accelerated Learning Coach (MMALC) and teachers to support newcomer students through tailored instruction that fosters English development, cultural adjustment, and academic progress. They also provide essential educational and social-emotional support.

International Newcomer Coach and Counselor Program

The Multilingual Multicultural Education Department (MMED) supports 18 high schools with large International Newcomer populations by providing instructional resources and structural support. Through the International Newcomer Coach and Counselor program, MMED aids students and families while building staff capacity via professional development, coaching, and virtual support. Instruction focuses on language-content integration, project-based learning, and culturally responsive teaching. MMED also guides strategic planning, interdisciplinary instruction, and leadership mentoring. Progress is tracked through observations, feedback, and focus groups, with findings informing an annual report aligned to the District’s Strategic Plan.

International Newcomer Enrichment Summer Program

The Multilingual Multicultural Education Department (MMED) hosts the International Newcomer Enrichment Summer Program annually for International Newcomer students grades 9-12 at selected high schools Districtwide.



Key Practices in Action

The District is committed to providing equitable and high-quality education for International Newcomers by implementing key practices both within and outside of the classroom that support their academic, linguistic, and social-emotional development. These practices include culturally and linguistically responsive instruction, which values and leverages the diverse cultural and linguistic assets that students bring to the classroom, as well as school and Districtwide supports. Serving International Newcomers requires a shared responsibility across our system; educators work together to implement these practices in the classroom and in partnership with families and the community. In addition, District leadership can promote these practices through school plans. The central office can also offer professional learning focused on these practices.

By fostering an inclusive and supportive atmosphere, the District ensures that International Newcomers have access to rigorous academic content, effective language instruction, and the necessary resources to succeed in school and beyond. These practices not only benefit ELs but also enhance the educational experience for all students, including those from refugee, migrant, and international newcomer backgrounds.

The key practices shown in Exhibit 42 are derived and adapted from the U.S. Department of Education’s 2023 [Newcomer Toolkit](#).

Exhibit 42. Key Practices for International Newcomer Students

Key Practices
Ensure that the language needs of all students are met, including those who speak Indigenous languages.
Recruit, place, and retain qualified teachers and provide ongoing professional learning.
Establish processes for the transition of international newcomer students to mainstream programs or postsecondary options.
Promote the use and development of international newcomer students’ home languages at school and in the community.
Ensure equitable grading.
Engage families and community stakeholders in school programs and other supports to ensure the success of newcomer students.

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The key practices directly align with the District priorities outlined in the [2022–26 District Strategic Plan](#). Specifically:

High-Quality Instruction, Enriching Experiences, and Eliminate Opportunity Gaps: Within these priorities, strategies include the following:

- “Deliver impactful, rigorous, standards-based, culturally responsive, and inclusive instruction supported by high-quality curricular and instructional materials in all content areas.” (p. 24)
- “Expand equitable grading practices, proficiency-based assessments, and personalized instruction to support all students in demonstrating grade-level proficiency of standards-based learning targets.” (p. 24)
- “Leverage programs such as the Cultural Arts Passport to create regular access to artistic and cultural experiences for students outside of the classroom, especially those from under-resourced communities.” (p. 26)

Strong Relationships: Within this priority, strategies include the following:

- “Establish a Family Academy to equip families with the skills, information, and networking opportunities to support students’ academic and social-emotional success.” (p. 42)
- “Communicate with families in multiple languages and modes to best meet their needs.” (p. 44)

Diverse Workforce and Professional Learning: Within these priorities, strategies include the following:

- “Increase investments in the marketing, recruitment, selection, staffing, and retention of under-represented employees at all levels of the District to reflect our student population.” (p. 58)
- “Build capacity of employees on practices of diversity, equity, and inclusion and develop systems to constantly assess, reflect on, and refine these practices.” (p. 60)

Professional Learning

The District offers a variety of professional learning opportunities for educators who serve international newcomers. These sessions are designed to enhance educators’ understanding of culturally and linguistically responsive instruction and ensure that they can leverage the diverse assets that students bring to the classroom. The following opportunities are available:

- **Master Plan Instructional Institute:** Mandatory, annual PD aimed at strengthening instructional leadership for EL Designees, Targeted Student Population (TSP) Advisors, and multilingual multicultural support staff to ensure high-quality instruction for all multilingual learners.
- **TK-12 Essential Instructional Approaches for Multilingual Learners:** This PD is designed to introduce teachers to the Essential Instructional Approaches Trifold which is a resource to guide educators of multilingual learners to plan and tailor targeted instruction to maximize academic discourse throughout the instructional day. It provides three areas of instructional focus: strategies, protocols, and resources to sustain these practices. With understanding and application of these strategies, protocols, and resources, teachers can plan for and teach ELs to understand, use and expand academic discourse to learn content knowledge and advance their independent learning and student agency. It is critical that teachers understand academic discourse as content that is taught and assessed throughout an EB’s education.

Professional Learning

- **Observation Protocol for Teachers of English Learners (OPTEL):** PD to Learn the OPTEL structure, scoring criteria, and how to write concise, evidence-based scoring justifications.
- **ELPAC Practice Videos:** These are short instructional videos designed to help students, educators, and families understand what to expect on the assessment. These videos walk the student through sample test items, explain the different sections of the test (listening, speaking, reading, and writing), and show them how they can respond. These videos are useful tools for preparing our English Learners by familiarizing them with test format.
- **K-12 Essential Support for English Learners:** This resource guides teachers in infusing and supporting receptive and expressive language skills, opportunities for academic discourse, and language output using District-provided curriculum in all content areas to advance students' independent learning and agency.

Real-World Applications

Example 1. Scaffolding Academic Writing

Scaffolding helps students understand and use new vocabulary and understand grammatical structures, both of which are important for language acquisition.

Scenario: Teacher: Today we will be writing about a holiday tradition that your family has. We will start by writing our introductory paragraph. I am providing the following sentence frames to help get you started.

Sentence Frame 1: One holiday tradition my family celebrates is _____ .

Sentence Frame 2: I look forward to this celebration because _____ .

Sentence Frame 3: I can remember celebrating _____ since _____ .

Student: Begins writing and uses some Spanish words to complete the sentences. The student also uses a dictionary to look up unknown words.

Example 2. Oral Paragraph

When engaging with international newcomer students, using structured activities that guide students through reading, discussing, and writing about experiences is crucial. Incorporate sentence starters and communication protocols to help students share their own activities. Introduce and model paragraph structures, allowing students to practice and refine their oral and written skills through peer feedback and repeated practice. These activities can provide a clear framework for students to express their thoughts and experiences and enhance their language skills and confidence. By practicing both oral and written communication in peer settings, students develop essential skills that are foundational for academic success and effective communication.



Scenario: Students read a text about a character’s week and discuss the character’s daily experiences using a discussion guide. They write simple sentences about the character’s experiences in a workbook chart. Using the Lines of Communication Protocol, students share their own daily activities with sentence starters (these scaffolds should be adjusted based on students’ varied language proficiency):

- On Monday, I ...
- On Tuesday, I ...
- On Wednesday, I ...
- On Thursday, I ...
- On Friday, I ...
- On Saturday, I ...
- On Sunday, I ...

The teacher introduces the Oral Paragraph structure (see [LAUSD Digital Guide](#)) modeling how to combine daily sentences into a paragraph. Students prepare and practice their oral paragraphs, then share them with partners. After receiving feedback, they repeat the process with new partners.

Measures of Success: International Newcomer

- Increase the percentage of International Newcomers who complete a-g courses with a grade of C or better by 5% annually.
- Increase four-year cohort graduation rate of International Newcomers by 2% annually.

Endnotes

³⁶ California Department of Education. (n.d.). Newcomer students. <https://www.cde.ca.gov/sp/ml/newcomerstudnts.asp>



Chapter 6: Refugee and Migrant Education Programs

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Core Commitments in this chapter



1: Honoring the Whole Child



2: Bringing an Asset-Based Lens



3: Celebrating Multilingualism



4: Ensuring High-Quality Instruction for All



5: Partnering With Families and Communities



6: Providing Integrated Systems and Supports

Introduction

Refugee and migrant students bring diverse backgrounds, experiences, and cultural richness to schools and enhance the learning environment for all. As educators, it is our responsibility to embrace their cultures, provide high-quality instruction, and foster a safe, inclusive, and supportive space where they can thrive academically, socially, and emotionally.

What We Strive For

We strive to provide equitable educational access for all students, including refugee and migrant students, who bring linguistic diversity, resilience, and unique perspectives. Although these students experience challenges such as frequent relocations and socioeconomic hardships, the Los Angeles Unified School District (LAUSD) aims to support the academic progress and overall well-being of refugee and migrant students. We have a deep commitment to fostering transformative relationships with migrant and refugee students and families in all of our work. What this means in practice is providing tailored academic support, ensuring access to essential services, and cultivating inclusive school communities that honor each student’s background and journey. It means advocating for students’ rights, offering wraparound services such as counseling, tutoring, and interpretation, and collaborating with families to empower student success. Through consistent, compassionate, and culturally responsive engagement, we create pathways for every student to thrive—academically, socially, and emotionally.

To address these challenges, the District offers comprehensive programs and services through the Refugee Educational Support Program (RESPite) and the Migrant Education Program (MEP). These initiatives focus on academic achievement, social-emotional well-being, and family engagement and ensure that all students have the support and stability they need to succeed.

Who We Serve

The District is dedicated to serving all students, including those identified as refugees and migrants. Recognizing the unique challenges these students face, the District has developed a variety of programs and services tailored to meet their specific needs. These programs ensure that every student has access to a quality education and the support necessary to thrive. By building transformative relationships with families of refugee and migrant students, the District fosters a supportive and inclusive environment, enhancing students’ academic and social development. These connections empower families to actively participate in their child’s education and create a sense of belonging and community. By fostering an inclusive and supportive environment, the District helps refugee and migrant students integrate into their new communities and reach their full potential.

Exhibit 43 presents data on demographics, language, and enrollment in refugee and migrant programs in the District.

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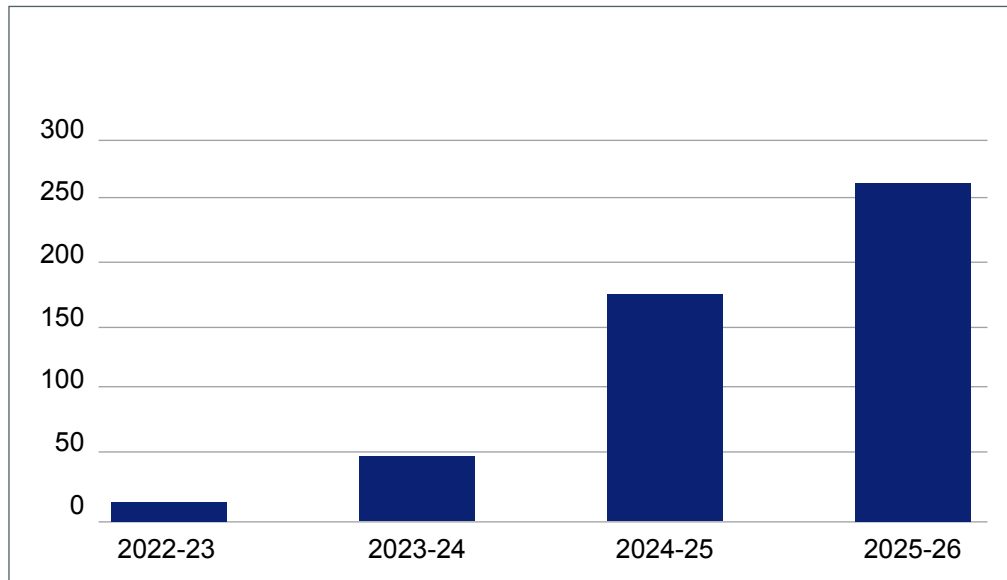
Exhibit 43. Migrant Education and RESPite Program Demographic Data

2025-26 Languages			2025-26 Country of Origin			
Bengali	Pashto	Ukrainian	Afghanistan	EL Salvador	Mexico	Peru
Farsi	Spanish		Iran	Guatemala	Nicaragua	Russia
English	Russian					

Source: Internal Data, 2024–2025

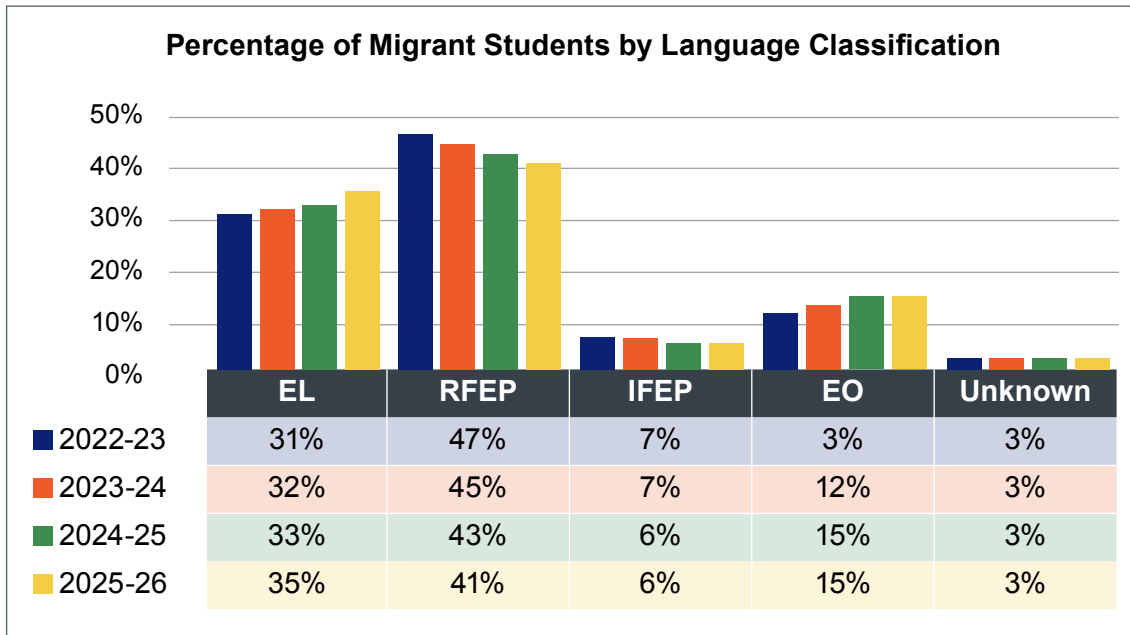
Source: Internal Data, 2025–2026.

2022-25 Enrolled RESP Students



Source: FOCUS Database

Percentage of Migrant Students by Language Classification



Note: EO = English only; IFEP = Initial Fluent English Proficient; EL = English Learner; RFEP = Reclassified Fluent English Proficient

Source: FOCUS Database

Identifying Refugee and Migrant Students

Although migrant and refugee students are often grouped together due to the small number of students from these populations, the eligibility criteria differ. Exhibit 44 presents definitions and eligibility criteria for refugee and migrant students, respectively.

Exhibit 44. Refugee and Migrant Students

Refugee Students

- A refugee student is a student who has been in the United States 5 years or less. These students are eligible for refugee education support and are initially identified via a **RESP Eligibility Questionnaire** at enrollment.
- Eligibility is confirmed by RESP staff who review documentation required by the Office of Refugee Resettlement. The number of students identified fluctuates because families are transient.

Migrant Students

- A migrant student is a child whose parent or guardian has relocated from one school district to another within the last 36 months to seek temporary or seasonal employment in agriculture, dairy, fishing, or food processing industries.
- Students are identified via a Family Work Questionnaire that is given to all students annually. Enrollment has increased in the last several years to 1,908 identified migrant students as of the 2024-2025 school year.

Refugee Students

A student may be eligible for refugee services if they meet the following criteria:

- Arrived in the United States within the last 5 years;
- Are between the ages of 5 and 18;
- Hold one of the following immigration statuses.
 - Paroled as a refugee
 - Refugee
 - Asylee
 - Cuban/Haitian entrant
 - Amerasian
 - Iraqi and Afghan Special Immigrant

Scan here for OOR Documentation Requirements



- Unaccompanied Refugee Minor
- Victim of severe trafficking (with certification or an eligibility letter from the [Office of Refugee Resettlement \(ORR\)](#))
- Afghan or Ukrainian Humanitarian Parolee

A student's eligibility for refugee services is screened and confirmed by a Student and Family Resources Navigator or trained staff who assist families with documentation verification and enrollment support.

Vignette 1: The Ali family arrived in Los Angeles after spending several years in a refugee camp in Turkey. Upon enrolling in LAUSD, they encountered both emotional and academic challenges stemming from past trauma and disrupted access to education. The children—ages 7, 10, 14, and 16—struggled with language barriers and developmental milestones. To support their transition, the Refugee Program provided comprehensive services, including English Language Development (ELD) classes for the parents, counseling for the family, extended learning opportunities, interpretation services, and cultural orientation. These supports played a vital role in helping the family adjust to their new environment and build a foundation for academic and personal success.

Migrant Students

A student is considered migratory if:

- Their parent or guardian is a migratory worker in the agriculture, dairy, lumber, or fishing industries;
- The family has moved within the last 3 years due to economic necessity and has crossed school district boundaries; and
- A young adult may qualify if they moved independently to seek or engage in qualifying work.

Eligibility is confirmed through interviews conducted by the District’s Migrant Education recruiters, who verify work history and family movement. Priority is given to students who have moved within the last year and are at risk for not meeting state academic standards or who have dropped out of school. (California Department of Education)

Vignette 2: The family, agricultural workers from Fresno, California, moved to South Gate, California, but migrate to Portland, Oregon, for berry harvesting each summer due to economic necessity. Their children, ages 8, 12, and 15, miss school in the fall. The constant moves affect their education and social connections. The MEP helps by offering academic programs in English language arts and mathematics through supplemental services such as Saturday school, summer school, online extended day, and additional academic summer opportunities. These services bridge the divide in the students’ education that is caused by interruptions in their learning.

Refugee and migrant students and their families have varying experiences that directly affect how they arrive, enroll in, and are supported by our District. The District acknowledges the various reasons for relocation, varying legal statuses, and challenges in education, and is poised to provide support for each unique student and family. Exhibit 45 provides a comparison of these factors for migrant and refugee students.

Exhibit 45. Comparison of Factors to Consider for Migrant and Refugee Students

Category	Reason for Relocation	Legal Status	Challenges in Education	Support Needs
Refugee students	Fleeing war, persecution, or human rights violations; resettled through official refugee programs	Recognized as refugees and granted legal protections under U.S. and international law	Interrupted education due to displacement, language barriers, trauma, and cultural adjustment	Trauma-informed care, ELD programs, mental health services, and support with cultural adjustment
Migrant students	Moving for temporary or seasonal employment in agriculture, dairy, fishing, or food processing industries	U.S. citizens, permanent residents, or undocumented; qualify under the MEP	Frequent school transitions, inconsistent curricula, difficulty with credit transfers, and possible language barriers	Academic continuity, credit recovery programs, supplemental instruction, and family engagement support

Historical Background

The District has implemented a series of significant changes to enhance the education of migrant and refugee students. These improvements, driven by both state-level initiatives and District efforts, include the introduction of specialized support programs, increased access to language development resources, and the establishment of culturally responsive teaching practices. The timeline in Exhibit 46 highlights key milestones that have affected migrant and refugee students and families. It also showcases the District’s commitment to creating an inclusive and supportive educational environment for all students.



As an EL, refugee, and immigrant, I hope this plan will represent and honor not only those with a similar background to me, but more importantly, those coming from all cultures and backgrounds. Ես մեր վարչությունիկ հպարտանում եմ:

—*Адам Валентинович Давтян*
(in response to hopes for MМMP)

Exhibit 46. Timeline of Significant Local, State, and National Events Related to the Education of Migrant and Refugee Students

Refugee Timeline

- **1980: The Refugee Act** formally adopted the United Nations’ definition of “refugee” and established procedures for refugee admissions and resettlement in the United States. This act significantly affected refugee education by providing federal support for refugee students.
- **2001: The No Child Left Behind Act (NCLB):** NCLB was enacted, emphasizing standardized testing and accountability. Although it aimed to improve educational outcomes for all students, including refugees, it also highlighted the need for tailored support for refugee students to meet these standards.
- **2015: The Every Student Succeeds Act (ESSA)** replaced the NCLB in 2015. It provided more flexibility to states and schools to address the needs of refugee students. ESSA emphasized the importance of English Language Proficiency and included provisions for supporting refugee education.
- **2021: The Refugee School Impact Program** provided state funding to the District to support affected schools with services for school-age refugees.
- **2024: The Afghanistan Refugee School Impact Program** increased funding to enhance support services, teacher training, and community engagement to support Afghan refugees.
- **2024: Through the Ukraine Refugee School Impact Program:** The Office of Refugee Resettlement (ORR) provided additional funds to the District to support the educational needs of Ukrainian refugee students.

Migrant Timeline

- **1965: The Migrant Education Program** was established to ensure educational support for migratory children.
- **1970s: The Migrant Student Record Transfer System** developed interstate student record transfer systems to allow for smoother school transitions.
- **2001: The No Child Left Behind Act** emphasized standardized testing and accountability and affected migrant students by highlighting the need for tailored support to meet academic standards.
- **2020s: The COVID-19 Pandemic** disrupted education globally, including for migrant students. Schools had to adapt to remote learning, which posed additional challenges for migrant students who often lack access to technology and stable internet connections.

The Programs and/or Services We Offer

In the following section, we summarize the different experiences of refugee and migrant students and the services available to them.

Types of Programs and Language Models

The following services and programs are available for refugee and migrant students and their families:



- **ELD Instruction for Families:** ELD provides an extended learning opportunity to develop English proficiency, which is critical for academic success and integration into mainstream culture.
- **After-School Tutorials:** Students can obtain additional academic assistance through after-school sessions or seasonal breaks to reinforce learning and support homework completion.
- **High School Completion Programs:** These programs encourage and support refugee and migrant students in completing high school and enable them to participate fully in school activities and pursue higher education or vocational training.
- **After-School and Summer Activities:** These enrichment programs promote social skills, cultural exchange, and engagement in extracurricular activities and help students build confidence and a sense of belonging.
- **Parental Involvement Programs:** Workshops, information sessions, and support groups help engage parents in their children’s education and foster a collaborative approach to student success.
- **Bilingual/Bicultural Student and Family Resources Navigators:** Navigators offer culturally relevant resources and support to help students and families navigate the challenges of adapting to a new educational system. This includes outreach and enrollment services for health insurance programs and referrals to academic, medical, and mental health services.
- **Interpreter Services:** Professional interpreters facilitate communication between school staff and refugee families, ensuring that language barriers do not hinder student progress or family involvement.
- **Refugee Program Family Engagement:** The LAUSD Refugee Program supports refugee families through personalized case management, cultural orientation workshops, on-demand interpretation, and ELD classes for parents. These initiatives help families overcome language barriers, trauma, and cultural adjustments and foster strong connections with educators and the community.
- **Migrant Education Program Family Engagement:** The LAUSD Migrant Education Program engages migrant families through Saturday school, family literacy nights, and Los Angeles County Office of Education Regional Planning Advisory Committee meetings. These activities support academic growth and family well-being and help families navigate frequent relocations and build strong school-community partnerships.

Refugee Educational Support Program (RESPite)

RESPite assists eligible school-age students with services that support improved academic performance outcomes, social adjustment, civic engagement, and community collaboration. This program focuses on helping new students overcome educational challenges and excel academically. By providing tailored assistance, the program ensures that (a) refugee students receive the support they need to succeed academically and socially, and (b) students and their families reach their full potential.

Migrant Education Program (MEP)

The MEP offers academic support and enrichment opportunities for students whose families move frequently due to temporary or seasonal employment. Key services include the following:

- *Migrant Education Saturday School*: A comprehensive pre-K to adult program featuring the following:
 - English Language Development (ELD) and literacy instruction;
 - Science, Technology, Engineering, and Math (STEM)-based learning;
 - Parent workshops on student learning, advocacy, and engagement strategies.
- *Extended Day Program*: After-school tutoring and homework support focusing on literacy, STEM, and academic consistency.
- *Summer Program*: Hands-on, interdisciplinary summer learning experiences for K-6 students in math, science, and language development.
- *Speech and Debate*: Enrichment programs that help students develop communication and critical thinking skills.

Additional support services for migrant students include the following:

- *Health and Dental Services*: Provided through the Los Angeles County Office of Education for students in need
- *Transportation Assistance*: School bus services for Saturday school, summer programs, and parent advisory meetings
- *Parent Involvement Initiatives*:
 - Parent Advisory Council for collaborative decision-making
 - Bilingual resource fairs to connect families with legal aid, health care, and social services

“ *I hope this plan provides mental health supports that address the unique challenges faced by immigrant and multilingual students, such as trauma, cultural adjustment, and systemic inequities.*
 —Stephanie (in response to hopes for MMMP)

These programs are designed to help refugee and migrant students meet state and District standards and provide additional support to ensure their academic success.

- Refugee and migrant students are not only eligible for these programs but may also be identified as English Learners (ELs) and qualify for additional programs available to ELs at both the elementary and secondary levels. The District is continuously expanding opportunities for all students by implementing the following key practices.³⁷

Key Practices in Action

The District is committed to providing equitable and high-quality education for refugee and migrant students by implementing key practices that support their academic and linguistic development both inside and outside of the classroom. These practices include culturally and linguistically responsive instruction, which values and leverages the diverse cultural and linguistic assets that students bring to the classroom, as well as mental health, family, and community supports. They not only benefit ELs, but also enhance the educational experience for all students, including those from refugee, migrant, and international newcomer backgrounds.

By fostering an inclusive and supportive atmosphere, the District ensures that refugee and migrant students have access to rigorous academic content, effective language instruction, and the necessary resources to succeed in school and beyond. Promoting these practices requires the incorporation and integration of these practices through school plans, professional learning through the central office, and teachers working together to implement the practices in partnership with families and the community.

The following key practices (Exhibit 47) are derived and adapted from the 2023 Department of Education Newcomer Toolkit.

Exhibit 47. Key Practices for Refugee Program and Migrant Education

Key Practices
Build educators' capacity to support immigrant and refugee students.
Provide support to address student trauma and mental health.
Provide acculturation support for all students.
Create opportunities for family/caregiver and community connections to be formed.
Provide opportunities for students to practice key concepts in various way using multiple modalities and translanguaging.

These key practices directly align with the District priorities outlined in the [2022–26 District Strategic Plan](#). Specifically:

High-Quality Instruction: Within these priorities, strategies include the following:

- “Deliver impactful, rigorous, standards-based, culturally responsive, and inclusive instruction supported by high-quality curricular and instructional materials in all content areas.” (p. 24)
- “Expand equitable grading practices, proficiency-based assessments, and personalized instruction to support all students in demonstrating grade-level proficiency of standards-based learning targets.” (p. 24)

Welcoming Learning Environments and Whole-Child Well-Being: Within this priority, strategies include the following:

- “Create asset-based and culturally responsive classrooms and curricula that value and celebrate the diverse backgrounds of our students.” (p. 34)
- “Support and build capacity of all campus staff to implement affirming, welcoming, and trauma-informed practices.” (p. 34)

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Welcoming Learning Environments and Whole-Child Well-Being: Within this priority, strategies include the following:

- “Leverage community schools, wellness centers, and partnerships to promote safe, welcoming, and resource-rich environments for students and families.” (p. 36)

Diverse Workforce: Within these priorities, strategies include the following:

- “Build capacity of employees on practices of diversity, equity, and inclusion and develop systems to constantly assess, reflect on, and refine these practices.” (p. 60)
- “Expand professional development opportunities for non-teaching staff to enhance job-related skills and opportunities.” (p. 60)

Professional Learning

To prepare educators who provide services to refugee and migrant students to implement key practices, the District offers a variety of professional learning opportunities to our staff. These opportunities include the following:

- **ELPAC Practice Videos:** These are short instructional videos designed to help students, educators, and families understand what to expect on the assessment. These videos walk the student through sample test items, explain the different sections of the test (listening, speaking, reading, and writing), and show them how they can respond. These videos are useful tools for preparing our English Learners by familiarizing them with test format.
- **K-12 Essential Support for English Learners:** This resource guides teachers in infusing and supporting receptive and expressive language skills, opportunities for academic discourse and language output using District provided curriculum in all content areas to advance students’ independent learning and agency.

Real-World Applications

Example 1. Professional Development

To better support migrant and refugee students, educators require professional learning on culturally responsive teaching, trauma-informed practices, and strategies for working with ELs. Workshops provide educators with opportunities to practice incorporating culturally relevant materials in the classroom, recognize and address the effects of trauma, and plan for differentiated instruction for students with varying language skills. Workshops may be conducted in person, virtually, or as self-paced events and are opportunities to provide educators with district resources that are available for students and their families.

“ I think teachers should have access to extra courses to further their knowledge on how to best educate these students. Parents and families should also have access to courses to be able to support their students at home.

—Advisory Meeting Participant
(in response to what kinds of support would you like available to educators)

Scenario: Ms. Jones participates in a workshop. During the workshop, she collaborates with a small group of teachers to develop academic lesson plans that embed trauma-informed instructional practices. She plans to use these lessons to ensure her daily instruction addresses the unique needs faced by her migrant and refugee students.

Example 2. Family Engagement

To support migrant and refugee families in engaging in their children’s education, schools should offer community-building events and workshops. Consider organizing events like Saturday school programs for migrant families where they can participate in workshops on literacy, career development, and financial literacy as well as remote ELD classes for refugee parents and caregivers to improve their English skills and foster stronger involvement in school activities. These events can be held in person or virtually and will include opportunities for families to build relationships with one another, learn about available educational resources, and understand how they can support their children’s academic progress at home. Workshops will include information on how families can use community resources, navigate the school system, and work together to build a supportive home environment for learning.

“ *By attending Saturday school and workshops, I feel more connected to my child’s education and to other families who face similar challenges. I also appreciate the opportunity to learn English online—it helps me better understand what my child is learning and support them at home.*
—Parent Participant

Scenario: During the Saturday School for Success event, an 8-year-old refugee student from Pakistan is excited to participate in a literacy workshop led by Ms. Rivera, a literacy coach. Ms. Rivera, who is fluent in Urdu, the family’s native language, discusses strategies for supporting literacy at home. The student engages with Ms. Rivera and shares her favorite books from her home country. Meanwhile, the students’ parents actively engage in the workshop, learning valuable techniques to support reading and writing skills. They ask questions about finding age-appropriate books and using the school library. This one-on-one interaction helps the student and her parents understand the topic deeply and express their ideas clearly in both languages. The engagement with Ms. Rivera boosts the students’ confidence and involvement in her educational journey, while also empowering her parents to be involved in her education in her new country.


[Video of Interview with an LAUSD Student’s Parent](#)


Measures of Success: Migrant Education Program

- Increase the identification of eligible Migrant Education students by 5% annually.
- Increase the participation rate of enrolled Migrant Education students in Saturday, after-school, and summer enrichment programs by 10%.

Measures of Success: Refugee Education Program

- Increase family participation in after-school workshops for refugee students by 15% annually.
- Improve translation and interpretation support for refugee families Districtwide by 25% annually.

Endnotes

³⁷ Los Angeles United School District (LAUSD). (2018). 2018 Master Plan for English learners and standard English learners. https://mmed.lausd.org/apps/pages/index.jsp?uREC_ID=4406207&type=d&pREC_ID=2633987

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Chapter 7: Special Education

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Core Commitments in this chapter



1: Honoring the Whole Child



2: Bringing an Asset-Based Lens



3: Celebrating Multilingualism



4: Ensuring High-Quality Instruction for All



5: Partnering With Families and Communities



6: Providing Integrated Systems and Supports

Introduction

The Los Angeles Unified School District (LAUSD) Division of Special Education (DSE) serves students with disabilities from preschool through age 22 as well as infants, from birth to 3 years old, with low incidence disabilities. The District ensures that students with disabilities have access to a free and appropriate public education (FAPE) in the least restrictive environment (LRE) through an Individualized Education Program (IEP) or Individualized Family Service Plan (IFSP); and provides specialized instruction, related services, supports, and accommodations to students who are eligible under the Individuals with Disabilities Education Act (IDEA). It also collaborates with families, educators, and community partners to promote inclusive practices, equity, and student success across all educational settings.

What We Strive For

Our vision is to inspire all students to reach their potential as productive and responsible citizens. Our mission is to provide leadership, guidance, and support to the school community to provide appropriate and individualized learning for all students with disabilities within an inclusive environment so that each student will contribute to and benefit from our diverse society.

In the following sections, we will describe the programs, key practices, and sample activities that we as a District can use to ensure that our vision and mission are met for all students in the District who are receiving special education services.



Who We Serve

The District serves approximately 65,000 students with disabilities. These students represent 16% of the total student LAUSD population.

Exhibit 48 shows the percentage of students with disabilities enrolled in the District by language classification for the last six years. Approximately 15% of students with disabilities in the District are also English Learners (ELs). These students are referred to as “dually identified students” or “EL SWDs” and their EL and disability-related educational needs must both be met. We support this effort by having an EL designee such as an EL expert or other personnel who is well versed

in the student’s English fluency participate in the IEP process. The EL designee also works closely with the classroom teacher to provide appropriate language supports.

Exhibit 48. Percentage of Students with Disabilities in Each Language Classification Category by Year

	2019-20 (%)	2020-21 (%)	2021-22 (%)	2022-23 (%)	2023-24 (%)	2024-25 (%)	2025-26 (%)
EO	(14%)	(14%)	(15%)	(16%)	(16%)	(17%)	(18%)
IFEP	(4%)	(4%)	(5%)	(5%)	(5%)	(5%)	(5%)
EL	(20%)	(20%)	(19%)	(18%)	(15%)	(15%)	(17%)
RFEP	(9%)	(9%)	(10%)	(12%)	(15%)	(16%)	(17%)

Source: FOCUS Database September 24, 2025. 2025-26 Enrollment data as of 12/16/25. Data as of last day of each school year. Excludes students who withdrew prior to the last day of school. EL = English Learner; EO = English only; IFEP = Initial Fluent English Proficient; RFEP = Reclassified Fluent English Proficient.

Historical Background

Over the last decade, the District has implemented several initiatives aimed at enhancing the educational experiences of students with disabilities. A central priority of these initiatives has been providing students equitable access to the full rigor of the core curriculum, as appropriate to their unique needs; and that this curriculum is paired with the necessary supports and accommodations to help these students succeed. A key focus of the District has been educating school staff on the importance of maintaining high expectations for students with disabilities, as research consistently shows that such expectations are a significant predictor of academic growth. Another vital area of emphasis in the District has been fostering greater student participation in the IEP process. This approach supports the development of self-determination, which is a research-based predictor of positive postsecondary outcomes for individuals with disabilities.³⁸

“Dually identified students require that the special education experts and English learning experts work side by side to provide support.”
—Principal of Cheremoya Avenue Elementary School

The DSE is also dedicated to fostering close collaboration with the Multilingual Multicultural Education Department (MMED) to ensure that students who are dually identified—those with both disabilities and English Learner status—receive the support they need to become proficient English speakers. To further this goal, DSE regularly partners with the Student Testing Branch and the Office of Data and Accountability, along with MMED, to provide students with disabilities the appropriate accommodations and designated supports for state assessments, including the English Language Proficiency Assessments for California (ELPAC) and Alternate ELPAC with accommodations as outlined in the student’s IEP or domain exemptions where appropriate.

The timeline presented in Exhibit 49 highlights key milestones and recent policy developments related to special education from the state of California that have influenced LAUSD policies and practices.

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Exhibit 49. Timeline of Significant Local, State, and National Events Related to Special Education

Any historical account of special education must begin with the undeniable reality that, prior to 1975, students with disabilities had no legal right to attend school. During this period, many of these students were systematically denied access to education, a fundamental human right that the majority of children were afforded. Understanding this challenging past is essential in recognizing the progress made, as well as the work that remains to be done, in the ongoing effort to support and empower students with disabilities.

- **1975: Public Law 94-142: The Education for All Handicapped Children Act** was the first national legislation that focused on ensuring access to education for students with disabilities. The law was later renamed as the Individuals with Disabilities Education Act or IDEA.
- **1997: IDEA was amended**, strengthening the focus on inclusion and IEPs.
- **2004: IDEA was amended again**, with the addition of early intervention for students, greater accountability, and increased standards for educators who teach special education classes.
- **2020: California created new metrics** for the percentage of time that students with disabilities spend in general education. The DSE created its own measures of success, which are aligned with California State Performance Indicators 5A and 5B as well as the IDEA mandate that students with disabilities have access to education alongside their general education peers to the extent appropriate.
- **2024: California updated guidance on reclassification of dually identified students** to clarify the reclassification criteria for students with disabilities.
- **2024: The California Education Code** was changed to allow for additional diploma exemptions including for students who take the California Alternate Assessment.

The Programs and/or Services We Offer

Federal and state law mandates that all school districts systemically seek out students with disabilities through what is known as Child Find. The District carries out its Child Find obligations by providing public notice of available special education resources and by training all school personnel regarding the obligation to refer students with suspected disabilities for special education assessment. The process of identifying a student with a disability begins with screening and pre-referral activities. Parents or guardians and school site staff work together to identify and address student needs through more intensive general education instruction and supports. A request for an evaluation for special education eligibility may come from the school site or from the parent or guardian. The school must respond to the request for a comprehensive evaluation within 15 school days. Upon parent or guardian consent, the evaluation process begins. Qualified District staff evaluate the student in all areas of suspected disability and a Notification to Participate in an Individualized Education Program (IEP) Meeting is sent to the parent or guardian. A meeting is held to discuss the evaluation results and determine the student's eligibility for special education. For students who are found eligible, the IEP team, which includes parents or guardians, will develop an IEP that includes annual goals, special education services, supports and accommodations, and individualized determinations regarding the appropriate instructional setting, or placement.

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The Programs and/or Services We Offer

The Individualized Education Program (IEP) will not be implemented without parent or guardian consent, and consent may be given in whole or in part. IEP services and supports begin following the receipt of parent or guardian consent. An IEP meeting will be held at least annually to review student progress and determine any recommended alterations to services, supports and placement. In fulfilling its responsibilities to ensure that students with disabilities receive appropriate

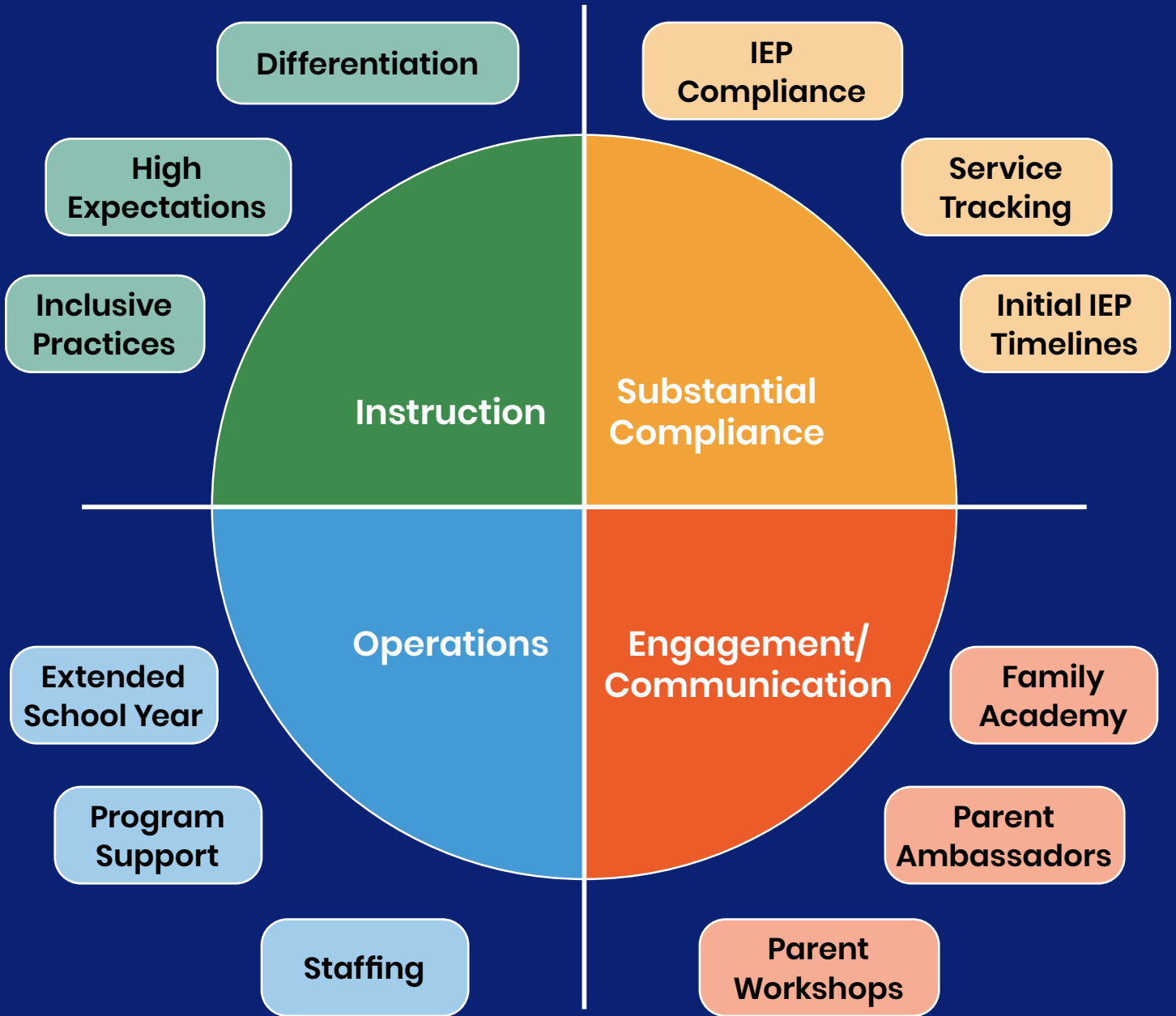


services, special education services provided by the District include, but are not limited to, the following:

- **Early Education:** The Early Childhood Special Education (ECSE) Department oversees a wide array of special education programs, supports, and services for children from birth to age 5 who have identified special education needs.
- **Resource Specialist Program (RSP):** This program provides instruction and services to support students with disabilities in the general education curriculum. It can be provided within the general education classroom or as a pull-out, stand-alone service.
- **Special Day Program (SDP):** Under this program, students with disabilities attend a self-contained classroom for part or all of the school day as determined by the IEP team, in which a special education teacher provides instruction and services.
- **Related Services:** These are specific services that help students with disabilities benefit from special education. Examples of related services include adapted physical education, audiological services, physical therapy, occupational therapy, language and speech therapy, and counseling services. Related services can be provided within the classroom the student ordinarily attends or as a pull-out, stand-alone service.
- **Instruction:** Special education instruction helps special education teachers and District staff to work collaboratively with students and families to develop and implement the IEP and specially design instruction that is appropriate to the individual student’s unique needs.
- **Transition Services:** These services help to prepare students with disabilities who are ages 14 and older, or by no later than their matriculation to high school, to transition from school to adult life. Transition planning includes instructional activities, collaboration, preparation for employment and independent living, and assessment to help students identify and move toward their postsecondary goals.

The DSE is guided by 12 priorities across four focus areas as shown in Exhibit 50.

Division of Special Education Priorities



Key Practices in Action

Guided by our core commitments, our programs and services implement key research-based practices to help special education students reach their full potential. Exhibit 51 summarizes the four priority areas of the DSE and provides links to related District resources.

Exhibit 51. LAUSD Division of Special Education Priorities and Related Resources

Priorities	
Instruction – Differentiation – High Expectations – Inclusive Practices	Engagement/Communication – Family Academy – Parent Ambassadors – Parent Workshops
Substantial Compliance – IEP Compliance – Service Tracking – Initial IEP Timelines	Operations – Extended School Year – Program Support – Staffing

Students with disabilities are included in the District priorities outlined in the [2022–26 District Strategic Plan](#). Specifically:

Eliminating Opportunity Gaps: Within these priorities, strategies include the following:

- “Target high-impact intervention and instructional programs to accelerate learning—such as summer school, Acceleration Days, and tutoring—for students most in need, including English Learners, students with disabilities, students in foster care, students experiencing homelessness, and other historically underserved groups.” (p. 28)
- “Create a learning environment that promotes inclusive education for students with disabilities to foster higher expectations for academic, social, and vocational outcomes.” (p. 28)

Professional Learning

The DSE offers a wide range of professional development opportunities. These include but are not limited to the following:

- Elementary Principal Institute
- Assistant Principal Leadership Academy
- Special Education Micro-Credential for General Education Teachers
- Including Students with Extensive Support Needs in General Education
- Understanding Disabilities and Accommodations (for General Education teachers)
- Assistive Technology Tools for Every Classroom
- Evidence Based Practices
- Preventing and Responding to Escalating Behavior
- Best Practices for the Learning Center
- IEP Clinics co-hosted by the Office of the General Counsel



In LAUSD, we believe that diversity is our strength. Our multilingual and multicultural programs help honor the languages and cultures reflected in the students, families, and staff that comprise our school communities. This plan reflects our belief that every child deserves to see themselves in their learning and to feel empowered by their unique identity.

—Nick Melvoin, Board District 4



Measures of Success: Special Education

- Increase the number of students with disabilities using designated supports and accommodations on the ELPAC by 20%.
- The top three most frequently used publications will be available in the top nine (9) languages, other than Spanish and English, ensuring families of students with disabilities have equal access to critical information.
- School sites will provide “Empowering Families During the IEP Process: An Introduction to Special Education” training to families a minimum of twice per school year.



Endnotes

³⁸ Mazzotti, V. L., Rowe, D. A., Kwiatek, S., Voggt, A., Chang, W.-H., Fowler, C. H., Poppen, M., Sinclair, J., & Test, D. W. (2021). Secondary transition predictors of postschool success: An update to the research base. *Career Development and Transition for Exceptional Individuals*, 44(1), 47–64. <https://doi.org/10.1177/2165143420959793>

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Chapter 8: Standard English Learner

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2: Bringing an Asset-Based Lens



4: Ensuring High-Quality Instruction for All



5: Partnering With Families and Communities



6: Providing Integrated Systems and Supports

Introduction

Standard English Learners (SELs) are students whose mastery of the variety of English privileged in schools is limited and whose home language differs in structure and form from standard and academic English.

What We Strive For

As a District, we aim to implement effective instructional programs and services that support SELs in the acquisition of standard and academic English. The goal is for them to reach proficient or above on District-approved language assessments within 3-4 years. SEL students are expected to communicate effectively in standard English across a wide range of grade-level language demands in social, school, and academic contexts. SEL students are expected to be culturally and linguistically validated and affirmed, have access to core content curricula, and achieve proficiency in early literacy benchmarks. Effective instructional programs assist SELs to meet the District goals of (1) 100% graduation; (2) proficiency for all; (3) 100% attendance; (4) parent and community engagement; and (5) school safety. We are deeply committed to building transformative relationships with SEL students and their families. In practice, this means creating a community-oriented school that is welcoming and respectful of the diverse cultures and languages of our students. We strive to empower families to share their perspectives and actively engage not only in their own children’s education but in the learning and well-being of all students at the school. In the following sections, we describe who SELs are, what programs the Los Angeles Unified School District (LAUSD) offers to serve them, and what key practices will help us to support them in achieving these goals.

Who We Serve

When we think about identifying SELs, it is important that the focus of screening and services is on language, not ethnicity. Language screening is conducted to distinguish Standard English Learners (SELs) from Probable SELs (PSELs)—students who meet the language and ethnic classifications but have not been identified as having limited mastery of standard English. Exhibit 52 illustrates how data can be used to identify students who may be SELs (or test as SELs) and how to place these students in classrooms that are best equipped to meet their needs, using the Multi-Tiered System of Supports (MTSS) framework.

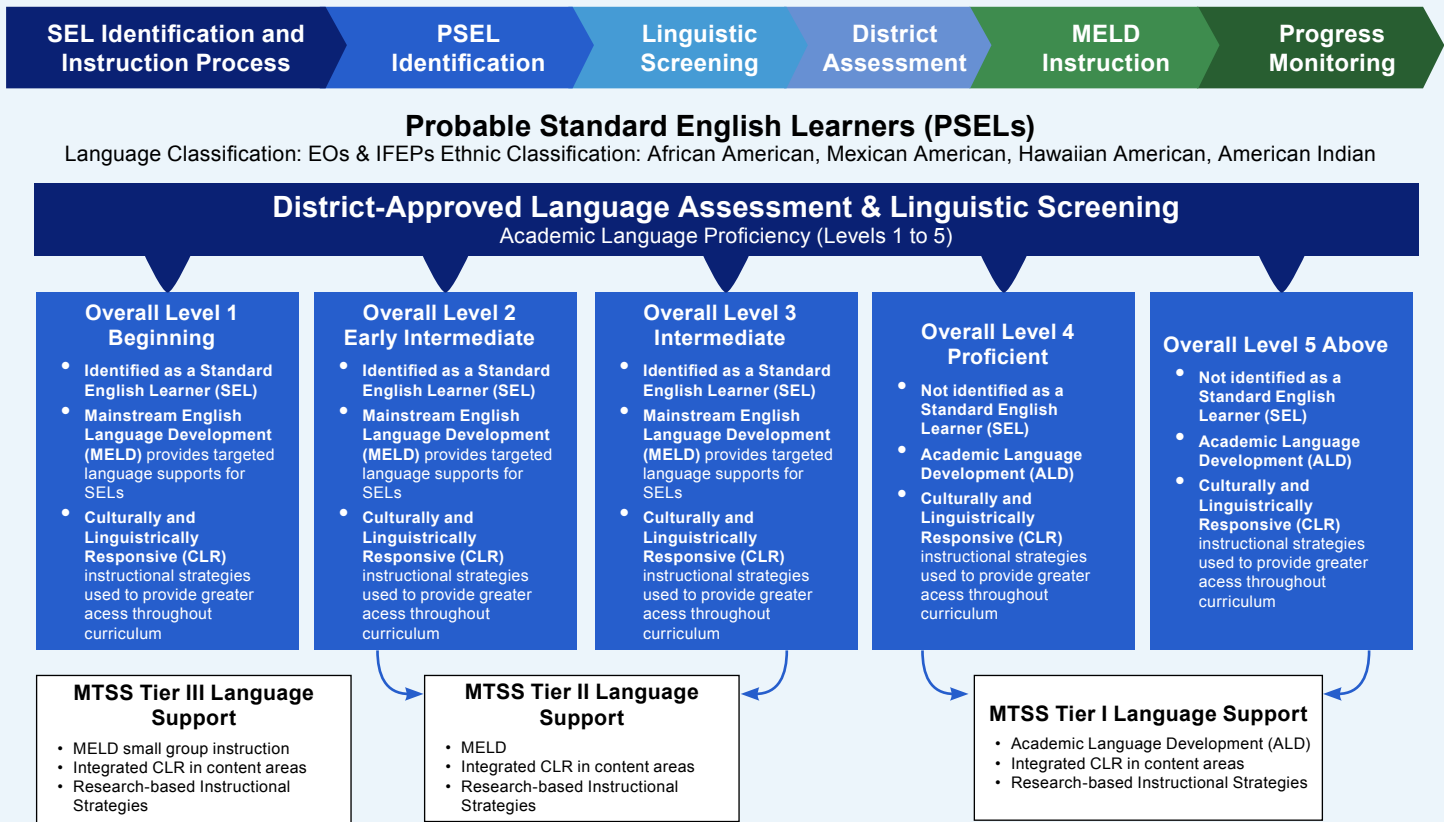
“ *Our district serves as a beautiful reflection of Los Angeles’ incredible diversity, with students who speak different languages and represent cultures from every corner of the world. We have both an opportunity and a responsibility to ensure that every one of our scholars receives the support they need to succeed academically while celebrating and honoring the diverse communities that make our District so vibrant.*

—Tanya Ortiz Franklin, Board District 7

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Exhibit 52. Data Used for Appropriate Identification of SELs and Instructional Supports

Data Used for Identification of SELs and Appropriate Instructional Supports




In the District’s diverse and vibrant educational landscape, SELs represent a unique and important group of students. These learners come from four distinct ethnic backgrounds: African American, Mexican American, Hawaiian American, and Native American with the language classification of English Only (EO) or Initial Fluent English Proficient (IFEP). Each group has experienced forced assimilation within the context of U.S. schooling—a historical reality that sets them apart from other diverse student populations as these groups were each forced to adopt new cultural and linguistic norms in the context of U.S. history.³⁹

There are differences between the varieties of English that SELs use in their home communities and standard English (Exhibit 53); therefore, SELs may experience difficulties in successfully participating in school if their teachers hold a negative stigma, lowered expectations, and/or deficit orientation toward the student’s non-standard language variety. In order to validate and affirm the student’s home language, teachers must move away from perspectives of “right and wrong” language to seeing language as situationally appropriate.^c

^c Situationally appropriate refers to the recognition of the appropriate cultural or linguistic behavior for a situation, such as language choice, voice level, protocols for participating or discussing, movement (i.e., when and how), and behavior inside and outside of the classroom or building. From Dr. Sharroky Hollie’s *Culturally Responsive Teaching and Learning* 2nd Ed. (2017).

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The District serves families by providing access to trainings that stress the importance of advocacy for culturally and linguistically responsive educational opportunities. The District’s Academic English Mastery Program (AEMP) provides professional development on culturally and linguistically responsive learning, disseminates parent engagement information from the District, and informs parents about the importance of identifying SEL students and providing appropriate instructional supports. Currently, there are 79 AEMP schools that identify SEL students through the program.



[Video of Student Voice Honoring and Understanding Language](#)




Exhibit 53. LAUSD Speech Communities

Speech Community	Description of Community, Home Languages, and Linguistic Features
African American Language (AAL) speakers	AAL, or African American English as it is known in the research, is readily distinguishable from what is referred to as standard or mainstream American English. AAL differs from Standard American English in significant ways, including how words are pronounced and how sentences are formed to carry meaning (grammar), and how language is used in social contexts (pragmatic rule system). African lexical retentions have been reported in some forms of AAL ⁴⁰ ; however, most of the AAL vocabulary is borrowed from English. According to the linguistic research, AAL is systematic and governed by rules, like all natural speech varieties, and many of its characteristic linguistic features have been definitively identified.
Mexican American Language (MxAL) Speakers	MxAL, or Chicano English as it is known in the research, is an ethnic dialect that children acquire as they acquire English in the barrio or other ethnic social setting during their language acquisition period. Chicano English is distinguished from the English of second language learners. Thus defined, Chicano English is spoken only by native English speakers. ⁴¹ Speakers of Chicano English have acquired English perfectly; however, it is of the variety found in their community. Chicano English is readily distinguishable from what is referred to as Standard American English; it has distinct phonological, grammatical, morphological, and syntactical differences ⁴² .
Hawaiian American Language (HAL) Speakers	HAL speakers consist of Native Hawaiians, people born on the island, and long-term residents (kama’aina) of Hawai’i. Commonly referred to as “pidgin” by Hawai’ian residents, HAL is also known officially as Hawai’i Creole English. There are an estimated 600,000 HAL speakers on the islands. (Sakoda, 2003). As of the most recent estimates, approximately 100,000 speakers of Hawaiian pidgin (also known as Hawai’i Creole English) reside in the continental United States. These speakers are primarily concentrated along the West Coast. They are U.S.-born Americans, primarily of Hawai’ian, Japanese, Filipino, Portuguese, and Chinese descent, whose home language is predominantly pidgin. Speakers of HAL are primarily English only (EO) speakers, as identified per the LAUSD Home Language Survey, of Pacific Islander, Asian, or Filipino descent.

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Exhibit 53. LAUSD Speech Communities

Speech Community	Description of Community, Home Languages, and Linguistic Features
Native American Language Speakers	Native American Language, or American Indian English as it is characterized in the linguistic research, (Leap, 1993) ^{43, 44} is a term for the nonstandard language variety spoken by many American Indians, particularly those who live in ethnic-specific settings. American Indian English, also referred to as “Rez English,” refers to a shared set of prosodic features—such as pitch, rhythm, and intonation—used by Native Americans. These features are consistent across diverse tribal and regional backgrounds, even among individuals who do not speak their ancestral languages (Newmark, Walker, & Stanford, 2016).



We wish to stress here that there is no single dominant variety of English used in the U.S., and it is something of a fiction that we label this national variety standard English, mainstream American English, or academic English, because this is a “social judgment,” not an objective linguistic characterization, and it privileges one language variety as the “right way” to speak or write; in addition to ethnolinguistic varieties of English (e.g., those included on the SEL Linguistic Screener), English spoken in the U.S. differs by geographic region as well as by socioeconomic status, including educational background, and of course, American English is just one of several national varieties of English spoken worldwide.⁴⁵

—Bailey & Zwass (2016)

In LAUSD, the Academic English Mastery Program (AEMP) serves SELs across 79 schools in the District. Exhibit 54 PSEL students within AEMP schools in the District.

Exhibit 54. PSELs at Schools Offering AEMP by Ethnicity Across Years (Counts & Percentages)

	2019-20 Count (%)	2020-21 Count (%)	2021-22 Count (%)	2022-23 Count (%)	2023-24 Count (%)	2024-25 Count (%)	2025-26 Count (%)
African American	13,210 (42%)	12,195 (40%)	10,569 (41%)	8,135 (39%)	8,858 (41%)	6,558 (40%)	6,165 (39%)
American Indian	64 (<1%)	45 (<1%)	42 (<1%)	26 (<1%)	31 (<1%)	27 (<1%)	32 (<1%)
Hispanic	18,068 (57%)	17,852 (59%)	13,985 (58%)	12,362 (60%)	12,838 (59%)	9,615 (59%)	9,499 (60%)
Pacific Islander	88 (<1%)	78 (<1%)	65 (<1%)	51 (<1%)	52 (<1%)	100 (1%)	52 (<1%)
Total	31,430 (100%)	30,170 (100%)	24,661 (100%)	20,574 (100%)	21,779 (100%)	16,300 (100%)	15,748 (100%)

Source: Focus Database 10/28/25. Data as of last day of each school year. 2025-26 Data as of 12/12/25.

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Our program focuses on language development, and, as such, tracks the language growth of students. Exhibit 55 shows that PSEL students at AEMP schools demonstrated, on average, growth in language and literacy skills. The data reflect a three-year trend of increasing beginning-of-year (BOY) and end-of-year (EOY) scores, indicating consistent improvement over time.

Exhibit 55. Early Literacy: Dynamic Indicators of Basic Early Literacy Skills (DIBELS) K-2

Percent of Grade K-2 PSELs at AEMP Schools At or Above Benchmark on the DIBELS Basic Literacy Assessment, by School Year

	2021-22	2022-23	2023-24	2024-25
BOY	34%	37%	44%	43%
MOY (Middle-of-Year)	43%	48%	52%	51%
EOY	56%	61%	63%	64%
Change BOY to EOY	+22 pp	+24 pp	+19 pp	+21 pp

Source: My Data Dashboard and FOCUS Database.

Data on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), which is administered to students in Grades K-2, reflects a 3-year trend of higher BOY and EOY scores from year to year among PSELs at AEMP schools.

Exhibit 56. i-Ready English Language Arts Assessment

Percentage of Grade 3-12 PSELs at AEMP Schools Performing At or Above Grade Level on the i-Ready ELA, by Ethnicity.

	2023-24					2024-25				
	All	African American	American Indian	Hispanic	Pacific Islander	All	African American	American Indian	Hispanic	Pacific Islander
BOY	16%	11%	12%	19%	24%	18%	13%	13%	21%	15%
MOY	21%	15%	12%	26%	21%	28%	23%	15%	32%	25%
EOY	30%	24%	20%	35%	33%	36%	31%	22%	39%	29%
Change BOY to EOY	+14 pp	+13 pp	+8 pp	+16 pp	+9 pp	+18 pp	+18 pp	+10 pp	+18 pp	+15 pp

Source: Data Warehouse and FOCUS Database.

As shown in Exhibit 56, data on the i-Ready Reading assessment demonstrates that at AEMP schools, the percentage of PSELs performing at or above grade level grew 18 percentage points from the beginning of the school year to the end of the school year in 2024-25. The subgroups with the most growth were African American and Hispanic PSELs with a total of 18 percentage points of growth.

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Finally, PSELs in AEMP programming show growth in meeting grade-level standards in both English language arts (ELA) and math. See in Exhibit 57 that the percentage of PSELs at schools offering AEMP who met or exceeded standards on the state ELA assessment increased by 4 percentage points (30% to 34%) between 2023-24 and 2024-25 (a similar increase to that of all District students, 43% to 47%). The pattern of change was similar for both SELs (22% to 26%) and the District (33% to 37%) on the state math assessment.

Exhibit 57. SBAC ELA and Math

Percent of PSELs at School Offering Academic English Mastery Programming Meeting or Exceeding Standards on the SBA, by School Year and Ethnicity.

	ELA				Math			
	2021-22	2022-23	2023-24	2024-25	2021-22	2022-23	2023-24	2024-25
African American	25%	18%	21%	25%	13%	12%	15%	17%
American Indian	36%	44%	42%	34%	14%	19%	17%	32%
Hispanic	35%	32%	35%	40%	23%	24%	27%	31%
Pacific Islander	50%	23%	33%	42%	36%	32%	32%	40%
All PSELs	31%	27%	30%	34%	19%	19%	22%	26%
District	42%	41%	43%	47%	28%	31%	33%	37%

Source: My Data Database and FOCUS Database, and EdSource

Historical Background

The AEMP program is one of the largest and longest-running educational programs dedicated to meeting the language and academic needs of SELs in the state. The timeline in Exhibit 58 shows the evolution of the AEMP program and the historical context from which it grew. AEMP’s roots began as a language development program for African American students and it has a long history of promoting, advancing, and developing culturally and linguistically responsive pedagogy for the District.



Historical Timeline

Exhibit 58. Timeline of Significant Local, State, and National Events Related to SELs

- **1954: *Brown v. Board of Education*:** The U.S. Supreme Court declared that racial segregation in public schools was unconstitutional, marking the end of the “separate but equal” doctrine and a significant step toward educational equality.
- **1979: *Martin Luther King Elementary et al., v. Ann Arbor School District*** involved Black students suing the school district for not addressing language barriers related to “Black English,” which affected their education.
- **1988: LAUSD’s Language Development Program for African American Students (LDPAAS)** is established by Dr. Noma LeMoine.
- **1989: “The Children Can No Longer Wait”:** was published by LAUSD, highlighting the urgent need for educational reforms to address the needs of African American students.
- **1996: Oakland Ebonics Controversy:** Oakland School District passed a controversial resolution that recognized Ebonics as a distinct language. The aim was to help African American students learn standard English but it sparked a national debate.
- **1999: The Academic English Mastery Program** replaced LDPAAS in LAUSD.
- **2001: LAUSD Action Plan for a Culturally Relevant Education for African American Students and All Other Students** was initiated to serve African American and all underserved students.
- **2012: The District’s Master Plan for English Learners** includes Standard English Learners for the first time.
- **2014: Strengthening Support for Standard English Learners Board Resolution** provided targeted resources and support to all schools in the District. This included professional development, dedicated support personnel, appropriate assessments, and an annual count of Standard English Learners (SELs).
- **2014: The California English Language Arts/English Language Development Framework** was adopted. It included Standard English Learners and Culturally and Linguistically Responsive Pedagogy.

Programs and/or Services We Offer

Adequately supporting SELs in the District begins with an asset-based approach that leverages the strengths students bring to the classroom and employs culturally and linguistically responsive teaching to make learning encounters more relevant and effective.⁴⁶ Focused instruction for these students leverages their cultural and linguistic strengths and provides meaningful access to a curriculum that is standards-based, cognitively complex, rigorous, and coherent due to the use of high-impact essential practices. By understanding and embracing the cultural and linguistic diversity of SELs and PSELs, educators can create more inclusive and effective learning environments that honor and build on the rich heritage and strengths of all our students. For SELs and PSELs, the District offers access to the AEMP program through voluntary participation at both the elementary and secondary levels. Schools that demonstrate excellence in culturally and linguistically responsive instruction can apply to become AEMP Accelerated Academies.

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Academic English Mastery Program (AEMP)

AEMP schools that distinguish themselves by their commitment to supporting SELs are eligible to apply to become an AEMP Accelerated Academy. Each Accelerated Academy is given 3 years to develop excellence in the five pedagogical areas of culturally and linguistically responsive teaching: Responsive Academic Literacy, Responsive Academic Vocabulary, Responsive Classroom Management, Responsive Academic Language, and Responsive Classroom Environment. AEMP Accelerated Academies are provided an SEL instructional coach to support the development of excellence in these five areas. AEMP Accelerated Academies are distinguished by their strong integration of culturally and linguistically responsive pedagogy, as well as the high quality of their 30- to 45-minute mainstream English language development (MELD) block.

These academies also serve as demonstration sites for schools within the AEMP Program Schools. The mission of AEMP is to ensure that students whose primary language does not match the language of instruction will have equal access to California state standards-based content curriculum and postsecondary career opportunities. AEMP is a comprehensive, research-based program designed to address the language and literacy needs of African American, Mexican American, Hawaiian American, Native American, and other students for whom standard English is not their native language. The program incorporates instructional strategies into the curriculum that facilitate the acquisition of standard and academic English in classroom environments that validate, value, and build upon the language and culture of the students.

AEMP Accelerated Academies (Elementary/Secondary)

Elementary (TK-5/6) and Secondary AEMP Support Network School

Both the Elementary and Secondary AEMP Support Networks reflect a strong commitment to supporting SELs. Teachers are invited to attend AEMP professional development.

They also receive AEMP instructional resources and targeted support. Members of the extended AEMP learning community have access to AEMP professional development (PD), interact with demonstration sites, and receive access to resources that demonstrate best practices for SELs. Best practices for SELs include exemplary Mainstream English Language Development and proficient integration of the 5 Areas of CLR: Responsive Classroom Management, Responsive Classroom Environment, Responsive Academic Vocabulary, Responsive Academic Language, and Responsive Literacy instruction.



The Academic English Mastery Program transforms traditional teachers to responsive teachers that validate and affirm who their students are in terms of their culture and language. The program provides educators with effective instructional access strategies to bridge students' culture and language to the culture and language of the school.

—Standard English Learner Coach

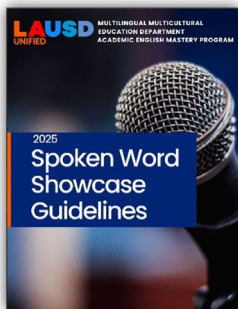
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Student Award Program



Latinx Heritage Month Art Contest: Academic English Mastery Program (AEMP) hosts an annual art contest during Latinx Heritage Month. Each year has a specific theme that students respond to with original artwork in the visual or performing arts. The contest is open to all students Districtwide. Grand prize winners attend an award reception with their families.

Black History Month Essay Contest: AEMP hosts an annual essay contest during Black History Month. Each year has a specific theme that students respond to with an original written or multimedia project. The contest is open to all students in the District. Grand Prize winners attend an award ceremony with their families.



Spoken Word Showcase: AEMP hosts an annual Spoken Word Showcase in the spring. The Spoken Word Showcase features spoken word poetry performed in front of a live audience. Students have opportunities to showcase their emotions, experiences, and ideas through creative word usage that integrates a combination of sound, rhythm, and personal meaning. Participants are recognized at the showcase.

Acceleration Opportunities

Opportunities have been developed to promote advanced learning to increase students' performance related to college readiness and building leadership skills. To further accelerate achievement for Standard English Learners and other underserved student groups such as Latinx and Black students, the following programs are implemented at participating schools across the District.

Access to Equity Leadership Program: The after-school Access to Equity Leadership Program (ATE) designed for students in grades 3–12 helps students develop their natural leadership skills and become changemakers. Through problem-solving practice, students are empowered to address issues they care about by designing and implementing projects in their schools or communities. Participation in this program may lead to a GATE referral under the Leadership Ability category.

Developing My College Competitiveness Workshop Series: This after-school workshop series designed for students in grades 5-12 covers topics designed to build awareness of college readiness. Students gain essential information about college and learn how to become competitive applicants with broad postsecondary options.

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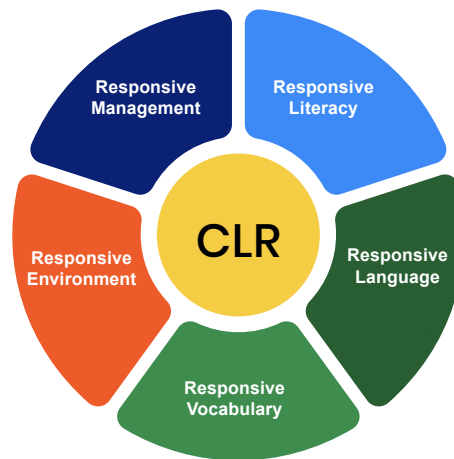
Key Practices in Action

The five areas of Cultural and Linguistic Responsiveness (CLR), presented in Exhibit 59, are a framework that demonstrates how CLR pedagogy can be infused into any content area, as the areas are universal and can be used with any kind of instruction. This framework should be adopted systematically across the District to ensure that it guides instructional practices.

Exhibit 59. Five Areas of CLR

- Strategic use of attention-getting signals
- Protocols for responding and discussing
- Movement activities
- Extended collaboration activities

- Classroom reflects students' cultures
- Physical space promotes collaboration
- Student-centered
- Safe social-emotional ethos
- Instructionally print-rich environment



- Tiering vocabulary words* Level 2 and Level 3
- Vocabulary acquisition strategies
- Reinforcement activities

- Use of culturally responsive and authentic texts
- Engaging read-alouds
- Literacy activities across content areas

- Opportunities for situational appropriateness
- Sentence lifting for situational appropriateness
- Retelling for situational appropriateness
- Role playing for situational appropriateness
- Teachable moments for situational appropriateness

*Tiered vocabulary words: Beck, I, McKeown M, Kucan L. 2002. Bringing words to life: robust vocabulary instruction. First edition. New York: Guilford Press.

The four key practices in Exhibit 60 represent how educators integrate CLR and assure equity and access to core content curricula for SELs.⁴⁷



When academic knowledge and skills are situated within the lived experiences and frames of reference for students, they are more personally meaningful, have higher interest appeal, and are learned more easily and thoroughly.

—Geneva Gay

Exhibit 60. Key Practices

Instructional Approaches

Build teachers’ personal knowledge and understanding of the culture, languages, and linguistic histories of SELs and methods for integrating that knowledge into core instruction.

Infuse the history, culture, experiences, and canons of the literature of SELs into the learning environment and the instructional design.

Use second language acquisition methodologies including contrastive analysis (see page 125) and other strategies that support acquisition of school language and literacy.

Build on the cultural learning styles and strengths of SELs to support and scaffold access to rigorous core content curricula.

These key practices directly align with the District priorities outlined in the [2022–26 District Strategic Plan](#). Specifically:

High-Quality Instruction, Enriching Experiences and Eliminate Opportunity Gaps: Within these priorities, strategies include the following:

- “Deliver impactful, rigorous, standards-based, culturally responsive, and inclusive instruction supported by high-quality curricular and instructional materials in all content areas.” (p. 24)
- “Enact anti-racist, anti-bias practices and eliminate other barriers to student success through policy revisions, regular trainings, and ongoing review of instructional materials.” (p. 28)

Welcoming Learning

Environments: Within this priority, strategies include the following:

- “Create asset-based and culturally responsive classrooms and curricula that value and celebrate the diverse backgrounds of our students.” (p. 34)


Professional Learning

- **CLRP Module:** Providing culturally and linguistically responsive instruction is critical for supporting all students, especially ELs and SELs. The District offers a culturally and linguistically responsive pedagogy TK-12 PD Module, which is conducted during scheduled banked time on Tuesdays. This module addresses building both school-wide and systematic environments that promote equity and access for all students.
- **CLR Summer Institute:** AEMP conducts its annual CLR Summer Institute for teachers, administrators, and support staff at AEMP schools. The Institute explores instructional practices through a culturally responsive lens. Participants explore ways to engage SELs through data-driven practices that respond to their academic, language, and social-emotional needs.
- **Culturally and Linguistically Responsive Access Strategies:** AEMP conducts Districtwide professional development that is open to all teachers and administrators. This professional development series is designed to build participants’ knowledge base on responsive instructional strategies in either literacy or numeracy with a focus on underserved students.
- **Educational Seminar:** AEMP conducts the Educational Seminar each year. It is open to teachers and administrators at AEMP schools. The seminar is organized around the AEMP instructional focus for the year.

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Real-World Applications

SELs in the District are served through mainstream english language development (MELD) which is 30-45 minutes of language development time focused on listening, speaking, reading, and writing that is incorporated at all AEMP schools. MELD is linguistically responsive instruction that seeks to add standard and academic English to the students' existing linguistic repertoire without subtracting or diminishing their home language.

 [Video of Student Perspective on MELD](#)



Example 1: Contrastive Poetry Analysis

A major component of MELD instruction is the use of contrastive analysis or code-switching/translation. Contrastive analysis is comparing and contrasting two distinct grammars with a means to identifying their differences and similarities. Contrastive analysis is best understood as a dual rule study. Contrastive analysis facilitates the acquisition of standard and academic English by making students aware of the language differences between their primary language and the language of school.

There are four major types of contrastive analysis activities⁴⁸ (see Exhibit 61).

Exhibit 61. Contrastive Analysis Activities

Activity	Definition
Sentence Lifting	Sentence lifting is the use of literature, poetry, songs, plays, student-elicited sentences, or prepared story scripts that incorporate specific contrasts of home and standard English-rule forms. The student performs contrastive analysis translations to determine the underlying rules that distinguish the two language forms. For example, teachers commonly take lines of rap music and ask students to change those lines into standard English and then analyze the sound difference, effect on audience, or focus on grammar structure.
Retellings	Students first listen to a selection presented in standard English. Then, they use their home languages to retell the story or piece of text. The students' retellings are taped so that they can be compared and contrasted with the language of the text.
Role Playing	Role-playing gives students opportunities to practice situations through acting and writing in standard English. The emphasis is on situational appropriateness, which calls on students to weigh the language most suited to the environment, audience, purpose, and function.
Teachable Moments	Teachable moments are a form of contrastive analysis in which the teacher elicits spontaneous verbal responses from the students about material read or presented, creating on-the-spot opportunities for situational appropriateness in the classroom.

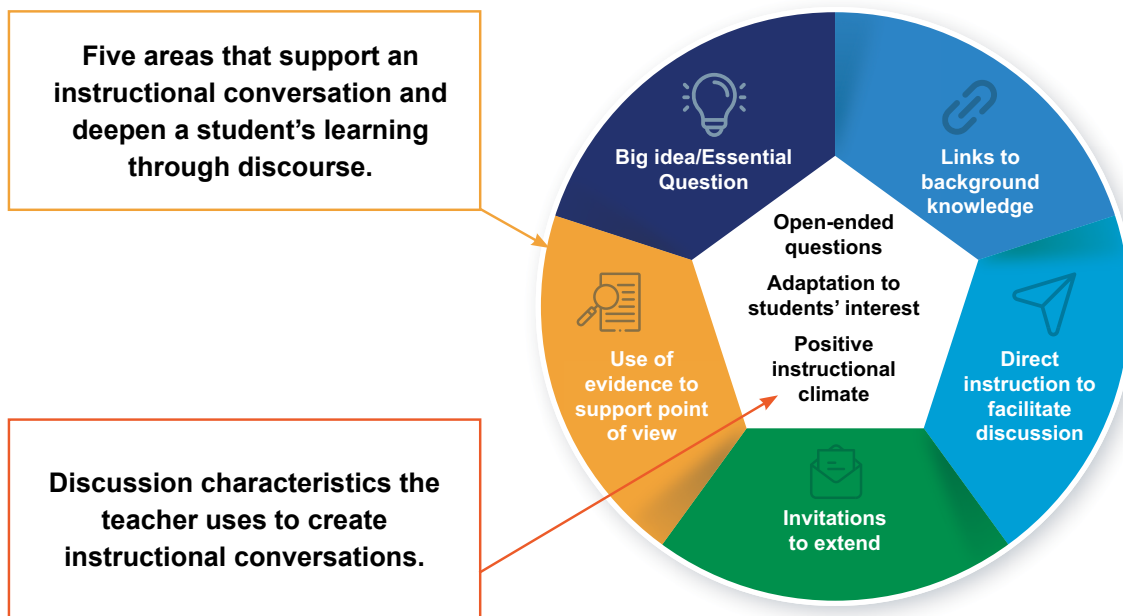
This example of sentence lifting provides opportunities for students to compare and contrast poetry and songs written in standard and nonstandard languages.

Scenario: Mr. Russell, a CLR teacher at an AEMP school, engages his class in a contrastive analysis lesson by beginning with a recitation of the poem, “The Rose That Grew From Concrete” by Tupac Shakur. He asks his students to analyze the meaning of the poem and to analyze the language and structure that the poet used. Mr. Russell notes that the poem is written in standard English. Next, Mr. Russell plays the song, “Dear Mama” by Tupac Shakur. Mr. Russell provides a transcription of the song lyrics and notes that the song is written in African American Language. He has his students then use the [African American Language common rules list](#) to analyze and compare the structural differences and similarities in the poem and song, gaining a deeper understanding of both languages. Through engaging discussions and activities, students can appreciate the richness of both linguistic traditions. This also aligns with California ELA standards, which emphasize the importance of understanding language structures, conventions, and the diversity of language.

Example 2: Instructional Conversation

Instructional conversations (ICs) are discussion-based lessons carried out with more competent others that help students arrive at a deeper understanding of academic content. ICs develop critical thinking, language, and linguistics by making connections between academic content, students’ prior knowledge, and cultural experiences. Instructional conversations are instructional in intent—they are designed to promote learning. On the other hand, they are conversational in quality, as they appear to be natural and spontaneous language interactions, free from the didactic characteristics normally associated with formal teaching.⁴⁹

Exhibit 62. Generating Instructional Conversations



Scenario: Ms. Kelly, a MELD teacher, reads the following excerpt from *Justin and the Best Biscuits in the World* by Mildred Pitts Walter to her class:

“Best time I ever had. Grandpa, can you show me how to make your biscuits?” “Think you can learn how to make the best biscuits in the world?” “I want to try.” “All right. The first thing we’ll do is wash our hands carefully.”...Grandpa showed Justin how he made biscuit mix with flour, powdered milk, baking powder, and salt. *So that’s why he only added shortening and water when he made his biscuits*, Justin thought. Grandpa let Justin measure the shortening and the right amount of water. “Remember now,” Grandpa said, “The secret of good biscuits is in your touch. Handle the dough with tender loving care.”

Ms. Kelly asks the students to think of something that they know how to build, make, or create. She tells the students that they will work with a partner and use a flow chart graphic organizer to identify and define at least three things they can make. After the graphic organizer is filled out, the pairs share out what they know how to make. Ms. Kelly selects examples from the class and asks the students to explain how they make something like a peanut butter and jelly sandwich. Ms. Kelly deliberately makes mistakes when she paraphrases the students' explanations: "So I put the peanut butter jar on top of the bread?" The students say, "No, you have to open the jar and

get a knife to spread the peanut butter on the bread." After several rounds of this, the students develop a very good understanding of how to explain the steps that they take to make something. To the outside observer it would seem that the teacher just led an excellent discussion, but Ms. Kelly knows differently as she intentionally followed the five areas that support instructional conversations outlined in the graphic above. After the instructional conversation, Ms. Kelly will have the students write an explanatory text that provides explicit directions on the topic that they outlined in their conversation.

Example 3: Transformative Relationships

Establishing transformative relationships with families is critical to ensuring success for SELs. The relationship should be based on respectful interactions and two-way communication, recognizing and affirming the assets that families and communities bring.

Scenario: Ms. Lozano is a parent representative at a school that participates in the Academic English Mastery Program. She ensures that the parent center reflects the diversity of the community and serves as an information and resource hub for both school and community events. Parents often stop by for coffee in the morning and for a quick chat after dropping off their children. Ms. Lozano's work goes far beyond her job description, and she often counsels students, helps parents advocate for their children, and brings in community-based organizations to form partnerships with the school. As a parent representative at an AEMP school, Ms. Lozano recruits parents to enroll in the LAUSD Family Academy where they can access information and resources for healthcare, mental health, student educational services, and career training for family members. Ms. Lozano leads AEMP parent workshops and shares information about the importance of culturally and linguistically responsive teaching and learning. Her work as a parent representative is integral to the academic success of the school. Ms. Lozano is appreciated by everyone at the school site and is seen as the backbone of the school. Ms. Lozano is a constant in a sea of change.

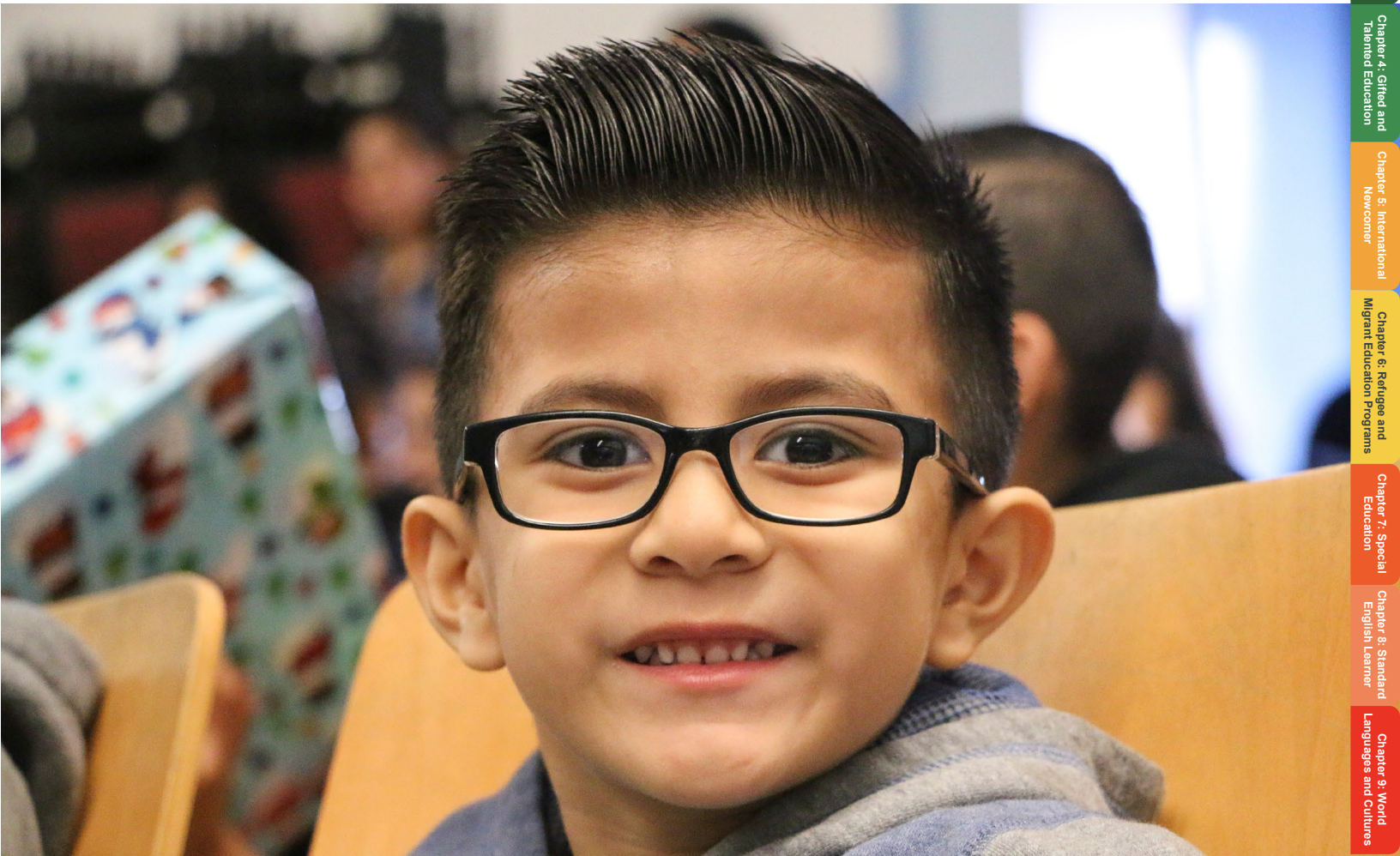
Measures of Success: Standard English Learner (at AEMP Schools)

- Increase the percentage of Standard English Learner students who score proficient or above on the District-approved language proficiency assessment by 5% annually
- Increase the percentage of Standard English Learner students who meet or exceed standards on the Smarter Balanced Assessment (ELA) by 5% annually
- Increase the percentage of Standard English Learners who meet early literacy benchmarks on DIBELS by 5% annually
- At least 8% or more Standard English Learner students will complete a digital Leadership Portfolio through the Access to Equity Leadership Program
- Increase the number of AEMP schools that implement the Developing My College Competitiveness workshop series to 50% of schools or more

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Chapter 9: World Languages and Cultures

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Core Commitments in this chapter



1: Honoring the Whole Child



2: Bringing an Asset-Based Lens



3: Celebrating Multilingualism



4: Ensuring High-Quality Instruction for All



5: Partnering With Families and Communities



6: Providing Integrated Systems and Supports

Introduction

Offering high-quality World Languages & Cultures courses is critical to our educational approach at LAUSD. World Languages and Cultures programming at LAUSD is more than just courses that students take to meet graduation requirements; these courses represent another thread in the multilingual, multicultural fabric of our student communities. LAUSD aims to honor, value, and protect students’ linguistic identities while equipping them with the tools to excel academically, socially, and professionally. Expanding knowledge of languages and cultures is a critical global competency, and with the multiple benefits of learning another language (described more in Intro. p. 30), LAUSD aims to prepare all learners to enter an ever-globalizing world with the advantage of being multilingual. Title VI of the Higher Education Act emphasizes that proficiency in world languages is critical to the national interests of the United States (Title VI, IEP, Sec. 601 (a)). Fluent speakers of world languages who are knowledgeable about other cultures promote the security, stability, and economic vitality of the United States¹. Participating in WLC courses is part of the multicultural and multilingual identity in action, and we are committed to making this a reality for all our students within LAUSD.

“ *Language learning goes beyond vocabulary; it’s about building connections. WLC programs help our students bridge cultures, develop global perspectives, and confidently navigate an interconnected world.*
—World Languages & Cultures Teacher

Learning WLC offers profound cognitive, academic, and social benefits, supported by a growing body of scientific research. Bilingualism has been shown to enhance problem-solving, greater empathy, and intercultural competence. Overall, scientific evidence underscores the value of learning WLC as a powerful means to enrich the mind and broaden one’s understanding of the world.

What We Strive For

We strive to promote bilingualism, biliteracy, and cultural competencies for all students through World Languages and Cultures education, to not only help them meet or exceed language requirements, but critically to help our diverse student body thrive in a multicultural and multilingual society. We have a deep commitment to fostering transformative relationships with WLC students and families in all our work. What this means in practice is that students and their families are educational partners who are actively engaged advocating for and promoting

the World Languages and Cultures within their school communities. One powerful example of this partnership is the active involvement of students and families in the TK-8th Grade Pathway to Biliteracy and the 12th Grade Seal of Biliteracy programs. Their enthusiastic participation in pep rallies, informational workshops, and advocacy events demonstrates a shared commitment to celebrating multilingualism and supporting language learning as a key pillar of student success.

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Who We Serve

Starting in Grade 7, all students within the District, regardless of their language classification, home language, and/or neurodiverse needs, have access to WLC courses and programs. Our approach to serving our students relies on the relationships we have with families and communities across the District. These partnerships play a vital role in fostering a deep appreciation for world languages and cultures, creating a bridge between home and school that supports students’ linguistic and cultural identities. By engaging families as partners in language learning, we cultivate a community that values multilingualism as a strength. Through intentional collaboration with families, we create an inclusive and supportive environment for students where cultural heritage is embraced and biliteracy becomes a shared goal, empowering our communities to thrive in a multicultural world.

Crucial to this mission are more than 1,000 WLC teachers and countless school counselors and site administrators, who serve more than 178,000 multilingual learners every day across the District. WLC programs support the development of additional language skills, ensuring that students can connect with their heritage and/or acquire a new language.

Our students are affirmed and celebrated through the various WLC programs at LAUSD. The WLC programs within the District serve students from a variety of ethnic and language classification backgrounds, as shown in Exhibit 63 and Exhibit 64.

Exhibit 63. Student Enrollment in WLC Courses by Ethnicity

Ethnicity	Total Number	Percentage of Total # of Students Enrolled in WLC
African American Black	5,213	7.95%
American Indian/Alaska Native	31	0.05%
Asian	2,265	3.45%
Filipino	1,254	1.91%
Hispanic	48,869	74.56%
Pacific Islander	138	0.21%
White	5,531	8.43%
2+ Ethnicities	1,436	2.19%
Not Identified	798	1.21%
Total	65,535	100%

Source: Focus Database September 15, 2025. Percentages may not total 100% due to rounding.

Exhibit 64. Student Enrollment in WLC Courses by Language Classification and Grade Level

	English Only (EO)	Initial Fluent English Proficient (IFEP)	English Learner (EL)	Reclassified Fluent English Proficient (RFEP)	Unknown	Total
Grades 7-12	29,866 (46.53%)	4,349 (6.77%)	4,823 (7.51%)	25,068 (39.05%)	76 (0.11%)	64,182 (100%)

Source: FOCUS Database September 15, 2025.

Historical Background

WLC programs have evolved significantly over time. In the United States, instruction in languages other than English (LOTE) has existed in various forms since as early as the 1700s in Philadelphia, with laws that allowed for bilingual instruction in German, French, and Spanish. However, assimilation policies in the 1800s and early 1900s prohibited native language instruction, and harsh policies were imposed to enforce English-only education. Throughout the 1900s, there was an increase in the recognition of the importance of world language instruction, and the method of instruction has evolved since then. The release of the World Languages Framework for California Public Schools in 2019 and the World Languages Standards for California Public Schools in 2020 illustrated a necessary shift in instructional approaches in WLC education. Today, we are at a place in which multilingualism is actively valued in the District, and the District’s policies and programs reflect these positive changes. See Exhibit 65 for a timeline of the evolution of WLC instruction in the United States.

Exhibit 65. Timeline of Significant Local, State, and National Events Related to WLC Education

- **1919: The Siman Act:** This law, passed in the state of Nebraska, prohibits minority languages as both the subject and medium of instruction in schools.
- **1919-1923: English-only State Laws:** A total of 22 states (including Nebraska) instituted state laws that mandated English-only instruction.
- **1923: Meyer v. Nebraska** ruled that prohibiting foreign language instruction was unconstitutional.
- **1958: The National Defense Education Act (NDEA)** was passed and included funding for foreign language education to ensure that the United States could compete globally.
- **1965: The Elementary and Secondary Education Act (ESEA)** was passed and included foreign language instruction as a key component. It also emphasized the importance of cultural understanding.
- **1979: Foreign Language Assistance Program (FLAP)** was established to support innovative foreign language programs in elementary and secondary schools.
- **1988: The Foreign Language Assistance Act** was passed and provided grants to improve foreign language instruction and teacher training.
- **2001: The No Child Left Behind Act** reauthorized the ESEA, including provisions to enhance foreign language programs.
- **2018: Global California 2030** was initiated by California State Superintendent Tom Torlakson to vastly expand language education and increase the number of students who achieve the State Seal of Bilingualism.
- **2019: The World Languages Standards for California Public Schools: Kindergarten Through Grade Twelve** were published by the California Department of Education.
- **2020: The World Languages Framework for California Public Schools** was adopted by the California Department of Education.

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The Programs and/or Services We Offer

The District offers a variety of WLC courses in secondary schools (starting in Grade 7). The goal of these courses is to build language and literacy in a language other than English to allow for more opportunities in our increasingly global world and most importantly to help students form multicultural and multilingual identities. Our WLC programming within the District strives to enhance language and literacy in multiple ways (e.g., listening, speaking, reading, and writing) and foster communicative, cultural, and intercultural proficiency.



[Video of 12th Grade LAUSD Student of Arabic. Bell High School](#)



Throughout their multilingual journey, students nurture, affirm, and celebrate their bilingualism and biliteracy by progressing through the TK-5/6th Grade Pathway to Biliteracy, continuing into the 8th Grade Pathway, and culminating with the Seal of Biliteracy in 12th grade. In high school, students deepen their language proficiency by participating in a robust four-year WLC program, which includes opportunities such as Advanced Placement (AP), International Baccalaureate (IB), and college-level LOTE courses offered through dual or concurrent enrollment with community colleges.

By prioritizing early LOTE learning and expanding access to a wide range of WLC courses in middle and high school, LAUSD builds upon the strong foundation already in place across its schools. The collaborative efforts of the WLC and DLE programs aim to meet the growing interest in world languages throughout our communities—empowering students to fulfill the Global California 2030 Call to Action and equipping them to navigate an increasingly interconnected world with confidence, empathy, and respect for cultural diversity.

Across the District, we are proud to offer a wide array of WLC programs, including American Sign Language (ASL). Our secondary schools throughout the District offer American Sign Language, Arabic, Armenian, French, German, Portuguese, Italian, Japanese, Korean, Latin, Mandarin, Pilipino (Tagalog), Russian, and Spanish. Across the regions, some programs are fed from DLE schools, as students enter seventh grade. This allows Dual Language Education (DLE) students to access advanced levels of world languages as a part of their pathway to bilingualism and biliteracy and multilingual journey. WLC courses are offered to all student groups, including DLE students. These opportunities allow students to continue their multilingual journeys by affirming their multicultural identities, meeting the a-g requirements and getting ready for their postsecondary academic and/or career pathway.

Exhibit 66 provides a breakdown of the number of middle and high school WLC courses offered by region. Exhibit 67 provides a list of WLC courses available in each region of the District.

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Exhibit 66. Number of Middle and High School WLC Courses by Region

	Region North	Region South	Region East	Region West	Virtual Academies	Total Courses
# of Middle School WLC Courses	31	38	68	64	10	211
# of High School WLC Courses	427	322	378	431	194	1,752
Total	458	360	446	495	204	1,963

Source: Focus Database September 15, 2025.

Exhibit 67. List of World Languages Offered by Region

Region North (12)	Region South (10)	Region East (10)	Region West (11)	Virtual Academies (12)
ASL	ASL	ASL	ASL	ASL
Armenian	Arabic	Arabic	Arabic	Arabic
French	French	French	French	Armenian
German	German	German	German	French
Italian	Italian	Italian	Italian	German
Japanese	Japanese	Japanese	Japanese	Italian
Korean	Korean	Korean	Korean	Japanese
Latin	Latin	Latin	Latin	Korean
Mandarin	Mandarin	Mandarin	Mandarin	Mandarin
Portuguese	Spanish	Spanish	Spanish	Portuguese
Russian			Tagalog	Russian
Spanish				Spanish

Source: Focus Database September 15, 2025.

Key Practices in Action

Instruction in LAUSD’s WLC classrooms incorporates many key practices to support students in becoming multilingual. Our student-centered approach to WLC instruction, guided by California World Languages and Cultures Framework and the World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve, emphasizes communication and practical language use, while integrating authentic cultural materials, technology for immersive learning, representing a shift from prior grammar-focused approaches to WLC. Students in WLC courses are active learners, using the language in various ways, while teachers guide and support them. By drawing on their own funds of knowledge and expanding their knowledge of other cultures and languages, students within our WLC programs confidently use their own voice to advocate for language and culture.



Our students' languages and cultures are not barriers—they are bridges. With this plan, we promise to honor every story, amplify every voice, and build schools where every child belongs and thrives.

—Dr. Rocio Rivas, Board District 2

Key Practices in Action

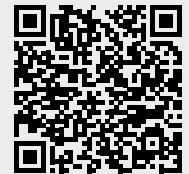
Below we describe the key practices that are present in all WLC classrooms, from 7th through 12th grade. The key practices (see Exhibit 68) are derived and adapted from the following research and instructional guides:

- California Department of Education (2020): [California's World Languages Framework: Communication, Cultures, Connections](#)
- California Department of Education (2019): [World Languages Standards for CA Public Schools](#)
- American Council on the Teaching of Foreign Languages (ACTFL): [World Readiness Standards for Learning Languages](#)
- [ACTFL Position Statement](#)
- [High School student of Mandarin, International Studies Learning Center](#)

LAUSD has developed an [Instructional Planning Tool](#) to support educators in effectively implementing key practices in the teaching of World Languages and Cultures. This tool synthesizes and integrates various instructional approaches to guide educators in their planning. It is important to recognize that these core principles and practices are not applied in isolation. Rather, they are flexible and responsive, adapting to the diverse language backgrounds, unique strengths, and specific needs of students, as well as to the dynamic nature of the classroom environment.



[Video of High School Student of Mandarin, International Studies Learning Center](#)



Instruction in the District's World Languages and Cultures (WLC) classrooms integrates key practices designed to support students in becoming multilingual. Grounded in a student-centered approach, WLC instruction is guided by the California World Languages Framework and the *World Languages and Cultures Standards for California Public Schools, Kindergarten Through Grade Twelve (WL Standards)*. Recent efforts emphasize meaningful communication and real-world language use, marking a shift from traditional grammar-focused instruction.

Authentic cultural materials and technology are incorporated to create immersive learning experiences. In this dynamic environment, students are active participants—engaging in interpersonal, interpretive, and presentational modes of communication—while teachers provide guidance and support. Through this process, students draw upon their own funds of knowledge and broaden their understanding of diverse cultures and languages. Ultimately, WLC programs empower students to confidently use their voices to advocate for language and culture.

Exhibit 68 describes the key practices for educators that are intended for use in all WLC classrooms, from seventh through 12th grade. The key practices are derived and adapted from the following research and instructional guides:

- **American Council on the Teaching of Foreign Languages (ACTFL) (2014):** World Readiness Standards for Learning Languages and ACTFL Position Statement
- **California Department of Education (2019):** World Languages Standards for California Public Schools, Kindergarten Through Grade Twelve
- **California Department of Education (2020):** World Languages Framework for California Public Schools

The District has developed a concise, two-page Instructional Planning Tool to support educators in implementing key Practices in their World Languages and Cultures (WLC) Courses. This tool provides a summary of the California World Languages Standards and World Languages Framework and serves as a practical guide for instructional planning. It is important to recognize that these core commitments and key practices are not applied in isolation. Instead, they are flexible and adaptive, evolving in response to students' diverse language backgrounds, individual strengths and needs, and the dynamic nature of the classroom environment.

Exhibit 68. Key Practices for WLC Courses

Key Practices
Build a classroom community that focuses on communicating in and comprehending the target language in various contexts and ways (e.g., songs, conversations, etc.) ^d
Use content from all subject areas to develop target language proficiency and connect to other areas.
Provide opportunities for learners to interact with authentic materials (e.g., texts, cultural products) to help acquire the target language and build understanding of the culture.
Integrate technology, such as self-paced language learning apps, virtual classrooms, online language exchange platforms, and artificial intelligence-based speech recognition tools and tutors, to help students learn the target language and culture.
Engage students in comparing and understanding the viewpoints of the target culture(s) and their own culture(s) to help explain their own cultural perspectives.
Use high-impact essential instructional strategies that support students in building cognitive skills while engaging in academic discourse.
Build student capacity to communicate and interact with the target culture(s) to prepare them to participate in multilingual communities at home and around the world.

These key practices directly align with the District priorities outlined in the [2022–26 District Strategic Plan](#). Specifically:

High-Quality Instruction and Enriching Experiences. Within these priorities, strategies include the following:

- “Deliver impactful, rigorous, standards-based, culturally responsive, and inclusive instruction supported by high-quality curricular and instructional materials in all content areas.” (p. 24)
- “Provide students with expanded opportunities to become multilingual through dual and world language programs, including American Sign Language.” (p. 26)

^d Recommendation is to speak the target language 90% or more of the time at all levels of instruction in WLC classes.

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Welcoming Learning Environments: Within this priority, strategies include the following:

- “Create asset-based and culturally responsive classrooms and curricula that value and celebrate the diverse backgrounds of our students” (p. 34)

Strong Relationships and Honoring Perspectives: Within this priority, strategies include the following:

- “Develop resources and activities to promote regular school community events that engage family and staff.” (p. 42)
- Collaborate with community partners and students to create meaningful leadership opportunities and internships to advance student leadership development and enrichment experiences.” (p. 48)

Professional Learning

To prepare our WLC teachers to implement these key practices, the District offers a variety of professional learning opportunities to our staff. These opportunities include the following:

- **DLE WLC Institute:** This 3-day professional learning experience hones essential high-impact practices and strategies to support instruction in the target language.
- **WLC Continuing the Year Strong Professional Development:** This professional development course provides practical strategies to enhance WLC instruction, establish effective classroom routines, and promote active student language production. Teachers are trained on tools to create a structured yet dynamic learning environment that fosters engagement and confidence in language use in the WLC classroom and beyond.
- **Powering Up Proficiency Professional Development:** This professional development course revolves around proficiency-driven practices that focus on meaningful communication and measurable language growth in the modes of communication. Teachers explore strategies for designing activities and assessments that are aligned with proficiency targets and foster student engagement and progress in WLC classrooms.
- **Teachers Helping Teachers Professional Development:** This professional development program is designed to support and mentor teachers, particularly in the world languages and DLE. It provides resources, workshops, and virtual events to promote equity and excellence in teaching and learning in both DLE and WLC classrooms. The program facilitates mentorship opportunities for teachers, pairing experienced teachers (mentors) with newer teachers or teachers who are seeking specific support (mentees).
- **Multilingualism Awards Informational Sessions:** These sessions support our school communities, including families, teachers, school leadership, students, designees, and counselors, with the needed information relative to the Pathway to Biliteracy and Seal of Biliteracy.
- **Seal of Biliteracy Professional Development:** This professional development course explores the Seal of Biliteracy and its impact on recognizing and promoting multilingual proficiency among students. It provides an overview of eligibility criteria, implementation strategies, and best practices for supporting students in achieving this prestigious designation.
- **Multilingualism Awards Professional Development (for Elementary, Middle, and High School):** This professional development course is designed to equip TK-8th grade Pathway to Biliteracy and 12th grade Seal of Biliteracy designees with the knowledge and strategies they need to support the implementation of the Multilingualism Awards at their schools.

Real-World Applications

Example 1: Creating a Classroom Discourse Community

Part of effective WLC is to give students a variety of opportunities to participate in real-world, spoken, written, or signed conversations related to self and the immediate environment. Consider the following:

Scenario: In Profesora A. Mendoza’s Spanish for Spanish Speakers class, ninth and tenth graders embark on a journey to explore the complex identities and histories of Spanish-speaking communities. The classroom is a vibrant mix of students, with 10% Hispanic and 90% non-Hispanic, including English Only (EO) and Initially Fluent English Proficient (IFEP) students who acquired Spanish through Dual Language Programs.

Profesora Mendoza begins each day by warmly greeting her students in a variety of languages, reflecting her deep commitment to honoring students’ diverse identities, languages, and cultural backgrounds. This simple but powerful routine sets the tone for a classroom rooted in respect, inclusivity, and cultural affirmation. She then leads a daily check-in activity that allows students to express how they are feeling, which not only builds a supportive classroom community but also models the importance of social-emotional awareness as a foundation for learning.

Today’s lesson centers on exploring the historical and racial realities of Afro-Latin communities through an academic and culturally relevant lens. The focal point of the lesson is Nicolás Guillén’s poem “La balada de mis dos abuelos” (“The Ballad of My Two Grandfathers”), which Profesora Mendoza uses as an anchor text to spark inquiry and critical discussion around themes of identity, slavery, and racial heritage in Latin America.

To guide students through a deep and meaningful engagement with the text, Profesora Mendoza implements a Three-Listens, Three-Reads protocol (see [LAUSD Digital Guide](#)). She uses the Three Read protocol to support her students as they read closely to make sense of challenging texts. The first read is to understand the context. The second read is to understand the text. The third read is to elaborate on the text.

Throughout the protocol, students apply Constructive Conversation Skills (see [LAUSD Digital Guide](#)) as they discuss their thinking with a partner.

In the **first listen**, Profesora Mendoza creates opportunities for her students to actively listen for the big idea. She reads the poem aloud with expressive intonation, while students follow along with printed copies to understand the big idea of the text. While reading, she encourages students to focus on the overall rhythm, tone, and emotional resonance of the poem. Students are invited to journal their emotional responses, noting any lines that stir a personal reaction to the main idea (speaker’s dual heritage), the structure (alternating the description of the black grandfather associated with suffering and the white grandfather associated with a form of weariness), characters (speaker’s two grandfathers Don Frederico and Taita Facundo), and key events (two grandfathers’ lives).

During the **second listen**, Profesora Mendoza provides an opportunity to analyze the text and determine codes through modeling and explaining in a think-aloud. She models how to use context clues and prior knowledge to infer meaning.

While she reads, students are coding the text highlighting the text by highlighting for the following key elements:

- Green color for imagery: students highlight strong imagery, contrasting “Africa of dank forests” and “Black water of crocodiles” with “O sails of bitter wind galleon burning gold”.
- Orange color for repetition: students highlight the phrase “How many ships! How many Negroes!” to emphasize the horror of the slave trade as presented by the author.
- Purple color for contrast: students mark passages in the text that utilize stark contrasts between the two grandfathers and the experiences they represent, like the descriptions of the black grandfather’s suffering under slavery and the white grandfather’s weariness.

In the **third listen**, Profesora Mendoza creates another opportunity for her students to actively listen for academic language and ideas to continue building comprehension (what the text means). During this third listen, students continue to code the poem, identify literary devices, such as metaphor and imagery, and highlight central themes of racial identity and cultural duality.

At the end of the third listen, Profesora Mendoza asks her students to take a moment to individually review the coded text and consolidate any notes in preparation for the constructive conversation.

Profesora Mendoza chooses to implement the Think-Pair-Share strategy to engage her students about the text they read. (First, students think individually about a question, discuss their ideas with a partner, and finally, share their thoughts with the class.)

Before pairing up her students, she asks them to take 5 minutes to individually read the poem. During this time, they can annotate the text, noting down key images, lines that stand out, and initial thoughts about the poem’s themes and meaning.

She pairs students up and instructs pairs to share their annotations, discuss their initial interpretations of the poem, and explore any questions they have about the poem.

Profesora Mendoza explains to her students that each of the questions posted on the board has to be addressed in three rounds of partner pair-share. By doing so, Profesora Mendoza provides students with opportunities for multiple sharings of ideas with multiple partners.

- How does Guillén explore the themes of ancestry, identity, and cultural heritage in the poem?
- How does Guillén use imagery and symbolism to depict his black and white grandfathers?
- How does Guillén use this poem to engage with larger social and political issues?
- What do you think is the significance of the final image of the two grandfathers embracing?

As students engage in partner discussions, Profesora Mendoza circulates the classroom monitoring and listening to students’ ideas. A powerful moment arises when Sofia, a student, selects the line “*las sombras que se abrazan*” (“the shadows that embrace”) and shares with her partner how she interprets it as a metaphor for the merging of African and European heritage. Another student, Malik, builds on this idea by connecting it to his own experience growing up in a bicultural household, which prompts his partner to reflect on and share aspects of his own identities.

At the end of the last round of Think-Pair-Share, the class reconvenes for a whole-group share. Some students share their ideas with the whole class, addressing personal connections to the text. Others discuss how the poem’s structure and symbolism convey complex messages about the legacy of colonialism and the blending of African and European ancestries.

Profesora Mendoza explicitly integrates WLC Standards and social justice practices to reinforce the importance of using language as a tool for critical thinking, identity exploration, and cross-cultural understanding. By combining culturally responsive teaching practices with academic discourse strategies, she creates a learning environment where all students feel seen, valued, and empowered to engage in rich, respectful, and transformative dialogue.

Example 2. Fostering Global Mindsets

In Mrs. Lopez’s World Languages and Cultures class, students are exploring the theme of “Who am I, and how do I connect to the world?” The goal is not only to improve Spanish communication skills but also to help students understand how culture shapes identity and worldview. Mrs. Lopez designs a lesson that intentionally fosters **Global Mindsets**—the ability to understand and respect multiple perspectives, show empathy, and think critically about cultural differences and similarities.

Mrs. Lopez identified the learning goals as follows: Students will develop a **Global Mindset** by:

- Comparing their own cultural perspectives with those of students living in Spanish-speaking countries
- Practicing respectful communication and open-mindedness;
- Reflecting on how language is connected to worldview.

Mrs. Lopez starts the lesson by asking her students “What does it mean to see the world through someone else’s eyes?”

Students write a short response in Spanish, then share with a partner. By doing so, Mrs. Lopez sets the tone for curiosity and empathy.

Students are given short video clips of teenagers from Spain, Colombia, and Mexico talking about daily life, school, family, and values.

As they watch, students fill out a chart comparing:

- | | |
|--------------------|-------------------|
| • Family structure | • Daily schedule |
| • Role of school | • Personal values |

Mrs. Lopez prompts students to think critically:

“How are these students’ lives similar to yours? What might influence the differences?”

Using Spanish sentence starters (e.g., “*En mi cultura... pero en Colombia...*”), students discuss what surprised them and what they admire.

Mrs. Lopez models respectful language and encourages students to ask clarifying questions, not just make judgments. She reminds them:

“Understanding someone’s culture doesn’t mean you have to agree—it means you are willing to listen and learn.”

Students complete a bilingual journal reflection responding to:

- “What did you learn today that changed your thinking?”
- “How can knowing another culture help you be a better communicator and global citizen?”

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Mrs. Lopez collects these reflections to assess students’ cultural self-awareness and empathy growth. She selects one whose writer was invited to share with the whole class. The student reads: *“I used to think all Latin American students had the same experience, but now I see how different each country is. It made me think about how others see my culture too.”*

By designing a culturally immersive, reflective, and student-centered experience, Mrs. Lopez transforms language learning into a gateway for **global awareness and empathy**. Through structured comparisons, authentic materials, open discussion, and reflective journaling, students begin to see that being multilingual also means becoming **“multiperspectival,”** an essential part of developing a **Global Mindset**.



The professional development for WLC is unique, as no other PD directly supports language teachers in this way. These sessions are rich in teacher collaboration and student models, providing valuable examples for educators to design lessons aligned with the 2019 World Language Standards. Additionally, MMED supports new teachers through a high-quality mentoring program, helping them thrive and grow in their professional practice.

—WLC Teacher

Example 3: Bridges Through Dialogue

Providing opportunities for WLC students to engage in dialogue together is a powerful way to exchange ideas about cultures and practice academic language in the target language.

Scenario: Ms. Ramirez’s eighth-grade Spanish classroom hums with energy. Today’s goal is for students to engage in constructive conversations with peers to compare cultural celebrations across Spanish-speaking countries. On the whiteboard, the day’s language objective reads, “I can compare and discuss cultural traditions using academic language in Spanish.”

After a brief warm-up discussing Las Fallas de Valencia and Día de los Muertos in Mexico, Ms. Ramirez models a sentence frame with her student volunteer:

Ms. Ramirez: “Yo noto que en las Fallas usan fuego para celebrar. ¿Tú qué opinas?”

Student: “Yo pienso que es parecido a Día de los Muertos porque ambos celebran con arte y color.”

Ms. Ramirez: [smiling and turning to the class]. “Notice how we built off each other’s ideas? That’s called constructive conversation. We’re building meaning together.”

She projects a conversation scaffold on the board:

- Yo noto que...
- Estoy de acuerdo porque...
- ¿Tú qué piensas?
- Una diferencia es que...
- Eso me recuerda a...



Language mastery is critical to our students’ academic success. We amplify the need for continued prioritization of culturally responsive pedagogy, inclusive of the study of world languages, academic English mastery, and advancing the needs for our Standard English Learners.

—Sherlett Newbill, Board District 1

Students are paired strategically—some are native speakers, while others are learners at different proficiency levels. Each pair receives a visual graphic organizer with images and key phrases. As they begin their discussions, Ms. Ramirez circulates, prompting when needed, “Remember to ask follow-up questions. You’re not just sharing—you’re building ideas together.”

At one table, Sofia, a heritage speaker, and Ethan, a novice learner, navigate the task:

Sofia: “Una diferencia es que en México usan calaveras. ¿Tú qué piensas?”

Ethan (checking his notes): “Yo pienso que...es interesante. Me gusta el arte en Día de los Muertos.”

Sofia: “¡Sí! El arte es importante. Es una forma de honrar a la familia.”

Ethan: nods, encouraged. “Yo tengo una pregunta...¿Tú celebras algo así?”

Later, students reflect in writing using both English and Spanish. Ms. Ramirez wraps up with a class debrief. “Today, you didn’t just learn about holidays—you learned how to learn with each other. Peer conversations help us connect across languages and cultures.”

Measures of Success: World Languages and Cultures

- Increase the number of 12th graders receiving the Seal of Biliteracy by 4% annually to ensure that by 2030 50% of LAUSD graduating seniors are awarded the State Seal of Biliteracy

Endnotes

^[1] Brecht, R. D. (2007). National language educational policy in the nation’s interest: Why? How? Who is responsible for what? *The Modern Language Journal*, 91(2), 264–265. <https://doi.org/10.1111/j.1540-4781.2007.00543.8.x>; Ruther, N. L. (2003). *The International and Foreign Language Human Capital Challenge of the U.S. Federal Government* [Paper presentation]. Duke University Conference on Global Issues in International Education.

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Conclusion

In conclusion, the **Los Angeles Unified School District (LAUSD) 2025 Multilingual Multicultural Master Plan** builds on the foundation laid by the 2018 English Learner and Standard English Learner Master Plan and reaffirms our unwavering commitment to equity, inclusion, and academic excellence for all students. Rooted in the belief that language is a powerful expression of identity and culture, this plan embraces the full linguistic and cultural assets that students and families bring to our schools. It advances our core commitments by honoring the whole child, promoting translanguaging as a tool for social justice, and fostering culturally and linguistically responsive learning environments that validate and affirm students' identities.

This Master Plan is not only a strategic roadmap but a call to action—one that centers an asset-based approach to instruction, expands access to dual language programs, and ensures that every student has the opportunity to thrive as a bilingual, biliterate, and multicultural learner. By cultivating these strengths, we prepare our students to succeed in a diverse and interconnected world, while affirming the intersectionality of their identities and empowering their voices. We recognize that multilingualism is not only a cognitive and academic advantage but also a social-emotional and economic asset that strengthens our communities and our democracy.

Evaluation

To inform program services, practices, and instructional approaches, MMED will conduct an annual Master Plan evaluation guided by an Implementation Plan. This Implementation Plan will outline the evaluation components used to measure program effectiveness. Annual evaluations will assess system inputs, instructional practices, and student outcomes, all aligned with clearly defined program goals and intended outcomes.

The annual Master Plan evaluation will focus on multilingual learner groups, including ELs and RFEPs; current and former Standard English Learners (SELs), including African American, Mexican American, Hawaiian American; Native American students; Migrant and Refugee Education students; American Indian/Alaska Native and Indigenous students; and participants in Dual Language Education (DLE).

A range of program evaluation approaches will be used to ensure a comprehensive understanding of implementation and impact. These methods will include random classroom observations, educational partner interviews, analysis of the School Experience Survey, and regular review of relevant program data. The evaluation design will remain adaptable based on available resources and evolving program needs.

The Implementation Plan will serve as a dynamic, living guide to continuous improvement—ensuring alignment with the Master Plan's overarching goals and intended outcomes.

See here for the 2023-24 evaluation of the 2018 Master Plan at [2018 Master Plan for English Learners and Standard English Learners: 2023-24 Master Plan Evaluation](#).

Implementation Plan

Implementation and Professional Development Timeline

In order to support a full implementation of the 2025 Multilingual Multicultural Master Plan (MMMP), the Multilingual Multicultural Education Department (MMED) has developed coherent collaborative systems, aligned policies, and evidence-based professional development and instructional tools.

Strengthening Collaborative Systems

MMED will continue to develop collaborative structures with internal and external partners to inform practice and policy development:

- Family, educators, and student advisory groups from the Office of Student, Family, and Community Engagement
- Region leadership
- District departments to inform community partners
- Institute of higher learning

Professional Development

To enhance teacher practice and student learning in comprehensive instructional programs, MMED will develop content and professional development aligned with the 2025 MMMP: The following professional development opportunities will be provided and/or leveraged to support the effective implementation of the Master Plan programs/services and build understanding of the instructional and policy shifts outlined therein:

MMED Sponsored Events

Educator Professional Learning:

- Master Plan Instructional Institute
- Teachers Helping Teachers Institute: Academic English Mastery Program (AEMP), Dual Language Education, and World Languages & Cultures
- MMED Coach Institute
- Comprehensive Professional Development in ELD for Teachers of Dually Identified PLTEs and LTELs
- Elegance of 12: Suite of Strategies Professional Development
- Essential Instructional Approaches
- The Genius of the Multilingual Brain
- Cross-Linguistic Connections and Biliteracy
- Translanguaging
- Culturally and Linguistically Responsive Access Strategies

MMED Supported Events

Leadership Development:

- Principal Leadership Institute
- Regional Director Leadership Institute

Educator Professional Learning:

- Teacher Summer Professional Development
- Banked Time Professional Development

Parent & Family Professional Learning:

- English Learner Advisory Committee (ELAC)
- District English Learner Advisory Committee (DELAC)

- Regional Ambassador Academies
- Workshops and resources to support parent engagement and understanding of the 2025 MMMP

Additional Opportunities:

- School, Region, and Central Office Requests for Professional Development
- Central/Region Office Requests for Parent Training

Each professional development opportunity will be tailored to meet the needs of families, teachers, administrators, schools, and District staff.

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Appendix A. Commonly Used Abbreviations

AAL	African American Language	LCAP	Local Control and Accountability Plan
AEA	Access, Equity, and Acceleration Office	LOTE	Language Other Than English
AEMP	Academic English Mastery Program	LTEL	Long-Term English Learner
AI/AN	American Indian and Alaska Native	MELD	Mainstream English Language Development
ALD	Academic Language Development	MEP	Migrant Education Program
AP	Advanced Placement	ML	Multilingual Learner
CDE	California Department of Education	MMALC	Multilingual Multicultural Accelerated Learning Coach
CLR	Culturally and Linguistically Responsive/Relevant	MMED	Multilingual Multicultural Education Department
CLRP	Culturally and Linguistically Responsive Pedagogy	MMMP	Multilingual Multicultural Master Plan
CSS	California State Standards	MTSS	Multi-Tiered System of Support
DELAC	District English Learner Advisory Committee	MxAL	Mexican American Language
dELD	Designated English Language Development	NAL	Native American Language
DIBELS	Dynamic Indicators of Basic Early Literacy Skills	OCR	Office for Civil Rights (U.S. Department of Education)
DLE	Dual Language Education	OPTEL	Observation Protocol for Teachers of English Learners
EB	Emergent Bilingual	OWI	One-Way Immersion
EC	Education Code (California)	PD	Professional Development
ECE	Early Childhood Education	PLTEL	Potential Long-Term English Learner
EL	English Learner	PSEL	Probable Standard English Learner
ELA	English Language Arts	RESPite	Refugee Educational Support Program
ELAC	English Learner Advisory Committee	RFEP	Reclassified Fluent English Proficient
ELD	English Language Development	SEI	Structured English Immersion (now L2EAP)
ELP	English Language Proficiency	SEL	Standard English Learner
ELPAC	English Language Proficiency Assessments for California	SLF	School Leadership Framework
EO	English Only	SLIFE	Students with Limited or Interrupted Formal Education
ESEA	Elementary and Secondary Education Act	SSB	State Seal of Biliteracy
ESSA	Every Student Succeeds Act	SSC	School Site Council
GATE	Gifted and Talented Education	SSPT	Student Support and Progress Team
HLS	Home Language Survey	SWD	Students with Disabilities
HAL	Hawaiian American Language	TK	Transitional Kindergarten
iELD	Integrated English Language Development	TLF	Teaching and Learning Framework
IEP	Individualized Education Program	TWI	Two-Way Immersion
IFEP	Initial Fluent English Proficient	UCP	Uniform Complaint Procedures
L1	Primary/First Language	WLC	World Languages and Cultures
K	Kindergarten	WLI	World Language Immersion
L2EAP	Language and Literacy in English Acceleration Program (formerly Structured English Immersion [SEI])		

Appendix B. Glossary

Academic English Mastery Program (AEMP):

The Los Angeles Unified School District’s (LAUSD) Academic English Mastery Program (AEMP) is a comprehensive, research-based program aimed at supporting the language and literacy development of African American, Mexican American, Hawaiian American, and American Indian students for whom standard English is not native. The program incorporates into the curriculum instructional strategies that facilitate the acquisition of standard and academic English in classroom environments that validate, value, and build upon the language and culture of the students.

Academic Language: “Beyond academic vocabulary, the constellation of skills that comprise academic language proficiency” involve “the knowledge and deployment of a repertoire of language forms and functions that co-occur with school learning tasks across disciplines.”⁵⁰ Academic language consists of the set of words, grammar, and organizational strategies used to describe complex ideas, higher-order thinking processes, and abstract concepts.⁵¹

American Sign Language (ASL): A complete, natural language that uses hand movements, facial expressions, and body language to communicate. ASL has its own grammar and syntax and is distinct from English.

Asset-Based Lens: An approach to working with students and families that focuses on recognizing and leveraging students’ and families’ strengths, skills, and funds of knowledge. This approach emphasizes cultural relevance and positive reinforcement to create an inclusive and empowering learning environment.

Bilingualism: Fluency in or use of two or more languages.

Biliteracy: Fluency in or use of two or more languages for both oracy and literacy.

California English Language Development (CA ELD) Standards: In 2012, the California State Board of Education adopted the California English Language Development Standards. The ELD standards guide teachers in supporting English Learners in the acquisition of English needed for success in content areas. The ELD standards amplify areas of English language development that research has shown are crucial for academic learning. They are designed to supplement the ELA content standards to ensure that English Learners develop proficiency in both the English language and the concepts and skills contained in all content standards.

California State Seal of Biliteracy (SSB):

The California State Seal of Biliteracy provides recognition by the State Superintendent of Public Instruction for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages, in addition to English.

College and Career Readiness (CCR):

The key knowledge, skills, and abilities for achieving entry into and persisting in postsecondary education and/or achieving postsecondary success in the workforce.

Comprehensive English Language Development (ELD):

A comprehensive ELD program includes both Designated ELD (dELD) and Integrated ELD (iELD) for ELs.

Culturally and Linguistically Responsive Pedagogy (CLRP):

Valuing the rich resources, intelligences, literacies, lived experiences, and funds of knowledge that students bring to the classroom, and regarding them not as hindrances to learning, but rather as critical capital for creating meaningful, authentic communities of learning.

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District English Learner Advisory Committee (DELAC): Each California district with 51 or more ELs must establish a functioning District English Learner Advisory Committee (DELAC). The DELAC’s mission is to provide an authentic parent voice—through engaging

in review and generating advice and comment on matters pertinent to English Learner programs—to the District and the Superintendent to ensure that the District’s Local Control and Accountability Plan (LAUSD LCAP) reflects the input of District parents, key education partners. The committee must elect representatives and alternates to participate in the DELAC.

Dual Language Education (DLE): Dual Language Education refers to programs that provide standards-based grade-level content and bilingual instruction to all students in two languages: English and a target language.

Dual Language (DL) One-Way Immersion (OWI): The goals of Dual Language Education one-way immersion programs are the acquisition of full language proficiency and academic achievement in two languages—English and the target language—as well as positive cross-cultural competencies. In One-Way Dual Language Education programs, all students in the class are English Learners. All ELs in OWI programs share the same home language.

Dual Language (DL) World Language Immersion (WLI): The goals of the Dual Language Education World Language Immersion program are the acquisition of full language proficiency and academic achievement in two languages—English and the target language—as well as positive cross-cultural competencies for English-proficient students. In World Language Immersion programs, all students are native speakers of English.

English Learner (EL): Also known as Emergent Bilinguals, English Learners are K–12 students who, based on the results of the English Language Proficiency Assessments for California (ELPAC), have not developed English proficiency in listening, speaking, reading, and/or writing.

English Learner Advisory Committees (ELACs): Schools with 21 or more ELs are required to establish an English Learner Advisory Committee. All parents with students attending a school with an ELAC are eligible and encouraged to participate in the ELAC.

English Learner Students with Disabilities (EL SWD): ELs with disabilities have the same access to the current English Language Development (ELD) instruction and infrastructure at school sites as their nondisabled peers. The District provides services to ELs that are mandated by federal and state laws. These include ELD instruction and any supports required to provide ELs with access to the core curriculum.

Funds of Knowledge: Refers to the valuable knowledge, skills, and experiences that students, families, and communities from different cultures bring. By leveraging students’ funds of knowledge, educators can create more inclusive and relevant learning experiences that connect academic content to students’ real-world contexts.

Global California 2030: An initiative of the California Department of Education to better equip students for a global economy by increasing the number of K–12 students who are proficient in two or more languages and who earn a State Seal of Biliteracy.

Gifted and Talented (GATE): In accordance with the *California Education Code*, the District defines a gifted and talented student as one who exhibits excellence or the capacity for excellence far beyond that of their chronological peers in one or more gifted/talented categories.

Heritage Language: A language with which a person has a linguistic or cultural connection, including (but not limited to) native speakers of a particular language.

International Newcomer Student: Foreign-born ELs who have been enrolled in U.S. schools for less than 3 years.

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Initial Fluent English Proficient (IFEP):

Students with this language classification have well-developed oral (listening and speaking) and written (reading and writing) skills, based on the results of the English Language Proficiency Assessments for California (ELPAC). They can use English to learn and communicate in meaningful ways that are appropriate to different tasks, purposes, and audiences in a variety of social and academic contexts.

Language and Culture Pathway in Grades 7-12:

All students in grades 7-12 can access continuous and advanced levels of World Languages and Cultures courses to continue growing their linguistic and cultural knowledge.

Language Proficiency: The ability to perform in a particular language or language variety, often focused on the four domains of language: speaking and writing (expressive language) and listening and reading (receptive language).

Learning Disabilities: The Individuals with Disabilities Education Act (IDEA) defines a specific learning disability as “a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in the imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations.”

Long-Term English Learner (LTEL): Long-Term English Learners are defined by the District as secondary EL students who have completed seven full years in U.S. schools (i.e., are beginning their seventh year or beyond) without meeting the criteria for reclassification.

Mainstream English: Mainstream English, or standard English, can be defined as the language variety most often used in education, media, government, and business. Standard English is “the language that is used by teachers and students for the purpose of acquiring new knowledge and skills...imparting new information, describing abstract ideas, and developing students’ conceptual understanding”⁵².

Mainstream English Instructional Program:

The goal of this program is to ensure that secondary EL students who have transitioned from L²EAP (otherwise known as Structured English Immersion [SEI]), or have been opted into the mainstream program via a parental withdrawal, continue to progress linguistically and academically to meet grade- and proficiency-level ELD standards and grade-level content standards.

Mainstream English Language Development (MELD):

Mainstream English language development is a responsive instructional intervention that develops listening, speaking, reading, and writing skills in mainstream English and academic English.

Migrant Education Program: The Migrant Education Program is a federally funded program designed to enrich and respond to the educational and health needs of migrant children. Children (ages 3 to 21) of migratory workers are eligible for the program if their parents (or other members of their nuclear family) have worked in fishing, agriculture, dairy, food processing (packing), forestry, or livestock industries within the last 36 months.

Multilingualism: The ability to perform in more than one language by an individual speaker or community.

Multi-Tiered System of Support (MTSS):

A Multi-Tiered System of Supports is a systemic, continuous improvement, three-tiered framework in which data-based problem-solving and decision-making are practiced across all levels of the educational system to support students in academic, behavioral, and social-emotional learning according to their level of need.

Potential Long-Term English Learner (PLTEL): ELs in grades 3-12, with 4 to 6.9 years as English Learners, who have not reclassified to English proficient.

Primary Language: The primary language is the language to which a person has been exposed from birth, also referred to as the first language, home language, mother tongue, or native language.

Reclassified Fluent English Proficient (RFEP)

Students: ELs are reclassified as Fluent English Proficient based on multiple criteria that align with the *California Education Code* and [State Board of Education \(SBE\) recommendations](#).

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Refugee Educational Support Program (RESPite):

The Refugee Educational Support Program is funded by the Federal Refugee School Impact Program and the Office of Immigrant Youth (Office of Equity, California Department of Social Services). Funding is provided for activities that lead to the effective integration and education of refugee children.

School Leadership Framework (SLF): The District’s School Leadership Framework describes actions that leaders take to create or maintain systems, structures, and a school culture that collectively contributes to improved student learning and teacher effectiveness. It provides a tangible and concrete picture of effective leadership and can be used by current and future school leaders to assess their effectiveness and guide their growth and development.

School Site Councils (SSCs): School Site Councils ensure that all federal parental involvement mandates are met, specifically the Title I Parent Involvement Policy and the School-Parent Compact.

Speech Communities: Refers to a community of people who share a common language or dialect and use it to communicate within a specific setting, such as a classroom or school. This community includes students, teachers, and staff who interact using shared linguistic norms and practices, fostering a sense of belonging and mutual understanding.

Standard English Learner (SEL): Standard English Learners are students whose mastery of the variety of English privileged in schools is limited, and whose home language differs in structure and form from standard English. These students often find themselves at a disadvantage in school because of important morphological, syntactic, and discourse differences between their home language and Mainstream English.

Structured English Immersion (SEI): California’s Proposition 227 required that ELs be taught “overwhelmingly in English” through sheltered/ structured English immersion. This has now been replaced in the District by the Language and Literacy in English Acceleration Program (L²EAP).

Students with Limited or Interrupted Formal Education (SLIFE): SLIFE includes students who had limited or no access to school in their home country and students whose education has been limited or interrupted.

Translanguaging: An educational approach where students use multiple languages interchangeably to enhance learning and communication. It involves using any and all language and linguistic resources of students. This method supports bilingualism and helps students develop a deeper understanding of content by using their full linguistic repertoire.

Transitional Kindergarten (TK): A free, universal educational program designed for age-eligible 4-year-old children. It serves as a bridge between preschool and kindergarten and provides foundational skills in language, literacy, and math.

World Languages and Cultures (WLC) Instruction: An educational approach that focuses on teaching new languages to students, along with the cultural contexts in which these languages are used. This instruction aims to develop students’ linguistic proficiency and cultural awareness, enabling them to communicate effectively and understand diverse perspectives.

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Endnotes

⁵⁰ Uccelli, P., & Galloway, E. P. (2018). What educators need to know about academic language: Insights from recent research. *What teachers need to know about language*, 62-74.

⁵¹ Zwiers, J. (2008). *Building academic language: Essential practices for content classrooms, grades 5–12*. Jossey-Bass.

⁵² Chamot, A. U., O'Malley, J. M., & Schoenfeld, P. W. C. V. (1994). Teaching for strategic learning: Theory and practice. *Strategic interaction and language acquisition: Theory, practice, and research*, 36.

Appendix C. Resources and Research

Chapter 1: American Indian/Alaska Native and Indigenous Learners

District Resources

- [Title VI Indian Education Grant Information](#): Provides information on the District’s application for the Title VI Indian Education Grant.
- [BUL-6494.2 Student Dress Codes and Uniforms](#): Allows students to wear traditional tribal regalia or recognized objects of religious, ceremonial, or cultural significance as adornment at school graduation ceremonies, but the District retains the discretion to prohibit items that could cause a substantial disruption or interference with the graduation ceremony.
- [Culturally and Linguistically Responsive Pedagogy Trifold](#): The Multilingual Multicultural Education Department has developed a trifold that outlines the six access strategies: Cooperative and Communal Learning, Instructional Conversations, Academic Language Development, Advanced Graphic Organizers, Making Cultural Connections, and Contrastive Analysis.
- [Native Ways of Knowing Book List](#)
- [American Indians in Children’s Literature \(AICL\)](#)
- [Latinx and Latin America Titles – Social Justice Books](#)
- [De Colores: The Raza Experience in Books for Children](#)

- [American Indian & Indigenous Literature Digital Resource Guide](#)
- [AI/AN and Indigenous Family Questionnaire \(English & Spanish\)](#)
- [ED 506 Introduction Letter](#)
- [ED 506 Form](#)
- [American Indian and Indigenous Identification Campaign Flyer](#)
- [American Indian and Indigenous Identification Campaign Flyer \(Spanish\)](#)
- [LAUSD Open Data Dashboard](#)
- [Tribal Consultation Requirements and Procedures](#)
- [American Indian Program Parent Committee Recordings and Resources](#)
- [Title VI American Indian Education Program: Student Identification and the American Indian Parent Committee \(AIPC\)](#)
- [Fernandeño Tataviam Band of Mission Indians](#)
- [Gabrielino San Gabriel Band of Mission Indians](#)
- [Culturally & Linguistically Responsive Pedagogy: Key Instructional Access Strategies](#)
- [Native American Heritage Month](#)
- [National Day of Remembrance](#)
- [Indigenous People’s Day](#)
- [Land Acknowledgements: A Guide for Educators](#)

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State and National Resources and Research

- [California Department of Education Native American Graduation Adornments](#)
- [California EDC Section 35183.1](#): A pupil may wear traditional tribal regalia or recognized objects of religious or cultural significance as an adornment at school graduation ceremonies. Nothing in this section shall be construed to limit a local educational agency’s discretion and authority to prohibit an item that is likely to cause a substantial disruption of, or material interference with, the ceremony
- [American Indians in Children’s Literature \(Smithsonian Museum\): A Worksheet Analysis of “Where Would You Fit In”](#): Dr. Debbie Reese provides a worksheet analysis for teachers to inform how we understand and discuss different identities through literature.
- [California Indian Enrichment Kits](#): A Teacher’s Guide: This 32-page guide includes lessons, activities, and thematic units for teaching about Indian and Indigenous history.
- [CIELO: We are Here: Indigenous Diaspora in Los Angeles](#): Describes the Undocu-Indigenous Fund and includes a video about the project.
- [Colorín Colorado: Partnering with Indigenous Families from Latin America](#): This family outreach video series includes videos that are available in English, Spanish, and Mam and can be used with family engagement events.
- [Comunidades Indígenas en liderazgo \(CIELO\)](#): CIELO is an Indigenous women-led, nonprofit organization that serves as a link, a resource, and a liaison for Los Angeles migrant Indigenous communities.
- [Culturally Responsive Instruction: Using Indigenous Principles in the Pacific Region](#): This blog from the Institute of Education Sciences focuses on the differences between Western educational approaches and traditional approaches that are common across the Pacific. It outlines principles of learning for educators, schools, and systems to consider when teaching Indigenous learners.
- [Institute of Education Sciences: Blog on Supporting Native American Students Through Culturally Relevant Education](#): This blog from the Institute of Education Sciences discusses the research behind strategies that support Native American students.
- [Culturally Responsive Practices to Support American Indian English Learners’ Success](#): This four-page infographic from the Institute of Education Sciences includes research and strategies for teachers to implement with AI/AN students.
- [National Indian Education Association: Digital Resources](#): A bank of student-centered digital learning activities that include education tools, lesson plans, and resources for teachers, students, and families. Available to search by grade level.
- [National Museum of the American Indian: Native Knowledge 360° Educational Resources](#): This is a bank of instructional and informational resources for educators across subjects, languages, regions, nations, grades, and formats.
- [The National Native American Boarding School Healing Coalition: Truth and Healing Curriculum](#): This website includes resources for teachers, with four robust lessons (differentiated for primary, middle, and upper grades) including history, impacts, stories, and healing.
- [State of California Native American Heritage Commission: Digital Atlas of California Native Americans](#): This free, online multimedia tool can help students and the public visualize California before, during, and after European occupation, with a focus on the Native American experience.
- [United American Indian Involvement: L.A.’s Home for Native People](#): This Los Angeles–based organization promotes and supports the physical, behavioral, and spiritual health and well-being of AI/AN and Indigenous students, with resources that are rooted in the traditional values and culture of AI/AN people.

Appendix C. Resources and Research

Chapter 2: Dual Language Education

District Resources

- [LAUSD Family Resources](#): This Google drive includes a bank of resources for families to support bilingualism and language development (available in English and Spanish).
- [Dual Language Education and World Languages and Cultures 2021-22 Directory](#): This family-friendly resource describes the DLE and WLC programming within the District.
- [Informational video on the Pathway to Biliteracy and Seal](#): This 5-minute family-friendly video explains the Pathway to Biliteracy awards within the District.
- [Seal of Biliteracy Award criteria](#): This one-page infographic, available in English and Spanish, describes the Seal of Biliteracy Award requirements for graduating high school students.
- [LAUSD Reference Guide: Guidelines for Issuing the 12th Grade State Seal of Biliteracy Awards](#): This eight-page document describes the guidelines for issuing State Seal of Biliteracy Awards for the 2024–25 school year and beyond.
- PowerPoint presentations from family informational sessions, available in English and Spanish, about pathway to biliteracy awards and honoring and celebrating language and culture:
 - [TK-1 Pathway to Biliteracy Awards, Honoring and Celebrating Language and Culture, Family Informational Sessions](#)
 - [Grades 3 and 5 Pathway to Biliteracy Awards, Honoring and Celebrating Language and Culture, Family Informational Sessions, Grades 3 and 5](#)
 - [8th Grade Pathway to Biliteracy Awards Family Informational Sessions](#)
 - [12th Grade Seal of Biliteracy Award Family Informational Meeting](#)
- [Funds of Knowledge Survey](#)
- Identity Art: [Language Portraits](#)
- [A Linguistic Celebration Poetry Mini-Lesson](#)
- Advocacy Poem

- [“I Am From” Poem Template](#)
- [Grade TK-5 English Learner: Family Friendly Resources](#)
- [Grades 6-12 English Learner: Family Friendly Resources](#)
- [Translanguaging: The Genius of the Multilingual Brain](#)
- [Culturally and Linguistically Responsive Pedagogy Trifold](#)
- [Arabic Teacher Resources](#)
- [Armenian Resources for Teachers](#)
- [French Teacher Resources](#)
- [Korean Resources for Teachers](#)
- [Mandarin Teacher Resources](#)
- [Spanish Resources for Teachers](#)
- [TK-12 Essential Instructional Approaches: Multilingual Learners](#)
- [The Elegance of 12: Suite of Strategies](#)

State and National Resources and Research

- [Critical Consciousness in Dual Language Bilingual Education: Case Studies on Policy and Practice](#): This short publication shares actions to help develop critical consciousness in educational settings.
- [Dual Language Education of New Mexico: A Day in the Life of a Fifth-Grade Dual Language Student](#): This three-page account is written from the perspective of a student who attends a 50/50 dual language program.
- [NCSSFL-ACTFL Can-Do Statements](#): This site describes the origin and process for using Can-Do statements for language learners to identify and set learning goals.
- [CUNY-NYS Initiative on Emergent Bilinguals: Translanguaging Guides](#): This site includes various teacher-friendly guides that offer strategies and approaches for working with emergent bilinguals.

Appendix C. Resources and Research

Chapter 2: Dual Language Education

State and National Resources and Research

- [CUNY-NYS Initiative on Emergent Bilinguals Topic Brief: Translanguaging and Dual Language Bilingual Education Classrooms](#): This 11-page brief describes the use of translanguaging in DLE classrooms.
- [Ideology, Pedagogy, Access and Equity \(IPAE\): A Critical Examination for Dual Language Educators](#): This three-page article written by Dr. Cristina Alfaro and Dr. Ana Hernández discusses the need for and importance of critical consciousness mindsets and practices among dual language educators.

Chapter 3: English Learner

District Resources

This document includes the key look fors that can maximize student discourse.

- [Teacher Planning Tool](#). This document provides reflective questions, planning resources, and tools for teachers.
- [Progress Monitoring Form: K-12 Observation Protocol for Teachers of English Learners \(OPTEL\)](#). This resource supports the teacher evaluation component of the statewide reclassification criteria.
- [TK-12 Essential Instructional Approaches for Multilingual Learners](#)
- [The Elegance of 12: Suite of Strategies](#)
- [Conversation Norms](#)
- [Constructive Conversation Skills](#)
- [Companion Cards](#)
- [TK-12 International Newcomer Digital Resource](#)
- [Translanguaging: The Genius of the Multilingual Brain](#)
- [Culturally and Linguistically Responsive Pedagogy Trifold](#)

- [Office of English Language Acquisition: Dual Language Immersion Programs](#): This seven-page infographic describes dual language immersion programs at a national level.
- [National Association for Bilingual Education](#): This Resource webpage includes state and national resources to support bilingual education.
- [Colorín Colorado](#): This bilingual site offers educators and families of English language learners a wide range of resources.
- [California Language Teachers' Association](#): This organization is designed for teachers in California to implement best practices in world language education. This site includes links to conferences, webinars, advocacy information, and more.

State and National Resources and Research

- [California Department of Education \(CDE\): English Learner Roadmap](#) (2017): This document provides a vision and plan for serving ELs in California.
- [CDE: ELD Standards](#): These standards guide teachers in supporting English Learners in acquiring the English needed for success in content areas.
- [CDE: ELA/ELD Framework](#) (2014): This framework aligns English Language Arts and English Language Development standards with the Common Core.
- [CDE: Improving Education for Multilingual and English Learner Students: Research to Practice](#) (2020): This book provides research-based guidance and practical strategies for educators to enhance the education of multilingual and English Learner students.
- [Office of English Language Acquisition \(OELA\) Fact Sheets](#): The OELA has synthesized key data on ELs into two-page fact sheets on a variety of subjects.
- [Multilingual Learning Toolkit](#): This toolkit synthesizes key research and resources for supporting multilingual students from pre-K through third grade.

- Introduction
- Core
- Chapter 1: American Indian/Alaska Native and Indigenous Learner
- Chapter 2: Dual Language Education
- Chapter 3: Emergent Bilingual, Also Known as English Learners
- Chapter 4: Gifted and Talented Education
- Chapter 5: International Newcomer
- Chapter 6: Refugee and Migrant Education Programs
- Chapter 7: Special Education
- Chapter 8: Standard English Learner
- Chapter 9: World Languages and Cultures

Appendix C. Resources and Research

Chapter 3: English Learner

District Resources

This document includes the key look fors that can maximize student discourse.

- Institute of Education Sciences: [Teaching Academic Content and Literacy to English Learners in Elementary and Middle School](#) (2014). This practice guide from the What Works Clearinghouse describes what works for ELs in content and literacy instruction.
- Institute of Education Sciences: [Effective Literacy and English Language Instruction for English Learners in the Elementary Grades](#)

- (2007). This practice guide from the What Works Clearinghouse describes what works for ELs in Elementary grades.
- National Academies of Science, Engineering, and Mathematics: [Promoting the Educational Success of Children and Youth Learning English: Promising Futures](#) (2017). This consensus document outlines research and key practices for English Learners.
- National Academies of Sciences, Engineering, and Medicine: [English Learners in STEM Subjects: Transforming Classrooms, Schools, and Lives](#) (2018). This consensus document outlines research on ELs and STEM.

Chapter 4: Gifted and Talented Education

District Resources

- [LAUSD GATE](#): This is the District's Gifted/Talented Programs website, including resources for educators, families, and students.
- [GATE Identification](#)
- [Targeted Identification Program \(TIP\)](#)
- [GATE Clustering Requirements and Best Practices for All K-12 Schools](#)
- [Advanced Coursework \(Honors/Advanced Placement\)](#)
- [GATE Program Options](#)
- [GATE Teaching and Learning Framework Look Fors](#)
- [Prompts of Depth and Complexity](#)
- [Differentiated Learning Objective](#)
- [Supporting Emotional Needs of the Gifted](#)
- [GATE Students Webpage](#)
- [GATE Student Advisory Council](#)
- [GATE Program Options](#)
- [Choices](#)
- [GATE Families Webpage](#)

State and National Resources and Research

- [15 Tips for Improving the Identification of Gifted ELs](#): This article suggests adopting universal screening procedures, creating alternative pathways to identification, and establishing a web of communication as approaches to identifying gifted English Learners (ELs.)
- [Identifying and Supporting Gifted ELLs](#): This article addresses inclusivity, culturally responsive pedagogy, and examining teacher bias as methods to support gifted English Learners.
- [Supporting Emotional Needs of the Gifted](#): This website provides resources regarding the social-emotional needs of all gifted learners for families and educators.
- [National Association for Gifted Children](#): This is the website of the National Association for Gifted Children, the nation's leading organization focused on the needs of gifted and talented children.
- [California Association for the Gifted](#): This is the website of the California Association for the Gifted, a statewide organization that advocates for the intellectual, academic, social, and emotional needs of diverse gifted students.

Appendix C. Resources and Research

Chapter 5: International Newcomer

District Resources

- [Teacher Planning Tool](#): This tool provides a set of reflective questions, planning resources, and other tools for teachers.
- [UTK-12 Essential Instructional Approaches: Multilingual Learners Look Fors](#): provides key look fors to maximize student discourse.
- [Translanguaging: The Genius of the Multilingual Brain](#): infographic provides an overview of translanguaging.
- [The Elegance of 12 Suite of Strategies](#): offers a set of strategies for teaching receptive and expressive skills.
- [Progress Monitoring Form: K-12 Observation Protocol for Teachers of English Learners \(OPTEL\)](#): is a resource for the teacher evaluation component of the statewide reclassification criteria.
- [Constructive Conversation Skills](#): offers posters in different languages on constructive conversation skills.
- Turning Dreams into Reality: [TK-12 International Newcomer Digital Resource](#)
- [2024-2025 EL Designee Resource Guide](#)
- [Culturally and Linguistically Responsive Pedagogy Trifold](#)
- [We are ONE Estamos Unidos](#)

State and National Resources and Research

- [California Department of Education \(CDE\) Migrant Programs and Services](#): The CDE provides information on statewide programs

Chapter 6: Refugee Program and Migrant Education

District and County Resources

- [Los Angeles County Office of Education \(LACOE\)](#) offers specialized educational support to migratory children by addressing disparities in academic standards among states. LACOE works to ensure equitable opportunities for students to meet state standards and overcome educational, cultural and health-related challenges.

and services coordinated by California’s Migrant Education Program (MEP).

- [California English Learner Roadmap](#) (2017): This document provides a vision and plan for serving ELs in California.
- [California ELA/ELD Framework](#) (2014): This framework aligns English Language Arts (ELA) and English Language Development standards with the Common Core State Standards.
- [CANN: California Newcomer Network](#): This website includes free resources and videos.
- [Office of English Language Acquisition \(OELA\) Fact Sheets](#): The OELA has synthesized key data on ELs into two-page fact sheets on a variety of subjects.
- [Multilingual Learning Toolkit](#): This toolkit synthesizes key research and resources for supporting multilingual students from TK-third grade.
- Rennie Center for Education Research and Policy: [Supports for Newcomer Students](#) This center provides tools and resources that can help support the holistic development of migrant and newcomer students.
- [U.S. Department of Education: Office of Migrant Education](#): This office provides leadership, technical assistance, and financial support to improve educational opportunities and academic success of migratory students and families.
- [U.S. Department of Education Newcomer Toolkit](#): This toolkit is a resource for state, local, and school leaders to support multilingual learners and general education educators who directly serve immigrant and refugee students.
- [LAUSD Family and Community Engagement](#): provides resources and information for schools, families, and community groups.
- [Acculturation and Immigration Support](#): Provides free District resources for acculturation and immigrant support.
- [We are ONE: Informational Resource Guide for Students and Families](#)
- [Welcome to School Mental Health](#)

- Introduction
- Core
- Chapter 1: American Indian/Alaska Native and Indigenous Learner
- Chapter 2: Dual Language Education
- Chapter 3: Emergent Bilingual, Also Known as English Learners
- Chapter 4: Gifted and Talented Education
- Chapter 5: International Newcomer
- Chapter 6: Refugee and Migrant Education Programs
- Chapter 7: Special Education
- Chapter 8: Standard English Learner
- Chapter 9: World Languages and Cultures

Appendix C. Resources and Research

Chapter 6: Refugee Program and Migrant Education

State and National Resources and Research

- [A Guide for Engaging ELL Families](#): Twenty Strategies for School Leaders: This free guide from Colorín Colorado includes strategies for family engagement.
- [U.S. Department of Education: Newcomer Toolkit](#): This NCELA toolkit includes resources for supporting newcomer students and families.
- [Institute of Education Sciences \(IES\): Welcoming, Registering, and Supporting Newcomer Students: A Toolkit for Educators of Immigrant and Refugee Students in Secondary Schools](#): This 65-page toolkit offers information for educators of immigrant and refugee students in secondary schools.
- [Refugee and Immigrant Core Stressors Toolkit](#): This toolkit offers information about four core stressors that refugees and immigrants may face.
- [Refugee and Immigrant Educator Academy](#): This includes resources and learning experiences for educators of refugee and migrant students.
- [5 Trauma-Informed Strategies for Supporting Refugee Students](#): Offers free resource with trauma-informed strategies by Edutopia.

Chapter 7: Special Education

- [Division of Special Education Website](#)
- [Community Advisory Committee \(CAC\) Website](#)

Examples include the following:

- [Parent's Guide to Special Education Services-English](#)
- [Parent's Guide to Special Education Services-Spanish](#)
- [The IEP and You-English](#)
- [The IEP and You-Spanish](#)
- [Alternate Dispute Resolution \(ADR\)-English](#)
- [Alternate Dispute Resolution \(ADR\)-Spanish](#)

Division of Special Education Parents/Guardians

Website: Examples of materials found on this website include the following:

- Prerecorded workshops for parents on topics such as dyslexia and inclusive practices
- Current Parent Workshop catalog
- Information about the CAC
- Translation Requests for IEPs

Parent/Guardian Resource Sheet: This page includes websites, recorded videos, and academic supports for parents and guardians of students with disabilities.

LAUSD Child Find: This website details the District's obligation to search for and serve students suspected of having a disability.

Los Angeles Regional Centers: Find your local Regional Center, a nonprofit that provides support to individuals with developmental disabilities and their families.

Supporting Innovative Practices

- A California Department of Education-sponsored organization that supports increasing access to general education for students with disabilities.

Resources

- [Division of Special Education TK-12 Instructional Programs Website](#)
- [Inclusive Practices in LAUSD Website](#)
- [Position Paper: Equity and Access for Students with Disabilities-English](#)
- [Position Paper: Equity and Access for Students with Disabilities-Spanish](#)
- [Report on Improving Student Outcomes and Ensuring Rights-May 2024-English](#)
- [Report on Improving Student Outcomes and Ensuring Rights- May 2024-Spanish](#)

Appendix C. Resources and Research

Chapter 7: Special Education

District Resources

- [Parent/Guardian Special Education Website](#)
- [The ITP and You-English](#)
- [The ITP and You- Spanish](#)
- [Extended School Year Website](#)
- [Region North Special Education](#)
- [Region East Special Education](#)
- [Region South Special Education](#)
- [Region West Special Education](#)
- [Virtual Academy Resources](#)

Chapter 8: Standard English Learner

- REL Midwest: [Blending Evidence-Based Literacy Practices With Culturally and Linguistically Responsive Practices](#) (2023): This document explores how educators can integrate culturally and linguistically responsive practices into literacy instruction to support multilingual students' literacy learning.
- REL Midwest: [What Is Culturally Sustaining Pedagogy?](#) (2025). This document defines and discusses culturally sustaining pedagogy, emphasizing the importance of maintaining and valuing students' cultural identities in educational practices.
- REL Midwest: [Measuring the Use of Culturally Responsive Practices](#): This document provides insights and methodologies for assessing the implementation and effectiveness of culturally responsive practices in educational settings.
- American Federation of Teachers: [Teaching Reading to African American Children](#) (2021): This document focuses on strategies and practices for effectively teaching reading to African American children, while addressing specific cultural and linguistic needs

- New America: [Culturally Responsive Teaching: A 50-State Survey of Teaching Standards](#) (2019): This document surveys and analyzes the incorporation of culturally responsive teaching standards across all 50 states, identifying competencies and gaps in state-level professional teaching standards.

District Resources

- [Teachers Guide to Supporting Standard English Learners](#)
- [Cooperative Children's Book Center-Booklists](#)
- [SEL Common Rules List](#)
- [CLRP Access Strategies Resource](#)
- [CLRP Key Instructional Access Strategies Trifold](#)
- [Culturally Responsive Discussion Protocols](#)
- [Participation Protocols](#)
- [CLR Protocol Guide](#)

Chapter 9: World Languages and Cultures

District Resources

- [Informational video on the Pathway to Biliteracy and Seal](#): A 5-minute family-friendly video about the Pathway to Biliteracy awards within LAUSD.
- [Seal of Biliteracy Award Criteria Infographic](#): A 1-page infographic, available in English and Spanish, that describes the Seal of Biliteracy Award requirements for graduating high school students.
- [LAUSD Reference Guide: Guidelines for Issuing the 12th Grade State Seal of Biliteracy Awards](#): An 8-page reference document that describes the guidelines for issuing State Seal of Biliteracy Awards for the 24-25 school year and beyond.

Appendix C. Resources and Research

Chapter 9: World Languages and Cultures

District Resources

- [Translanguaging: The Genius of the Multilingual Brain](#)
- [TK-12 Essential Instructional Approaches for Multilingual Learners](#)
- [Culturally and Linguistically Responsive Pedagogy Trifold](#)
- [Constructive Conversation Companion Cards](#)
- The Elegance of 12: Suite of Strategies
- [Arabic Teacher Resources](#)
- [Armenian Resources for Teachers](#)
- [French Teacher Resources](#)
- [Korean Resources for Teachers](#)
- [Mandarin Teacher Resources](#)
- [Spanish Resources for Teachers](#)
- [Family Digital Literacy Resources](#)
- ["I Am From" Poem Template](#)
- [Funds of Knowledge Survey](#)

State and National Resources and Research

- [Instruction Partners: Dr. Gholdy Muhammad](#): A conversation and video clip with Dr. Gholdy Muhammad, professor of language and literacy, discussing 5 pursuits for structuring education: identity, skill development, intellectualism, criticality, and joy.
- [Illinois State Board of Education: World Language Standards](#): Outlines the world language standards (aligning to ACTFL), professional organizations and conferences, language endorsements, and other world language resources useful for teachers.
- [Foreign Language Educators of New Jersey \(FLENJ\): World Language Organizations](#): A list of national world language organizations for educators.
- [American Council on the Teaching of Foreign Languages \(ACTFL\): Guiding Principles for Language Learning](#): A description of guiding principles to help guide educators and learners on effective instructional practices, useful to

learners, educators, parents, administrators, governing bodies and boards, legislators, and the community at large.

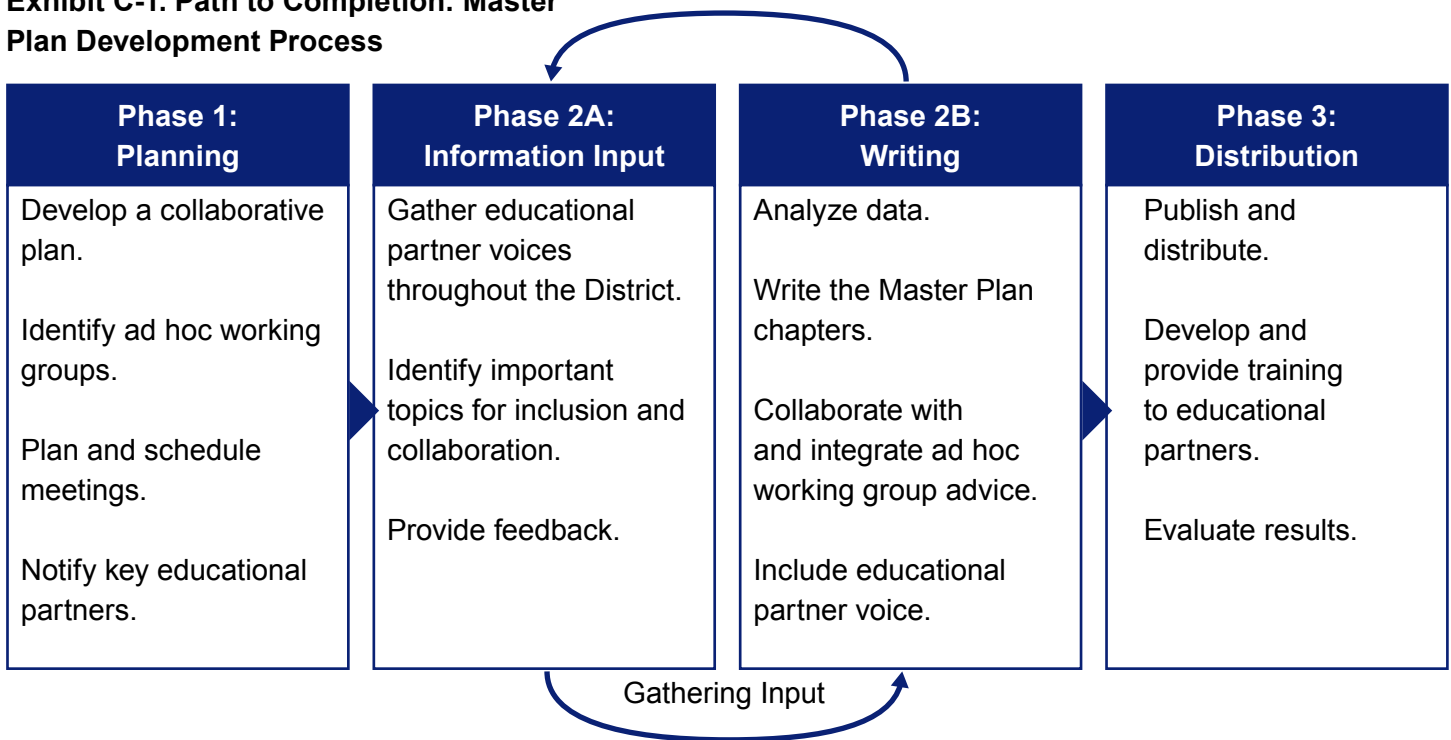
- [Edutopia: World Language Learning](#): A list of resources on tips, strategies, and resources for helping students develop in world languages.
- [PBS Learning Media for World Languages](#): A bank of 1,000+ resources for world language and culture instruction in various languages. Can filter by grade, language, and resource type.
- [Center for Applied Linguistics: Translanguaging](#): A 17-page commentary from CAL on the theory, concepts, practices of translanguaging.
- [WIDA: Translanguaging Focus Bulletin](#): A 13-page bulletin for educators on translanguaging that describes background on the practice, and includes educators' voices on how they use translanguaging and create spaces for multilingualism.
- [WIDA: Language Focused Family Engagement Focus Bulletin](#): A 15-page bulletin for educators on language-focused family engagement, including background, resources, and voices from the field.
- [Colorín Colorado: Partnering with Multilingual Families](#): A brief blog that outlines 10 ways schools can partner with multilingual families around literacy.
- [NCSSFL-ACTFL Can-Do Statements](#): A site that describes the origin and process for using Can-Do statements for language learners to identify and set learning goals.
- [National Foreign Language Resource Center \(NFLRC\): Project-Based Language Learning](#): A great resource for teachers that includes introductory videos, project examples, and design ideas for project-based learning.
- [California Language Teachers' Association](#): An organization for teachers in California to implement best practices in world language education.

Appendix D. Development of Plan

In developing the 2025 Master Plan, the District engaged in a comprehensive and collaborative process (Exhibit C-1) to ensure that it addresses the diverse needs of our student population. This process included an analysis of existing District resources and the educational landscape, the development of key content with community input, and several phases of review by District leaders and community partners.



Exhibit C-1. Path to Completion: Master Plan Development Process



- Introduction
- Core
- Chapter 1: American Indian/Alaska Native and Indigenous Learner
- Chapter 2: Dual Language Education
- Chapter 3: Emergent Bilingual, Also Known as English Learners
- Chapter 4: Gifted and Talented Education
- Chapter 5: International Newcomer
- Chapter 6: Refugee and Migrant Education Programs
- Chapter 7: Special Education
- Chapter 8: Standard English Learner
- Chapter 9: World Languages and Cultures

Appendix E. Stakeholder Outreach Themes and Findings

Stakeholder feedback was obtained in two ways:

Between October 2024, and May 2025, we met with 1,096 internal and external partners through 35 meetings, including a variety of listening and learning sessions that were both face-to-face and virtual. Internal and external partners who participated included parents and students across grade levels from every Region and Board District; employees and labor partners; educational providers; community partners; and institutes of higher learning.

We also administered a Districtwide survey through the ThoughtExchange platform to 403 participants to gather input on the plan. From January through March, we asked District and community members the following question via ThoughtExchange: “Reflect on your previous knowledge and the knowledge you want to gain to better support multilingual multicultural students. Based on your reflection, what do you hope to see in the 2025 Multilingual Multicultural Master Plan?”



The opportunity to participate in ThoughtExchange was promoted through multiple channels, including newsletters, professional development meetings, Weekly Instructional News (WIN), the Principals’ Portal, and MMED’s Instagram and Facebook pages. Participants were able to provide a response and rate their agreement with other responses that were submitted. In total, 403 members participated in the ThoughtExchange. Exhibit E-1 shows the number of participants across these two types of input gathering.

13,599

participants in listening, learning, and pd sessions

students

board members

teachers

130+
meetings

labor partners

community groups

400+
Thought Exchange survey respondents

- Introduction
- Core Commitments
- Chapter 1: American Indian/Alaska Native and Indigenous Learner
- Chapter 2: Dual Language Education
- Chapter 3: Emergent Bilingual, Also Known as English Learners
- Chapter 4: Gifted and Talented Education
- Chapter 5: International Newcomer
- Chapter 6: Refugee and Migrant Education Programs
- Chapter 7: Special Education
- Chapter 8: Standard English Learner
- Chapter 9: World Languages and Cultures

Exhibit E-1. Listening and Learning Sessions

Group	Type of Session	Number of Sessions	Number of Participants
Community-based organizations, institutes of higher learning, educators, administrators	Ad Hoc Committee	3	48
Parents/families, educators, students, community-based organizations, Institutes of higher learning, labor partners (AALA, UTLA, CSEA, Teamsters), board member teams, administrators	Advisory Group Meetings	32	1,048
Educators, parents/families, administrators	Professional Development	96	12,100
Districtwide	ThoughtExchange	NA	403
Total	131	13,599	

Note: AALA = Associated Administrators of Los Angeles; UTLA = United Teachers of Los Angeles; CSEA = California School Employees Association.

The summary table in Exhibit E–2 describes key themes from the listening and learning sessions held with District and community members.

Exhibit E–2. Key Themes From Listening and Learning Sessions Held With District and Community Members

Findings	Stakeholder Group
Theme 1: Student Voice and Identity	
Students want to feel affirmed in their cultural and linguistic identities and express pride in being multilingual.	<ul style="list-style-type: none"> • Student Advisory • Community Advisory • Standard English Learner (SEL) Parents
Curriculum and celebrations should represent and reflect the students to help promote a sense of belonging.	<ul style="list-style-type: none"> • American Indian/Indigenous Feedback • Associated Administrators of Los Angeles (AALA) • SEL Advisory
Support systems are needed to motivate American Indian and Indigenous students to value and express their identity.	<ul style="list-style-type: none"> • Student Advisory • Community Advisory • Multilingual Multicultural Accelerated Learning Coaches (MMALC)
Theme 2: Family Engagement and Communication	
Families need culturally and linguistically appropriate communication and tools to help navigate their child’s educational experience.	<ul style="list-style-type: none"> • SEL Parents • Community Advisory • District English Learner Advisory Committee (DELAC)
There is a desire for more bilingual family workshops and support.	<ul style="list-style-type: none"> • Title VI American Indian Parent Advisory • SEL Principals
Multilingualism Awards are very important to motivate students to become multilingual and honor families, cultures, and languages.	<ul style="list-style-type: none"> • MMALC • Dual Language Education (DLE) Teachers
Families want to be made aware of and have accessibility to District resources for American Indian and Indigenous students.	<ul style="list-style-type: none"> • Title VI American Indian Parent Advisory • Title VI Teacher Cadre

Exhibit E-2. Key Themes From Listening and Learning Sessions Held With District and Community Members

Findings	Stakeholder Group
Theme 3: Educator Capacity	
Teachers want ongoing PD cycles and video models for implementing academic discourse.	<ul style="list-style-type: none"> • MMALC • SEL Teachers • United Teachers Los Angeles (UTLA)
There is a need for more culturally responsive trauma-informed training.	<ul style="list-style-type: none"> • AALA • Community Advisory
Continue professional learning opportunities for teachers who serve a variety of multicultural and multilingual students.	<ul style="list-style-type: none"> • Ad Hoc #1 • UTLA • AALA
Hire, retain, and support highly effective educators.	<ul style="list-style-type: none"> • Community Advisory • MMALC • AALA
Theme 4: Identification, Placement, and Progress	
Continue to provide clear guidance and transparency on monitoring student success.	<ul style="list-style-type: none"> • SEL Principals • UTLA
Families emphasized the need for more support with post-reclassification and progress-monitoring strategies.	<ul style="list-style-type: none"> • DELAC • Parent Feedback
Continue American Indian and Ingenious identification campaign.	<ul style="list-style-type: none"> • MMALC • Title VI Teacher Cadre
Theme 5: Effective Instruction	
Scaffolding, sentence frames, and graphic organizers are essential tools for effective instruction.	<ul style="list-style-type: none"> • SEL Advisory • UTLA
Integrate Culturally and Linguistically Responsive pedagogy	<ul style="list-style-type: none"> • SEL Teachers • MMALC • Community Advisory
Incorporate instructional materials to show contributions of American Indian and Indigenous tribes.	<ul style="list-style-type: none"> • Title VI Teacher Cadre
Students call for equitable access to coursework, AP, and college pathways for ELs.	<ul style="list-style-type: none"> • Student Advisory
Educational partners call for voices of students to be emphasized in core instruction and wraparound supports.	<ul style="list-style-type: none"> • Community Advisory • AALA
Educational partners emphasize the continued funding of successful programs and services for multilingual multicultural students. Funding concerns include the sustainability of recruitment and retention programs and adequate transportation.	<ul style="list-style-type: none"> • AALA • UTLA • Community Advisory

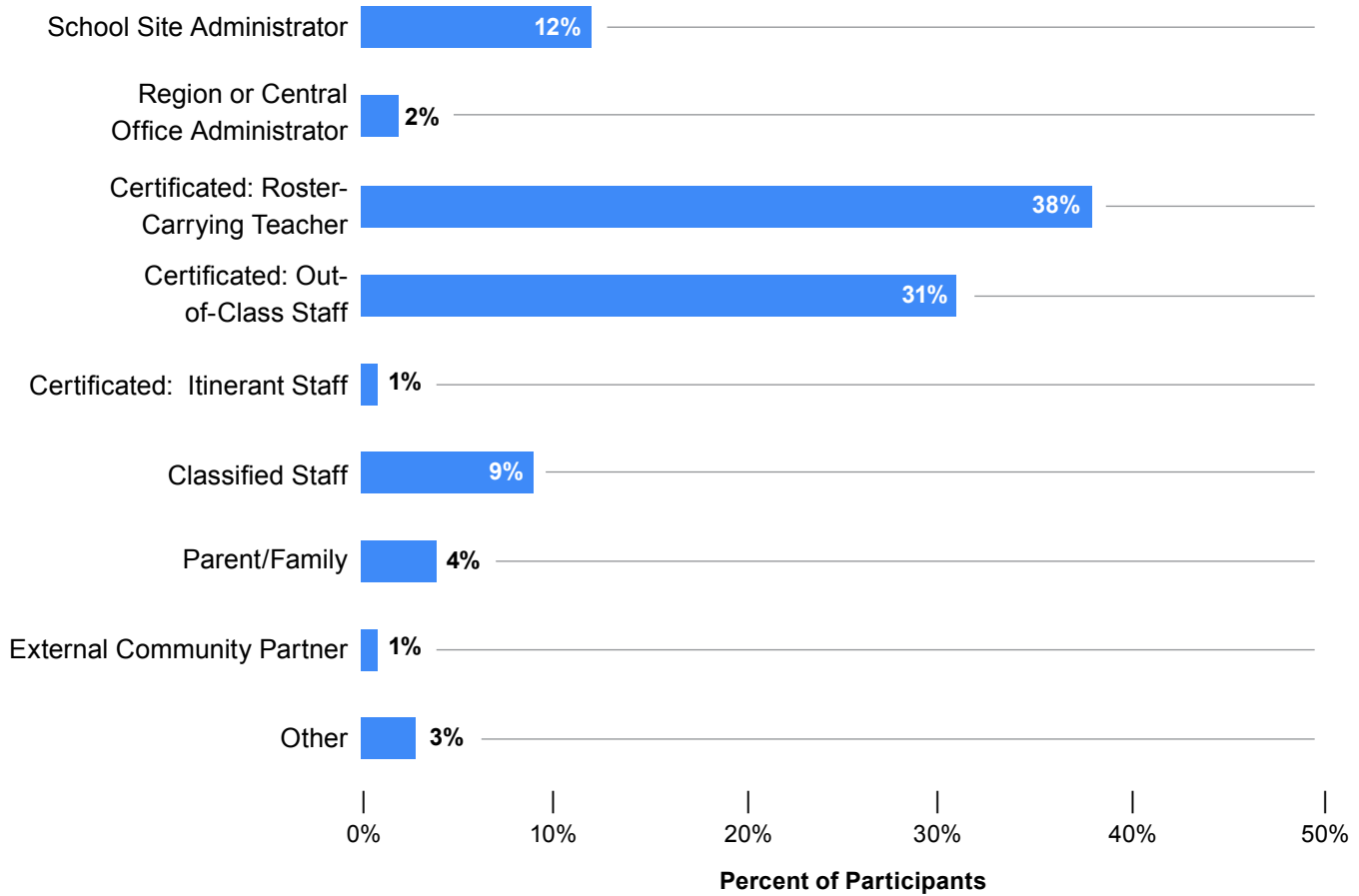
The following results show findings from the ThoughtExchange. Exhibit E-3 shows the range of participants who completed the survey, followed by a table of key categories and descriptions that emerged from all of the responses shared in ThoughtExchange. Additionally, within the ThoughtExchange platform, participants had the opportunity to rate their agreement with thoughts written by other participants, on a scale of 1 to 5 (1 being not in agreement and 5 being the highest level of agreement). The final column in Exhibit E-4 presents direct “thought” entries that were among the most highly rated by participants for each topic.

Introduction
 Core Commitments
 Chapter 1: American Indian/Alaska Native and Indigenous Learner
 Chapter 2: Dual Language Education
 Chapter 3: Emergent Bilingual, Also Known as English Learners
 Chapter 4: Gifted and Talented Education
 Chapter 5: International Newcomer
 Chapter 6: Refugee and Migrant Education Programs
 Chapter 7: Special Education
 Chapter 8: Standard English Learner
 Chapter 9: World Languages and Cultures

Exhibit E-3. Participants in the ThoughtExchange Survey

Single select

Q1 Which Best Describes Your Relationship to LAUSD?



- Introduction
- Core
- Chapter 1: American Indian/Alaska Native and Indigenous Learner
- Chapter 2: Dual Language Education
- Chapter 3: Emergent Bilingual, Also Known as English Learners
- Chapter 4: Gifted and Talented Education
- Chapter 5: International Newcomer
- Chapter 6: Refugee and Migrant Education Programs
- Chapter 7: Special Education
- Chapter 8: Standard English Learner
- Chapter 9: World Languages and Cultures

Exhibit E-4. Direct Thought Entries

Key Topic	Description	Highly Rated Thoughts
Teacher Support	<ul style="list-style-type: none"> Participants stressed the need for more resources, training, and support to help teachers effectively educate multilingual and multicultural students. They accentuated the importance of professional development, instructional aids, and clear guidelines to integrate language learning into the curriculum, including practical and implementable strategies in the classroom. Many responses advocated for financial compensation for teachers with specific credentials. Participants delineate the need to increase practical instructional support for teachers of multilingual learners. 	<p><i>“The Master Plan should focus on implementing and refining the strategies we already have.” (4.2 rating)</i></p>
Student Programs	<ul style="list-style-type: none"> There is a strong desire for programs that support students with interrupted or limited education, dual language programs, and specific support for newcomers. Participants emphasized the need for classes that address gaps in literacy and math skills, as well as programs that celebrate and incorporate students’ home languages and cultures. There is a growing recognition that programs and services supporting multilingual multicultural students play a vital role in their success and retention. Building on this awareness presents an exciting opportunity to strengthen and expand current offerings. There is a call for more resources and structured support to ensure programs and services for multilingual students are effective. 	<p><i>“More resources to support teachers of newcomers that do not speak the language of the student. Students should not miss out on learning content as they are learning English. Curriculum should be provided in multiple languages.” (4.3 rating)</i></p>
Cultural Inclusion	<ul style="list-style-type: none"> Participants emphasized the importance of including diverse voices, histories, and perspectives in the curriculum. They want students’ identities, heritage, and languages to be validated and celebrated through multicultural literature, cultural events, and representation within the school environment. Participants stressed that a culturally inclusive curriculum fosters a positive learning environment and helps students develop a better understanding and appreciation of different cultures. 	<p><i>“Content across disciplines incorporates diverse voices, histories, and perspectives so students see themselves represented in the learning process.” (4.2 rating)</i></p>
Parent and Community Engagement	<ul style="list-style-type: none"> There is a growing and exciting focus on strengthening parent and community engagement to further support the success of multilingual and multicultural students. Participants suggested creating more opportunities for parents to be involved in their children’s education, providing training for parents, and ensuring that communication with parents is clear and accessible. Participants underscored that involving parents and the community is essential for student success and helps create a supportive and inclusive school environment. 	<p><i>“I would like to see a comprehensive plan for parent outreach for immigrant families because it contributes to the further development of an empathetic global mindset.” (3.8 rating)</i></p>
Assessment and Reclassification	<ul style="list-style-type: none"> Educational partners request ongoing training on identification, assessment, and reclassification processes. There is a shared commitment to increasing transparency and consistency in assessment practices to better inform and support instruction. Education partners emphasize the need for more practical training on how to support EL students with disabilities. 	<p><i>“Students benefit most from peer exposure to language.” (3.5 rating)</i></p>

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Appendix F. Acknowledgments



We extend our sincere thanks to the American Institutes for Research (AIR) for their leadership in the development of the 2025 Multilingual Multicultural Master Plan (MMMP). We especially recognize Dr. Rebecca Bergey, Dr. Lisa White, and Diana Torres whose expertise, thoughtful guidance, and collaborative approach were instrumental in shaping a plan that reflects the strengths, needs, and aspirations of LAUSD’s multilingual multicultural communities.

We gratefully acknowledge the dedication, hard work, and expertise of the Multilingual Multicultural Education Department. Their contributions—and their heart work—were essential to the success of this initiative.

Your leadership, commitment, and passion for equity in education have been instrumental throughout this project. Special thanks to Angela Sandoval, Instructional Operations Director; and Shana Hardy, Access, Equity, and Acceleration Coordinator, for your exceptional leadership in managing this project and bringing it to completion.

We also extend our heartfelt appreciation to our community partners, who served as the voice of our students, educators, and families and played a critical role in shaping this plan. These partners include, but are not limited to:

- District English Learner Advisory Committee
- Gabrieleno Tongva, San Gabriel Band of Mission Indians
- Kizh Nation, Gabrieleño Band of Mission Indians
- Fernandefño Tataviam, Band of Mission Indians
- Dr. Magaly Lavadenz, Executive Director, Loyola Marymount University
- Dr. Laurie Olsen, Director, Sobrato Early Academic Language (SEAL)
- Dr. Sharroky Hollie, Executive Director, Center for Culturally Responsive Teaching and Learning
- Kandice McLurkin-Hasani, Retired Administrator, Los Angeles Unified School District
- Dr. Estela Zarate, Dean, LMU School of Education
- Odilia Romero, Executive Director, Comunidades Indígenas en Liderazgo (CIELO)

Together, this collaboration has brought us closer to our shared goal of advancing meaningful learning opportunities for all students.

Appendix G. Ad Hoc Working Group Members

LAUSD formed and convened an Ad Hoc Advisory Committee comprising members from various regions who represent the diversity of LAUSD’s student population, including English Learners, Standard English Learners (Black, Latinx, American Indian, and Hawaiian American), dual and world language students, students from migrant and refugee families, Native American and Indigenous students, Special Education students, and Gifted and Talented students. Exhibit G-1 lists the committee members.

Exhibit G-1. Ad Hoc Advisory Members

Abrahams, Keith	Executive Director, Student Integration Services
Aguirre, Isabel	Expert, K–12 English Learner Instruction
Argueta, Erika	Coordinator, Multilingual Multicultural Academic Language – Region South
Arreguin, Theresa	Director, Human Resources
Arrellano, Guadalupe	Coordinator, Secondary Instruction, Division of Instruction
Balderas, Rafael	Administrator, Region South
Baltazar, Luz	Specialist, Unified Enrollment/Dual Language Education
Barajas, Pedro	Coordinator, Multilingual Multicultural Academic Language – Region North
Beltran, Elizabeth	Director, Region North
Bernal, Elizabeth	Administrator, Elementary, DOI
Byrd, Dechele	Administrator, Region West
Byun-Kitayama, Chiaie	Administrator, Division of Instruction
Calhoun, Traci	Administrator, Office of Student, Family, and Community Engagement
Carrasco, Bernie	Specialist, K–12 English Learner Instruction
Cash, Angela	Coordinator, Multilingual Multicultural Academic Language – Region South
Castellanos Rodriguez, Alvaro	Student and Family Resource Navigator, Refugee Education Program
Cervantes, Gerardo	Executive Director, Federal and State Education Program
Chabolla, Gabriela	Student and Family Resource Navigator, Refugee Education Program
Coleman, David	Specialist, DACE, Office of Transitional Programs
Coronado, Erika	Expert, Multilingual Multicultural Academic Language – Region East
Cortes, Alana	Coordinator, Multilingual Multicultural Academic Language – Region West
Davtyan, Aram	Specialist, Dual Language Education
De Anda, Wendy	Specialist, Multilingual Multicultural Academic Language – Region South
De la Torre, Adriana	Counselor, Pupil Services and Attendance
De La Vega, Arelis	Specialist, Multilingual Multicultural Academic Language – Region North
Diaz, Reina	Admin Coordinator, Office of Student, Family, and Community Engagement
Duran, Janette	Coordinator, Deaf Education Program, Division of Special Education
Enriquez, Pamela	Specialist, Access, Equity, and Acceleration
Escamilla, Rafael	Admin Coordinator, English Learner Compliance

Exhibit G-1. Ad Hoc Advisory Members

Fallah, Soraya	Student and Family Resource Navigator, Refugee Education Program
Flores, Alma	Administrator, Region North
Garcia, Pedro	Director, Region South
Gillenwater, Karima	Director, Black Student Achievement Program
Gutierrez, Carla	Admin Coordinator, K–12 English Learner Instruction
Gutierrez, Carla	Admin Coordinator, K–12 English Learner Instruction
Guzman, Ana	Administrator, Dual Language Education Programs
Haase, Alesha	Administrator, Division of Special Education
Hadidian, Sabine	Specialist, Multilingual Multicultural Academic Language – Region North
Hardy, Shana	Coordinator, Access, Equity, and Acceleration
Hemphill, Afia	Administrator, Region South
Hernandez, Yadhira	Specialist, English Learner Compliance
Hidalgo, Tanya	Expert, Multilingual Multicultural Academic Language – Region North
Jarquín, Jose	Admin Coordinator, Federal and State Education Program
Javelosa, Evelyn	Specialist, Multilingual Multicultural Academic Language – Region West
Jenkins, Andrew	Administrator, Region West
Kae, Christine	Specialist, Charter Division
Kamau, Agnes	Director, Region West
Keipp, Mylene	Administrator, Region North
Kim, Elise	Specialist, Dual Language Education
Lambert, Kristin	Administrator, Division of Special Education
Lauer, Justin	Director, Middle School, Division of Instruction
Leyva, Sean	Director, Region West
Loera, Gerardo	Director, Region East
Luna, Jorge	Technician, Migrant Education Program
Luna, Maribel	Director, Region North
Mahoney, Elia	Expert, Title VI American Indian and Indigenous Education
Mallen, Lora	Expert, Multilingual Multicultural Academic Language – Region South
Marquez, Martha	Administrator, Student Health and Human Services
Martinez, Brenda	Specialist, Charter Division
Mendoza, Karmin	Coordinator, Title VI American Indian and Indigenous Education
Mesino, Micaela	Specialist, Academic English Mastery Program
Mitchell Dismukes, Kim	Coordinator, Black Student Achievement
Montenegro, Ana	Specialist, English Learner Compliance
Morfin, Maria	Director of Strategy, Partnership for Los Angeles Schools
Mossadaq, Youssef	Coordinator, World Languages and Cultures
Munoz, Cristina	Administrator, Region East

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Exhibit G-1. Ad Hoc Advisory Members

Ochoa, Luis	Director, Region South
Ortega, Luz	Director, Human Resources
Park, Young	Community Representative, Dual Language Education
Pensamiento, Brenda	Administrator, Division of Instruction
Plascencia Jr., Antonio	Senior Director, Engagement and Partnerships
Posada, Jose	Administrator, English Learners
Powell, Carlen	Administrator of Instruction, Elementary, Educational Transformation Office
Pratt, Elizabeth	Administrator, Access, Equity, and Acceleration
Ramirez Ortiz, Lourdes	Administrator, Region East
Ramirez, Cynthia	Specialist, English Learner Instruction
Rodriguez, Jesus	Specialist, English Learner Instruction
Romero, Roger	Migrant Program Technician
Rondeau, Lela	Admin Coordinator, Division of Special Education
Sa, Marie	Admin Coordinator, Ed Options, Office of Transitional Programs
Salomon, Aileen	Student and Family Resource Navigator, Refugee Education Program
Saldana, Rocio	Coordinator, Multilingual Multicultural Academic Language – Region North
Salmeron, Juan	Expert, K–12 English Learner Instruction
Samples, Reginald	Director, Region South
San Roman, Javier	Admin Coordinator, Standard English Learner
Sandoval, Angela	Director, Instructional Operations
Searchwell, Natalia	Specialist, K–12 Standard English Learner Program
Sosa, Roxanna	Admin Coordinator, Dual Language Education
Soto, Jose	Executive Director, Division of Special Education
Summers, Kristin	Coordinator, Multilingual Multicultural Academic Language – Region East
Torres, Maryhelen	Administrator, School Operations
Toussant, Nichelle	Partnership for Los Angeles Schools
Valle-Alvarado, Blanca	Specialist, Dual Language Education
Varela, Patricia	Specialist, Multilingual Multicultural Academic Language – Region East
Vasquez, Stephanie	Specialist, Refugee Educational Support Programs
Vega, Ana	Director, Region East
Vega, Veronica	Specialist, Multilingual Multicultural Academic Language – Region East
Villalobos, Laura	Specialist, English Learner Compliance
Villegas, Francisco	Chief Academic Officer, Partnership for Los Angeles Schools
Vladovic, John	Executive Director, Division of Instruction
Whitman, Robert	Educational Transformation Officer
Wong, Dali	Expert, Dual Language Education

Exhibit G-1. Ad Hoc Advisory Members

Yoshida, Erin	Director, Gifted/Talented Programs, Advanced Learning Options
Yudess, Hilda	Specialist, K–12 English Learner Instruction
Zemaitaitis, Daina	Expert, Multilingual Multicultural Academic Language – Region West
Zuniga, Maribel	Coordinator, Early Education, Office of Transitional Programs

Appendix H. Advisory Group (Organizations and Partners)

We gathered input from advisory group organizations and partners. The advisory group included the following members.

Exhibit H-1. Internal and External Partners

Teachers	<ul style="list-style-type: none"> • Standard English Learner Coach • English Learner Designees • Title VI Cadre • Multilingual Multicultural Accelerated Learning Coaches • AEMP Teacher • Dual Language Education • Targeted Student Population Advisors • World Languages and Cultures
Board Member Teams	<ul style="list-style-type: none"> • Board Districts 1-7
Parents/Families	<ul style="list-style-type: none"> • Standard English Learner • District English Learner Advisory Committee (DELAC) • Title VI American Indian Parent Committee • Board District 7
Students	<ul style="list-style-type: none"> • International Newcomer Student Advisory • Region North Superintendent’s Student Advisory Council • Superintendent’s Student Advisory
Tribal Consultation	<ul style="list-style-type: none"> • San Gabriel Band of Mission Indians - Gabrieleno Tongva • Gabrieleño Band of Mission Indians - Kizh Nation • Fernandeseño Tataviam - Band of Mission Indians
Labor Partners	<ul style="list-style-type: none"> • Associated Administrators of Los Angeles (AALA)/Teamsters Local 2010 • California School Employees Association (CSEA) • Teamsters Local 572 • United Teachers Los Angeles
Community and Institutes of Higher Learning	<ul style="list-style-type: none"> • Greater Public Schools Now (GPSN) • Alliance for a Better Community (ABC) • California Department of Social Services, Office of Immigrant Youth • Central American Resource Center - Los Angeles (CARECEN) • Coalition for Humane Immigrant Rights - Los Angeles (CHIRLA) • Communities in Schools - Los Angeles Inner City Struggle • Indigenous Education NOW Coalition • School of Education, Loyola Marymount University • UCLA Immigrant Family Legal Clinic • Loyola Marymount University • YMCA of Metropolitan - Los Angeles • Families In Schools • Ballmer Group

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“ Equality is giving everyone a shoe. Equity is giving everyone a shoe that fits. ”

