

BOARD OF EDUCATION OF THE CITY OF LOS ANGELES
Governing Board of the Los Angeles Unified School District

CURRICULUM AND INSTRUCTION COMMITTEE

4:00 p.m., Thursday, April 27, 2023

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

Committee Members

Ms. Jackie Goldberg, Chairperson
Dr. George McKenna, III, Board Member
Ms. Tanya Ortiz Franklin, Board Member

External Representatives

Yvette Martinez Corona, Parent
Cecily Feltham Hammond, Parent
Meshia Pink, Parent
Carmen Tecuanhuey, Parent

Board Secretariat Contact

Lisa Lopez
Tel: (213) 241-7002
Email: lisa.m.lopez@lausd.net

District Members

Frances Baez, Chief Academic Officer
Pedro A. Garcia, Senior Executive Director, Division of Instruction
Denise Harper, Teacher, Vista Middle School
Yahtina Macali Soto, Teacher, Franklin High School
Brenda Malec, Teacher, Eagle Rock High School
Dr. Lourdes Ramirez-Ortiz, Administrator of Instruction, Local District East

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: **834 2467 8049**, or (3) in person. Please note that due to the continued public health risks associated with COVID-19, the Board Room will be operating at reduced capacity.

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. A maximum of 15 speakers may sign up for general Public Comment. 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;
- 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: **834 2467 8049** 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.

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

AGENDA

I. Welcome and Opening Remarks Jackie Goldberg
Chairperson

II. Presentations

1. Introductions Frances Baez
Chief Academic Officer

2. Follow Up and Updates District Staff

3. Overview of Dual Enrollment in LA Unified Brenda Pensamiento
Administrator, Secondary Instruction

4. Career Technical Education (CTE) - Linked Learning Pathways Esther Soliman
Administrator, CTE-Linked Learning

Esther Dabagyan, Principal
Mariana Echeverria, 10th Grade Student
STEM Academy of Hollywood

Jose Camacho, CTE Instructor
Essam Mohamed, 9th Grade Student
Belmont High School
Systems Diagnostics, Service and Repair Pathway

III. Closing Remarks

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://achieve.lausd.net/site/Default.aspx?PageID=18628&DomainID=1057#calendar73805/20230323/event/65321>

College and Career: Overview of Dual Enrollment in L.A. Unified

Division of Instruction

Date: April 27, 2023



Division of Instruction

Brenda Pensamiento

Secondary
Administrator

Esther Soliman

CTE-Linked Learning
Administrator

Shelly Alavez

Interim Director
School Counseling Services





District Goal: Expanding Access to College Courses

Pillars and Priorities



1 Academic Excellence

High Quality Instruction

Enriching Experiences

Eliminating Opportunity Gaps

College and Career Readiness

2 Joy and Wellness

Welcoming Learning Environments

Whole-Child Well-Being

Strong Social-Emotional Skills

Outstanding Attendance

3 Engagement and Collaboration

Strong Relationships

Accessible Information

Leading for Impacts

Honoring Perspectives

4 Operational Effectiveness

Data-Driven Decision-Making

Modernizing Infrastructure

Sustainable Budgeting

District of Choice

5 Investing in Staff

Diverse Workforce

Professional Learning

Staff Wellness

High Performance Standards

Pillars and Priorities

1

Academic Excellence

High Quality
Instruction

Enriching
Experiences

Eliminating
Opportunity Gaps

College and Career
Readiness

OUR PRIORITY

Champion multiple pathways for college and career readiness for all students

WHY THIS MATTERS

Students must be able to visualize their post-secondary success and receive all of the tools and supports to take full advantage of the opportunities ahead

STRATEGIES

- Provide equitable access to a rigorous college preparatory course schedule and offer supports to successfully complete A-G courses with a C or better
- Accelerate opportunities for career exploration, work-based learning, post-secondary pathways, and employment, including collaboration with local government and private industries to provide paid internship and apprenticeship opportunities for students
- Expand opportunities to participate in Career and Technical Education and Linked Learning pathways
- Implement an updated Individualized Graduation Plan, beginning in middle school, to monitor student progress and increase academic outcomes and opportunities for students after graduation
- Engage students and families at all levels, beginning in early grades, in college and career experiences and promotion of post-secondary options
- Expand evidence-based, equity-focused instructional and grading practices to support all learners in becoming college ready and achieving post-secondary academic success
- Ensure all students develop college knowledge and get support for planning, applying, and transitioning to college, including advisement on financial aid options
- Expand access to advanced learning options, such as advanced placement and college courses

College and Career Access Pathways: AB 288



College and Career Access Pathways (CCAP) Agreement



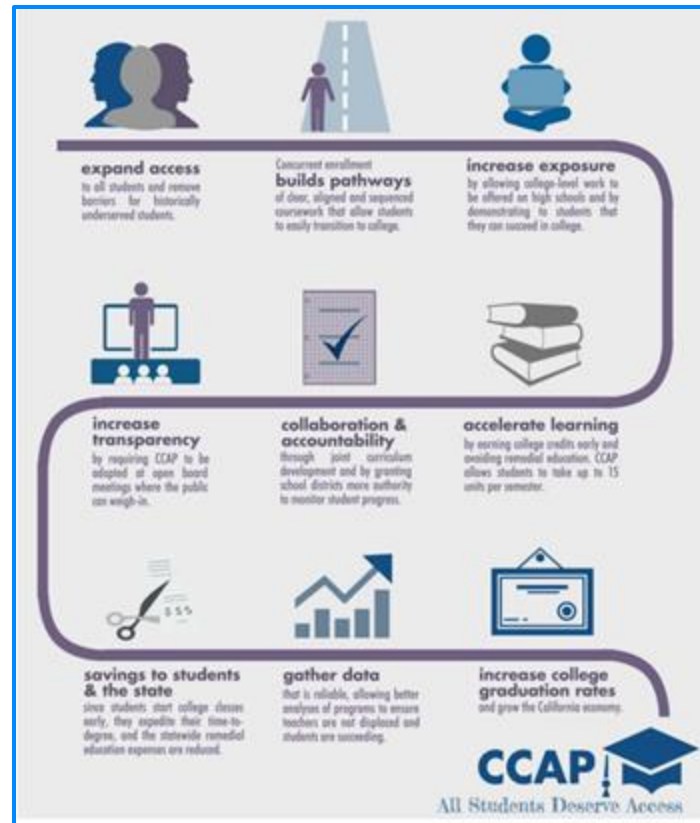
- October 8, 2015 Governor Brown signed into law Assembly Bill (AB) 288
- Authorizes the governing board of a community college district to enter into a College and Career Access Pathways partnership with a school district to offer and expand opportunities for students to develop pathways from high school to community college for:
 - Improving high school graduation rates
 - Helping students achieve college and career readiness
 - Career-technical education/preparation for transfer

Why dual enrollment?

Los Angeles Unified School District and Los Angeles Community College Partnership

Expansion of access for high school students, especially those who have historically been underrepresented to address equity gaps and increase the following:

- Earning high school and college credit
- Degree/certificate attainment
- Experiencing a head start to post-secondary education and exposure to college courses
- Exploring fields of study to help select a career pathway and college major
- Potential tuition savings in the future



College and Career Access Pathways (CCAP) Agreement



- **LAUSD was the first District to enter into a CCAP agreement (September 20, 2016)**
- **Provide support to all HS to offer dual enrollment and concurrent enrollment opportunities to students**
- **Work towards 100% of high school students to enroll in at least one community college class prior to graduating**



DUAL ENROLLMENT

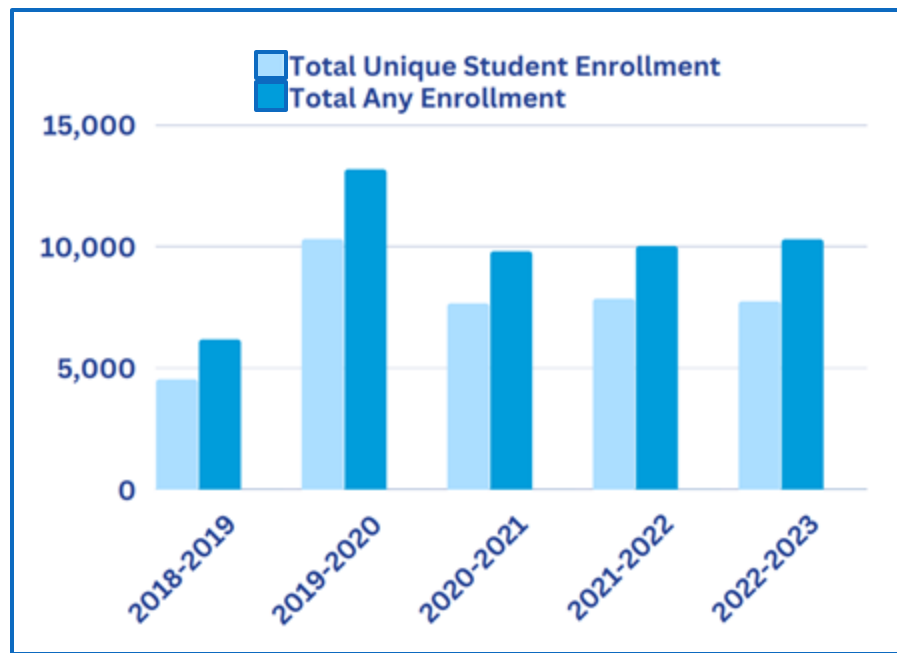
- Courses that fall under AB288 between LAUSD and Los Angeles Community College District (LACCD)
- MOU Addendum between each high school and the community college
- Courses are closed to the public
- Course instructor must be LACCD faculty
- Students must fill out a K-12 form signed by the counselor or designee prior to starting the class.
- Elementary and Middle School students may not enroll in AB288 courses

CONCURRENT ENROLLMENT

- Courses taken before/after school or on Saturdays
- Open to the public
- Students must fill out a K-12 form signed by the counselor or designee prior to starting the class
- Middle School students can take selected courses upon approved of both, LAUSD and the respective LACCD entity

Total Enrollment Districtwide

Year	Total Unique Student Enrollment	Total Any Enrollment
2018-19	4,528	6,167
2019-20	10,302	13,168
2020-21	7,655	9,795
2021-22	7,850	10,016
2022-23	7,740	10,293



Dual Enrollment Data



Dual Enrollment Counts (Includes All Enrollments)

Regions	2018-19	2019-20	2020-21	2021-22	2022-23
E	2,517	4,614	3,104	2,965	2,512
N	1,680	4,176	3,013	3,382	3,402
S	1,323	3,192	2,413	2,329	2,855
W	468	1,056	1,239	1,325	1,486
XS				15	38

Dual Enrollment Counts (Unique Number of Students)

Regions	2018-19	2019-20	2020-21	2021-22	2022-23
E	1,676	3,358	2,218	2,146	1,986
N	1,189	3,257	2,302	2,780	2,543
S	1,044	2,689	1,996	1,713	1,967
W	440	868	1113	1,201	1,206
XS				Less than 11	38

Total Enrollment by Ethnicity: Unique Enrollment Counts and Rates

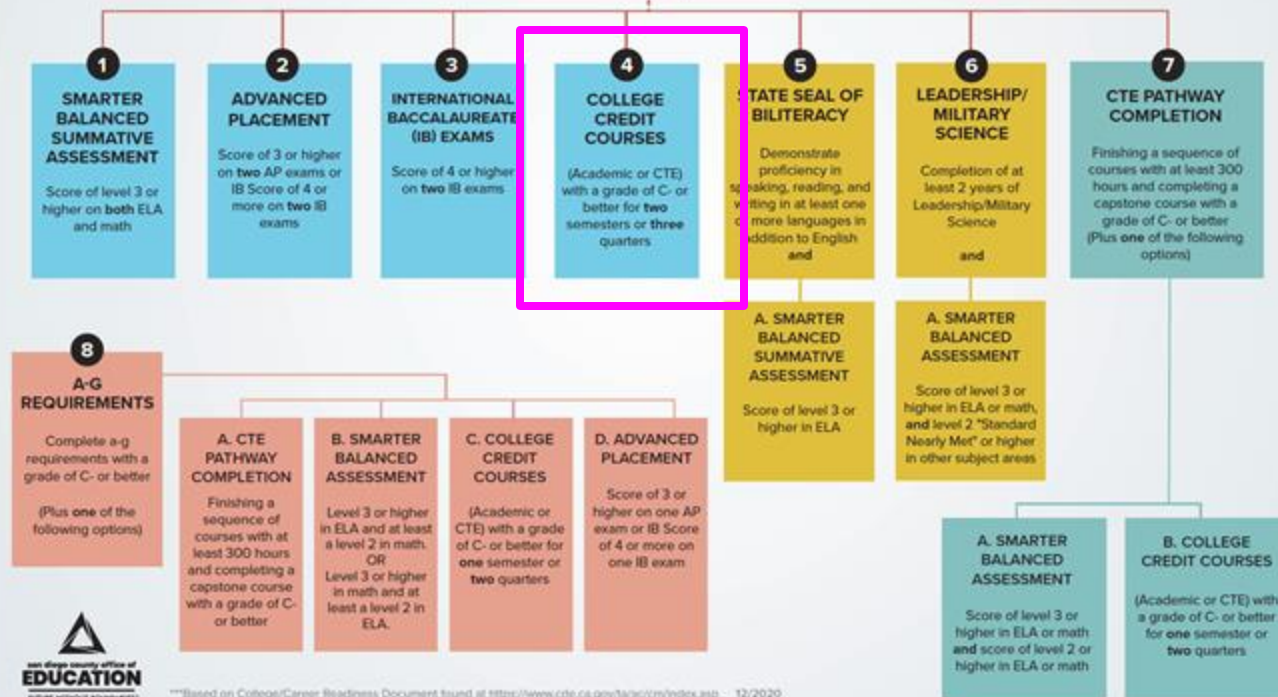
Year	Total Enrollment Count	Native Amer/Alas. Nat	Asian/ Filipino	African Amer/ Black	Latinx	White	Pac. Isl	Multiple/ Missing/ Declined
2018-19	4,528	Less than 11	263	468	3,133	620	11	24
2019-20	10,302	15	518	779	7,953	935	21	81
2020-21	7,655	7 Less than 11	568	669	5,552	755	15	89
2021-22	7,850	14	695	579	5,459	951	27	125
2022-23	7,740	Less than 11	711	557	5,500	862	28	75

Dual Credit Pathway Design



COLLEGE/CAREER READINESS **PREPARED** INDICATOR COMPONENTS

HIGH SCHOOL DIPLOMA + (PLUS ONE OF THE FOLLOWING 8 OPTIONS)



Students may fall under one of the categories below:



PREPARED

Two semesters or three quarters of college coursework with a grade of C- or better.

APPROACHING PREPARED

One semester or two quarters of college coursework with a grade of C- or better.

- CTE Dual Credit Pathway
 - Embedded in the CTE pathway, making progress towards a certificate/degree
- General Education Program
 - Embedded in the overall master schedule
- Single Courses
 - Courses change and are not dependent of each other

Four-Year General Education Pathway

	SUMMER	FALL	WINTER	SPRING
YEAR 1	Counseling 17 AND Health 11 or Math (120,125)	Admin of Justice 1	Chicano Studies 52	Theater 100
YEAR 2	Spanish/French 1	Spanish/French 2	Counseling 4	Env Sci 2
YEAR 3	Astron 1&5	Chicano Studies 7 and Hist 12	Comm Studies 101	Major Prep Elective
YEAR 4	Math 227A/B	English 101	Political Sci 1	English 102/103

Dual Enrollment Moving Forward



Commitment in Action

- Honoring local needs and relationships
- Monitoring equitable access
- Monthly meetings with Los Angeles Community College District to expand opportunities for students
- Partnership with the Los Angeles College Accelerator Network
- Expansion of course equivalency opportunities



Dual Enrollment Moving Forward



- Increase dual enrollment program opportunities in alignment with high school career pathways
- Opportunities for growth in General Education Pathways
- Supporting high schools (61) that applied for the College and Career Pathway Grant





Expand access to advanced learning options, such as advanced placement and college courses.



For the next four years, Los Angeles Unified will focus on a singular goal: ensure ALL our students graduate **READY FOR THE WORLD** – to thrive in college, career, and life.



Career Technical Education & Linked Learning Overview



CTE-Linked Learning Areas of Focus



- **Career Technical Education**
 - 437 pathways in 155 schools
- **Linked Learning**
 - 78 Linked Learning Pathways
- **Work-Based Learning**
 - Provides a continuum of work-based learning experiences
- **Dual Enrollment**
 - Creates high school partnerships with Los Angeles Community College District

1 Academic Excellence



Pillar A: High Quality Instruction

Monthly CTE teacher professional development sessions.

- Semester 1: Focused on developing standards-aligned, authentic performance assessments
- Culminated in a January peer and professional critique/review of this work.
- Semester 2: Work on Revisions, Work-Ready Badge/Financial Literacy

Linked Learning professional development focus in 2022-23:

- Teacher Leadership and Administrator Series on Performance Assessments-multi-disciplinary
- Project-Based Learning, PBL
- Portfolio and Graduation Defense

1 Academic Excellence

Pillar A: High Quality Instruction

121 CTE teachers and **40 counselors** attended the Gallery Walk to learn about and provide feedback for **CTE Performance Assessments** on January 21, 2023



Pillar A: High Quality Instruction

Performance Assessment Single-Point Rubric

Criterion 1: Focus on Deeper Learning

Criterion 2: Language Use and Expression

Criterion 3: Authenticity and Alignment to Real-World Needs

Criterion 4: Suitable for Diverse Student Populations

Criterion 5: Student Directions, Prompt, and Resources/Materials

Criterion 6: Scoring Tools for Feedback

Criterion 7: Processes for Reflection and Revision

1 - Areas of Growth	2 - Criterion for Meeting Standards	3 - Areas of Strength	Score
	Criterion 1: Focus on Deeper Learning <input type="checkbox"/> PA is aligned to <u>CTE Model Curriculum Standards</u> , Common Core, NGSS, and/or <u>LAUSD District Graduate Profile</u> .		
	Criterion 2: Language Use and Expression <input type="checkbox"/> PA allows students to use multiple forms of language expression to communicate reasoning (ex. written, digital, visual, oral, etc.). <input type="checkbox"/> PA includes built-in scaffolds or instructional supports to help all students access and use developmentally appropriate academic and disciplinary language (ex. graphic organizers, peer feedback, revision process, etc.).		
	Criterion 3: Authenticity and Alignment to Real-World Needs <input type="checkbox"/> PA asks students to do work authentic and relevant to the real world. <input type="checkbox"/> PA provides multiple opportunities for students to engage meaningfully with industry partners (ex. guest speaker, field trip, feedback, presentation, etc.). <input type="checkbox"/> PA provides opportunities for students to share their products, process, and reflection to a public audience.		

1 Academic Excellence

Pillar D: College and Career Readiness

Pathway Connect is a unique CTE professional development opportunity for industry sector teachers to come together to share, learn, collaborate, and plan to upgrade their programs.



**Transportation
Communication**



Construction



Information

Pillar D: College and Career Readiness

Belmont High School Systems Diagnostics, Service, and Repair Pathway

Instructor: **Mr. Jose Camacho**

9th Grade Student: **Essam Mohamed**



Students learn to work with the electrical components of cars.

Students use industry aligned automotive training equipment.





**Students work with
different type of vehicles**



Students work hands on with industry specific tools on a daily basis.



Los Angeles Unified Graduates Are...



**Advocates for Self
and Others**

Open-Minded

Adaptable

**Effective
Communicators**

1 Academic Excellence



Pillar A: High Quality Instruction



Students in Linked Learning pathways practice collaboration, project planning, and presentation skills. They are continually cognizant of growing their graduate profile competencies.



Project-based Learning Highlight

STEM Academy of Hollywood
at Bernstein
Biotechnology CTE Pathway
9th Grade Diabetes
Presentations & Health Fair





STEM ACADEMY PRESENTS

DIABETES HEALTH FAIR

Driving Question: How can we, as health-care professionals, educate and empower our surrounding community to increase awareness about diabetes?

Project Purpose: In Los Angeles, 1 out of 10 adults has diabetes.

Diabetes is a chronic disease that affects how your body turns food into energy. Over time, diabetes can damage the heart, blood vessels, eyes, kidneys, and nerves. It is the 7th leading cause of death in the US and it costs over \$300 billion in medical costs each year. Although there is no cure, we can help our community members become educated on how to prevent, manage and treat this disease.

Project Outcome: Each group will design an informative health booth to teach a topic or a skill related to how to prevent, manage or treat diabetes to community members.

Classes Involved: Algebra 1 (Gomez), Biology (Hall), Digital Imaging (Postma), English (Benney), Principles of Biomedical Sciences (Chavez)

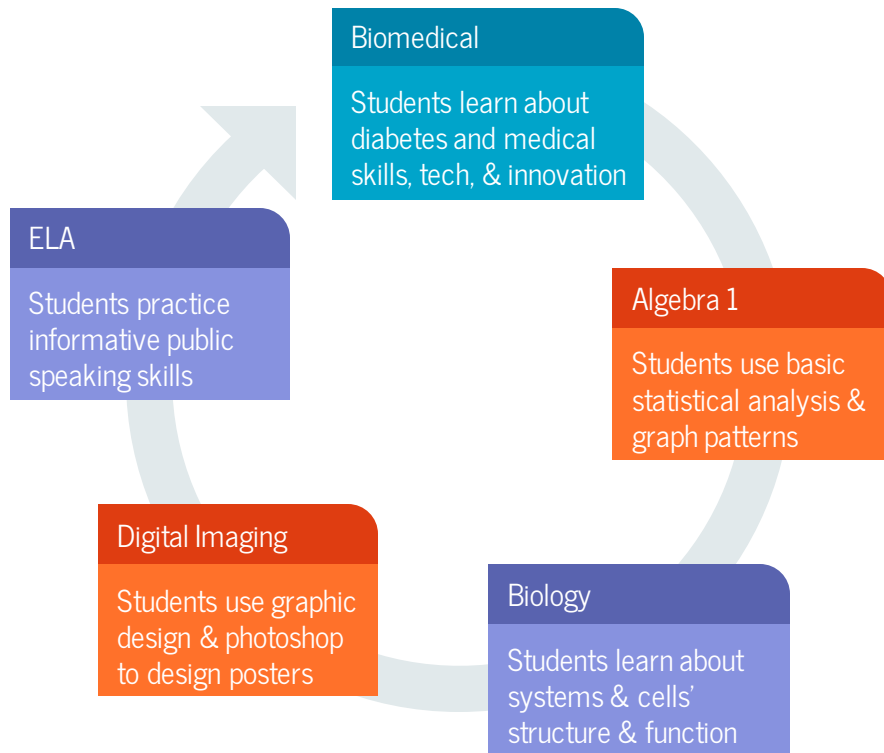
DATE: MAY 10, 2023, 4- 6 PM
LOCATION: STEM ACADEMY QUAD

PROJECT-BASED LEARNING





INTERDISCIPLINARY COLLABORATION



Diabetes Health Fair Presentation Rubric



STEM Academy of Hollywood

Name(s) _____ Period _____ Date _____

Category	4 (A) Exemplary/Advanced	3 (B) Proficient	2 (C) Emerging	1 (F) Developing
Presentation Skills (Verbal and Non-Verbal)	Students make eye contact, stand up straight, and are enthusiastic and energetic. Students use appropriate gestures. All group members are dressed professionally. Voice is clear and audible. Speaker uses no filler words (like, um, yea, etc). Correct pronunciation and use of academic vocabulary in English and Spanish.	Most of the time, students make eye contact, stand up straight. There is limited enthusiasm. Voice is mostly clear, but can be louder. Most group members are dressed professionally. Some filler words are observed. Mostly correct pronunciation and use of academic vocabulary in English and Spanish.	Students make some eye contact and stand up straight. There is a lack of enthusiasm. Voice is not entirely audible from everywhere in the room. Some errors in pronunciation and use of academic vocabulary in English and Spanish.	Students do not make eye contact with the audience. There is no enthusiasm or energy. Voice is low. Many errors in vocabulary and academic use in English. No attempt made to do a Spanish Presentation.
Organization and Preparation	All members present equally, presentation is engaging and has a logical sequence. Advanced preparation is evidenced by everyone knowing their parts. Time for questions and answers. Audience inclusive activity is present. Multiple students answer questions during the presentation.	Some members present more than others or answer more questions correctly than others. All students make an attempt to dress professionally, but not necessarily completely appropriately. Preparation is evident but some students need index cards for help.	Some members barely participate compared to others or do not answer any questions. Most students are dressed professionally and appropriately. More preparation is needed.	There is a very unequal distribution during the presentation. Students are not able to answer questions. More than one student is not dressed professionally. There is an overall lack of preparation.
Quality of Visual Aids	The layout of the poster is aesthetically pleasing and contains accurate headings, and labels. Visuals showing basics of diabetes, and supportive details are present and of excellent quality. Professional composition and layout. Graphics are high quality and relative.	All Exemplary criteria are met, except: Visuals of all required elements present and of good quality. Layout is not at industry standard (gutters and content are not uniform).	Font is readable. Most of text is effective, but appears cluttered and busy or distracting. Graphics are of poor quality or missing. Layout is not at industry standard (gutters and content are not uniform, focal point missing).	Font is not easy to read. Too much/not enough text or text lacks effectiveness. The layout is confusing (No attempt made to make uniform gutter and content, no focal point, unprofessional).
Content	Students provide an accurate and comprehensive overview of diabetes, the role of insulin in the cell, complications associated with diabetes and medical interventions that can diagnose or treat diabetes.	Students provide an accurate overview of diabetes, the role of insulin in the cell, complications associated with diabetes, and medical interventions that can diagnose or treat diabetes.	Students provide an overview of diabetes, the role of insulin in the cell, medical interventions that can diagnose or treat diabetes, and complications associated with diabetes, though there are some inaccurate statements.	Several parts of the presentation are missing or inaccurate. The presentation demonstrates a lack of understanding of diabetes.



CONTEXT & CONNECTIONS



6TH ANNUAL HEALTH FAIR

Resources and Contacts for

Vision Testing	Dental Care	Mental Health Care
HIV Testing	Fentanyl Testing	Narcotics Training
CPR Training	Blood Pressure Checks	Diabetes Care
Sex Ed/Testing	Addiction Treatment	Blood Donation
Immigrant Rights	Medical Training	Low Income Clinics

Recursos y Contactos para

Pruebas de la vista	Atención de salud mental
Atención dental	Capacitación de Narcóticos
Revisiones de presión arterial	Capacitación médica
Pruebas de fentanilo	Capacitación en RCP
Tratamiento de adicciones	Atención de la diabetes
Educación/Pruebas de enfermedades de transmisión sexual	
Información sobre donación de sangre	Pruebas de VIH
Derechos de los inmigrantes	Clinicas de bajos ingresos

FOOD!
FREE KITS!
PRIZES!

MAY 10, 2023
4 PM - 7 PM
1309 N WILTON PL (QUAD)

¡ALIMENTO!
¡EQUIPOS
GRATIS!
¡PREMIOS!

TAKE CARE OF YOUR HEALTH

Participating Organizations


Girls Build LA
EduCare
Thrive Summer Community Health Program
Health Occupations Student Association
GRYD
QueensCare Clinic
Pride Alliance
Hollywood-VOALA Family Source Center
Saban Clinic
Gateways Hospital
LA County Department of Public Health
Healthy Start




VISIT WWW.STEMGBLA.WEBBLY.COM
FOR MORE INFORMATION,
CALL US AT 323 817 6461 OR EMAIL
SUSANNAH.HALL@LAUSD.NET FOR INQUIRIES



Portfolium in 9-12



Sarah Moreno 

Los Angeles Unified CTE-Linked Learning student proudly showcasing my work and projects

<https://portfolium.com/SarahMoreno6>

[+ CONNECT](#) [...](#)

[PROFILE](#) [PORTFOLIO](#) [CONNECTIONS](#)

Overview

Education

Engineering pathway (2022) at STEM Academy of Hollywood

Lives in

Los Angeles, CA


22 Projects 62 Skills 5 Connections

Skills

Search Sarah's skills...

Teamwork and Collaboration 5

SHOW ▾ SORT BY ▾




PUZZLE CUBE PROJECT

Cube Project w/ Inventor #LAGradcommunicator

Effective Communication: In my sophomore engineering class at STEM, I was required to work with a partner...

Engineering

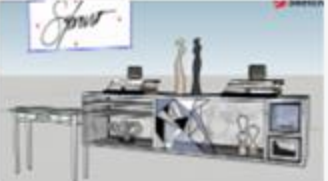


DRIVING TOWARDS THE FUTURE

2020 PBL Driving Towards The Future

PBL (Project Based Learning)- an end of the semester project where all our classes and electives link...

Renewable Energy



SketchUp - Table // House

House: Given the freedom to design anything in my architecture class, I went with a modern house. This...

Art & Design

PBL Bachelor Apt #LAGradadaptable

0 113 November 24, 2020 in [Architecture](#)



SHARE



1/3



Adaptability and Effective Communication:

This is the layout and process of the PBL Bachelor apartment for the first semester of my 11th-grade year. My partner designed the layout and I measured and designed it in the SketchUp software. This semester's project is about creating affordable housing in a gentrified area by keeping the energy bill low using renewable energies and sources learned in our physics class.

The presentation contains a variety of photos that exhibit the different stages in which we designed the apartment. Using multiple technological mediums, my teammate and I collaborated and utilized teacher and peer feedback to create the most appropriate and functional apartment we could. We applied this information by planning in one note, rendering in SketchUp, and presenting our final piece in google slides.

[Sarah Moreno](#)

Engineering pathway at STEM Academy of Hollywood



CONNECT

6 Skills

Communication and Collaboration

Design

floor plan

One Note

SketchUp Rendering

Teamwork and Collaboration

10 Tags

#applyingfeedback

#Architctural

#Architecture

#AssessingCriticalThinking

#Design

#LAGradadaptable

#LAGradcommunicator

#Modeling

#multiplemediums

+1 More

1 Academic Excellence

Pillar A: High Quality Instruction

Portfolio Defense in Linked Learning



School for the Visual Arts & Humanities @ RFK

Pillar A: High Quality Instruction

Xello in K-8

My Dream Career - Ecologist

Xello Activities

Introduction

Recently, I have spent some time using Xello to research my future and my future career options in particular. I soon realised that there was only one career for me - I want to become an ecologist! I have created this portfolio to help me to plan my ecologist career path.

I have looked at the different career paths available. I will need to study further at college and university, and then maybe take a role where I can get valuable experience, before becoming an actual ecologist.

Saved Colleges and Universities

University of Brighton



Brighton

Nottingham Trent University



Nottingham

University of York



York

Wirral Metropolitan College



Birkenhead

1 Academic Excellence



Pillar D: College and Career Readiness

Paxton Patterson Career Labs



1 Academic Excellence

Pillar D: College and Career Readiness

Career Technical Student Organizations (CTSO)

Teaches leadership and interpersonal skills development for students in career technical education programs



Pillar D: College and Career Readiness

Other College and Career Readiness Strategies

- LAUSD Career Guides
- CTE enrichment classes grades 4-12
- Linked Learning Summer Bridge
- Growing District Industry Advisory of **42** professionals who work with and support career pathways
- Students earn industry-recognized certifications: **1,236** CTE students

Work Based Learning Continuum

Career Awareness

Career Exploration

Career Preparation

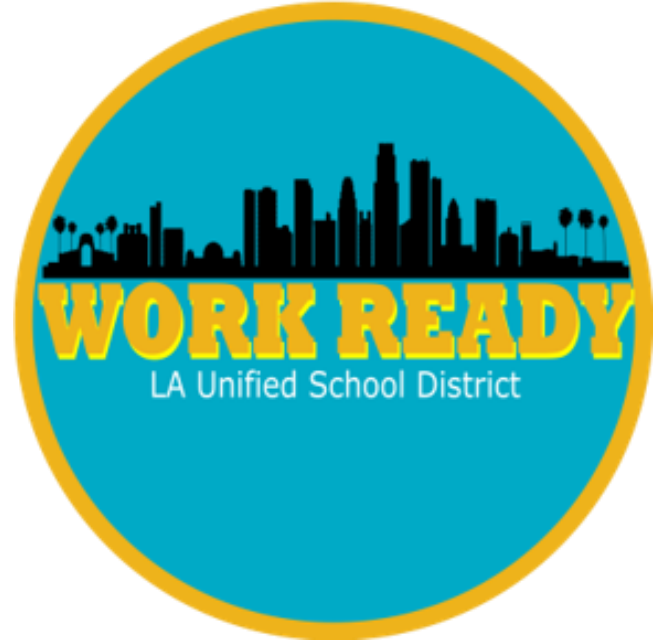
Career Training

1 Academic Excellence

Pillar D: College and Career Readiness

Work Readiness Badge (Digital badge is displayed on Portfolium)

- Resume
- Cover Letter
- Job Application
- Financial Literacy Certification
- Support Network
- Mock Interview



3 Engagement and Collaboration



Pillar D: Honoring Perspectives

Internships funded by ESSER funds and LA City/County funds

- Early Ed. centers and elementary schools to promote career pathways into LAUSD employment
- Health and Human Services for students to become Health Educators
- Businesses, hospitals, non-profits
- District offices

Investing in Staff

Pillar A: Diverse Workforce

Partners:

- CSULA

District Collaboration:

- CTE-Linked Learning
- Personnel Commission
- Career Ladders
- Human Resource
- Early Ed Child Development
- Division of Special Education
- Food Services

EDUCATORS OF TOMORROW

SYMPOSIUM



Thursday, March 30
10 AM - 2 PM

CAL STATE LOS ANGELES



1 Academic Excellence

Pillar D: College and Career Readiness

K-14 Exploration through community college pathway visits



**Theater
Emergency Medical Technician
Los Angeles City College**



East Los Angeles College

Pillar D: College and Career Readiness

A multi-year sequence of courses in a specific CTE pathway that involve earning college credit.

CTE Class Level	CTE Class Level
Concentrator Course	<ul style="list-style-type: none">- CIS 148* (Fall) Equivalent with CTE Website Development & Production AB- CS 101 (Spring)
Capstone Course	<ul style="list-style-type: none">- CS 140* (Fall) *Equivalent with App Development with Swift CTE AB



**Student can earn the
Mobile Application
Development Essential
Certificate of
Achievement from
West Los Angeles
College**

3 Engagement and Collaboration



Pillar D: Honoring Perspectives

Parent Outreach

- Monthly parent and family CTE-Linked Learning information meetings
- Will reach over 1,000 parents by the end of the year

LAUSD Career Guides

- Sent home to all 6th and 7th grade students and families
- Online guides available for all schools, students and stakeholders

Upcoming Events



- **May 3 CTE Student Showcase at LA River Gardens**
- **May 24 Defense in Action at Hollenbeck MS**