

Comité Asesor del Distrito para Aprendices de Inglés (DELAC)

District English Learner Advisory Committee (DELAC)

Aumentar la Alfabetización Bilingüe y Apoyar a las Familias Indígenas

Elevating Biliteracy and Supporting Indigenous Families

27 de febrero del 2025

Monday, February 27, 2025



Objective

Objetivo



Datos de DIBELS e i-Ready
DIBELS and i-Ready data



Lenguas Duales y Lenguas del Mundo
Dual Languages and World Languages



Indios Americanos e Indígenas
American Indian and Indigenous

Data Review: **DIBELS** BOY
Análisis de datos: **DIBELS** BOY



Estudiantes Students	Ventana Window	Por encima del punto de referencia Above Benchmark	En el punto de referencia At Benchmark	Por debajo del punto de referencia Below Benchmark	Muy por debajo del punto de referencia Well Below Benchmark	TOTAL
Non EL	2024-25	33% (20,770)	26% (16,385)	15% (9,361)	26% (16,677)	100% (63,198)
EL	8/12-09/20/24	10% (2,542)	18% (4,475)	17% (4,231)	55% (13,923)	100% 25,174
Non EL	2023-24	32% (21,113)	26% (16,845)	15% (9,801)	27% (17,930)	100 (65,722)
EL	8/21-10/06/23	11% (3,077)	19% (5,181)	17% (4,582)	53% (14,609)	100% 27,460

Data Review: i-Ready BOY

Análisis de datos: i-Ready BOY



Student Groups	Ventana Window	Nivel de grado medio o superior Mid or Above Grade Level	Temprano en el nivel de grado Early on Grade Level	Bajo un nivel de grado One Grade Level Below	Bajo dos niveles de grado Two Grade Levels Below	Bajo tres niveles de grado Three or More Grade Levels Below	Students Assessed
Non EL	2024-25	11% (29,719)	14% (37,707)	26% (71,311)	14% (37,895)	36% (97,575)	(274,207)
EL	BOY 8/12-9/06/24	0% (171)	1% (840)	17% (9,636)	21% (11,835)	61% (34,856)	(57,338)
Non EL	2023-24	9% (29,730)	12% (38,227)	25% (80,070)	15% (49,116)	40% (128,858)	(326,001)
EL	BOY 8/15-10/06/23	0% (104)	1% (435)	15% (7,146)	21% (9,683)	63% (29,656)	(47,024)

Lista de monitoreo de tipología de Aprendiz de Inglés (ELtMR)

Resumen por LCAP 2023-24 Resultados de Reclasificación

Región	Conteo de RFEP	Promedio RFEP	Numero de ELs (SWD)	EL SWD Promedio RFEP	2023-24 Meta de LCAP
Este	4,207	17.60%	3,674	22.6%	25%
Norte	5,000	19.01%	3,406	32.0%	
Sur	3,571	19.50%	2,048	27.5%	
Oeste	2,100	19.24%	1,755	26.2%	
Academias Virtuales	104	12.98%	319	43.2%	
PLAS	538	16.32%	326	34.2%	
Total	19,876	15.58%	4,652	29.9%	

English Learner typology Monitoring Roster (ELtMR) Summary by LCAP 2023–24 Reclassification Results

REGION	RFEP Ongoing Count	RFEP Rate	EL (SWD) Count	EL SWD RFEP Rate	2023–24 LCAP Target
East	4,207	17.60%	3,674	22.6%	25%
North	5,000	19.01%	3,406	32.0%	
South	3,571	19.50%	2,048	27.5%	
West	2,100	19.24%	1,755	26.2%	
Virtual Academies	104	12.98%	319	43.2%	
PLAS	538	16.32%	326	34.2%	
Total	19,876	15.58%	4,652	29.9%	

Dual Language vs. English Learner Reclassification

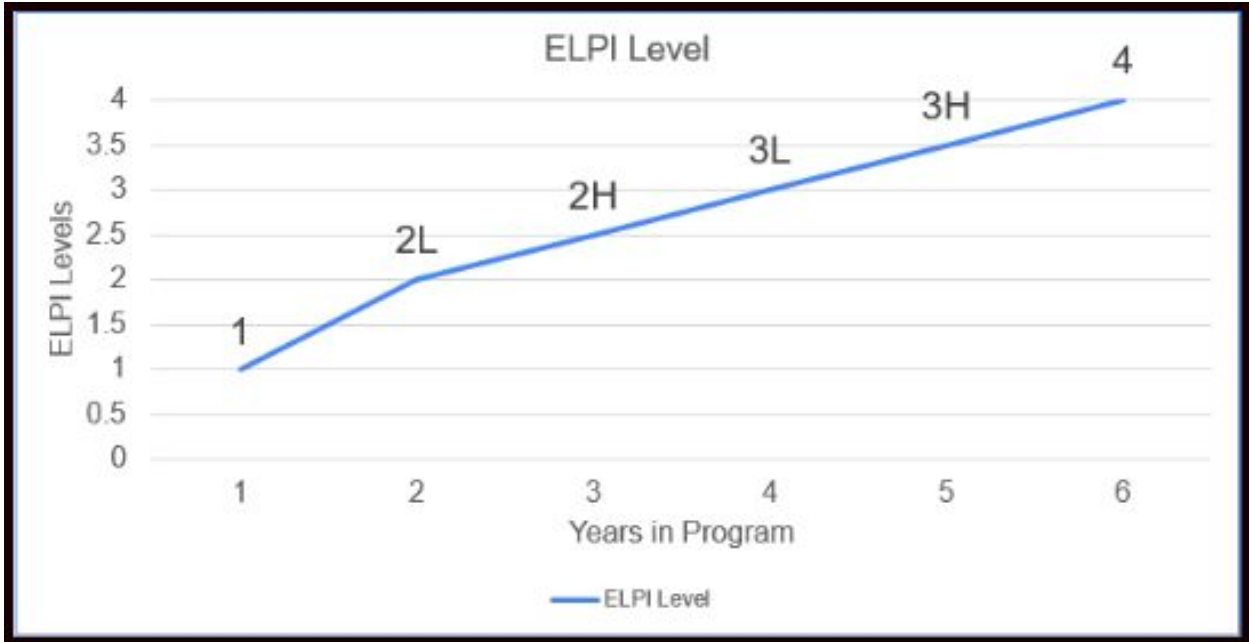
Reclasificación de estudiantes que aprenden inglés frente a estudiantes que aprenden dos idiomas

Student Group Grupos de estudiantes	2022-23 Reclassification Reclasificación	2023-24 Reclassification Reclasificación
Elementary Dual Language Education (DLE)	4,257 (17.85%)	1,483 (17.97%)
Primaria Educación en dos idiomas (DLE)		
English Learners that are not in DLE Program	19,876 (21.68%)	15,520 (18.58%)
Estudiante Reclasificado como Competente en el Idioma Inglés (RFEP)		

English Learner Progress Indicator (ELPI) Expectation

Expectativa del Indicador de Progreso del Aprendiz de Inglés (ELPI)

CDE
School
ELPI
Ranking



ELPI
Criterio
de
Escuela
por CDE

Our Students

Nuestros Estudiantes

It can take a student 5* -7 yrs to acquire English proficiency.

Un estudiante puede tardar entre 5* y 7 años en adquirir el dominio del inglés.

Dually Identified EL & SPED

Doblemente identificado aprendices de inglés /estudiantes educación especial



3 yrs or less International Newcomer 3 años o menos Recién llegados internacionales	4 yrs or less EL on Track 4 años o menos Aprendices de inglés a tiempo	4-5.9 yrs Potential Long Term EL 4-5.9 años Potenciales aprendices de inglés a largo plazo	6 or more yrs Long Term EL 6 años o más Inglés a largo plazo
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Datos de DIBELS e i-Ready
DIBELS and i-Ready Data



Lenguas duales y Lenguas del Mundo
Dual Languages and World Languages



Indios Americanos e Indígenas
American Indian and Indigenous

Benefits of Bilingualism and Biliteracy

Lifelong Advantages

Which one resonates with you & why?



Share in the chat!



Beneficios del bilingüismo y la alfabetización bilingüe

Ventajas para toda la vida

¿Cuál ventaja le llama la atención y por qué?



¡Comparta en el chat!

Dual Language Education (DLE) Prop 58

LOS ANGELES UNIFIED SCHOOL DISTRICT BARRANCA COLLEGE	
TITLE:	Proposition 58 Implementation Checklist
NUMBER:	REP-05088
ISSUED:	Francis Cisneros, Ph.D., Chief Academic Officer Division of Instruction Lidia Arroyo-Solis, Administrative Manager and Instructional Services Department September 18, 2018
DATE:	September 18, 2018
PURPOSE:	The purpose of this reference guide is to provide guidance for school sites in implementing Proposition 58 regulations.
MAJOR CHANGES:	This is a new reference guide.
BACKGROUND:	In December of 2016 voters in the state-wide election passed Proposition 58, the California Education for All Children Initiative. This measure gives parents the right to request language instruction programs for their children who are high-achieving, non-English speaking students. Proposition 58 is a continuation of the requirements established by Proposition 227, the "English in Public Schools" initiative. Major changes in the law include: • Annual parental consent is required for English Learners (ELs) to no longer request for participation in a Dual Language/Bilingual Program. • The state English program framework for the first two years of ELs no longer required. • Guidelines for school districts regarding the establishment of language instruction programs, structured English immersion programs for ELs, and opportunities to be assessed for English language acquisition. LANGUAGE ACQUISITION PROGRAMS Proposition 58 allows language acquisition programs an educational program designed for ELs to receive English instruction in a culturally and linguistically appropriate manner. The program is designed to help ELs meet the state's English Language Development (ELD) standards through language and language development. L.A. Unified currently offers the following language acquisition programs options: • Language and Literacy Academic Instruction Program (LLAIP) • Structured Immersion Program with Primary Language Instruction • Dual Language Two-Way Immersion (DWI) • Dual Language One-Way Immersion (OWI)
REP-05088 Division of Instruction	Page 1 of 8 September 18, 2018

Educación de Lenguaje Dual Prop 58

Signatures: Parent-Initiated DLE Programs

Firmas: Programas DLE Establecidos por Familias



Per Proposition 58, to initiate the possibility of establishing a DLE program, the following parent signature thresholds must be met*:

- ☐ 30 or more requests from parents of students enrolled in the school
- or
- ☐ 20 or more requests from parents of students in the same grade level enrolled in the school

**Parents requesting the same DLE program.*

Basado en la proposición 58, para iniciar la exploración de una solicitud de un programa DLE, se deben lograr los siguientes requisitos de las firmas de padres*:

- ☐ 30 o más solicitudes de los padres de los estudiantes matriculados en la escuela
- o
- ☐ 20 o más solicitudes de los padres de los estudiantes del mismo grado matriculados en la escuela

**Padres solicitando el mismo programa DLE.*

Process: Parent-Initiated DLE Programs

REF-056098

Proceso: Programas DLE Establecidos por Familias

Policy REF-056098 outlines the following actions to be taken once signature thresholds are met:

- ❑ Notifies MMED to initiate the feasibility study
- ❑ School community and committees are informed
- ❑ School site informational meetings take place regarding Prop 58 guidelines

La póliza REF-056098 describe las siguiente acciones que se deben tomar cuando los requisitos de firmas se ha logrado:

- ❑ Comunicación a MMED para iniciar el análisis de viabilidad
- ❑ Se informa a la comunidad escolar y a los comités
- ❑ Se llevan a cabo juntas informativas en el sitio escolar sobre la póliza de la Proposición 58

Process: Parent-Initiated DLE Programs

Proceso: Programas DLE Establecidos por Familias

MMED – Dual Language Education

Conduct a feasibility study, which includes:

1. Review of parent request documentation
2. Identification of costs and resources necessary
3. Determination of whether curriculum in the requested language is or will be available
4. An analysis of whether the District can provide professional development to support implementation of the requested program
5. Determination of whether qualified staff are or will be available to teach the program
6. Determination of availability of classroom space at the school-site
7. Analysis of whether sufficient time exists to properly implement the requested program
8. Provision of opportunities for parent and community engagement to support the proposed program goals

MMED – Educación de Lenguaje Dual

Realizar un estudio de viabilidad, que incluya:

1. Revisión de la documentación solicitada por los padres
2. Identificación de los costos y recursos necesarios
3. Determinación de si el plan de estudios en el idioma solicitado está o estará disponible
4. Un análisis de si el Distrito puede proporcionar desarrollo profesional para respaldar la implementación del programa solicitado
5. Determinación de si hay o habrá personal calificado disponible para enseñar el programa
6. Determinación de la disponibilidad de espacio en el aula en el sitio escolar
7. Análisis de si existe tiempo suficiente para implementar adecuadamente el programa solicitado
8. Provisión de oportunidades para la participación de los padres y la comunidad para respaldar los objetivos del programa propuesto

Feasibility: Parent-Initiated DLE Programs

Viabilidad: Programas DLE Establecidos por Familias

❑ Possible Outcomes of the Feasibility Study are:

- ❑ The school has met feasibility requirements and the program may be implemented in the new school year. MMED and the Region will provide support to the school with all aspects of program implementation.
- ❑ The school has met most feasibility requirements and can implement the program after a year of planning to ensure that all requirements are met.
- ❑ The school has not met feasibility requirements and is not ready to implement the program.

❑ Los posibles resultados del estudio de viabilidad son:

- ❑ La escuela ha cumplido con los requisitos de viabilidad y el programa puede implementarse en el nuevo año escolar. MMED y la Región brindarán apoyo a la escuela en todos los aspectos de la implementación del programa.
- ❑ La escuela ha cumplido con la mayoría de los requisitos de viabilidad y puede implementar el programa después de un año de planificación para garantizar que se cumplan todos los requisitos.
- ❑ La escuela no ha cumplido con los requisitos de viabilidad y no está lista para implementar el programa.

Feasibility: Parent-Initiated DLE Programs

REF-056098

Viabilidad: Programas DLE Establecidos por Familias

Possible Outcomes of the Feasibility Study are:

- ❑ The school has met feasibility requirements and the program may be implemented in the new school year. MMED and the Region will provide support to the school with all aspects of program implementation.
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Pathway to Biliteracy Awards, Honoring and Celebrating Language & Culture



**El camino hacia los
premios de la
biliteracidad, honrando
y celebrando el
lenguaje y la cultura**

The Multilingual Journey

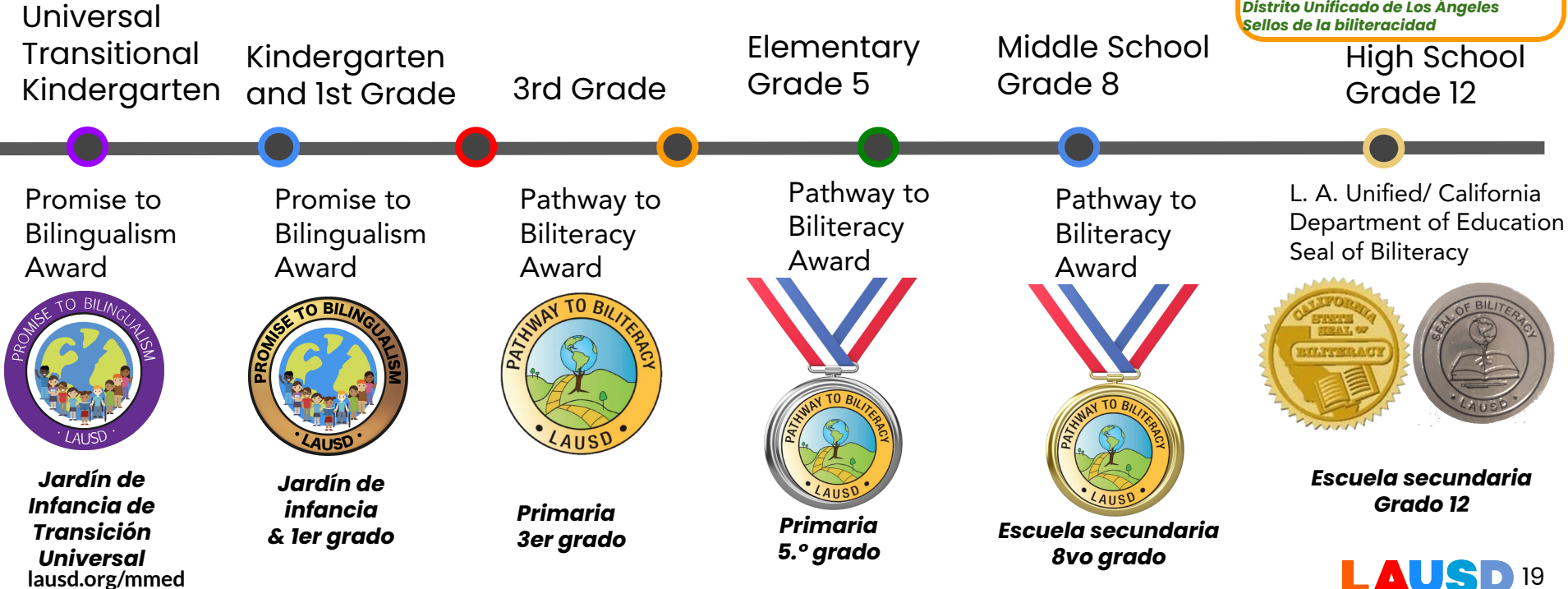
El Camino Multilingüe

Promise to Bilingualism Awards Premios Promesa al Bilingüismo

Pathway to Biliteracy Awards Premios Camino a la Bilingüidad

California Department of Education &
L.A. Unified Seals
of Biliteracy

Departamento de Educación de
California y
Distrito Unificado de Los Ángeles
Sellos de la bilingüidad



UTK – 1 Promise to Bilingualism Awards

UTK – 1 Premio Promesa al Bilingüismo

Universal Transitional Kinder
Jardín de Infancia de Transición Universal



UNIVERSAL TRANSITIONAL KINDERGARTEN PROMISE TO BILINGUALISM AWARD IS PROUDLY PRESENTED TO

(Student Name)

FOR YOUR COMMITMENT TO A MULTILINGUAL AND
MULTICULTURAL EDUCATION

at (School Name)

Given on this (Date) Day of (Month) in the Year (Year)

Lydia Acosta Stephens

Lydia Acosta Stephens
Executive Director
Multilingual Multicultural
Education Department

Principal

Teacher



KINDERGARTEN

PROMISE TO BILINGUALISM AWARD IS PROUDLY PRESENTED TO

(Student Name)

FOR YOUR COMMITMENT TO A MULTILINGUAL AND
MULTICULTURAL EDUCATION

at (School Name)

Given on this (Date) Day of (Month) in the Year (Year)

Lydia Acosta Stephens

Lydia Acosta Stephens
Executive Director
Multilingual Multicultural
Education Department

Principal

Teacher



Kindergarten
Kindergarten



FIRST GRADE PROMISE TO BILINGUALISM AWARD IS PROUDLY PRESENTED TO

(Student Name)

FOR YOUR COMMITMENT TO A MULTILINGUAL AND
MULTICULTURAL EDUCATION

at (School Name)

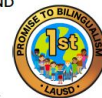
Given on this (Date) Day of (Month) in the Year (Year)

Lydia Acosta Stephens

Lydia Acosta Stephens
Executive Director
Multilingual Multicultural
Education Department

Principal

Teacher



1st
1º

Cords awarded in recognition of 2 or more languages
(in addition to English)

*Cordones otorgados en reconocimiento a 2 o más
idiomas. (además del inglés)*

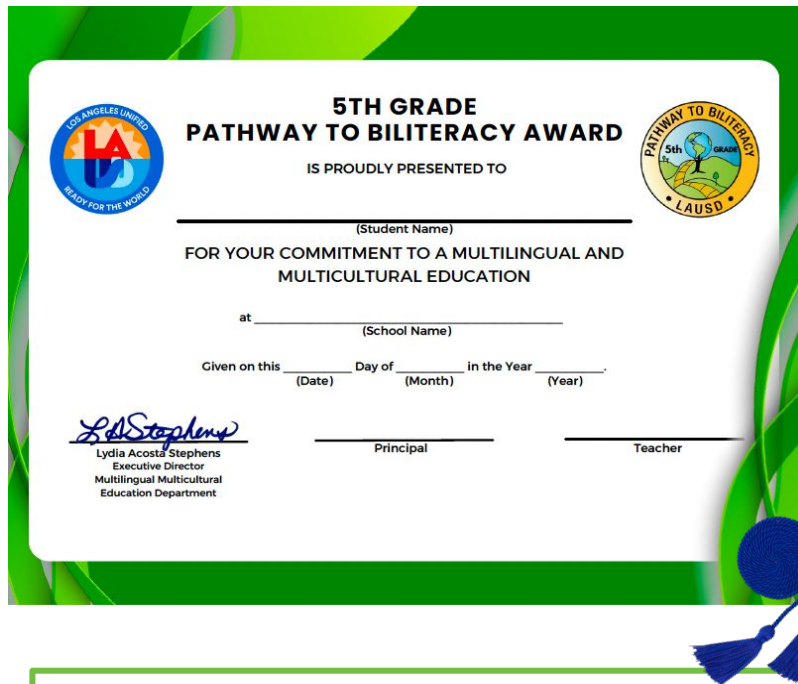
LAUSD
UNIFIED

3rd & 5th Grade Pathway to Biliteracy Awards

Premios Pathway to Biliteracy de 3.er y 5.o grado



Cords awarded to demonstrating 2 or more languages (in addition to English)



Cordones otorgados en reconocimiento a 2 o más idiomas (además del inglés)



5th only:
certificate
& medal

5º
solamente
certificado
& medalla

8th Grade Middle School Pathway to Biliteracy Award

8.º grado de escuela secundaria Premio Camino hacia la alfabetización bilingüe



2 or more languages
(in addition to English)
2 o más idiomas
(además del inglés)



LAUSD **L.A. Unified Seal of Biliteracy Criteria** **Criterios para el Sello de Biliteracidad del Distrito** **Escolar Unificado de L.A.**



- ❑ Recognition by the Los Angeles Unified School District for graduating high school students who have attained a high level of proficiency in speaking, reading, and writing in one or more languages in addition to English, who may be English Learners.
- ❑ Reconocimiento por parte del Distrito Escolar Unificado de Los Ángeles para los estudiantes del grado doce que han alcanzado un alto nivel de competencia en hablar, leer y escribir en uno o más idiomas además del inglés, que pueden ser estudiantes de aprendices de inglés.

State Seal of Biliteracy

Sello de Alfabetización Bilingüe



- ❑ The Seal of Biliteracy is awarded by the state in recognition of students who have studied and attained proficiency in two or more languages by 12th grade high school graduation.
- ❑ El Sello de Alfabetización Bilingüe es un premio otorgado por el estado en reconocimiento a los estudiantes que han estudiado y alcanzado el dominio de dos o más idiomas al graduarse del 12avo grado.

LAUSD Unified and State Seal of Biliteracy

Sello de alfabetización bilingüe del LAUSD Unified y del estado



- ❑ Students who earn the CDE Seal of Biliteracy will automatically earn the LAUSD Seal



- ❑ Los estudiantes que obtengan el Sello de Alfabetización Bilingüe del CDE obtendrán automáticamente el Sello del LAUSD

Celebrating the Pathway to Multiliteracy

Celebrando el camino hacia la multiliteracidad



Մենք բազմալեզու խոսնակներ ենք

Bilingual Tayo

우리는 이중 언어를
구사합니다

Мы многоязычны

- ❑ Honoring culture, celebrating linguistic gifts, preserving culture, valuing students' multilingual assets

- ❑ Honrar la cultura, celebrar las riqueza lingüísticas, preservar la cultura, valorar los fondos multilingües de los estudiantes.





UTK-1st Promise to Bilingualism Promesa al bilingüismo	Aram Davtyan, DLE Specialist Especialista en DLE	aram.davtyan@lausd.net	(213) 241-2042
3rd Grade Pathway to Biliteracy, Camino a la biliteracidad	Blanca Valle-Alvarado, DLE Specialist Especialista en DLE	bvalle@lausd.net	(213) 241-4172
5/6th Grade Pathway to Biliteracy, Camino a la biliteracidad			
8th Grade Pathway to Biliteracy, Camino a la biliteracidad	Elise Kim, DLE Specialist Especialista	elise.kim@lausd.net	(213) 241-5582
12th Grade SEALS of Biliteracy, Sellos de la biliteracidad	Youssef Mossadaq, WLC Coordinator Coordinador	yxm9573@lausd.net	(213) 241-4517

Don't Forget to...

No olvides...

Inform your child's counselor that they have multilingual superpowers!

¡Informe al maestro de su hijo/a que tiene superpoderes multilingües!



Engage your child with fun multilingual activities:

- Go on a word hunt around your community
- Write family recipes, letters, thank you cards

Involucra a tu hijo/a con divertidas actividades multilingües:

- Realice una búsqueda de palabras en su comunidad
- Escribe recetas familiares, cartas, tarjetas de agradecimiento.



Ask your school leadership about Pathway Awards process?

Pregunte a los líderes de su escuela sobre el proceso de recibir los Premios en 3º



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Datos Listos para DIBELS y i-Ready
DIBELS and i-Ready Data



Lenguas Duales y Lenguas del Mundo
Dual Languages and World Languages



Indios Americanos e Indígenas
American Indian and Indigenous

**American Indian/Alaska Native, and
Indigenous Family Questionnaire**
*Cuestionario para Familias Indígenas
Americanas/Nativas de Alaska e Indígenas*

Identification Campaign

Campaña de identificación



Multilingual Multicultural Education Department

CELEBRATE YOUR AMERICAN INDIAN & INDIGENOUS IDENTITY



Help LAUSD identify American Indian and Indigenous students!
Complete the **American Indian/Alaska Native and Indigenous Family Questionnaire** available online and at your school.

Scan for a
PDF copy



Scan to complete
the online form



For more information, contact the Title VI American Indian & Indigenous Education Program at 213-241-5582

Multilingual Multicultural Education Department
Lydia Acosta Stephens, Executive Director
mm@lausd.net



Departamento de Educación Multilingüe y Multicultural

CELEBRA TU IDENTIDAD NATIVA AMERICANA E INDÍGENA



Colabore con LAUSD para identificar a los estudiantes nativos americanos e indígenas.
Completa el **Cuestionario para familias nativa americanos/nativos de Alaska e indígenas**, que está disponible en línea y en tu escuela.

Escanea para
conseguir una
copia PDF.



Escanea para
rellenar el
formulario en línea.



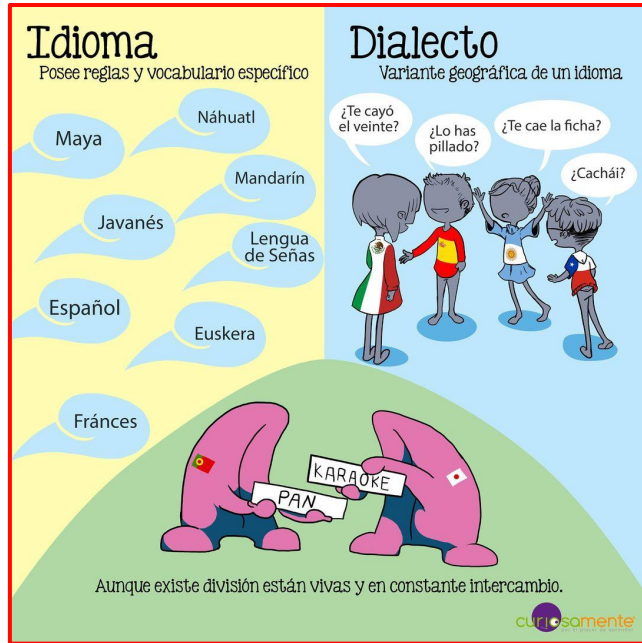
Si deseas más detalles, ponte en contacto con el Programa Título VI para nativos americanos/nativos de alaska e indígena en el 213-241-5582.

Multilingual Multicultural Education Department
Lydia Acosta Stephens, Executive Director
mm@lausd.net

Indigenous Language, Not A Dialect

Lengua Indígena, No dialecto

- ❑ Indigenous languages are not dialects. They are real, full-fledged languages.



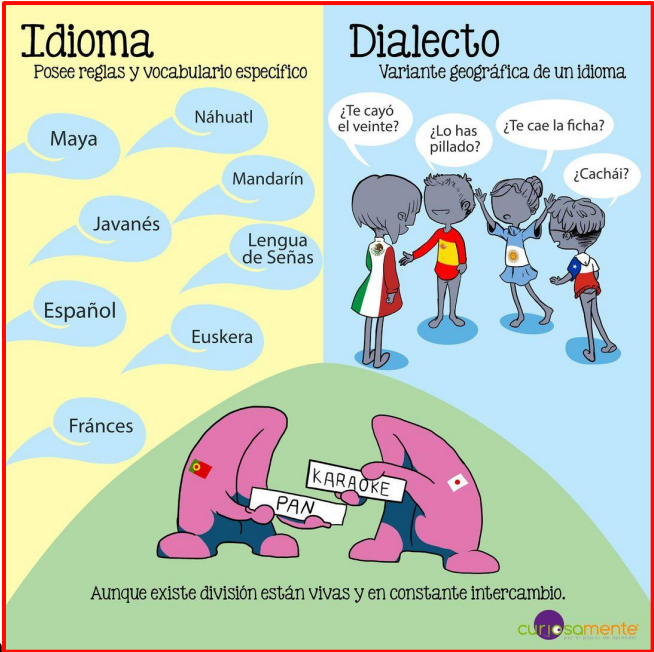
- ❑ Las lenguas indígenas no son dialectos. Son lenguas auténticas y plenas.



Indigenous Language, Not A Dialect

Lengua indígena, no un dialecto

- ❑ Indigenous languages are not dialects.
- ❑ They are real, full-fledged languages.
- ❑ Las lenguas indígenas no son dialectos.
- ❑ Son lenguajes reales y completos.

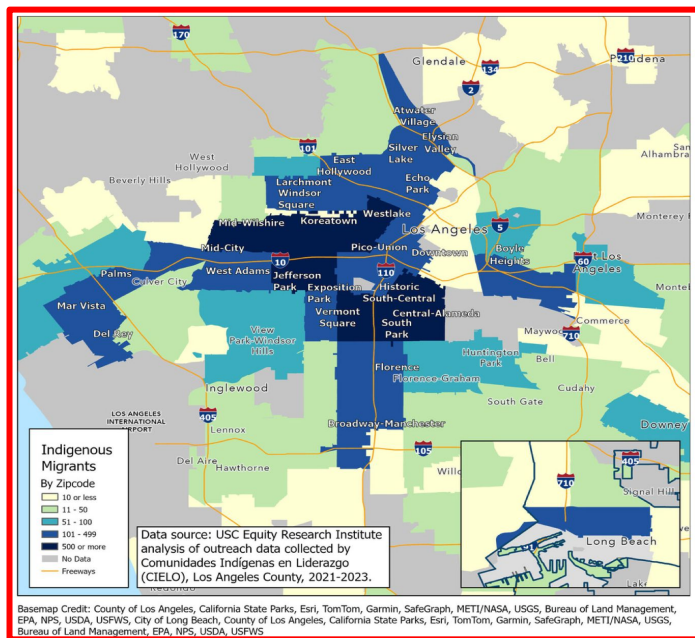


American	Canadian	British
Sneakers / Tennis Shoes	Runners	Trainers / Gutties
Colored Pencil	Pencil Crayon	Colouring Pencil
Gas Station	Gasbar	Petrol Station
Bachelorette Party	Stagette	Hen Party
Backpack	Knapsack	Rucksack

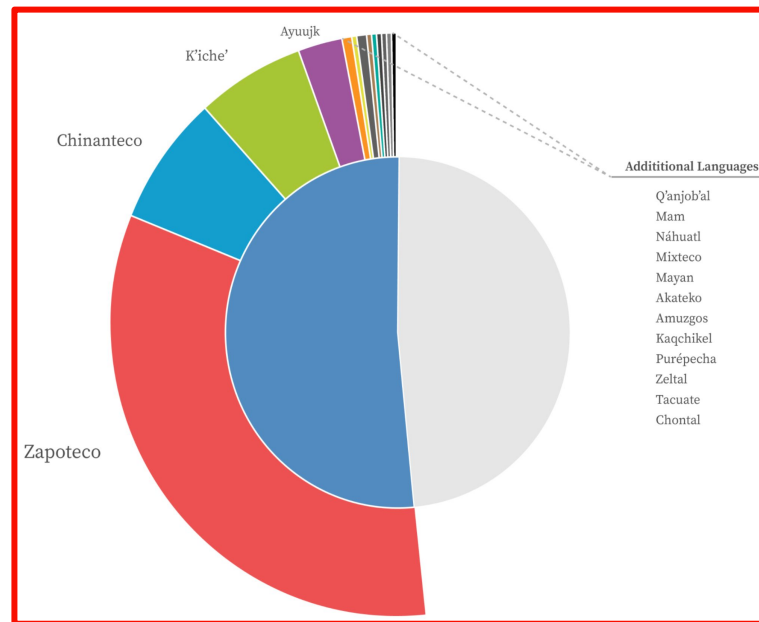
Indigenous Latinx Communities in LA County

Comunidades indígenas latinas en el condado de Los Ángeles

- At least 25 distinct Indigenous Communities
- 36 Indigenous languages spoken



- Al menos 25 comunidades indígenas distintas
- 36 lenguas indígenas habladas



Indigenous Languages Based on HLS

Lenguas indígenas basadas en HLS

- ❑

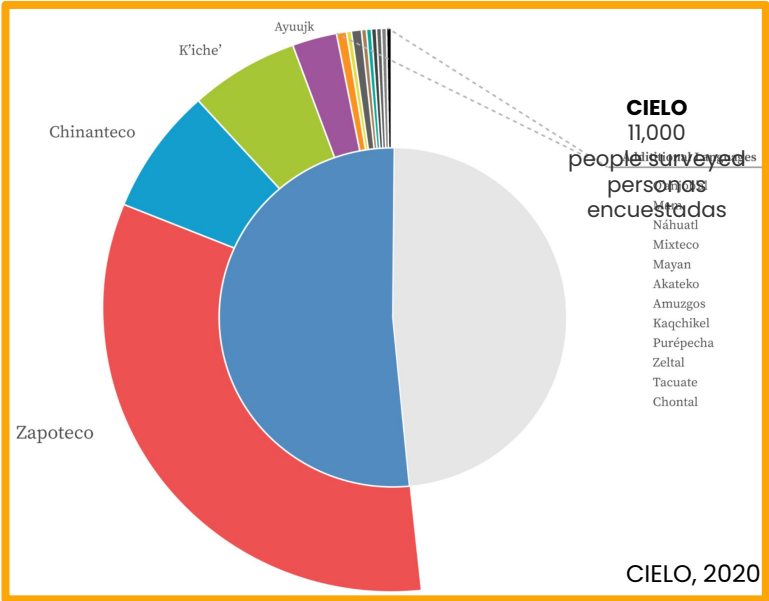
Indigenous Languages Spoken in LAUSD as reported on the Home Language Survey (HLS)
- ❑

Lenguas indígenas habladas en el LAUSD según la Encuesta sobre el idioma del hogar (HLS)

439 Students

K'iche' Country Spoken in: Guatemala	Zapotec Country Spoken in: Oaxaca, Mexico	Quechua Country Spoken in: Peru, Ecuador, Bolivia, Chile, Colombia, and Argentina
Q'anjob'al; Kanjovál Country Spoken in: Guatemala and Parts of Mexico	Q'eqchi Country Spoken in: Guatemala	Kaqchikel Country Spoken in: Central Guatemala
Mam Country Spoken in: Guatemala	Ixil Country Spoken in: Guatemala	Arawak Country Spoken in: Venezuela
Akateko Country Spoken in: Guatemala	Other Mayan Languages Country Spoken in: Southern Mexico, Guatemala, and Belize	Chuj Country Spoken in: Huehuetenango, Guatemala
Mixteco Country Spoken in: Southern Puebla, and parts of Oaxaca and Guerrero	Tz'utujil Country Spoken in: Guatemala	

439 estudiantes



Pan-ethnic race, ethnicity, and/or cultural heritage

Raza, etnia y/o herencia cultural panétnica

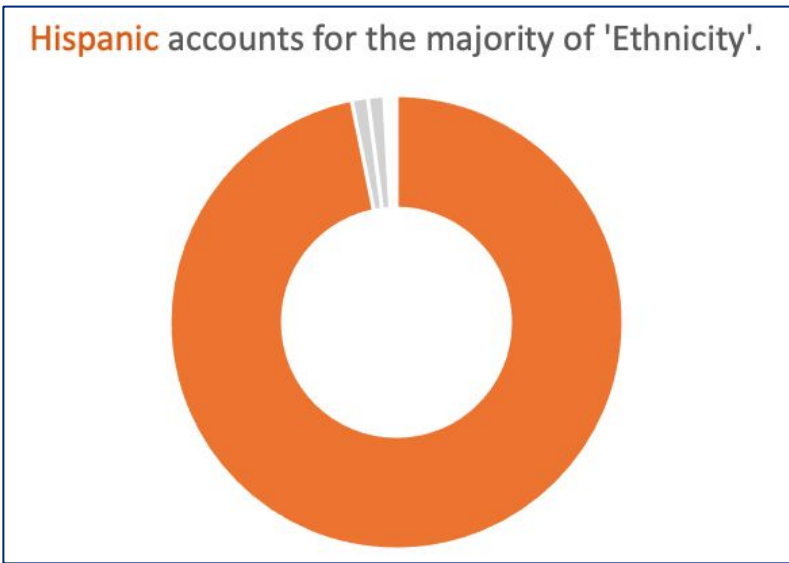
Indigenous Languages Spoken in LAUSD as reported on the Home Language Survey (HLS)

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Mam Country Spoken in: Guatemala	Ixil Country Spoken in: Guatemala	Arawak Country Spoken in: Venezuela
Akateko Country Spoken in: Guatemala	Other Mayan Languages Country Spoken in: Southern Mexico, Guatemala, and Belize	Chuj Country Spoken in: Huehuetenango, Guatemala
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Lenguas indígenas habladas en el LAUSD según lo informado en la Encuesta sobre el idioma del hogar (HLS)

439 Estudiantes



What happens when Indigenous students do not exist in numbers?
¿Qué pasa cuando los estudiantes indígenas no existen en número?

New Family Form

Nueva Forma De Familia

- The American Indian/Alaska Native and Indigenous Family Questionnaire was developed to identify students and families who are Indigenous to the Americas and abroad.
- All newly enrolled and returning students to LAUSD should complete the form at the time of enrollment.

- El Cuestionario para Familias nativa americanas/nativas de Alaska e indígenas fue desarrollado para identificar a estudiantes y familias indígenas de América y del extranjero.
- Todos los estudiantes recién inscritos y los que regresan al LAUSD deben completar el formulario en el momento de la inscripción.

Los Angeles Unified School District
American Indian/Alaska Native and Indigenous Family Questionnaire
For parents of American Indian/Alaska Native and Indigenous students

Please help us identify your child by completing this voluntary questionnaire. The purpose of this questionnaire is to identify American Indian/Alaska Native and Indigenous students in the district to better serve their needs. Complete this questionnaire if you identify yourself or your child as American Indian/Alaska Native or are from an Indigenous Community including but not limited to Mexico, Central or South America.

Examples of Tribal or Community affiliations include but are not limited to: Tongva, Tataviam, Navajo (Diné), Zapotec, Maya, Lenca, K'iche', First Nations, etc.

Please provide the following information:

Parent(s)/Guardian(s) Name: _____ Date: _____
Address: _____
Telephone: _____

What is the best time to call you? ☐ 8am-12pm ☐ 12pm-6pm ☐ 6pm-8pm

Student's name: _____ Birthdate: _____
School Name: _____ Grade: _____

My child is (check any that apply):

☐ **Enrolled** and a member of a federally or state recognized tribe, or the child or grandchild of a member of a federally or state recognized tribe. Complete the federal ED 506 Form included in the enrollment packet or visit the Title VI website to complete the ED 506 Form to ensure we provide Title VI services to eligible students.
<https://www.lausd.org/Page/15529>

☐ **Not Enrolled** but from a Native American/American Indian Tribe or Community

- Affiliation(s) _____

☐ **Indigenous from the Regions of Mexico, Central, or South America (including but not limited to)**

- Country: _____
- Indigenous Community, Pueblo, or Aldea _____

☐ **N/A - Not applicable**

Do you speak an American Indian/Alaska Native or Indigenous language in the home?

☐ Yes ☐ No

If you answered yes, which language(s)? _____

For information, call the Los Angeles Unified School District, Title VI American Indian/Alaska Native and Indigenous Education Office at 213-241-5582

*****TO SCHOOL STAFF*****
Please return this survey to the Multilingual Multicultural Education Department, Attn: Title VI American Indian/Alaska Native and Indigenous Education Program, Beaudry Building, 35th floor, to ensure student identification for eligible families. Please call 213-241-5582 for more information.

MMS/Red 07/06/2024

What does it ask?



☐ **Enrolled** and a member of a federally or state recognized tribe, or the child or grandchild of a member of a federally or state recognized tribe. Complete the federal ED 506 Form included in the enrollment packet or visit the Title VI website to complete the ED 506 Form to ensure we provide Title VI services to eligible students.

<https://www.lausd.org/Page/18529>



☐ **Not Enrolled** but from a Native American/American Indian Tribe or Community

- Affiliation(s) _____



☐ **Indigenous from the Regions of Mexico, Central, or South America (including but not limited to)**

- Country: _____
- Indigenous Community, Pueblo, or Aldea _____

☐ **N/A-** Not applicable

¿Qué pregunta?

Mi hijo/a es (marque cualquiera que corresponda):



☐ **Inscrito** y es miembro de una tribu reconocida por el gobierno federal o estatal, o es hijo/a o nieto/a de un miembro de una tribu reconocida por el gobierno federal o estatal. Complete el formulario federal ED 506 incluido en el paquete de inscripción o visite el sitio web del Título VI para completar el formulario ED 506 y asegurarse de que brindamos servicios del Título VI a los estudiantes elegibles. <https://www.lausd.org/Page/18529>



☐ **No está inscrito**, pero pertenece a una tribu o comunidad de Nativos Americanos

- Afiliación(es) _____



☐ **Indígenas de las regiones de México, América Central o Sur América**

- País: _____
- Pueblo o Aldea _____

☐ **N/A- No aplica**

Honoring the home language

Do you speak an American Indian/Alaska Native or Indigenous language in the home?

☐ Yes ☐ No

If you answered yes, which language(s)? _____

Hace honor a la lengua de origen

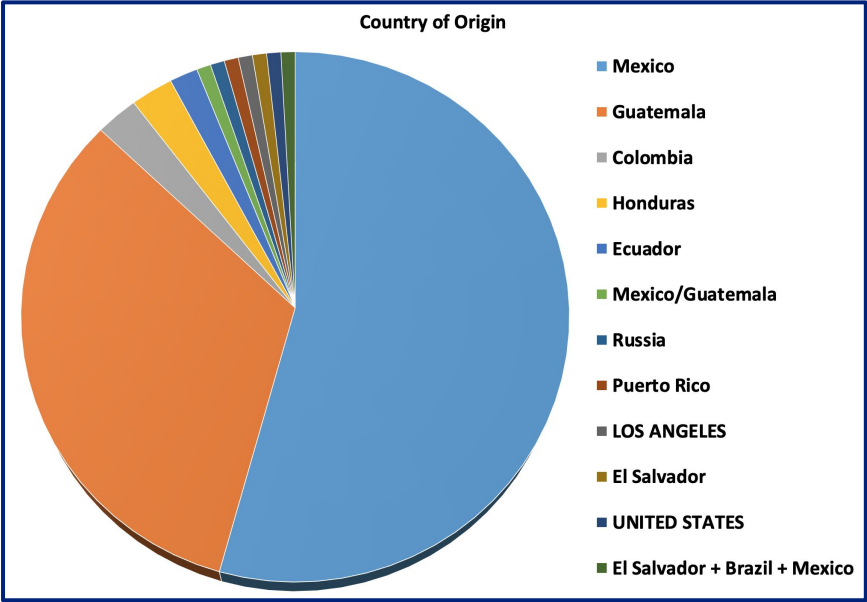
¿Habla un idioma nativo americano/nativo de Alaska o lengua Indígena en el hogar?

☐ Sí ☐ No

Si su respuesta es afirmativa, ¿en qué idioma(s)? _____

Family Questionnaire: Preliminary Data

Cuestionario familiar: datos preliminares



Mexico – Puebla, Oaxaca, Chiapas, and Veracruz	Guatemala
• Zapotec community – Santa Ana del Valle, Oaxaca, Mexico	• Aldea de Canoa, Guatemala
• San Juan Tabaá, Oaxaca, Mexico	• Totonicapán, Guatemala
• El Rincón Citlaltépetl, Puebla, Mexico	• Patacha, Guatemala
• Totonacas, Veracruz, Mexico	• Huehuetenango en la aldea de Santa Eulalia, Guatemala
• San Martin Chamisal, Chiapas, Mexico	• San Marcos, Guatemala
• Chinantec, San Pedro Sochiapam, Mexico	• San Francisco, La Union, Guatemala

Zapotec	Mixtec	Purepecha	Maya Ixil	Chechen	Taino	Cherokee	Apache	Maya Mam	Maya Q'anjob'al	Gabrieleño Tongva
Totonac	Otomi	Mixe	Chinantec	Shoshone	Maya K'iche'	Yaqui	Muisca	Quechua	Fernandeño Tataviam	

Increasing Visibility Aumentar la visibilidad

Supporting Indigenous Latinx/e Student Populations

LAUSD UNIFIED
Multilingual Multicultural Education Department

Virtual Professional Development Sessions

Participants will walk away with a clearer understanding of Indigenous Latinx/e student populations and strategies to support their unique educational needs.

Open to TK-12 English Learner Designees, Multilingual Multicultural Academic Language Coaches, EL Instructional Coaches, Standard English Language Coaches, International Newcomer Coaches, TSPs, Administrators & Teachers

Upon completion of one of the sessions listed below, participants will receive a copy of the book titled "Culturally Responsive Schooling for Indigenous Mexican Students" by William Perez and Rafael Vasquez.

Select **one** of the following dates to attend:

- Monday, April 15, 2024
- Monday, May 06, 2024
- Monday, May 20, 2024

All Virtual Sessions:
4:00 p.m. - 6:00 p.m.

Register in MyPLN
Keyword: indlatx/e

Contact: Karmin M. Hidalgo
Title: V American Indian & Indigenous Coordinator
karmin.menhidalgolaud.net




American Indian, Alaska Native & Indigenous Literature Teacher Cadre

LAUSD UNIFIED
Multilingual Multicultural Education Department

JOIN US!

- Open to UTK-12 teachers
- Create supplemental lesson units for selected American Indian, Alaska Native and/or Indigenous authored literature

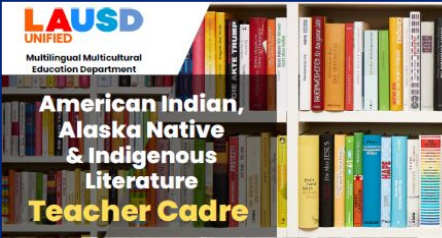
TENTATIVE VIRTUAL CADRE THURSDAY MEETING DATES

- April 4, 2024 | April 18, 2024
- May 2, 2024 | May 16, 2024

Meeting Times: 4:00 pm - 6:00 pm

In Person at Beaudry
Saturday, May 18, 2024
8:30 am - 12:30 pm

Contact: Karmin M. Hidalgo, Coordinator
Title: V American Indian & Indigenous Education
karmin.menhidalgolaud.net



BACKGROUND

MMEED will supply all schools with American Indian and Indigenous authored books. Our goal is to create spaces in our schools that affirm and celebrate the history and cultures of American Indian and Indigenous students.

INTERESTED?

Attend a voluntary virtual informational meeting to learn about this teacher cadre opportunity.

- Thursday, February 29, 2024
- 4:30 pm - 6:30 pm
- Zoom Link: <https://us02zoom.us/j/6930033868>

COMPENSATION

Those selected must:

- Attend all virtual meetings
- Complete 12 additional hours to develop lesson units based on American Indian, Alaskan Native and/or Indigenous authored literature
- Attend the final in-person session

*Participants will be compensated at their hourly rate.

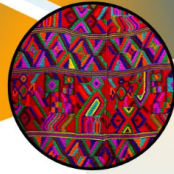
SUPPORTING INDIGENOUS MULTILINGUAL LEARNERS

LAUSD UNIFIED
Multilingual Multicultural Education Department

VIRTUAL PROFESSIONAL DEVELOPMENT SESSIONS

This PD will focus on supporting Indigenous multilingual learners attending LAUSD schools. Teachers will be equipped with a wealth of strategies and resources to support this unique student population.

REGISTER: lausd.org/mypln
MyPLN keyword: SIML



Select ONE SESSION to attend

- Monday, October 28, 2024
- Monday, November 4, 2024
- Monday, November 18, 2024

COMPENSATION: Teachers will be compensated at training rate

All Virtual Sessions
4:30 p.m. - 6:30 pm

*The session Zoom link will be emailed to registered participants through MyPLN

QUESTIONS
Contact: Karmin M. Hidalgo
Title: V American Indian & Indigenous Coordinator
karmin.menhidalgolaud.net

Culturally Responsive Schooling for Indigenous Mexican Students



William Perez and Rafael Vasquez

Bilingual Education & Bilingualism
BEB

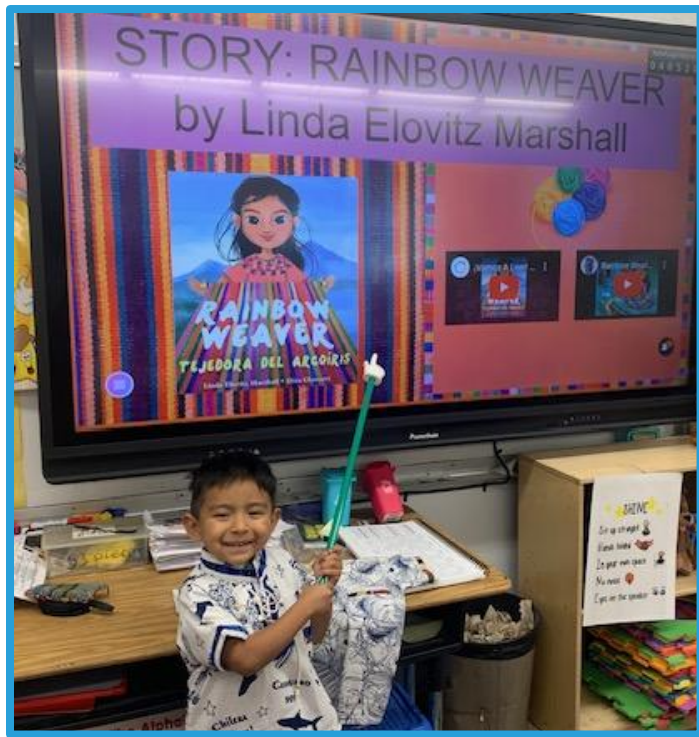
Affirming Identity

Afirmando la identidad



Lifting Student Voices

Levantando las voces de los estudiantes



**PAUSA, PENSAR
&
PREGUNTAR**

**PAUSE, THINK
&
QUESTION**





Chat de Zoom ZOOM CHAT BOX



Desarrollo de Asesoramiento

Development of Advisement

Un asesoramiento poco ejemplar es una respuesta proporcionada a una pregunta o indicación.

Muestra:
Necesitamos que más estudiantes reclasifiquen.

Un asesoramiento ejemplar es una respuesta que proporciona razones detalladas y sugiere que se tomen medidas.

Ejemplo: Necesitamos más estudiantes para reclasificar. Los profesores y los designados para estudiantes de inglés deben trabajar directamente con los aprendices de inglés para proporcionar apoyos adicionales, como después de la intervención escolar.

Non Model Advisement is a response provided to a question or prompt.

Sample:
We need more ELs to reclassify.

Model Advisement is a response that provides detailed reasons and suggests that actions be taken.

Sample: We need more students to reclassify. Teachers of English Learner and English Learner Designees need to work directly with English Learner students to provide additional supports, such as, after school intervention or Saturday School.

