



MULTILINGUAL MULTICULTURAL EDUCATION DEPARTMENT

ISSUE #6



MONTHLY NEWSLETTER



#MMED

Elevating Multilingual Brilliance Across Our District

Across our District, Dual Language Education (DLE) teachers engage in professional learning that strengthens student learning, identity, culture, and language development. Through Korean Language Arts lesson development, translanguaging pedagogy, and mentorship opportunities like Teachers Helping Teachers and "Growing Together," educators build strategies that honor students' full linguistic and cultural assets while supporting rigorous bilingual instruction. This work continues through the Summer Teacher Institute, where educators deepen purposeful practices that uplift Indigenous and multilingual voices in education.



Message from our Executive Director

This year, we came together in community to uplift our students' languages, cultures, and identities, ensuring every learner feels valued, supported, and experiences excellence. Through culturally and linguistically responsive practices, collaboration, and reflection, our teachers continue to strengthen instruction and student success. Wishing you a wonderful summer, and we look forward to the new school year with you.



-Lydia Acosta Stephens

College Ready and College Bound

Students in the Access to Equity Leadership Program, known as “Equity Leaders”, are making a powerful impact. Through creativity and commitment, students have designed and launched dozens of projects that uplift their schools and strengthen their communities. Along the way, they have deepened their empathy and grown into passionate changemakers, advocating for a more equitable future for all. We commend the 428 inspiring students in 29 schools for their dedication and leadership! Their outstanding projects will be proudly showcased at the Equity Leaders’ Day of Celebration.

Our motivated scholars in the Developing My College Competitiveness (DMCC) program are already taking meaningful steps toward their college goals, beginning as early as 5th grade. Throughout this 12-week workshop series, students explored what it takes to become strong college applicants, visited campuses of interest, and developed personalized action plans for their future. We proudly applaud our scholars for taking the initiative to become college-ready and college-bound!

Types of Colleges

What types of colleges are there?
Write information about each type of college.

Trade School or Vocational School	Community College	4-Year University	4-Year University and More!
These type of school take from 1 to 2 years you can earn a certificate in the following professions: Mechanic, Welding, Electricity, Carpentry, cosmetology, chef, modeling, fashion design	You complete 60 units to transfer to a four year college. To complete the 60 units, it takes 2 years. At a community college you can get an Associate Degree in the Arts or Science	If you come from a community college, you only need to complete about 60 more units. To complete the 60 units it takes about 2 years. You can get what is called a Bachelor Degree. Your bachelor can be on Arts or Science	<ul style="list-style-type: none"> Here you can earn a Master's Degree. To get a Master, it takes about 2 years. You can also earn Medical Doctorate (MD) or a Philosophy Doctorate (PhD). to earn a doctorate, it takes about 7 years.

What are some benefits of going to college?

- You will make more money.
- More opportunities to get job
- You will have more opportunities to do different things in life such traveling
- You prepare yourself for the future by being able to use new technology.
- You will build new relationships.
- Achieve your personal goals such as buying a house or buying a nice car.
- You can make a difference for other people by donating your time and knowledge or by donating money.

Project 01: Reading Habit

Summary

Motivated by own personal growth in reading and her love of reading she wanted to help peers experience success in the subject. Alanyah launched a reading tutoring program for kindergarten through 2nd grade students. She learned that early literacy skills are foundational to academic success and wanted to help younger students grow both their confidence and abilities. Her goal with the program was not only to strengthen reading skills, but also build student's excitement and joy around books. Through this, she

SHOW YOUR KINDNESS

Being nice to others, Helping others, Waking up early, Being respectful.

Project #2: Responsible Media Use Speech: Implementation

Malisa implemented her project by confidently delivering her speech about bullying and cyberbullying in front of the entire school during a morning assembly. She spoke clearly and used the facts she researched to educate her peers about the impact of their words and actions, both in person and online. Through her strong presentation and preparation, Malisa successfully raised awareness, encouraged kindness, and

PLEASE DONATE BOOKS FOR FUTURE PLAY LEADER FUN FRIDAYS!

Project 3: Bathroom Etiquette Campaign

Summary

After noticing ongoing issues with school bathroom cleanliness and appropriate use, Talah recognized that the problem was affecting both students and the overall school environment. Rather than ignoring it, she felt a responsibility to take action and make a positive difference for her peers. Talah launched a Bathroom Etiquette Campaign designed to promote respect, responsibility, and school pride. Through student-friendly posters, and planning and filming a Public Service Announcement (PSA), she worked to remind students on when and how to use the

YOGA CLUB!

ON MONDAYS AT 2nd grade RECESS!!

IN MS O'BRIEN'S CLASS RM 8

First 12 people get to participate

Multilingual Excellence Takes Center Stage

Born in Armenia, I grew up surrounded by language, culture, and a deep appreciation for education. Alongside Armenian, I learned Russian, English, French, and German, later continuing my language journey with Japanese, Spanish, Mandarin, and Korean. Experiences communicating with people from different cultures showed me the power of language to build connection and understanding. Today, multilingualism is a big part of who I am. My dream is to become a diplomat and use language to bring people together across cultures while inspiring others to embrace multilingualism.



Celebrating Excellence in Education

My name is Suyapa Hurtt, and my journey with the Los Angeles Unified School District reflects a lifelong commitment to education, service, and community. I first entered LAUSD as a student in 1989 at Manual Arts High School, where my passion for learning began to take root. I later continued my academic journey at the University of California, Davis, where I deepened my understanding of language and culture, earning a Master's degree in Latin American Literature. In 1999, I returned to LAUSD, this time as an educator and I am currently proud to serve at RFK UCLA Community School. It is both an honor and a privilege to have been selected as one of the twenty four, 2026 Los Angeles Unified School District Teachers of the Year.



Did you know?

Across Los Angeles Unified School District, students are reaching remarkable milestones in multilingual achievement with 33,473 TK–8 Pathway to Biliteracy awards, more than 7,000 graduating seniors earning the State Seal of Biliteracy, over 640 students demonstrating proficiency in two or more languages in addition to English, and a TK–12 Multilingualism Awards program that honors an incredible 81 unique languages? This is a powerful accomplishment for our district, made possible by the dedication, perseverance, and partnership of students and teachers who continue to elevate the value of multilingualism in our schools.



Celebrating the Brilliance of Multilingual Learners

Across Los Angeles Unified School District, the 2025–26 TK–12 Multilingualism Awards celebrate students whose language learning reflects both academic excellence and cultural pride. Honorees demonstrated proficiency in Indigenous languages including Ixil, Uspanteko, K'iche', Zapoteco, and Q'anjob'al, as well as African Indigenous languages such as Acoli, Ganda (Luganda), and Igbo. Students were also recognized for achievement in Asian languages including Hiligaynon, Ilocano, and Pangasinan. These accomplishments highlight the dedication of students, families, and educators committed to preserving and uplifting multilingualism. Special recognition goes to Dr. Angela Fajardo of Venice High School for supporting students in earning recognition through the Zapotec LOTE assessment.



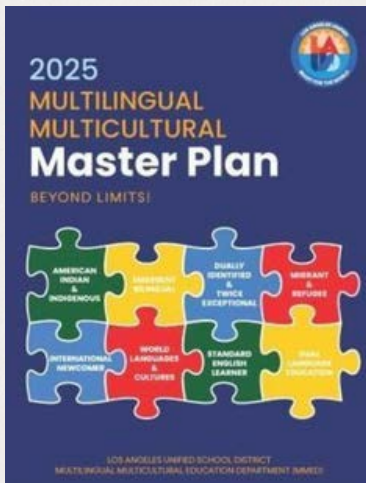
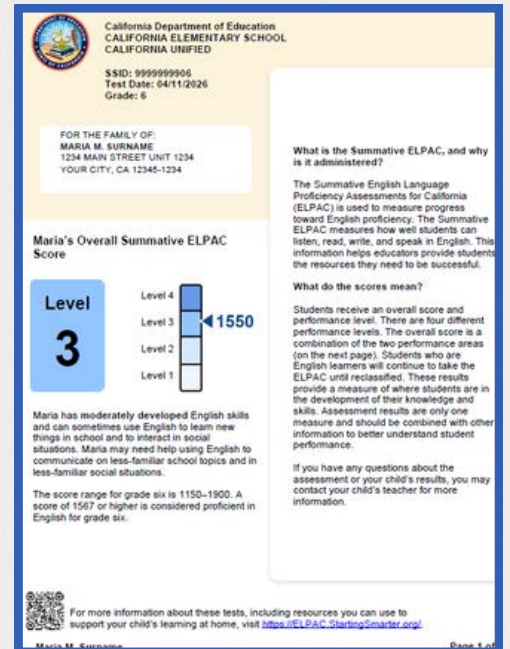
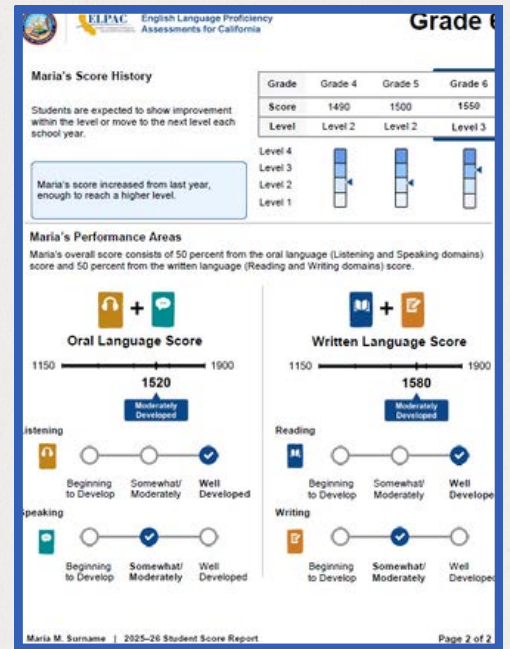
Emergent Bilinguals on the Rise

The Parent Portal is now providing access to Spring Summative ELPAC results for families. A copy of the Summative ELPAC Student Score Report is also available on the California Department of Education (CDE) website. As Emergent Bilingual students continue working toward reclassification. Many are demonstrating meaningful academic growth and progress.

Reclassification requirements consist of students meeting the following criteria:

- Achieve Level 4 on the Summative ELPAC, or Level 3 on the Alternate Summative ELPAC
- Earn qualifying scores on the i-Ready, SBA, or CAA assessments
- Receive passing marks/grades in ELA/ELD coursework

Schools and families recognize and celebrate the hard work, perseverance, and accomplishments student demonstrate throughout the school year.



Statewide Success and Summer Learning Ahead

Migrant Education Summer School Program

The Migrant Education Program (MEP) proudly celebrated the final session of its Saturday School Program on April 29, 2026. MEP students and families took the stage to showcase their incredible talents, sharing special performances with their families, teachers, and school leaders. It was a joyful and memorable event that highlighted the hard work, creativity, and growth of our MEP students. The program was a wonderful success.



Multilingual Multicultural Education Department (MMED)
Migrant Education Program

2026 SUMMER SCHOOL

JUNE 22 – JULY 20
FOUR WEEKS | MONDAY – FRIDAY

IN PERSON

- Parent Workshops
- Art Classes
- Zoo Field Trips
- Science Classes

Grades: TK–12th
Time: 8:30 am – 1:30 pm
Location: Malabar Street Elementary
3200 Malabar Street
Los Angeles, California 90063
Transportation, Child Care, Breakfast & Lunch Provided
Registration: bit.ly/26SummerInPerson

ONLINE

Join us for four weeks of fun and engaging online learning!
Your child will have the chance to strengthen their reading and math skills in a supportive virtual classroom – all from the comfort of home.

Grades: K–2nd
Time: 8:00 am – 10:00 am
Grades: 3rd–5th
Time: 10:30 am – 12:30 pm
Zoom Link Provided Upon Registration
Registration: bit.ly/26SummerOnline

MIGRANT EDUCATION PROGRAM
(213) 241-0510 | mep@lausd.net | [LAUSD.org/MEP](https://lausd.org/MEP)





Celebrating Multilingual Excellence: Project PEARLL Pathway 2 Schools Shine

MMED celebrated the culmination of Project PEARLL Pathway 2 professional learning on April 23, 2026 with six elementary schools, Alta California ES, Hobart Blvd ES, Magnolia ES, San Pedro ES, Sylvan Park ES, and Union Ave. ES.

Educators reflected on their growth through hands-on activities and showcased culminating projects during a gallery walk, highlighting strategies to bring the joy of learning to their students.

This partnership between MMED, Loyola Marymount University's Center for Equity for English Learners (CEEL), and Sobrato Early Academic Language (SEAL), is funded by a U.S. Department of Education National Professional Development grant. Over two years, 66 educators engaged in learning to strengthen instruction and accelerate academic outcomes for Emergent Bilinguals (EBs) and their families.

Celebrating Native Brilliance

The Native Brilliance Award Ceremony is a celebration of the strength, resilience, and achievements of American Indian students enrolled in the Title VI Indian Education Grant Program in LAUSD. Held on April 25, 2026, at the Autry Museum of the American West, this special event honors students for their academic success and commitment to culture and community. This year's celebration was enriched by special guest performances from Indigenous Enterprise and the Red Deer Singers, whose contributions highlighted the beauty and vibrancy of Indigenous culture. Through meaningful recognition, including traditional elements that reflect identity and heritage, Native Brilliance uplifts student voices and celebrates the bright futures they are building.



Family Academy Summit – Pride in Our Roots

The American Indian and Indigenous Education Program proudly presented at the 3rd Annual Family Academy Summit with an interactive session titled “Our Voices, Our Stories.” The workshop provided families with an opportunity to reflect on their personal and cultural journeys. Through self-reflection activities, parents explored the importance of cultural identity and intergenerational knowledge in strengthening family and community connections.

Families also engaged in conversations about practical strategies to nurture cultural pride and belonging in their children, both at home and within the school community. The session highlighted the importance of uplifting student voice, celebrating heritage, and creating spaces where students feel seen, valued, and empowered. By centering culture as a source of strength and resilience, the presentation encouraged families to continue sharing traditions, stories, and values that support the academic and personal success of their children.

