

**BOARD OF EDUCATION OF THE CITY OF LOS ANGELES**  
**GOVERNING BOARD OF THE LOS ANGELES UNIFIED SCHOOL DISTRICT**

**COMMITTEE OF THE WHOLE**

333 South Beaudry Avenue, Board Room, Los Angeles, CA 90017

9:00 a.m., Tuesday, April 16, 2024

**Method for Accessing the Meeting and Providing Public Comment**

There are three ways members of the public may access this Committee Meeting: (1) online ([Granicus stream](#) or join the [zoom webinar](#)), (2) by telephone by calling (888) 475-4499 and entering the Meeting ID: **841 3628 9341**, or (3) in person.

The Board of Education encourages public comment on the items on this agenda and all other items related to the District. Any individual wishing to address the Board must register to speak using the Speaker Sign Up website: <https://boardmeeting.lausd.net/speakers>, and indicate whether comments will be provided over the phone or in person. Registration will open 24 hours before the meeting. **15** speakers may sign up for general Public Comment, and each speaker will have **three** minutes to present. Each speaker will be allowed a single opportunity to provide comments to the Committee.

Speakers who do not register online to provide comments may use the following alternative methods to provide comments to Board Members:

- Email all Board Members at [boardmembers@lausd.net](mailto:boardmembers@lausd.net);
- Mail comments via US Mail to 333 S. Beaudry Ave., Los Angeles, CA 90017; and
- Leave a voicemail message at (213) 443-4472, or fax (213) 241-8953.  
Communications received by 5 p.m. the day before the meeting will be distributed to all Board Members.

Speakers registered to provide public comments over the phone need to follow these instructions:

1. Call (888) 475-4499 and enter Meeting ID: **841 3628 9341** at the beginning of the meeting.
2. Press #, and then # again when prompted for the Participant ID.
3. Remain on hold until it is your turn to speak.
4. Call in from the same phone number entered on the Speaker Sign Up website. If you call in from a private or blocked phone number, we will be unable to identify you.
5. When you receive the signal that your phone has been removed from hold and/or unmuted, please press \*6 (Star 6) to be brought into the meeting.

The Office of the Inspector General would like to remind you that they investigate the misuse of LAUSD funds and resources as well as retaliation for reporting any misconduct. Anyone can make a report via the OIG hotline on their website (<https://www.lausd.org/oig>), by telephone at 213-241-7778, or by emailing [inspector.general@lausd.net](mailto:inspector.general@lausd.net). Reports are confidential, and you can remain anonymous if you wish.

Please contact the Board Secretariat at 213-241-7002 if you have any questions.

## **AGENDA**

- I. Welcome and Introductions** ..... Mr. Scott M. Schmerelson  
Chairperson
- II. Labor Partners**
- III. Presentations**
1. Transportation for All Plan 2024-25 and Beyond..... Ms. Sung Yon Lee  
Deputy Chief Business Officer, Operations
- Mr. Daniel Kang  
Director of Transportation
2. English Learner Program Overview ..... Mr. Anthony Aguilar  
Chief of Special Education, Equity & Specialized Programs
- Ms. Lydia Acosta Stephens  
Executive Director, Multilingual Multicultural Education Department
- IV. Public Comment**
- V. Adjournment**

Requests for disability related modifications or accommodations shall be made 24 hours prior to the meeting to the Board Secretariat by calling (213) 241-7002.

Materials related to an item on this agenda distributed to the Board of Education are available for public inspection at the Security Desk on the first floor of the Administrative Headquarters, and at:  
<https://www.lausd.org/boe#calendar73805/20240411/event/69457>

# TAB 1



# **Transportation for All (TFA) Plan 2024-25 & Beyond**

## **Committee of the Whole Meeting**

April 16, 2024

# Introduction



# 2022–26 Strategic Plan Measure of Success

Increasing student ridership to 40,000 by 2026 is in the Strategic Plan

## District of Choice

PILLAR 4  
Operational  
Effectiveness

### OUR PRIORITY

Make Los Angeles Unified the district of choice for families

### STRATEGIES

- Expand and streamline transportation opportunities to promote equitable access of District resources

## Measure of Success

- ORIGINAL – By 2026, increase student ridership access for transportation services
- **UPDATED – By 2026, increase student ridership to 40,000 (35,000 by SY2025 and 28,000 by end of this school year)**



## Transportation Eligibility

### OVERVIEW OF PROGRAMS

#### Special Education (Sped)

- Home-to-School transportation
- Requested via Individualized Education Plan (IEP)
- Coordinated through the Special Education Office
- No walk-out radius
  - No minimum home-to-school boundary

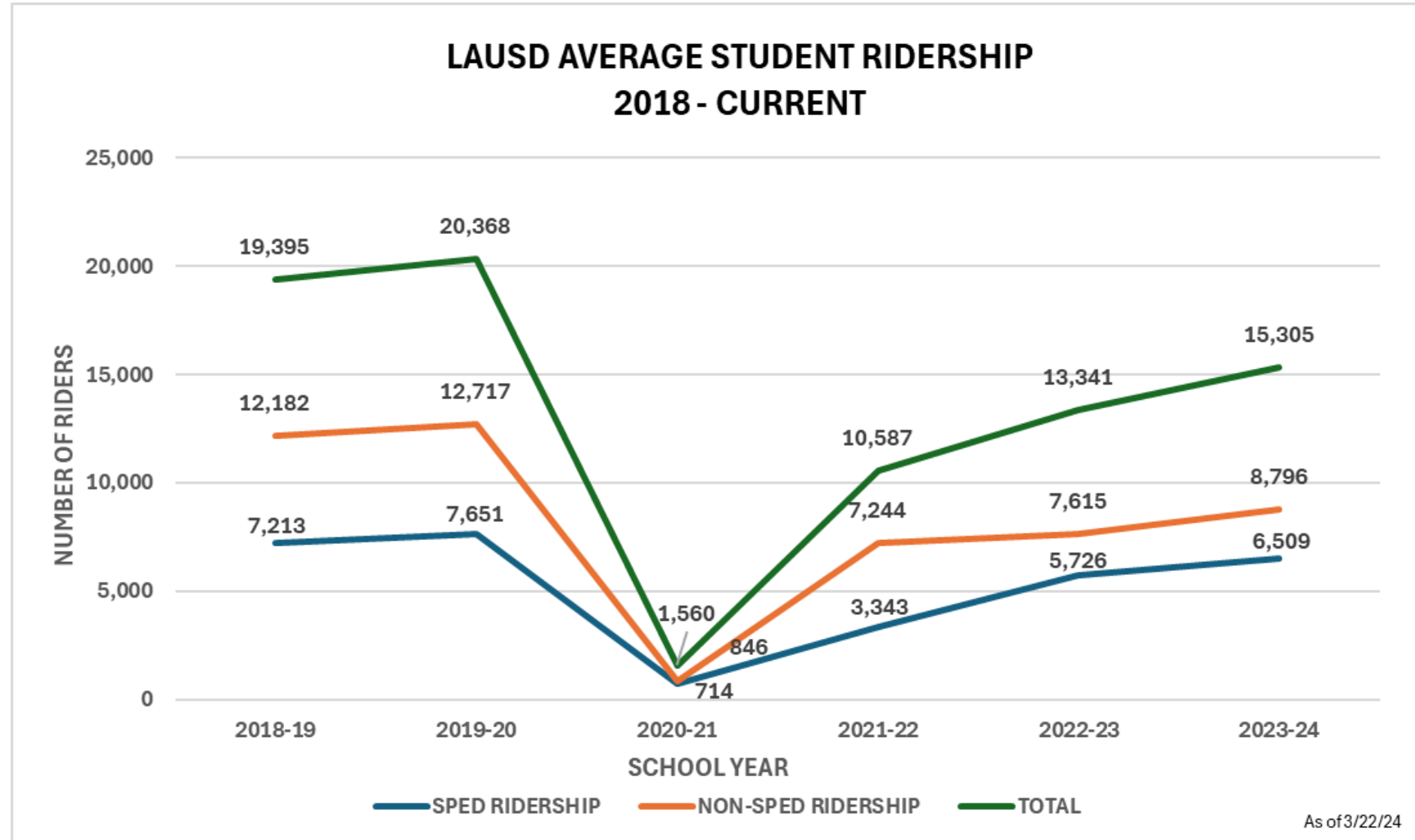
#### Non-Special Education (Non-Sped)

- School-to-School transportation
- Coordinated through other District offices
- Walk-Out Radius (must live outside of boundary)
  - Elementary – 2 miles
  - Secondary – 5 miles
- Magnet students were auto-enrolled in Transportation, if outside of walk-out radius



# Student Ridership

**Student ridership is trending up but needs drastic acceleration to achieve the 40,000 target by 2026**





# Ridership

## Planned vs. Actual

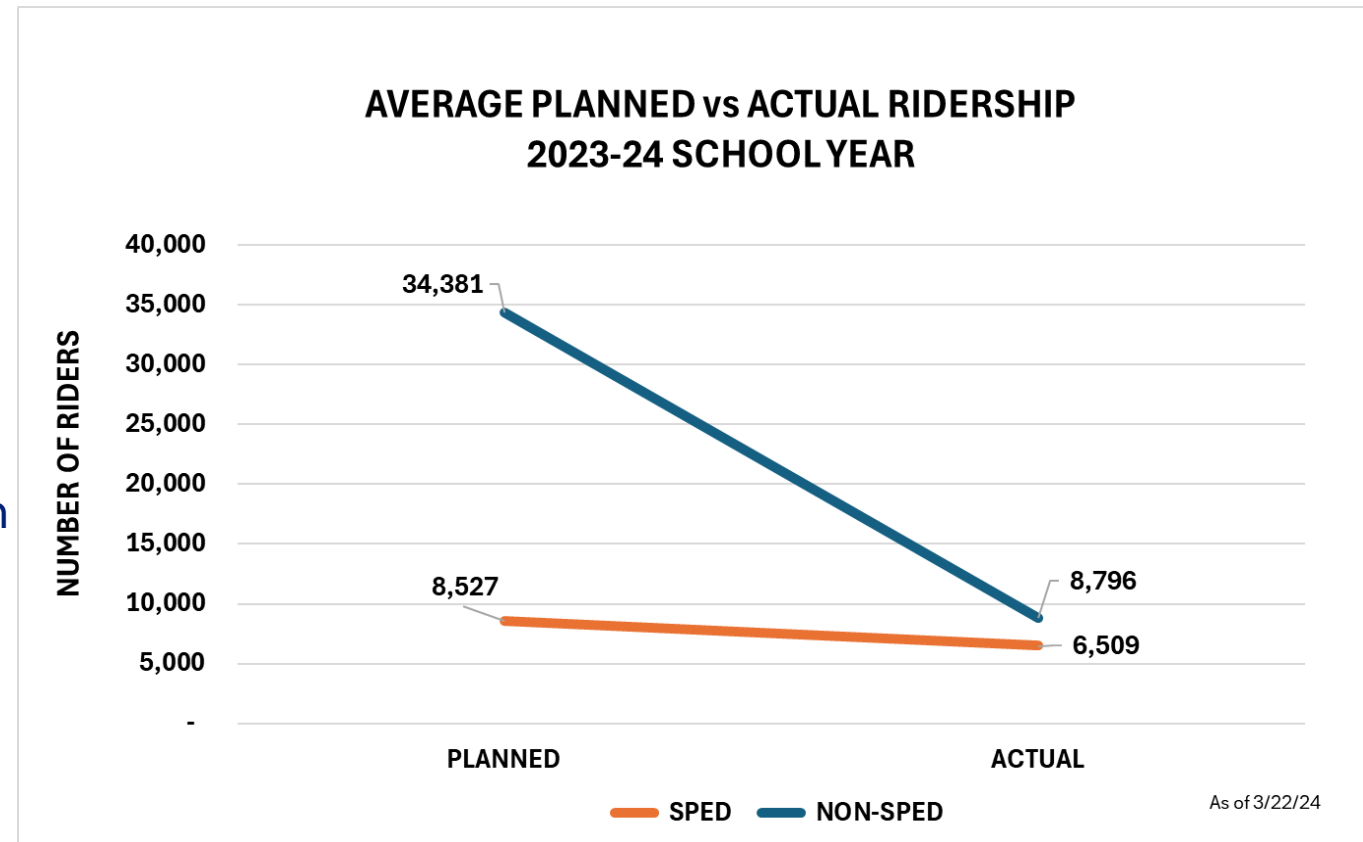
## OVERVIEW

### Planned

- Students in an eligible program that have been routed for school bus transportation

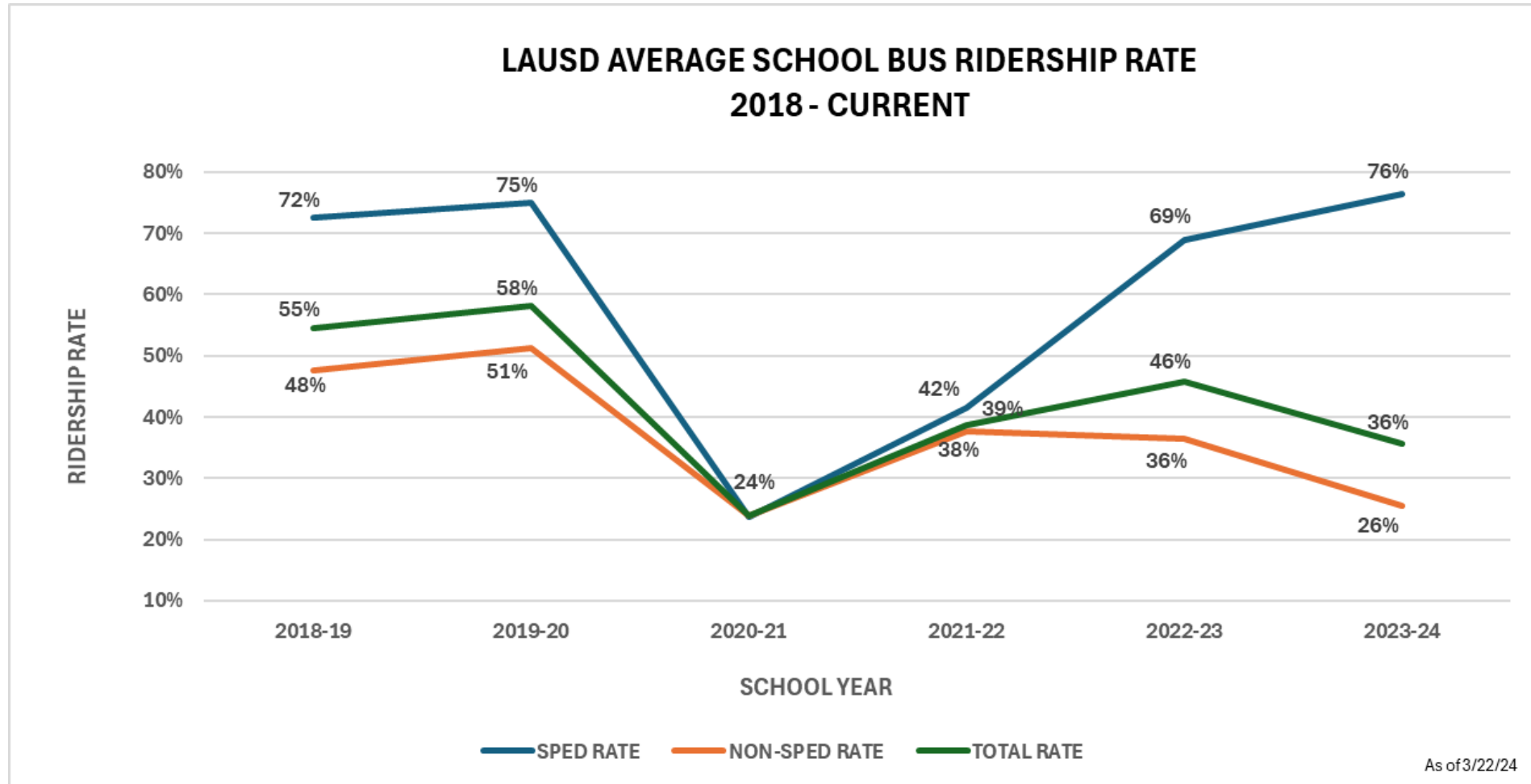
### Actual

- Students that utilize school bus transportation
  - Overall Ridership Rate:
    - SY 2023-24 = 36%



# Student Ridership Rate

**The total YTD ridership rate is 36% which is driven down by the Non-Sped rate of 26% as the Sped rate is 76%**



**Ridership Rate =  
Actual Riders  
Planned Riders**

# Efforts to Increase Access and Ridership



# Other Efforts to Increase Access/Ridership

1. Reduced Walk-Out Radius
2. Strategic Enrollment and Program Planning Office (SEPPPO) – TOPS
3. School Operations – Safe Passage for Tutoring
4. Direct Outreach to Schools
  - Region Superintendents
  - Principals and Assistant Principals
  - Magnet Coordinators
  - Pupil Services and Attendance (PSA) Counselors



# Other Efforts to Increase Access/Ridership

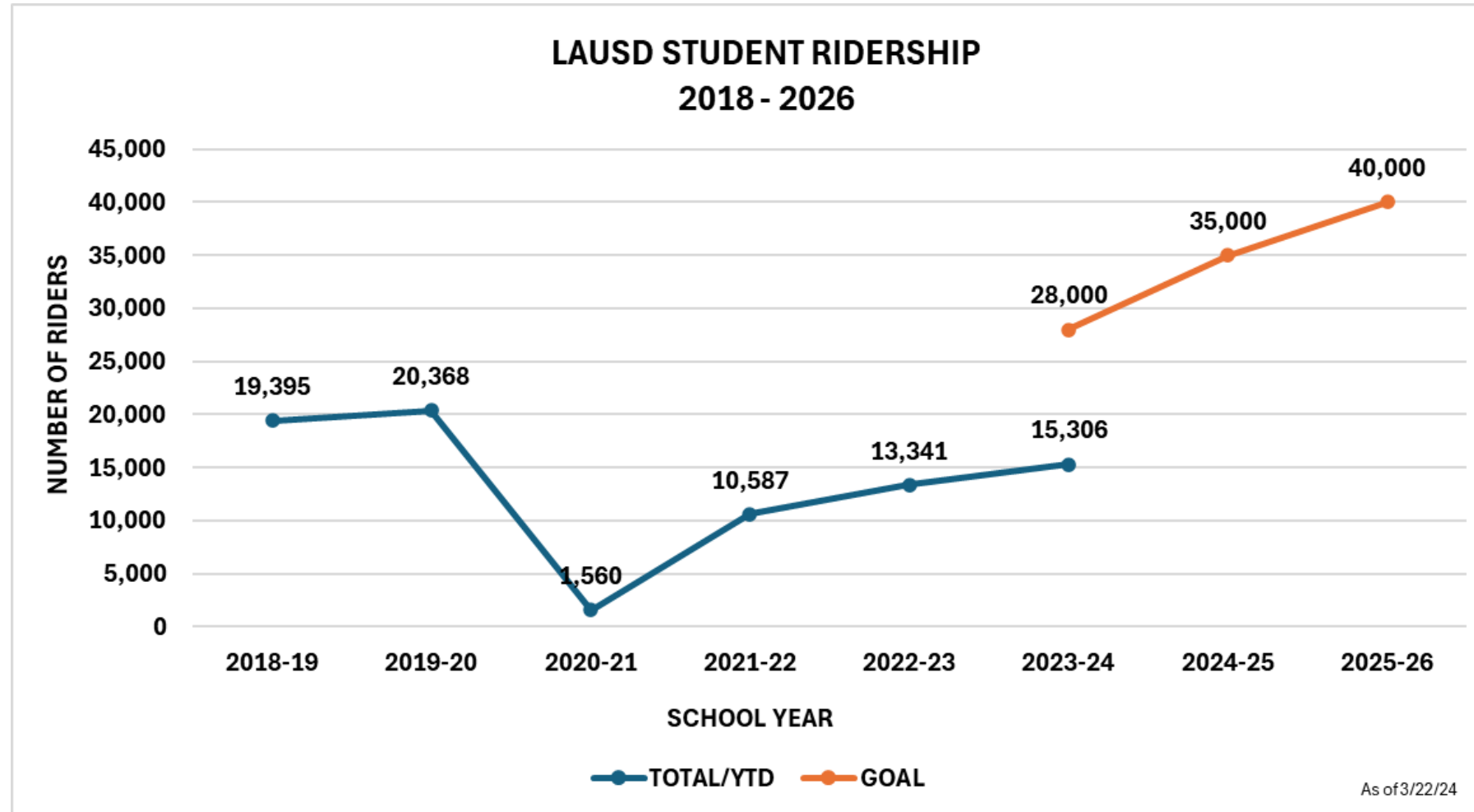
## 5. Transportation for All (TFA)

- Expansion of bus transportation for LAUSD students in need of transportation, based on availability
- Requests initially made through the Transportation Services Division
- ITS later enabled the Parent Portal for transportation requests
- Direct Outreach to Families
  - Billboards
  - Banners at school sites
  - Black Board Connect messages
  - Vehicle wraps on Maintenance & Operations (M&O) vans
  - Designated webpage
  - Principal and Regional Superintendent meetings



# Results of Year-to-Date Efforts

**This year's efforts-to-date have increased ridership by ~2,000 students (~15% increase)**



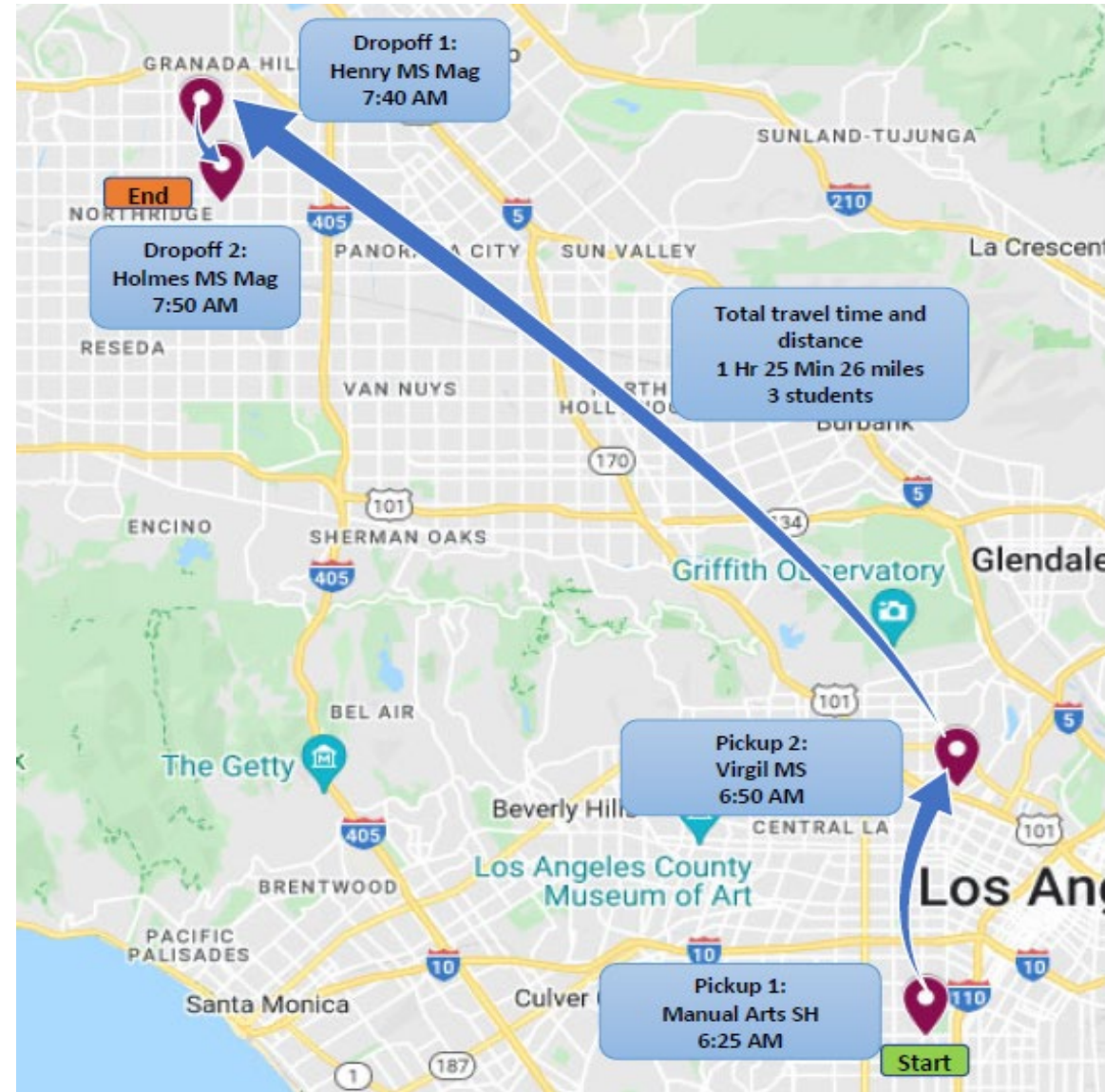
# Challenges to Increasing Ridership



# Challenges to Increasing Ridership

## Example:

- 2 Pick-Up Stops
- 2 Drop-Off Stops
- 26 miles traveled
- 85-minute duration
- 3 students transported





# Parent & Student Feedback

Key reasons shared by parents and students for not riding the bus include:


- Bus stop location and/or time is inconvenient
- Parents transport or walk student to school
- Want better technology so can see bus visibility in the app (i.e., like Uber/Lyft)
- Bus is not cool/don't want to be on a small bus



# Key Next Steps



# Implement Annual “Opt-in” Policy



**Secure Your Seat  
for Fall 2024!  
Opt-in Period:  
April 10–May 3**

**SCHOOL BUS**

9154u

**One of the Safest Ways  
To Get to School**

Los Angeles Unified is now offering bus transportation to all students.\*

To request a school bus availability check for your student,  
visit [LAUSD.org/schoolbus](https://LAUSD.org/schoolbus).

**LAUSD**  
UNIFIED

\*Based on availability



**LAUSD**  
UNIFIED

Transportation Services Division  
*Student safety is our number one priority!*

Home Students & Parents Schools & Offices Division Staff Community About Us Contact Us

**One of the Safest Ways to Get to School**

Los Angeles Unified is offering transportation to all students, based on availability. If transportation can be provided, priority will be given to students who reside in areas where buses are available. Students will be picked up at a nearby corner or school site. Please view the instructional video and click the button below to go to Parent Portal to request school bus transportation.

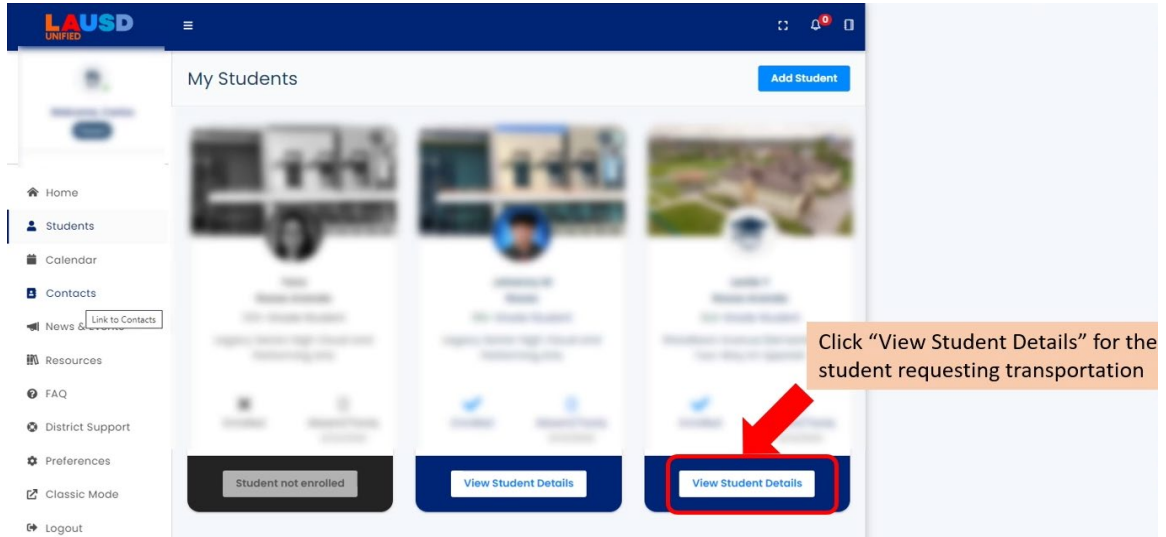
[Request Transportation Through Parent Portal Here](#)

**LAUSD**  
UNIFIED  
**Step-by-Step Instructions  
for Requesting  
Transportation**

0:00 / 0:35

**Frequently Asked Questions (FAQ)**

|   |
|---|
| 1. Does my student qualify for transportation?  |
| 2. What if my student is currently enrolled in a Magnet program and receives transportation?      |
| 3. My child goes to GALA, BALA, etc and they already receive transportation. Do I need to opt-in? |



**LAUSD**  
UNIFIED

My Students [Add Student](#)

Home Students Calendar Contacts News & Events Resources FAQ District Support Preferences Classic Mode Logout

Student not enrolled [View Student Details](#) [View Student Details](#)

Click “View Student Details” for the student requesting transportation

# Implement Annual “Opt-in” Policy

1. Taking this initial step is critical for reimagining a tailored, demand-driven transportation system
2. Enables us to better know the true transportation needs of our students/families
3. Enables creating routes for those who desire transportation, resulting in:
  - More convenient stops for families
  - More convenient pick-up & drop-off times
4. Still enables Magnet families, who seek transportation, to receive it.
5. Is essential for enhancing our strategic planning for transportation investments including:
  - Electrification
  - Types of vehicles required
  - Locations of bus yards

\*NOTE: The "Opt-in" Policy does not include Special Education students with transportation



# “Opt-in” Policy Implementation Timeline

## Launch Plan Development (Mar 5 - Apr 9)

## Opt-in Period (Apr 10 - May 3)

## Route Development (May 6 - Jul 12)

## Notify Families of Route Details (Jul 15 - 19)

## Families Accept or Decline Route (Jul 21 - Aug 5)

- Develop marketing/communications plan to launch District “Opt-in”
- ITS enables Parent Portal opt-in for 2024-25
- Notify parents to request transportation for 2024-25
  - Ensure effective change management with Magnet families
- Begin routing Special Education routes first
- Continue with other routes beginning May 6
- Develop and print notification materials
- Send mailer with route details for non-SPED families
- Send postcard with route details for SPED families
- Families may or may not want the transportation after receiving the pick up time and location, they will need to accept or decline the transportation route
- This helps us to accommodate other families







**PLAY VIDEO at link...**

**<https://lausd.wistia.com/medias/qqqncbldqv>**



**LAUSD**  
**UNIFIED**

**Questions?**

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# TAB 2



# English Learner Program Overview

Board of Education  
Committee of the Whole

April 16, 2024



**Ready for the World  
In Limitless Ways!**



# Strategic Plan

1C

## Eliminating Opportunity Gaps

PILLAR 1  
Academic  
Excellence



**Strategy:**  
Target high-impact intervention and instructional programs to accelerate learning for English learners



# English Learners Programs Data

| Districtwide<br>UTK-12                      | Dual Language<br>Education                                       | Reclassified to<br>Fluent English<br>Proficient<br>(RFEPs) | English<br>Learners<br>(ELs): UTK-12                        | International<br>Newcomers<br>(3 years or less) | Potential<br>Long Term<br>ELs<br>(4-5.9 Yrs.) | Long-Term<br>ELs<br>(6+ Years)                                  |
|---|--|--|---|---|---|---|
| <b>421,248</b>                              | <b>23,359</b>  | <b>99,829</b><br>24% of District<br>Enrollment             | <b>84,525</b><br>20% of District<br>Enrollment              | <b>22,104</b><br>26% of EL<br>Enrollment        | <b>16,948</b><br>20% of EL<br>Enrollment      | <b>13,263</b><br>16% of EL<br>Enrollment                        |
| <b>2022-23<br/>Graduation<br/>Rate: 84%</b> | <b>All Language<br/>Classifications<br/>(EL, RFEP, IFEP, EO)</b> | <b>2022-23<br/>Graduation<br/>Rate: 90.2%</b>              | <b>ES: 57,354</b><br><b>MS: 12,581</b><br><b>HS: 14,590</b> | <b>ES: 12,219</b><br><b>Sec: 9,885</b>          | <b>Grades 4-8:</b><br>12,542                  | <b>Grades 6-<br/>8: 7,427</b><br><b>Grades 9-<br/>12: 5,836</b> |

Data Sources: MMED FOCUS Enrollment Data and Open Data, College and Career, Four Year Cohort Graduation Rate, April 9, 2024





# LCAP English Learners Metrics

| Goal #6:<br>English Learner Supports            | Metric   | 21-22<br>Target | 21-22<br>(Data Results)               | 22-23<br>Target | 22-23<br>(Data Results) | 22-23<br>Two Year<br>Change | 23-24<br>Targets |
|---|--|-----------------|---------------------------------------|-----------------|-------------------------|-----------------------------|------------------|
| Increase<br>Reclassification<br>Rate for<br>ELs | % in K who reclassify by 5 <sup>th</sup> Grade<br>(cohort analysis)  | 70%             | 62.6%                                 | 75%             | 70.0%                   | +7.4%                       | 80%              |
|   | Grades TK – 12   | 18.8%           | 15.1%                                 | 23%             | 21.8%                   | +6.7%                       | 25%              |
|   | Elementary School, Grades ETK-5  | 20%             | 11.6%                                 | 22%             | 18.7%                   | +7.1%                       | 25%              |
|   | Middle School, Grades 6-8*   | 25%             | 29.3%                                 | 35%             | 37%                     | +7.7%                       | 45%              |
|   | High School, Grades 9-12*  | 20%             | 14.8%                                 | 30%             | 19.5%                   | +4.7%                       | 40%              |
| Increase<br>EL Proficiency                      | % meeting level 4 on the Summative<br>ELPAC  | 20%             | 14.6%                                 | 25%             | 16.3%                   | +1.7%                       | 30%              |
|   | % who make progress in English<br>(using the six ELPI levels)<br><small>ELPI: English Learner Progress Indicator</small> | 60%             | 51.4%<br>(exceeded<br>state<br>50.3%) | 70%             | 48.4%                   | -3%                         | 80%              |

Data Sources: Open Data, English Learner Progress, April 9, 2024



# English Learner Progress Indicator (ELPI)



# English Learner Progress Indicator (ELPI)

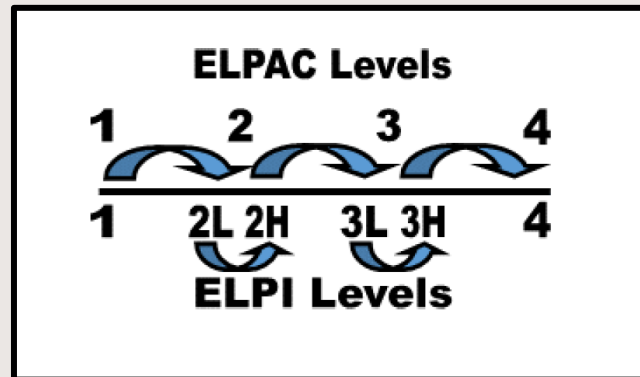
- **English Learner Progress Indicator:** The California Dashboard ELPI displays the percentage of current English Learners making progress towards English Language proficiency based on the English Language Proficiency Assessments for California (ELPAC).
- California Department of Education (CDE) reports the ELPI at the state, district and school level.
- For the 2022–23, the ELPI includes the Summative ELPAC and Summative Alternate ELPAC.



# How Progress is Measured on the ELPI

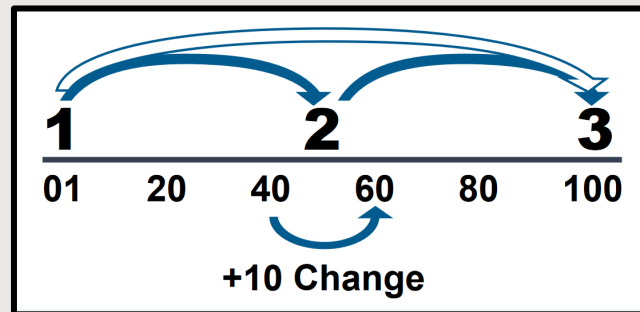
## Summative ELPAC Assessment

- Administered for ELs
  - Increase ELPI level or
  - Maintain ELPAC level 4



## Summative Alternate ELPAC

- Administered for ELs with significant cognitive disabilities
  - Increase ELPI level
  - Maintain level 3
  - Scale score change of at least plus ten





# CDE Calculating ELPI Status Rate



**Number of EL students who  
made progress between  
2022 and 2023\***

Plus

**Number of EL students who  
maintained the highest level  
from the prior year**

Divided by



**Total number of  
EL students with  
prior and current  
year Summative  
ELPAC and  
Summative  
Alternate ELPAC  
results**

Equals

**ELPI Status  
rate\*\***

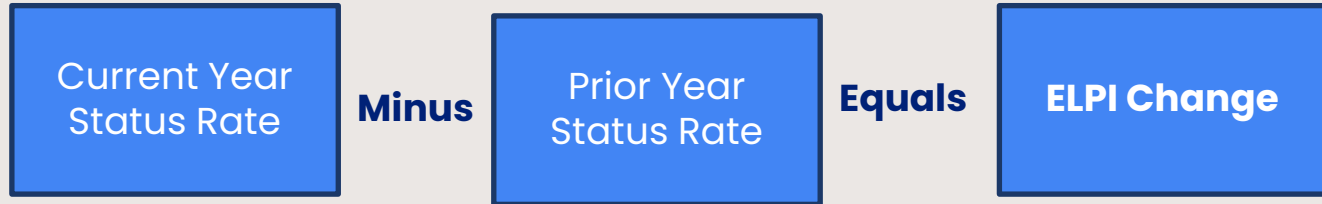




# CDE Calculating the ELPI Change

## Comparing Current and Prior Year Status Rate

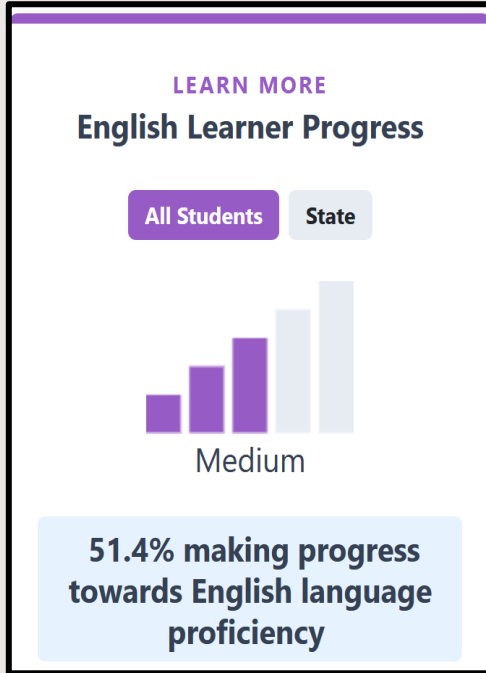
- ELPI change measures the rate at which schools or districts are moving their ELs towards English language proficiency.
- It is the difference between the current and prior year status on the ELPI.



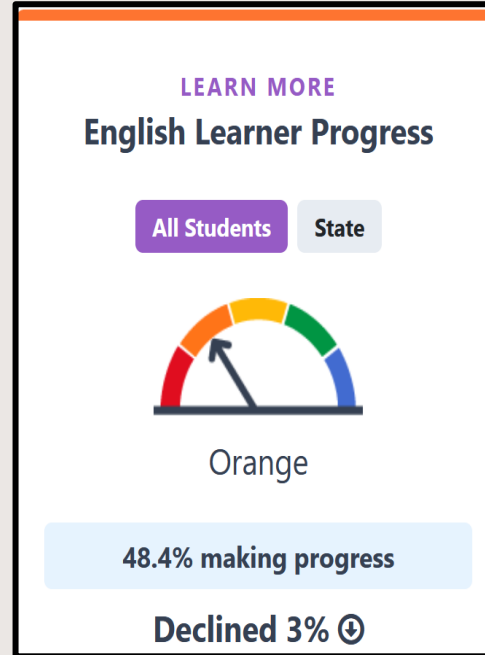


# District's Current and Prior Year ELPI Performance Level

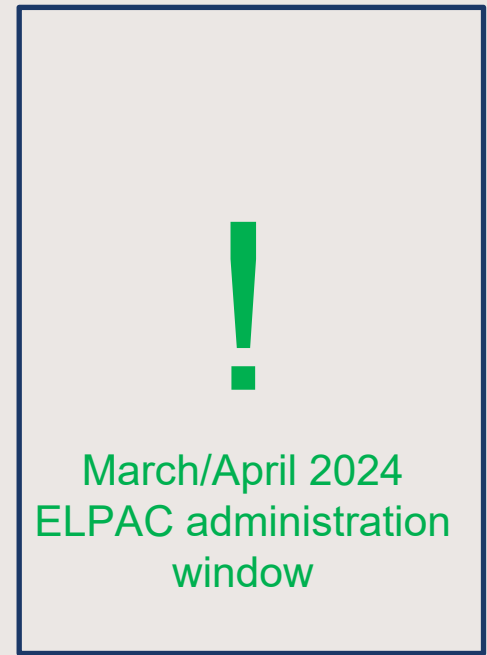
2021-22



2022-23



2023-24



- Summative ELPAC Results–August
- ELPI Results–December



# CDE ELPI Calculation

- ELs who made progress
- Participation Rate
- ELPI Status Rate
  - Current Year
  - Prior Year
- ELPI Change

The data from 2021-22 reflects the status only

The data from 2022-23 reflects status and change

**Table 6: Five-by-Five Color Matrix Example.**

| Performance Level                                 | Change: Declined Significantly by greater than 10% points | Change: Declined by 2% points to 10% Points | Change: Maintained Declined or increased by less than 2% points | Change: Increased by 2% points to less than 10% points | Change: Increased Significantly by 10% points or greater |
|---|---|---|---|--|--|
| Status: <b>Very High</b><br>65.0% or greater      | Yellow  | Green                                       | Blue  | Blue   | Blue   |
| Status: <b>High</b><br>55.0% to less than 65.0%   | Orange  | Yellow                                      | Green   | Green  | Blue   |
| Status: <b>Medium</b><br>45.0% to less than 55.0% | Orange  | Orange                                      | Yellow  | Green  | Green  |
| Status: <b>Low</b><br>35.0% to less than 45.0%    | Red   | Orange                                      | Orange  | Yellow   | Yellow   |
| Status: <b>Very Low</b><br>Less than 35.0%        | Red   | Red   | Red   | Orange   | Yellow   |



# Performance Color Placement Chart For LAUSD Schools

| Performance Level                                 | Change: Declined Significantly by greater than 10% points | Change: Declined by 2% points to 10% Points | Change: Maintained Declined or increased by less than 2% points | Change: Increased by 2% points to less than 10% points | Change: Increased Significantly by 10% points or greater |
|---|---|---|---|--|--|
| Status: <b>Very High</b><br>65.0% or greater      | 0   | 4   | 1   | 14   | 13   |
| Status: <b>High</b><br>55.0% to less than 65.0%   | 8   | 13  | 14  | 39   | 40   |
| Status: <b>Medium</b><br>45.0% to less than 55.0% | 37  | 62  | 29  | 57   | 16   |
| Status: <b>Low</b><br>35.0% to less than 45.0%    | 59  | 34  | 20  | 14   | 3  |
| Status: <b>Very Low</b><br>Less than 35.0%        | 31  | 7   | 3   | 4  | 0  |

An ELPI performance color is assigned to schools and districts that have 30 or more ELs with summative ELPAC or Summative Alternate ELPAC results in the current year and the prior year.



# MMED School ELPI Dashboard

New

|       | ENGLISH LEARNER PROGRESS INDICATOR (ELPI) SUMMARY* |                        |                             |                          |                      |        |
|-------|--|------------------------|-----------------------------|--------------------------|----------------------|--------|
|       | Decreased 1+<br>ELPI level                         | Maintain<br>ELPI level | Progressed 1+<br>ELPI level | Maintain<br>ELPI level 4 | Incomplete<br>Data** | Total  |
| LAUSD | 9,538  | 19,758                 | 30,988                      | 309                      | 32,026               | 92,619 |

\*ELPI has 6 levels

\*\*Less than two years summative ELPAC results

Source: MMED Focus Dashboard  
As of 4/9/24



# MMED School ELPI Dashboard Roster (Increased)

New

| ELPAC Overall Performance | ELPAC Overall Score | Current ELPAC Grade | Current Year ELPI Level | Previous ELPAC Grade | Previous Year ELPI Level | ELPI Progress            | ELPAC Listening Performance Code | ELPAC Speaking Performance Code | ELPAC Reading Performance Code | ELPAC Writing Performance Code |
|---------------------------|---------------------|---------------------|-------------------------|----------------------|--------------------------|--------------------------|----------------------------------|---------------------------------|--------------------------------|--------------------------------|
| 2-Som-Dev                 | 1480                | 3                   | Level 2H                | 2                    | Level 2L                 | Progressed 1+ ELPI level | Somewhat/Moderately              | Well Developed                  | Beginning                      | Somewhat/Moderately            |
| 3-Mod-Dev                 | 1500                | 1                   | Level 3H                | K                    | Level 2L                 | Progressed 1+ ELPI level | Well Developed                   | Somewhat/Moderately             | Well Developed                 | Somewhat/Moderately            |
| 4-Wel-Dev                 | 1542                | 2                   | Level 4                 | 1                    | Level 3H                 | Progressed 1+ ELPI level | Well Developed                   | Well Developed                  | Somewhat/Moderately            | Well Developed                 |
| 4-Wel-Dev                 | 1547                | 1                   | Level 4                 | K                    | Level 3L                 | Progressed 1+ ELPI level | Well Developed                   | Well Developed                  | Well Developed                 | Somewhat/Moderately            |
| 4-Wel-Dev                 | 1554                | 3                   | Level 4                 | 2                    | Level 2H                 | Progressed 1+ ELPI level | Well Developed                   | Well Developed                  | Beginning                      | Somewhat/Moderately            |
| 3-Mod-Dev                 | 1538                | 4                   | Level 3H                | 3                    | Level 3L                 | Progressed 1+ ELPI level | Well Developed                   | Well Developed                  | Somewhat/Moderately            | Somewhat/Moderately            |
| 2-Som-Dev                 | 1469                | 2                   | Level 2H                | 1                    | Level 2L                 | Progressed 1+ ELPI level | Somewhat/Moderately              | Well Developed                  | Somewhat/Moderately            | Somewhat/Moderately            |



# Current Action Steps to Support English Learner Student Success

- Spring and Summer ELPI Student Dashboard Training
- The ELPI data is now in the School Plan for Student Achievement (SPSA)
- Provide effective strategies for Designated ELD and Integrated ELD
  - Maximizing the use of the Academic Discussion Trifold
  - Elegance of 12 Suite of Strategies (speaking, listening, reading and writing)
- Region teams analyze ELPI data to identify schools with effective ELD practices and identify targeted supports for identified ELPI schools
- Continue the implementation of new Interim ELPAC Assessments
- Remain focused on ELPI and reclassification measures



# Overview of the International Newcomer Services





## International Newcomer Strategy

Develop distinct programs tailored to the various entry points for International Newcomers in elementary, middle school, and high school. These programs aim to enhance academic language proficiency and literacy across all subjects, thereby fostering diverse college and career opportunities.



# International Newcomers by Country of Origin

| Elementary |                    |            |
|------------|--------------------|------------|
|            | Country            | Enrollment |
| 1          | GUATEMALA          | 2,201      |
| 2          | MEXICO             | 1,919      |
| 3          | EL SALVADOR        | 1,751      |
| 4          | HONDURAS           | 1,132      |
| 5          | RUSSIAN FEDERATION | 817        |
| 6          | COLOMBIA           | 710        |
| 7          | NICARAGUA          | 531        |
| 8          | ARMENIA            | 466        |
| 9          | UKRAINE            | 285        |
| 10         | PERU               | 256        |

| Secondary |                    |            |
|-----------|--------------------|------------|
|           | Country            | Enrollment |
| 1         | GUATEMALA          | 3,035      |
| 2         | EL SALVADOR        | 1,778      |
| 3         | MEXICO             | 1,289      |
| 4         | HONDURAS           | 880        |
| 5         | COLOMBIA           | 550        |
| 6         | NICARAGUA          | 420        |
| 7         | RUSSIAN FEDERATION | 385        |
| 8         | ARMENIA            | 364        |
| 9         | PERU               | 183        |
| 10        | UKRAINE            | 183        |



# International Newcomers by Grade level

| Grade                                    | 23-24  | 22-23  | Difference |
|--|--------|--------|------------|
| ETK*                                     | 319    | 268    | 51         |
| TK**                                     | 754    | 548    | 206        |
| Kinder                                   | 2,072  | 1,605  | 467        |
| 01                                       | 2,163  | 1,829  | 334        |
| 02                                       | 2,218  | 1,470  | 748        |
| 03                                       | 1,682  | 1,024  | 658        |
| 04                                       | 1,551  | 986    | 658        |
| 05                                       | 1,460  | 879    | 581        |
| 06                                       | 1,232  | 728    | 504        |
| 07                                       | 1,157  | 796    | 361        |
| 08                                       | 1,167  | 724    | 443        |
| 09                                       | 2,739  | 2,693  | 46         |
| 10                                       | 1,973  | 1,767  | 206        |
| 11                                       | 1,333  | 322    | 1,011      |
| 12                                       | 284    | 56     | 228        |
| Grand Total                              | 22,104 | 15,695 | 6,409      |
| Data Source: MMED Focus Dashboard 4/9/24 |        |        |            |
| * Expanded Transitional Kindergarten     |        |        |            |
| ** Transitional Kindergarten             |        |        |            |

- There is an increase of International Newcomers in all grade levels
- The grade levels with the largest increase are:
  - 2nd-5th
  - 11th
- 9th grade has consistently had the highest enrollment



# International Newcomer Supports

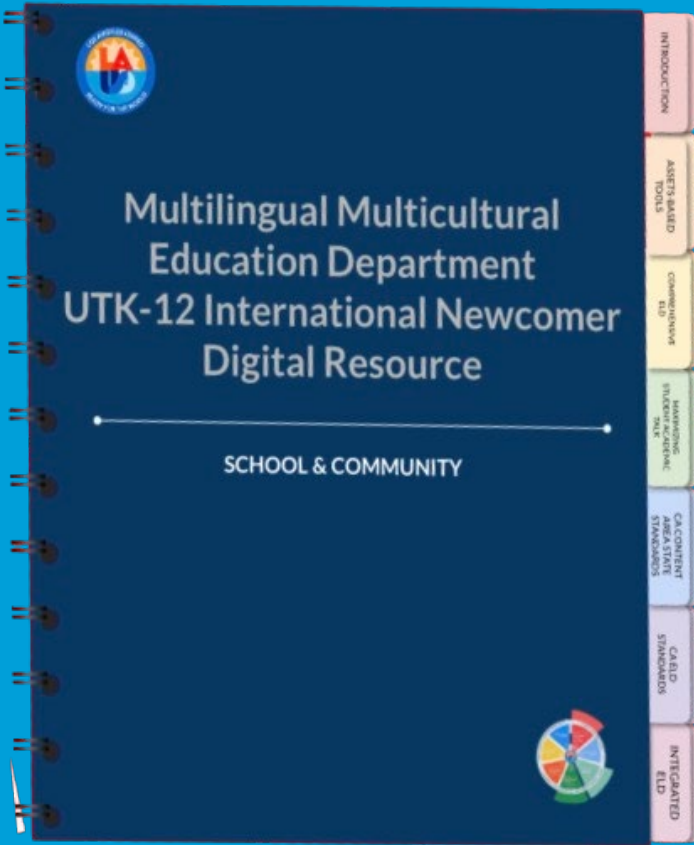
## Elementary

- 32 Instructional Aides Grades 3-5/6
- Multilingual Multicultural Academic Language Coach (MMALC)
- EL Designees provide professional development by unique EL Typology
- Supplemental Resources (International Newcomer Digital Guide, Rosetta Stone, Oxford picture dictionaries, bilingual libraries)
- Strong Tier 1 Comprehensive ELD (Designated & Integrated English Language Development)
- 5th Grade International Newcomer Teacher cadre created lessons

## Secondary

- CalNew Grant \$1.9 million over a 5 year period funds 4 PSW positions, UCLA Immigrant Clinic at RFK Complex
- 4 International Newcomer Academies/Dream Center Hubs with CHIRLA Dream Center Hubs
- 18 Counselors/Coaches assigned to high schools with high number of International Newcomers
- Supplemental Resources (International Newcomer Digital Guide, Rosetta Stone, Oxford picture dictionaries, bilingual libraries)
- 79 schools began grade-level ELD courses with new state adopted curriculum expanding access to grade-level coursework

# MMED UTK-12 International Newcomer Digital Resource





# Turning Dreams Into Reality Sessions 4 Years Strong...

- International Newcomer Student Panel
- A-G Roadmap to Success
- CARECEN: Financing College and Career Planning
- CARECEN: Legal Services
- CHIRLA: Community Resources
- Excel with Emotional Intelligence
- Plus ME: My Story Matters
- Move. Feel. Be (Yoga)
- Podcast: Learning How to Start a Podcast
- The Salvadoran-American Leadership and Educational Fund (SALEF) Resources
- Newcomer Mentor Program
- Student Voices Gallery (SEL Project)
- LGBTQ+Connect & Share: Building a Resourceful Community
- From Scratch: From Baleadas to Pasta
- Getting to know Indigenous Latinx/e Students in our Classroom
- Managing Emotions
- Visualizing My Future: My Vision Board



# International Newcomer Summer Enrichment Program

## Program Overview:

- Program offered to 2,000 International Newcomers from 41 high schools
- Students earn up to 10 elective credits towards A-G
- 8 coaches who support and monitor services
- Enrollment pattern/participation approximately 1,000 students each summer
- Target Audience recent arrivals 0-12 months
  - 90% are 9th and 10th grade students
- 25:2 student/adults (Teacher & Teacher Assistant)
- 18 hours Professional Development (administrators, teacher, teacher assistants, and coaches)





# Adult Education Pathways New Opportunities

## **English as a Second Language (ESL)**

**600+** ESL classes offering English learners high-quality contextualized language instruction

## **Citizenship**

**14** classes helping immigrants on their pathway to naturalization

## **Integrated Education and Training (IET)**

**20** IET courses removing barriers to careers for English Learners

## **Spanish High School Equivalency (HSE)**

Spanish-language HSE preparation courses helping students achieve high school proficiency (Spanish HiSET, Spanish GED)







# Current Action Steps International Newcomer

- Expand district-wide the grade-level ELD policy pilot
- Training new International Newcomer Instructional Aides
- LAUSD-UTLA Joint Committee on Support for Immigrant Students and Families
- Increased collaboration between:
  - Division of Adult & Career Education (DACE), Virtual Academies Option Schools
  - Community Schools Initiative
  - Student Family and Community Engagement (SFACE)
  - Division of Instruction
  - Student Health and Human Services
- Continue English Learner student monitoring
- Open 2 additional International Newcomer academies by 2026-2027



# Pathway Awards and Seal of Biliteracy



# English Learner (EL) Journey





# Los Angeles Unified's Students

## **97 different languages are spoken in LAUSD schools:**

- Other languages inclusive of: Armenian, Arabic, Bengali, Cantonese, Farsi, Hebrew, K'iche' (a Mayan language of Guatemala), Mandarin, Korean, Russian, Spanish, Tagalog, Vietnamese, Zapoteco.



# The Multilingual Journey





# Strategic Plan: Pillar 3

## Engagement and Collaboration

Our families have various opportunities to engage including:

- Notifications and consultation letters in multiple languages
- Family Meetings to deep dive in their student's education journey
- Families are welcome to call and set up a school visit with the English Learner Designee or school principal

We will continue to explore various strategies to deepen meaningful communication with our families on their child's English Learner journey.





# There is never a single story

