



MULTILINGUAL MULTICULTURAL EDUCATION DEPARTMENT (MMED)



MONTHLY NEWSLETTER ISSUE #1



#MMED

K-12 Instruction

💡 Did You Know? 💡

Over 125 elementary and middle schools participated in the EL Acceleration After-School Program, engaging 2,700 Emergent Bilinguals (EB) in strengthening their English communication skills to thrive both academically and socially. As a result EBs demonstrated significant academic gains on the 2026 Summative ELPAC.

S Join our Schoology Courses!

MMED: Elementary English Learner Instruction

Access Code: WS2X-JJ24-GPBFB

MMED: Secondary English Learner Instruction

Access Code: MPSS-Z2P4-MGGW2

Upcoming Events

September

9 – International Newcomer
Instructional Aide Meeting at
8:30am-12:30pm

Meet Ms. Erika Rivera,

Resource Specialist Teacher at Nueva Vista Elementary



Ms. Rivera is a proud alumna of LAUSD, having attended Corona Elementary School, Nimitz Middle School, and Bell High School. In 2024, she became an International Newcomer Instructional Aide with MMED at Nueva Vista Elementary School. In 2026, she proudly begins her first year as a Resource Specialist Teacher at the same school, continuing her commitment to supporting multilingual learners and serving the Nueva Vista Elementary community.

During her time as an International Newcomer Instructional Aide, Ms. Rivera demonstrated strong leadership both at her school site and at the district level. She served as a facilitator at the 6th Annual International Newcomer Student Leadership Conference and provided professional development to Teacher Assistants at Nueva Vista on Emergent Bilingual Instructional Strategies, supporting the development of an impactful English Language Development program for multilingual learners. In her new role, she continues to inspire and support aspiring educators.

Ms. Rivera brings her joy of learning, commitment to multilingual learners, and research-based instructional strategies gained through her experience as an International Newcomer Instructional Aide to the students she serves. Her journey from LAUSD student to educator reflects her dedication to giving back to the community that helped shape her own educational experience.

Message from our Executive Director

Thank you for the important work you do each day to support our multilingual and multicultural students. The relationships you build, the instruction you provide, and the opportunities you create are essential to helping every student thrive.

–Lydia Acosta Stephens



Teacher Feature **Meet Ms. Simonyan,**

*1st Grade Armenian Dual Language Education
Teacher at Kittridge Street Elementary*

Ms. Simonyan brings a deep passion for bilingual education to her first-grade Armenian Dual Language classroom. She participated in the **Teachers Helping Teachers Mentorship Program**, collaborating closely with her mentor, Ms. Vardanyan. She also completed the **Growing Together PD Series**, gaining essential, hands-on strategies for biliteracy instruction, effective language allocation, and culturally responsive teaching.



At the heart of Ms. Simonyan's teaching philosophy is the belief that students thrive when they feel supported, challenged, and deeply connected. Grounded in a commitment to collaboration and lifelong learning, she looks forward to paying it forward by mentoring and inspiring the next generation of new teachers.

Summer DLE Institute 2026 Rooted in Language & Culture

Want to relive and explore the brilliance of this institute? Join the Schoology Course and explore the treasure of teacher created resources in the materials folders!

Q54M-NS5T-KGS4S



Upcoming Events

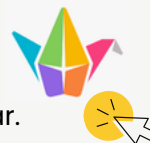
- [Mandarin Office Hour](#)
- [Saturday Mandarin Curriculum Training](#)

LAUSD
UNIFIED

Dual Language Education

The DLE Community Lounge is Now Open!

Want to connect with fellow Dual Language educators without leaving your desk? Jump onto our Padlet to share ideas, swap stories, and meet the amazing community growing together this year. Pop in, say hi, and see who else is in the neighborhood!



Need Activities for the New School Year?



Funds of Knowledge:

A Weaving Tapestry of Home and School



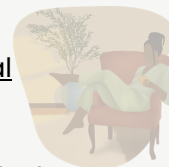
Dual Language Education Reading Nook

Article from DLE New Mexico:

A Day in the Life of a Fifth Grade Dual Language Education Student

What is Translanguaging?

Read about it in the En Comunidad text



Updates



REF-3451.3 Transitional Kindergarten (TK) - 12 Dual Language Education (DLE) Program Implementation Guidelines

The Pillars of Dual Language Education	
Critical Consciousness Through reflection and action, multilingual students gain a deeper awareness of themselves and their role within structures of power, inequity and oppression. They gain the ability to act on their sociopolitical and socioeconomic conditions.	Critical dialogue, self-questioning and reflects Teaching for social, racial or cognitive justice
Sociocultural Competence Multilingual students use differences in themselves and others to create community and connection. Their identities are deeply rooted in their language and culture. They lead with social justice in their hearts.	Culture, Identity, Equity Social Justice in Community
Bilingualism and Biliteracy Multilingual students demonstrate academic language and literacy proficiency using their entire linguistic repertoires and through a translanguaging lens to advance their deep thinking and biliteracy skills.	Support: Partner Language Arts and Partner Language Development • ELA/ELD
Academic Achievement Multilingual students achieve high levels of content knowledge in two languages through standards-based rigorous content instruction and cross-linguistic transfer and connections across core subject areas.	All content areas in both languages or with home language supports: Science, Social Studies, Math, Health

Cognitive Justice – “A translanguaging pedagogy is strongly tied to the advancement of social, racial, and cognitive justice...to the transformative potential that these practices have to disrupt the power hierarchies and ideologies that construct bilingual speakers as inferior and deficient (García et al., 2021).”

DLE Resources

- **Schoology DLE Group**
9PTR-DZQV-XGMWC
- **Summer Institute Course**
Q54M-NS5T-KGS4S

Meet Ms. Nomachi & Dr. Fajardo, WLC Teachers at Venice High School

WLC Classroom Without Borders!

Ms. Nomachi and Dr. Fajardo are two passionate World Languages and Cultures teachers at Venice High. They play an important role in fostering global perspectives, world language learning, and intercultural connections that inspire students to become confident global citizens. They proudly expand their students' global learning opportunities through transformative study abroad and summer experiences in countries such as Spain.

Their leadership helps create meaningful opportunities for Venice High School students to connect classroom learning with the world beyond their school community.



Ms. Nomachi and Dr. Fajardo
with their students in Sevilla

WLC Summer of Learning

This past summer World Languages & Cultures teachers gathered from across the District for a three-day learning experience grounded in research-based study and featuring high-interest topics, including

"Using Artificial Intelligence (AI) to Enhance Language Learning" and

"Designing and Using Integrated

Performance Assessments". A major highlight of the World Languages & Cultures Summer

Institute was the integration of American Indian

Indigenous lessons to deepen intercultural learning and

elevate interculturalism in the WLC classroom. Through

hands-on activities, participants strengthened their ability

to foster culturally appropriate interactions, explore

cultural products, practices, and perspectives.



Upcoming Events: [Flyer](#)



From August 24 through September 11, all 8th grade Pathway to Biliteracy and 12th grade State Seal of Biliteracy Designees will participate in the professional development series to support the Multilingualism Awards at their school site. Click on the flyer for more information



World Languages & Cultures (WLC)

Did You Know?

Did you know that...

Over 41,000 LAUSD students received the TK-12th Grade Multilingualism Awards, with more than 7,500 graduating seniors awarded the State and District Seal of Biliteracy.



Proficiency was demonstrated in 109 distinct languages.

More than 700 students earned an award in two to seven languages in addition to English.

Updates

Principals, please click on the link that corresponds to your school grade level to input your Multilingualism Award designee's information for the 2026-27 school.

TK-5th/6th Grade Pathway to Biliteracy Awards:

<https://forms.gle/WT1j5M1sLBpQchBu9>

8th Grade Pathway to Biliteracy Award:

<https://forms.gle/EEgKm2fLvqocxGLb6>

12th Grade State and District Seal of Biliteracy

Award:

<https://forms.gle/arsuoEQe5cLeYzbv7>

WLC Support & Resource

Got Questions?

Log in to our 26-27 Daily Zoom Drop-in Support Session: <https://lausd.zoom.us/j/84263452462>

Resources

MMED: K-8 Pathway to Biliteracy Awards.

Access Code: QNZ8R-XQ7BQ

MMED: World Languages and Cultures.

Access Code: 3FH3-SD7Q-2HDNS

Meet Julian Canek Peña-Vargas,
Community of Schools Coordinator at
Contreras LC, LA School of Global Studies

Creating Culturally Sustaining Educational Spaces for Indigenous Students

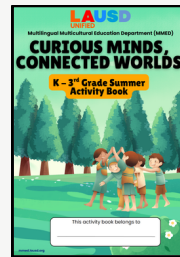
Canek, a teacher at Contreras LC School of Global Studies, is committed to fostering culturally sustaining environments for Indigenous students. He collaborated with Comunidades Indígenas en Liderazgo (CIELO) to develop the school's first Maya K'iche' language course, allowing students to honor their heritage.

Additionally, Canek facilitates Nimalaj Be', a Mayan student club that promotes critical dialogue about community issues. His students published their first poetry book featuring works in K'iche', Spanish, and English. Through language, literature, and leadership, Canek is empowering Indigenous students to embrace their identities and voices.



Students attending the Indigenous Literature Conference

American Indian & Indigenous Education (AIIEP)



Attention K-3rd Educators:

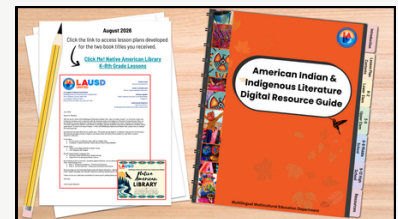
All students in grades K-3 received a copy of "Curious Minds, Connected Worlds," an activity book filled with exciting outdoor activities mailed to their homes.

Families were encouraged to participate in activities, helping their students connect with the world around them.

Feel free to explore this activity book by scanning the QR code!



Updates



Access Native American & Indigenous Literature

Teachers can now access curated, teacher-developed, standards-aligned lessons for Native American and Indigenous-centered stories.

Visit <https://bit.ly/AIIEPLessons> to explore!

Help Us Connect with Indigenous Families

Educators, please help us share this opportunity with families who identify as American Indian, Native American, Alaska Native, Native Hawaiian, or Indigenous.



The American Indian & Indigenous Family Questionnaire helps the District better understand and support our Indigenous students and families. Family participation helps us strengthen programs, celebrate Indigenous languages and cultures, and connect families with meaningful resources and opportunities.

Please share the questionnaire with families and encourage their participation.

Learn more & access the questionnaire: mmed.lausd.org/apps/pages/aiiep



Upcoming Events



Title VI American Indian Parent Committee Orientation

This month we are hosting the Title VI American Indian Parent Committee orientation meeting.

It will be held virtually via Zoom on Wednesday, August 26, 2026.

Meet Ms. Ruth Navarro:

The Migrant Education Program (MEP) 2026 Summer School at Malabar Elementary provided enriching educational opportunities for migratory children and youth, ages 3–21. Under the dedicated leadership of Ms. Ruth Navarro, students participated in high-quality instruction, hands-on learning, and meaningful experiences designed to strengthen their academic

achievement and language development. Through MEP's continued partnership with the Los Angeles Zoo, elementary students collaborated with zoologists, developed oral and written presentations, and created original artwork showcased during the zoo's Community Day. Students also explored *Radiant Child: The Story of Young Artist Jean-Michel Basquiat* by award-winning author and illustrator Javaka Steptoe. Using the *Elegance of 12 Suite of Strategies*, students strengthened their speaking, listening, reading, and writing skills through engaging, standards-aligned learning experiences.

Zoo Community Day with Families

MEP students and their families came together at the Los Angeles Zoo to celebrate student learning and enjoy a meaningful day of family engagement. Students proudly shared their projects while families explored the zoo and created lasting memories together.

**Upcoming Events**

Saturday School Classes – The Migrant Education Program will offer a Saturday School Enrichment Program, starting October 3, 2026, to December 12, 2026. For more information, visit the [MMED Website](#) or call (213) 220-3150.

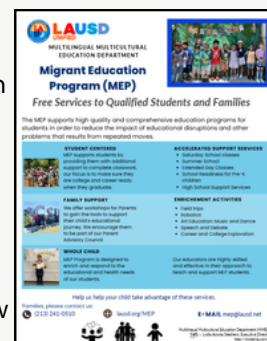
Afterschool Enrichment Program – The Migrant Education Program will offer an Afterschool Enrichment Program, starting October 12, 2026, to November 19, 2026. For more information, visit the [MMED Website](#) or call (213) 220-3150.

Assembly Bill 2555 has passed. It requires an EB to be Reclassified Fluent English Proficient (RFEP) upon achieving ELPAC level 4. It is awaiting the governor's signature to go into effect immediately (September 30th).

**Federal and State Programs**

Did you know? The Migrant Education Program (MEP) provides federally funded educational support to eligible children ages 3–21 whose families have moved within the past 36 months for temporary or seasonal work in agriculture, fishing, dairy, food processing, forestry, or livestock.

To determine eligibility, families complete the [MEP Family Work Questionnaire](#) and participate in an interview with an MEP Technician.

**Emergent Bilingual Programs Updates****Initial English Language Proficiency Assessment for California (Initial ELPAC)**

Did you know? Students whose home language is not English must take the Initial ELPAC within 30 calendar days of enrollment. Parents must receive required notifications about their child's assessment results, program placement, and annual progress. All notices are available in MiSiS.

**Required Parent Notifications
Due September 10, 2026****Did you know?**

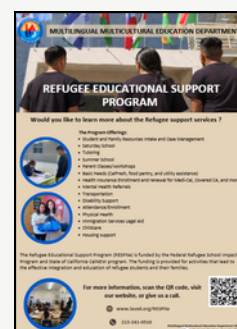
Parents/guardians of potential or continuing English Learners must receive the following required notifications within 30 calendar days of enrollment:

- Before the Initial ELPAC: *Initial Enrollment and Program Placement Notification (Elementary or Secondary)*
- After the Initial ELPAC: *Initial Test Results and Program Placement Confirmation*
- Annually: *Assessment Results and Program Placement Notification for continuing English Learners*

All notifications are available in MiSiS for printing.

Refugee Education Program Updates

Did you know? The Refugee Educational Support Program (RESPite) provides short-term support to eligible refugee students and families. Services help students adjust to school, strengthen academic skills, and connect families with needed resources. For assistance, contact MMED at (213) 241-5582.



PEDAGOGY CORNER

Did you know?

There is no single “Native American experience.”

California is home to 150+ tribes, each with its own language, culture, history, government, and identity.

The *7 Essential Understandings of California Native History and Culture* help educators recognize this diversity and teach Native history through authentic Native perspectives and voices.

Teaching Native history starts with understanding that Native peoples are not a monolith.

CALIFORNIA INDIAN MUSEUM & CULTURAL CENTER

7 ESSENTIAL UNDERSTANDINGS

- ESSENTIAL UNDERSTANDING #1**
There is great diversity among the 150+ tribes of California in their languages, cultures, histories and governments. Each tribe has a distinct and unique cultural heritage that contributes to modern California.
- ESSENTIAL UNDERSTANDING #2**
There is great diversity among individual American Indians as identity is developed, defined and redefined by many entities, organizations and people. There is a continuum of Indian identity ranging from assimilated to traditional and is unique to each individual. There is no generic American Indian.
- ESSENTIAL UNDERSTANDING #3**
The ideologies of Native traditional beliefs and spirituality persist into modern day life as tribal cultures, traditions and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has their own oral history beginning with their genesis that is as valid as written histories. These histories pre-date the “discovery” of North America.
- ESSENTIAL UNDERSTANDING #4**
There were many foreign, state and federal policies put into place throughout American history that have impacted California Indian people and shape who they are today. Much of Indian history can be related through several major policy periods.
- ESSENTIAL UNDERSTANDING #5**
Reservations are land that have been reserved by the tribes for their own use through treaties and was not “given” to them. The principle that land should be acquired from the Indians only through their consent with treaties involved three assumptions: I. That both parties to treaties were sovereign powers. II. That Indian tribes had some form of transferable title to the land. III. That acquisition of Indian lands was solely a government matter not to be left to individual colonists.
- ESSENTIAL UNDERSTANDING #6**
History is a story and most often related through the subjective experience of the teller. Histories are being rediscovered and revised. History told from an Indian perspective conflicts with what most of mainstream history tells us.
- ESSENTIAL UNDERSTANDING #7**
Under the American legal system, Indian tribes have sovereign powers, separate and independent from the federal and state governments. However, the extent and breadth of tribal sovereignty is not the same for each tribe.

Adapted from Montana Indian Education for All Office of Public Instruction



Prepared by the California Indian Museum and Cultural Center based on those developed under the Montana Office of Public Instruction.

Scan the QR codes to view videos about the Seven Essential Understandings (EUs) Videos

EU 1: Great Diversity Among Tribes



EU 2: Diversity Among Identity



EU 3: Native Traditional Beliefs



EU 4: Policies that Affected Tribes



EU 5: Reservations



EU 6: History from a California Indian Perspective



EU 7: Tribes Have Sovereign Powers



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