

HOMELESSNESS:

Why it happens and how to end it

Educator Resources on Homelessness

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Universal Declaration of Human Rights

Article 1.

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act toward each other with a spirit of brotherhood.

Article 3.

Everyone has a right to life, liberty, and security of person.

Article 5.

No one shall be subjected to torture or to cruel, inhuman, or degrading treatment or punishment.

Article 7.

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any enticement to such discrimination.

Article 17.

- (1) Everyone has the right to own property alone as well as in association with others.*
- (2) No one shall be arbitrarily deprived of his property.*

Article 25.

(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

Framing

What is homelessness and why is it worth talking about?

What is homelessness?

- While there is no universally agreed upon definition of homelessness, it can generally be described as an experience —short-term or chronic—that people face when they do not have secure, affordable and safe living accommodations. The risk of homelessness increases as housing becomes unaffordable, unsafe, overcrowded, insecure, inappropriate, poorly maintained or when there is a lack of support necessary to maintain stability. People might experience “hidden” homelessness when they have temporary accommodations, such as living with friends or family. This form of homelessness may also be referred to as **sheltered** or **doubled-up homelessness**.

Why do people experience homelessness?

- There are many reasons people experience homelessness, and they often overlap. Most people experience homelessness because they cannot afford housing. **Affordable housing** units rent for less than the market rate and are reserved for people who earn less than average income, and there is a severe shortage of affordable housing available. As rent and mortgage prices rise, wages often do not keep pace, leaving many people on the brink of homelessness without enough affordable housing to meet demand.
- Homelessness is also the result of systemic racism. The housing and homelessness crisis is deeply informed by a history of segregation and **systemic racism** in public policy, including **redlining**, mass incarceration, income inequality, and **criminalization of poverty**.
- For too long, L.A.’s approach to homelessness was led by underinvestment and **policies** that severely limited real solutions like housing and services. Loopholes in state and local laws allowed for more and more people to be evicted and displaced from their homes. While policy is largely responsible for the housing and homelessness crisis, it can also be used as a tool to implement substantial change to support housing protections, preservation, and production.
- **Other life-altering events**, like domestic violence, exposure to severe trauma, medical illness, mental health disorder or substance use disorder, loss of employment, the loss of a family member, a car accident, and more can cause someone to become housing insecure and fall into homelessness.

Who experiences homelessness?

- People of all ages, races, genders and backgrounds experience homelessness in L.A. County, but Black individuals experience homelessness at a disproportionate rate to other races and ethnicities. For example, the 2020 Homeless Count Results presented by LAHSA report that while Black people make up only 7.9% of the L.A. County population, they make up 33.7% of the homeless population.

Framing (cont'd)

What is the impact of experiencing homelessness on children and adults?

- Overall, homelessness significantly reduces an individual's quality of life. In addition to having poorer mental and physical health, studies have also shown that people experiencing homelessness are more likely to die younger than their housed counterparts. Both children and adults experiencing homelessness are likely to suffer from poor health and nutrition, poor hygiene, low self-esteem, short attention span, or difficulty trusting people. Homelessness severely impacts children's lives, causing education barriers like gaps in knowledge and repetition of material. Children who experience homelessness may have more difficulty completing school work due to lack of resources and unstable living conditions.

How can we end homelessness?

- The most effective way to end homelessness in L.A. County is to build more affordable and supportive housing. Supportive housing is for especially vulnerable people, like those with disabilities or survivors of trauma, who otherwise have difficulty staying in stable housing.
- **Supportive housing** is remarkably effective: 90% of residents stay housed, have improved health and financial stability, and become more self-sufficient. Simply put, supportive housing is the best way to end the most persistent and acute homelessness. It's important to know that supportive housing is safe and fits into the community. Most people who live near supportive housing don't even realize it, because supportive housing structures look no different than other condos or apartment buildings. And because there are professional staff and security on site, supportive housing buildings can actually make the communities around them safer.
- For thousands of people experiencing homelessness, the answer is **affordable housing**. These apartments aren't available to just anyone who can afford them. They're reserved for people who meet specific income criteria, typically 0-80% of the average income in the area— also known as “median income.” The scale slides based on how many people are in the household. Creating affordable housing is a guaranteed way to bring people off the streets while preventing the kind of trauma and economic struggles that could keep them there.

Framing (cont'd)

Why is it important for adults and children to learn about homelessness?

- It is important to educate both adults and children about homelessness in order to implement solutions effectively. People must understand the problem in order to solve it. When children are taught to think critically about complex issues and approach them from an empathetic lens, they are more likely to do their part toward helping to make L.A. County a better place for all to live.

Why is it important to talk about homelessness with our students?

- Children are constantly making observations about the world around them and forming the basis of how they will interact with the world as voters, as neighbors, and as friends.
- Some of your students may be experiencing homelessness right now, it is important for them and their classmates to understand that homelessness is something that happens to people rather than something that people **are**—especially during a time when children and youth are developing their self-perception and self-worth.

How should we talk about homelessness with our students?

- Discuss both facts and feelings
- Validate backgrounds and address feelings of guilt students may have
- Always point focus to action and solutions

Instructions For Use

Guidelines for Educators

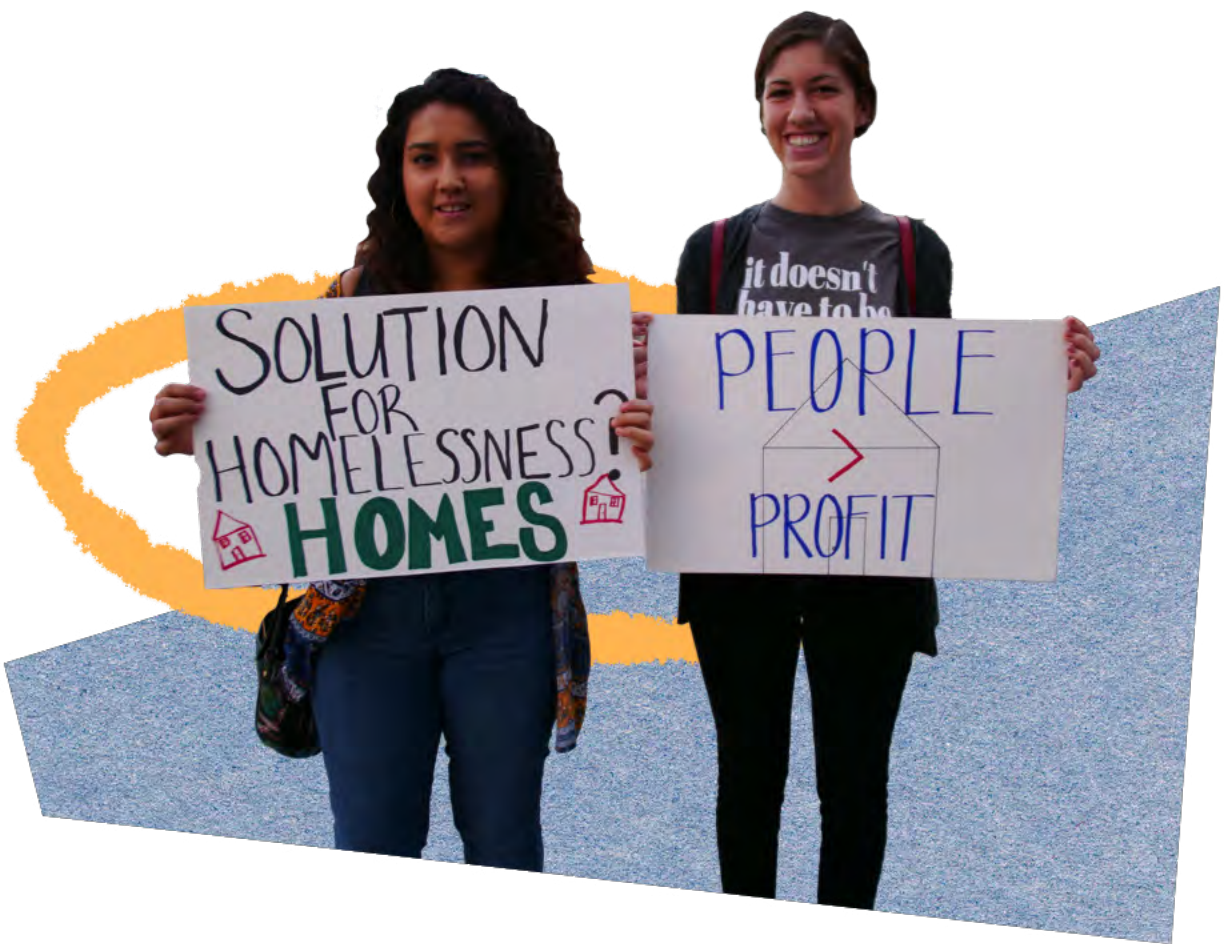
- It is important to remember that some of your students may be experiencing homelessness right now. They may feel embarrassed by their circumstances or try to hide this, but it is vital that you know who these children are and honor the wishes of those who prefer non-disclosure. A key part of your role as an educator is to ensure that the classroom atmosphere around discussions of homelessness is respectful and a safe place for students to ask questions and learn constructive and **de-stigmatizing language** and information about homelessness. Please preview all materials and determine which to use based on the needs and context of your classroom. If you notice a student becoming upset by this topic, you might take an opportunity to speak privately with that student.

For any of your students who are currently dealing with homelessness or housing insecurity, there is a table of L.A. County Homeless Liaisons in the appendix of this document. If you are unable to locate your student's representative or your student attends a charter school, please contact HomelessED@lacoe.edu and you will be connected to the correct homeless liaison

There is also a glossary in the appendix of this document that can be used to familiarize your students with new terms associated with homelessness.

Resources for Parents

- [Why is it important to talk to your child about homelessness?](#), Everyone In
- [How to talk to kids about difficult subjects](#), Common Sense Media
- [How to talk with your child about difficult topics](#), HuffPo
- [How to talk with your children about difficult topics](#), Imperfect Families
- [How to talk to your kids about the situation with Iran](#), Time
- Kidlit, These Days - [Episode 20: Homelessness](#)



UNIT 1

What Is Homelessness?

What is a home?

Who has a right to a home?

What does it mean to experience homelessness?

How do we react to and think about homelessness relative to other disasters or crises?

Elementary School

UNIT 1: Drawing a Home

Essential Questions

1. What is a home?
2. Who has a right to a home?
3. What does it mean to experience homelessness?

Overview

- Students will explore their perception of what a home is and the concept of homelessness, both sheltered and unsheltered.
 - Students will examine the negative impacts homelessness can have on people without a stable place to stay.
-

Materials

Teachers:

- Chart paper, a white board, or a chalkboard
- One-pager: Why is it important to talk to your child about homelessness?
- Illustrated Statistics cards

Students:

- Blank paper
- Crayons, colored pencils, or other coloring supplies

Prep

Read through procedure to determine which of the provided materials will be most helpful in framing the lesson based on the needs of your student group, making sure to be sensitive to any of your students who have or are experiencing homelessness.

UNIT 1: Drawing a Home

Procedure

Explain that the class will think and talk about what it means to have a home and also will look at the problem of homelessness, which affects many people in our society, and how it can impact their lives.

Homelessness can be a sad and difficult topic for people of any age, and your students may have questions or want to share their own feelings. Some of your students may have even experienced homelessness themselves or know someone who has, and it's important to be sensitive to their emotions as you talk together. Consider using the one-pager included in this lesson to frame conversations now and moving forward, and pause throughout the lesson to allow your students to react and express anything that it surfaces for them.

In future lessons, students will learn about what causes homelessness and how they can help people in their communities who are living without a stable home.

1. In the center of the board or a piece of chart paper, write the word “home.” Ask the students to think about words and ideas they associate with home and to share their ideas which you will form into a web around the central word.

Help guide students to language about what home provides for us (e.g., security, protection, privacy) and any feelings they associate with home (e.g. warmth, safety, love, closeness, a place of your own). Some students might share words describing things that people do in their homes: e.g., prepare and eat meals, sleep, play, read, watch TV, do homework, bathe and shower, keep their things (clothes, toys, etc.).

2. Pass out blank paper and coloring materials and ask your students to draw a home from a bird's-eye view, as if the roof was taken off the home, it does not have to be their own home. As students finish up their drawings, look around and see if the children have included the amenities that make a home livable. Did your students include things like bathrooms, lights, and electricity? This is a good way to begin a conversation on what makes something a home. Discuss this with your students and bring to light some of the amenities they might take for granted in their own home.
3. Ask students to imagine not having a home. Share with them that the U.S. government counted more than 2.5 million children experiencing homelessness last year, meaning that they lived for some amount of time without a stable home. You'll discuss what it means to experience homelessness next. Share that in the county of Los Angeles, 4,673 children and youth experience homelessness each year.

These numbers will be very large and difficult for your students to imagine, you can use the illustrated statistics cards included in this lesson to help them visualize the numbers.

UNIT 1: Drawing a Home

Procedure (cont'd)

4. Not all people experiencing homelessness live in shelters, lots of people stay in crowded spaces with family and friends, or in their car, or even outside in a tent or other shelter. Ask students to draw a picture of a home. Ask students whether they've ever seen someone living or sleeping somewhere that isn't their own home. Write down their answers on the board. Some examples may include:
 - a. In a tent
 - b. On a park bench
 - c. In an alley
 - d. In a car
 - e. On a friend's couch
 - f. In a shelter
5. Explain the difference between sheltered and unsheltered homelessness, and that even if someone has a temporary place to stay like a shelter or a friend's couch, they are still experiencing homelessness.

Unsheltered homelessness: when someone is staying in a place where people are not meant to live, such as a car, a park bench, a sidewalk, or an abandoned building.

Sheltered homelessness: when someone is staying in a place that is inside but it isn't their home and they may not be able to stay there long—somewhere like a shelter, or a friend or relative's house.

6. Ask students to share what impact sheltered or unsheltered homelessness might have on a person without a stable place to stay. Write down their answers on the board. Some examples might include:
 - a. Worsened mental and physical health
 - b. Experiencing worry, stress, or anxiety
 - c. Difficulty accessing essentials like food, laundry services, healthcare, and bathrooms/showers
 - d. Feeling unsafe, having trouble sleeping
 - e. Feeling like people might be judging them
 - f. Having trouble getting a job, signing up for school, registering to vote, or receiving mail without a permanent address
 - g. Difficulty storing personal belongings
 - h. Trouble doing homework without stable internet access or electricity

UNIT 1: Drawing a Home

Procedure (cont'd)

7. Tell your students that all of these reasons (and more!) make it very difficult for people of any age to experience homelessness, and most of the time when someone has to live outside or in a shelter it's because they don't have another choice. Share with your students that over the next few lessons you'll all learn together about what causes this problem, what people are doing to end homelessness in L.A. County, and how each one of us can show kindness to people experiencing homelessness and help them in very real ways.
 8. Ask your students for any reactions or questions they have as a result of the lesson and discussion, write these down on a piece of chart paper. Consider leaving these displayed in your classroom and adding to them as your progress through the lessons. It is likely that your students who do not have personal experience with homelessness will begin to notice the issue around them and comment on it.
-

Supplementary Materials

- Photos of different places that people might live other than a home.
- Illustrated Statistics Cards
 - 2.5 million children experience homelessness each year in America. *Show them a photo of a full Dodger Stadium Ask how many people this looks like to them. Wait for answers.* It holds 56,000 people, meaning that the children who experience homelessness each year in the United States would fill Dodger Stadium FORTY FIVE times over!
 - 4,673 children experience homelessness in L.A. county each year. That's enough children to fill 65 school buses.
 - 65,484 students in L.A. County are experiencing homelessness. That's 9% of students. So, you most likely know someone who is experiencing homelessness.

Extension Activity

- Read and discuss a book from our list of children's books about homelessness in the appendix.
- Example lesson plan for: [Fly Away Home](#)

Sources

- [America's Youngest Outcasts: A Report Card on Child Homelessness](#) (National Center on Family Homelessness, 2014)
- [2019 Greater Los Angeles Homeless Count](#) (Los Angeles Homeless Services Authority, 2019)
- [2020 Greater Los Angeles Homeless Count](#) (Los Angeles Homeless Services Authority, 2020)
- [School on Wheels, Inc.](#)





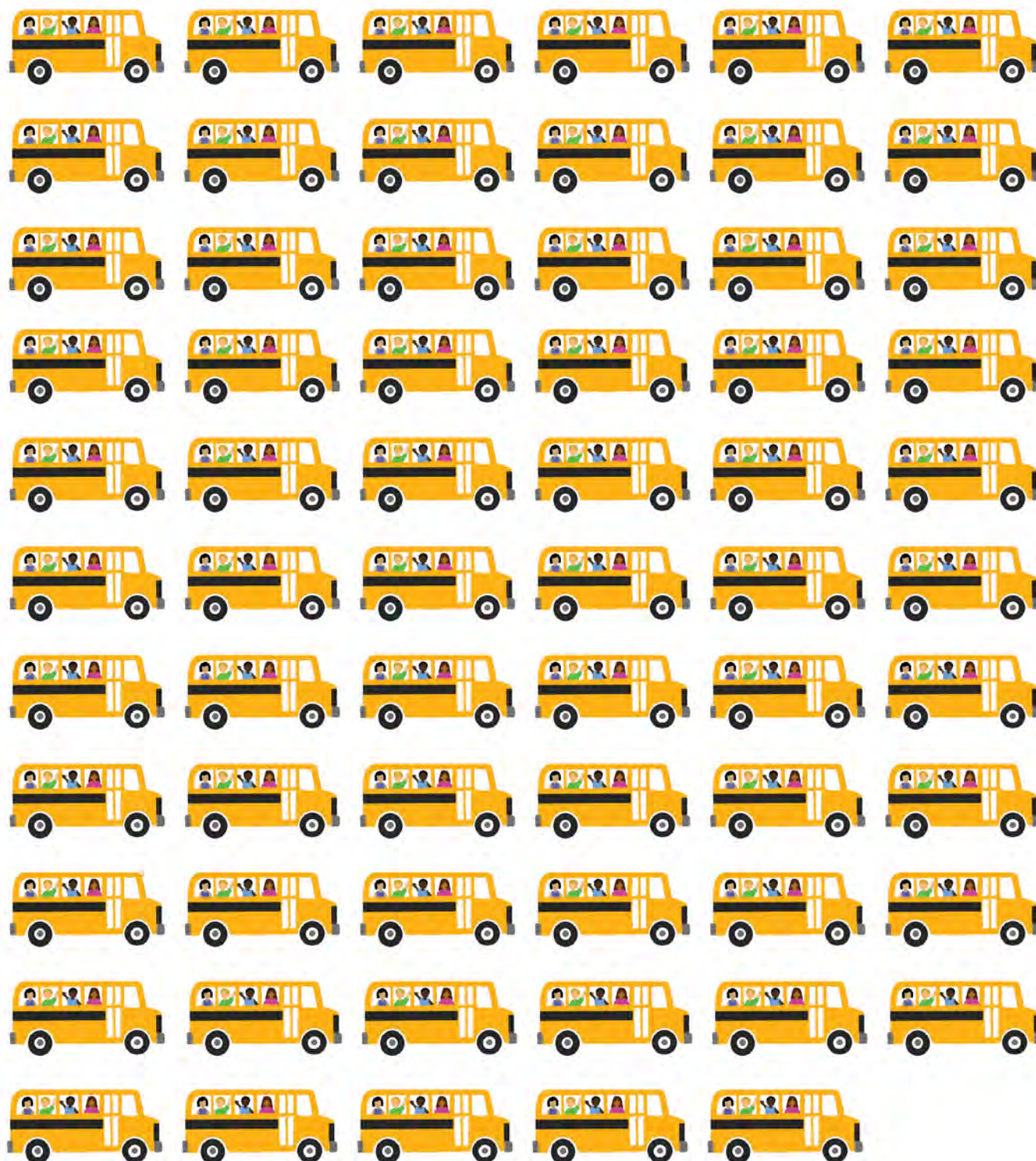
**2.5 million children experience homelessness each year in America.
That's enough to fill**

Dodger Stadium 45 times

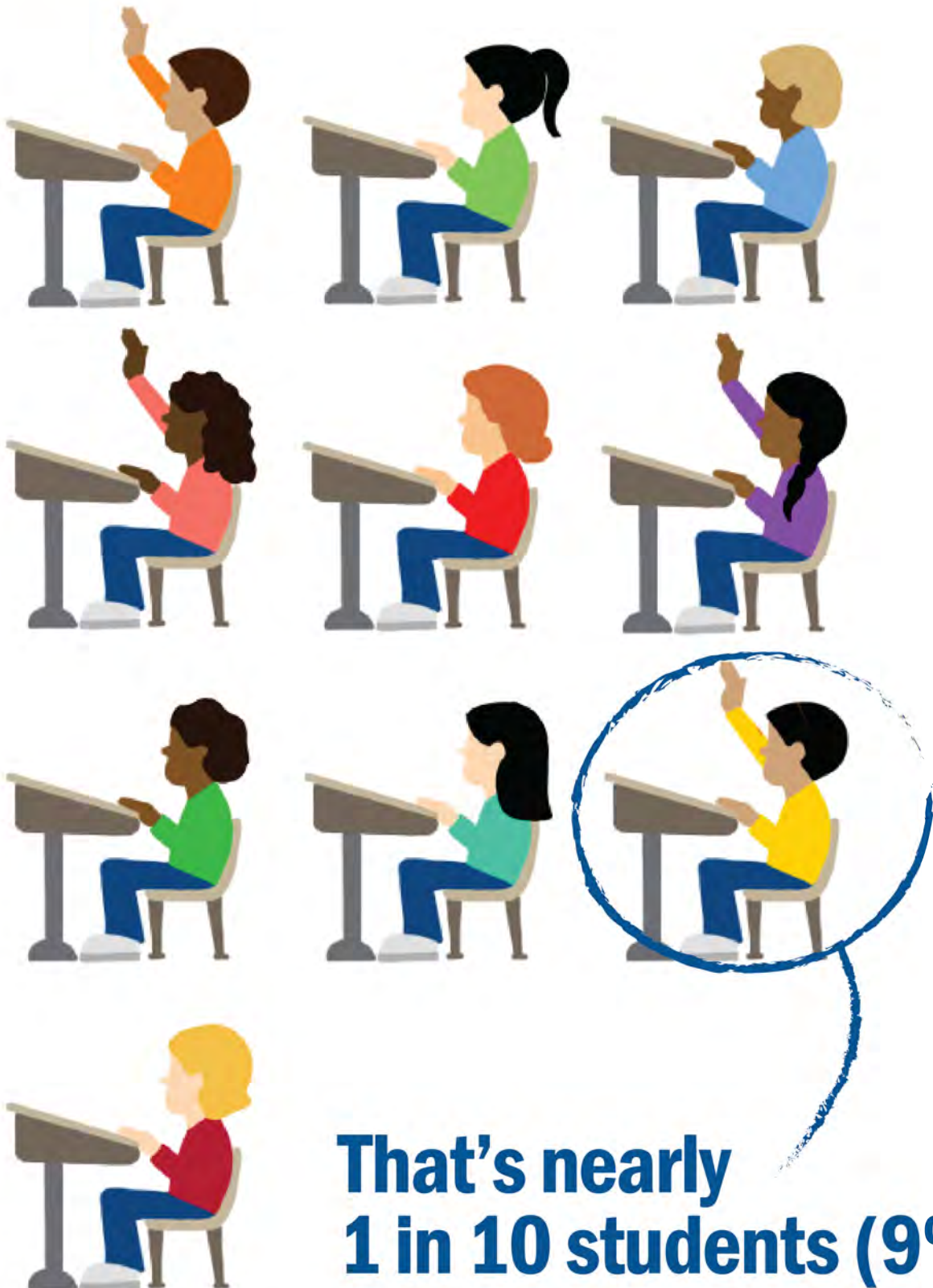


4,673 children experience homelessness in LA county each year.
That's enough children to fill

65 school buses.



65,484 students in Los Angeles County are experiencing homelessness.





Why is it important to talk to your child about homelessness?

Children are interested in the world around them and have the capacity for a deeper understanding about homelessness and poverty. They are likely to have more complex questions and may even want to really get involved in helping people. This is an opportunity to build empathy and critical thinking in your child through conversations about something they are seeing all around them: homelessness.

This set of tips could help you talk to your child about friends of theirs who are experiencing homelessness.

What are some effective ways to have these conversations?

- **Use inclusive language.** Explain to your child that people experience homelessness, rather than referring to anyone as a homeless person. Talking about homelessness as a temporary state enforces humanity, and acknowledges the many reasons that people experience it. Using the right language around homelessness ensures that the person, figuratively and literally, comes first, and the temporary condition of homelessness does not define them.
 - **Answer questions based on your child's developmental level.** Your child may ask you why people are sleeping outside or in their cars, and depending on your child's age, you can give a simple explanation or begin to open up a larger conversation about the reasons people might not live in a house.
 - **Housing costs.** Houses are getting more expensive to buy and people aren't earning enough at their jobs to keep up. Most of the people who are without a home in the next 10 years are going to be there because they can't afford one.
 - **Mental illness, disability, addiction.** Some people are sick, and because people are sick they don't always have or can't afford the proper treatment and help for that. Sometimes if you see someone on the street who's acting strangely, it's because they're sick and need help.
 - **Domestic violence.** Sometimes people are on the streets because they don't have anywhere else to go. They may have a very bad situation that makes it safer for them to leave their home, even though living outside is also a scary place to be.
 - **Bad luck.** Sometimes people just have bad luck. If someone only makes enough money to pay their bills and not enough to save money, if they lose their job, they may not have enough money to pay for their house anymore. It's important to remember that if you have a bad day or bad luck, that doesn't mean you are a bad person. It is fixable.
 - **Express empathy for people experiencing homelessness.** It's totally natural to feel sad when you see people living on the street. It is sad. Affirm these feelings in your child and explain that the sad and hard things that people who don't have homes experience is exactly why it's so important to always be nice to people, to offer things when you can, and to remember that you can help them.
 - **Model how to interact with people experiencing homelessness.** Be aware that your physical cues are as important as your verbal ones. Your child will pick up on the mindset you convey each time you encounter a person experiencing homelessness. Explain that eye contact and smiling are important when you greet people, and that everyone living around you is a neighbor, no matter where they sleep at night.
 - **Talk to your child about how they can help.** Ask your child how they want to help, and be open to their suggestions. Encouraging action will foster a generous spirit in your child and will give them a way to channel their feelings of sadness and empathy into action.
 - **Donate food, items, or clothing with your child.** Help your child select their own gently used toys or clothes to give to a local charitable organization, or help them donate to a food drive. The United Way's Everyone In campaign hosts several events for children and youth throughout the year across L.A. These events are designed to help children learn more about how they can make a difference in their community.
 - **Volunteer with your child.** Volunteering together or as a family is an excellent way to continue the conversation and help your child develop a lifelong habit of giving back. They will get real joy from helping people and the experiences will make them better advocates down the road. Volunteering helps children engage with people who are experiencing homelessness in an area that's safe and positive. People ask what to do when a kid points out someone on the street, but that shouldn't be the only time your child notices or engages with people experiencing homelessness, volunteering allows kids to engage with people experiencing homelessness in a variety of different contexts, such as:
 - Serving a meal
 - Tutor or working on homework with children living in a shelter (Schools on Wheels)
 - Holding a donation drive
 - Attending an informational event
- For more information on how to volunteer or take action with your child, visit everyoneinla.org/getinvolved**

Middle School

UNIT 1: Everyone Deserves a Home

Essential Questions

1. What is a home?
2. Who has a right to a home?
3. What does it mean to experience homelessness?
4. How do we react to and think about homelessness relative to other disasters or crises?

Overview

- Students will build an understanding of the housing and homelessness crisis, and define both sheltered and unsheltered homelessness and their impact on individuals.
 - Students will use data analysis skills to understand who is impacted by homelessness in L.A. County.
-

Materials

Impact Statistics Graphics sheets (printed or projected)

Prep

Read through procedure to determine which of the provided materials will be most helpful in framing the lesson based on the needs of your student group, making sure to be sensitive to any of your students who have or are experiencing homelessness.

Procedure

Explain to your students that you will be spending some time thinking and talking about the housing and homelessness crisis and how it impacts the individuals who are forced to live outside.

Homelessness can be a sad and difficult topic for people of any age, and your students may have questions or want to share their own feelings. Some of your students may have even experienced homelessness themselves or know someone who has, and it's important to be sensitive to their emotions as you talk together. Consider using the one-pager included in this lesson to frame conversations now and moving forward, and pause throughout the lesson to allow your students to react and express anything that it surfaces for them.

In future lessons, they will learn about the root causes of homelessness and how each one of us can do something to help people in our communities who are living without a stable home.

UNIT 1: Everyone Deserves a Home

Procedure (cont'd)

1. Ask your students to write down what it means to experience homelessness on a sheet of paper and then divide them into groups of 3-4 students.
 - a. Have your students read aloud to their groups what they wrote down.
 - b. Now have the groups brainstorm all the places they have seen someone sleeping other than a home and write those answers down.
 - c. Ask your students whether these are all similar types of places, or whether some are better than others. The idea here is to get them to arrive at their own conclusion about whether these sleeping places all fall into the same category of homelessness. See if the students arrived on their own at the idea of unsheltered vs. sheltered homelessness then present their definitions.

Unsheltered homelessness: when someone is staying in a place where people are not meant to live, such as a car, a park bench, a sidewalk, or an abandoned building.

Sheltered homelessness: when someone is staying in a place that is inside but it isn't their home and they may not be able to stay there long- somewhere like a shelter, or a friend or relative's house.

2. Ask your students to write down their ideas of what impact sheltered or unsheltered homelessness might have on a person without a stable place to stay. You may choose to have students discuss their answers with a partner or share them aloud with the group. Some examples may include:
 - a. Worsened mental and physical health
 - b. Stress and anxiety
 - c. Difficulty accessing essentials like food, laundry services, healthcare, and bathrooms/showers
 - d. Feeling unsafe, having trouble sleeping
 - e. Feeling like people might be judging them
 - f. Having trouble getting a job, signing up for school, registering to vote, or receiving mail without a permanent address
 - g. Difficulty storing personal belongings
 - h. Trouble doing homework without stable internet access or electricity

UNIT 1: Everyone Deserves a Home

Procedure (cont'd)

3. Tell your students that all of these reasons (and more!) make it very difficult for people of any age to experience homelessness, and the majority of the time, when someone has to live outside or in a shelter it's because they don't have another choice. Share with your students that over the next few lessons you'll all learn together about what causes this problem (as well as how each one of us can show kindness to people experiencing homelessness and help them in very real ways). But first, you'll learn more about who is impacted by the homelessness crisis in Los Angeles County and across the United States.
4. Distribute or display the Impact Statistics Graphics sheet included in this lesson and ask your students to take a look at the graphics and share their observations. You can also have them discuss in groups.
 - 4,021 youth (on average) between 18-24 experienced homelessness each night of 2019, a 22% increase over the previous year.
 - 6,700 youth became homeless over the course of 2018.
 - There were 3,926 youth experiencing homelessness in L.A. County in 2019.
 - American Indian/Alaska Native: 23
 - Asian: 32
 - Black/African American: 1,568
 - Hispanic/Latinx: 1,545
 - Native Hawaiian/Other Pacific Islander: 13
 - White: 633
 - Multi-Racial/Other: 112
 - There were 4,673 youth experiencing homelessness in L.A. County in 2020.
 - 66,433 people experienced homelessness in L.A. County in 2020. 58,936 people experienced homelessness in L.A. County in 2019. In 2018, 52,765 people experienced homelessness.
 - 58,936 people experienced homelessness in LA. County during the count in 2019.
 - 3,878 homeless veterans
 - 16,528 chronically homeless persons
 - 3,926 homeless youth
 - 5,231 homeless seniors

UNIT 1: Everyone Deserves a Home

Procedure (cont'd)

- 58,936 people experienced homelessness in LA. County during the count in 2019, 67% are male.
 - 47.7% are Latino/Hispanic
 - 8.3% are Black/African American
 - 27.8% are White
 - 13.5% are Asian
 - 0.2% are Native American
 - 2% are multi-racial
 - 58,936 people experienced homelessness in LA. County during the count in 2019, 31% are female.
 - 36.5% are Latino/Hispanic
 - 33.3% are Black/African American
 - 24.7% are White
 - 08% are Asian
 - 1.7% are Native American
 - 2.5% are multi-racial
5. Ask your student groups to write down 2-3 pieces of information they are able to pull from the data and 3 observations or questions that these pieces of information bring to mind. Save these written answers for the next lesson.
 6. Ask your student groups how they feel when they see or hear about people experiencing homelessness? What are the words or phrases that come to mind? It may be helpful to create a list or word web on the board as students respond.
 7. Hang up FOUR pieces of giant paper around the room. They will have the following titles:
 - HOMELESSNESS DEFINITIONS
 - PLACES PEOPLE SLEEP THAT AREN'T A HOME
 - OBSERVATIONS FROM IMPACT STATISTICS
 - REACTIONS TO HOMELESSNESS (words or phrases that come to mind when students see/hear people experiencing homelessness)

Have your groups each select a member. Have that member go around to each of these sheets of paper and copy down what their groups had written throughout the class. Once everyone has finished writing, have the groups walk around the classroom and read what the other groups have written down. Take a moment to reflect with the class.

UNIT 1: Everyone Deserves a Home

Procedure (cont'd)

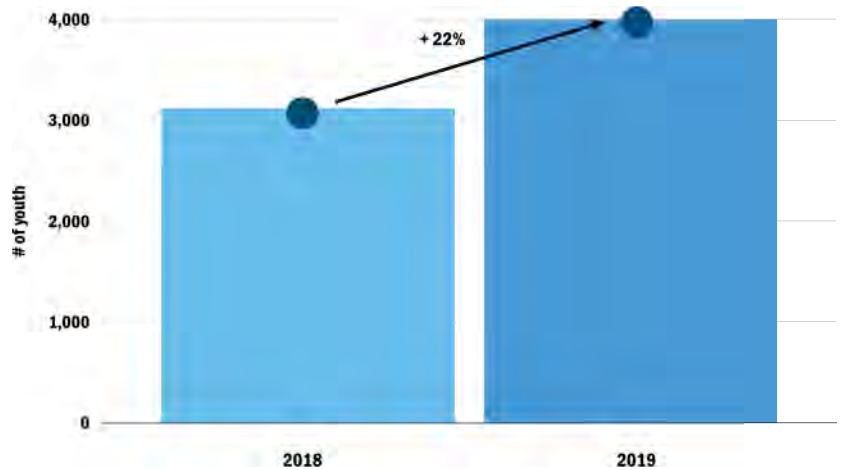
8. Ask your students to think about a time they've experienced or read about a natural disaster or crisis such as a fire or a flood. What thoughts and emotions did they have? Did they want to help? Did they see other people pitching in to help those impacted? Write or display the following prompt and give your students time to think about this prompt, write 2-5 sentences, and/or discuss their answers with each other. This can also be assigned as homework.
 - *When a crisis or natural disaster like a fire, flood, or earthquake causes someone to lose their home, the public response tends to be swift and decided. People pitch in to raise money, collect food and supplies, and provide support however they can—even if they don't live close by or know the people affected.*
 - *The housing and homelessness crisis puts thousands of people out on the streets of L.A. County each year, and yet the public response tends to be very different. Whether people lose their home because of a fire, emergency medical bills, a lost job, or a rent increase, it's always a crisis. Why do you think we treat these situations differently?*
 9. Ask students to share out their answers or use them to kick off the discussion in the next lesson.
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Sources

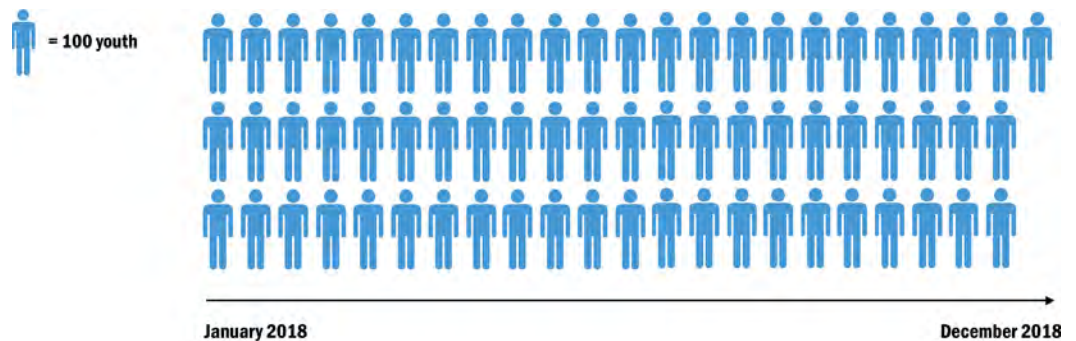
- [National Alliance to End Homelessness](#)
- [National Center for Homeless Education](#)
- [Young Homeless People Are Struggling to Stay Safe During the Pandemic](#), Teen Vogue
- [Youth Count 2019 CoC Data Summary](#), Los Angeles Homeless Services Authority
- [Youth Homelessness](#), My Friend's Place
- [School on Wheels, Inc.](#)

UNIT 1: Statistics

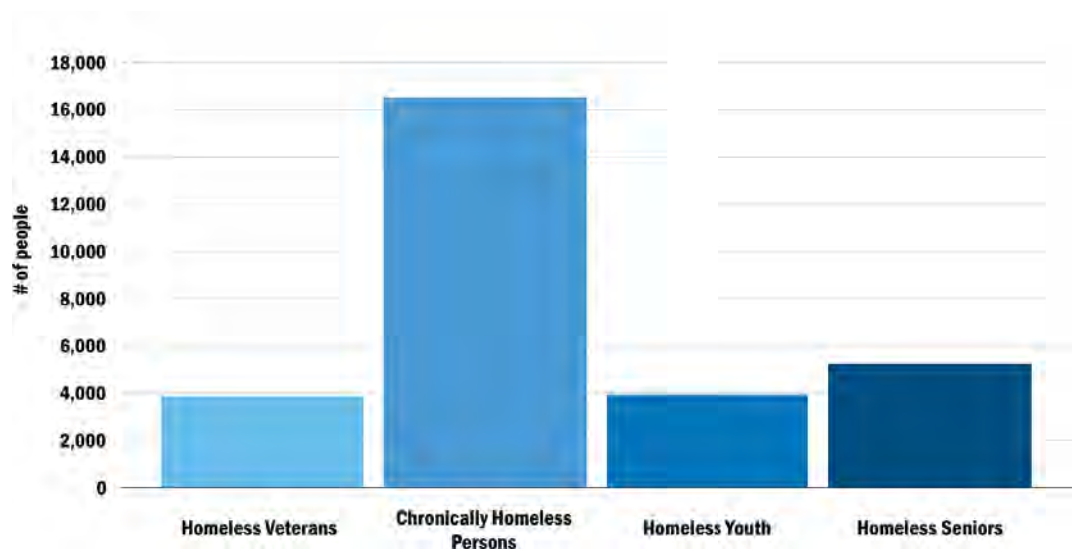
**Average Number of Youth
(18-24 yrs. old) Experiencing
Homelessness Each Night by Year**



**Number of Youth That
Started Experiencing
Homelessness**



**People Experiencing
Homelessness (2019)**

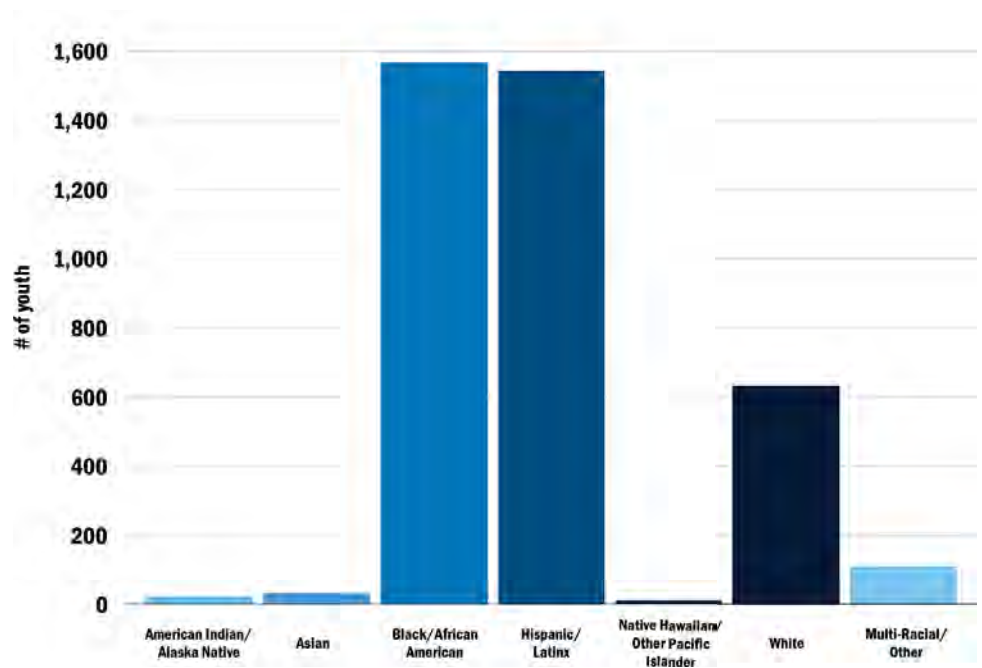


UNIT 1: Statistics

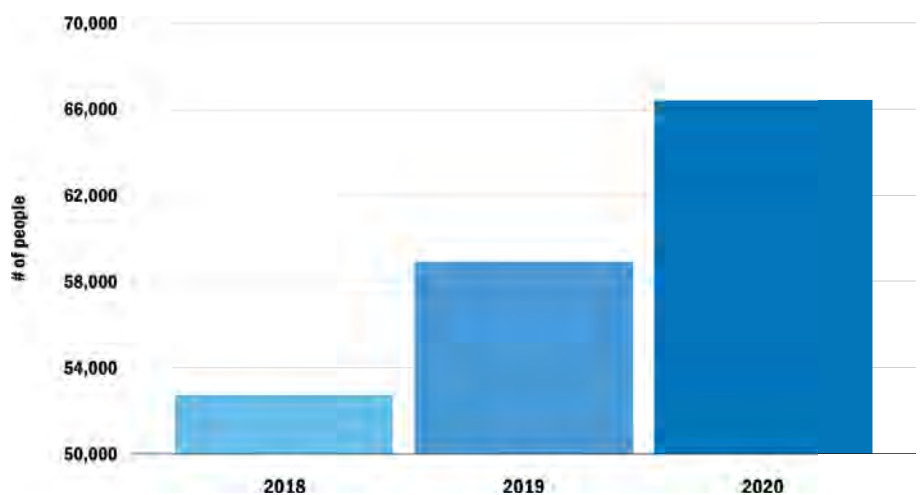
Number of Youth Experiencing Homelessness (2020)



Youth Experiencing Homelessness by Race (2019)

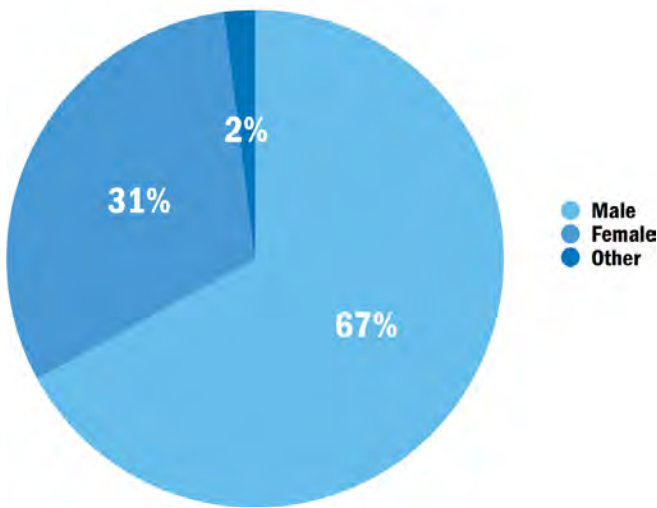


People Experiencing Homelessness by Year

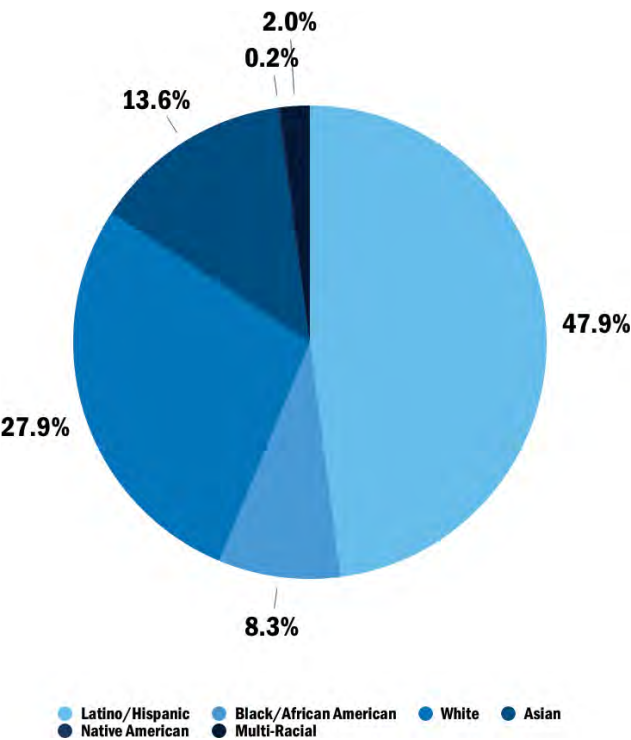


UNIT 1: Statistics

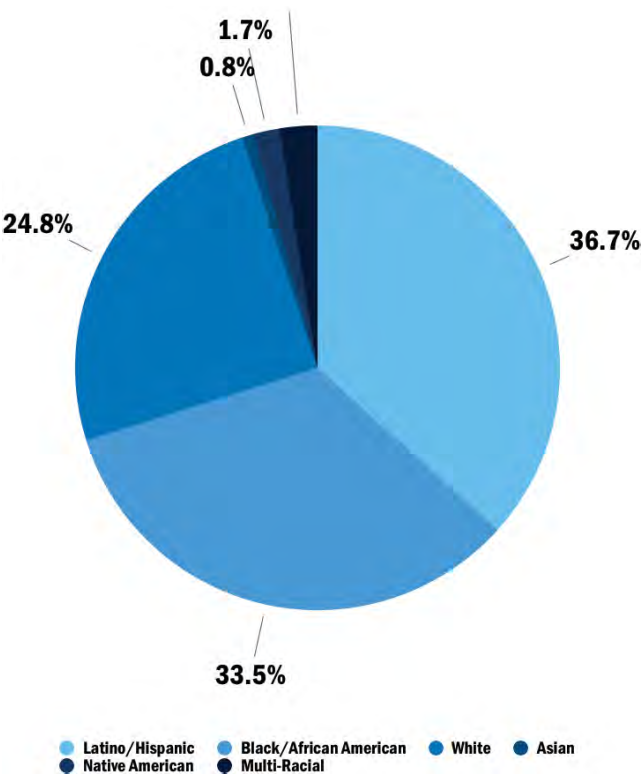
Population in L.A. County Experiencing Homelessness by Gender



Male Population in L.A. County Experiencing Homelessness by Race



Female Population in L.A. County Experiencing Homelessness by Race



High School

UNIT 1: Compassion Fatigue & the Stigma of Homelessness

Essential Questions

1. What is a home?
2. Who has a right to a home?
3. What does it mean to experience homelessness?
4. How do we react to and think about homelessness relative to other disasters or crises?

Overview

- Students will build an understanding of the housing and homelessness crisis, and define both sheltered and unsheltered homelessness and their impact on individuals.
 - Students will use data analysis skills to understand who is impacted by homelessness in L.A. County.
-

Materials

Impact Statistics Graphics sheets (printed or projected)

Prep

Read through procedure to determine which of the provided materials will be most helpful in framing the lesson based on the needs of your student group, making sure to be sensitive to any of your students who have or are experiencing homelessness.

Procedure

Explain to your students that you will be spending some time thinking and talking about the housing and homelessness crisis and how it impacts the individuals who are forced to live outside.

Homelessness can be a sad and difficult topic for people of any age. Some of your students may have even experienced homelessness themselves or know someone who has, and it's important to be sensitive to their emotions as you talk together. Allow time throughout the lesson to pause and allow your students to react or express anything that it surfaces for them.

In future lessons, they will learn about the root causes of homelessness and how each one of us can do something to help people in our communities who are living without a stable home.

UNIT 1: Everyone Deserves a Home

Procedure (cont'd)

1. Ask your students to write down what it means to experience homelessness on a sheet of paper and then divide them into groups of 3-4 students.
 - a. Have your students read aloud to their groups what they wrote down.
 - b. Now have the groups brainstorm all the places they have seen someone sleeping other than a home and write those answers down.
 - c. Ask your students whether these are all similar types of places, or whether some are better than others. The idea here is to get them to arrive at their own conclusion about whether these sleeping places all fall into the same category of homelessness. See if the students arrived on their own at the idea of unsheltered vs. sheltered homelessness then present their definitions.

Unsheltered homelessness: when someone is staying in a place where people are not meant to live, such as a car, a park bench, a sidewalk, or an abandoned building.

Sheltered homelessness: when someone is staying in a place that is inside but it isn't their home and they may not be able to stay there long- somewhere like a shelter, or a friend or relative's house.

2. Ask your students to write down their ideas of what impact sheltered or unsheltered homelessness might have on a person without a stable place to stay. You may choose to have students discuss their answers with a partner or share them aloud with the group. Some examples may include:
 - a. Worsened mental and physical health
 - b. Stress and anxiety
 - c. Difficulty accessing essentials like food, laundry services, healthcare, and bathrooms/showers
 - d. Feeling unsafe, having trouble sleeping
 - e. Feeling like people might be judging them
 - f. Having trouble getting a job, signing up for school, registering to vote, or receiving mail without a permanent address
 - g. Difficulty storing personal belongings
 - h. Trouble doing homework without stable internet access or electricity

UNIT 1: Compassion Fatigue & the Stigma of Homelessness

Procedure (cont'd)

3. Tell your students that all of these reasons (and more!) make it very difficult for people of any age to experience homelessness, and the majority of the time, when someone has to live outside or in a shelter it's because they don't have another choice. Share with your students that over the next few lessons you'll all learn together about what causes this problem (as well as how each one of us can help and advocate for people experiencing homelessness in very real ways). But first, you'll learn more about who is impacted by the homelessness crisis in Los Angeles County and across the United States, as well as how we respond to those people.
4. Distribute or display the Impact Statistics Graphics Sheet included in this lesson and ask your students to take a look at the graphics and share their observations. You can also have them discuss in groups.
5. Ask your student groups to write down 2-3 pieces of information they are able to pull from the data and 3 observations or questions that these pieces of information bring to mind, have them share out at least one of these.
6. Ask your student groups how they feel when they see or hear about people experiencing homelessness? What are the words or phrases that come to mind? It may be helpful to create a list or word web on the board as students respond.
7. Hang up FOUR pieces of giant paper around the room. They will have the following titles:
 - HOMELESSNESS DEFINITIONS
 - PLACES PEOPLE SLEEP THAT AREN'T A HOME
 - OBSERVATIONS FROM IMPACT STATISTICS
 - REACTIONS TO HOMELESSNESS (words or phrases that come to mind when students see/hear people experiencing homelessness)

Have your groups each select a member. Have that member go around to each of these sheets of paper and copy down what their groups had written throughout the class. Once everyone has finished writing, have the groups walk around the classroom and read what the other groups have written down. Take a moment to reflect with the class.

UNIT 1: Compassion Fatigue & the Stigma of Homelessness

Procedure (cont'd)

8. Ask your students to think about a time they've experienced or read about a natural disaster or crisis such as a fire or a flood. What thoughts and emotions did they have? Did they want to help? Did they see other people pitching in to help those impacted? Write or display the following prompt and give your students time to think about, write, and/or discuss their answers with each other:

When a crisis or natural disaster like a fire or flood causes someone to lose their home, the public response tends to be swift and decided. People pitch in to raise money, collect food and supplies, and provide support however they can—even if they don't live close by or know the people affected.

The housing and homelessness crisis puts thousands of people out on the streets of L.A. County each year, and yet the public response tends to be very different. Whether people lose their home because of a fire, emergency medical bills, a lost job, or a rent increase, it's always a crisis. Why do you think we treat these situations differently?

9. Ask students to share out their answers or use them to kick off the discussion in the next lesson.

Supplementary Materials

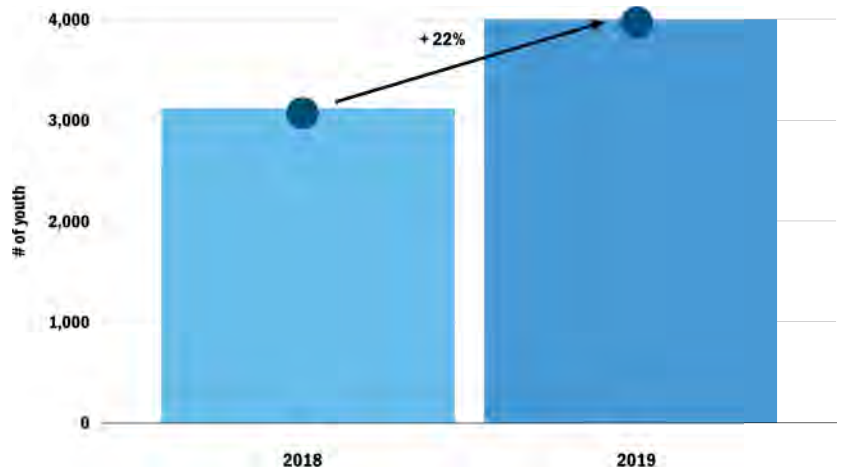
- Impact Statistics Graphics sheets

Sources

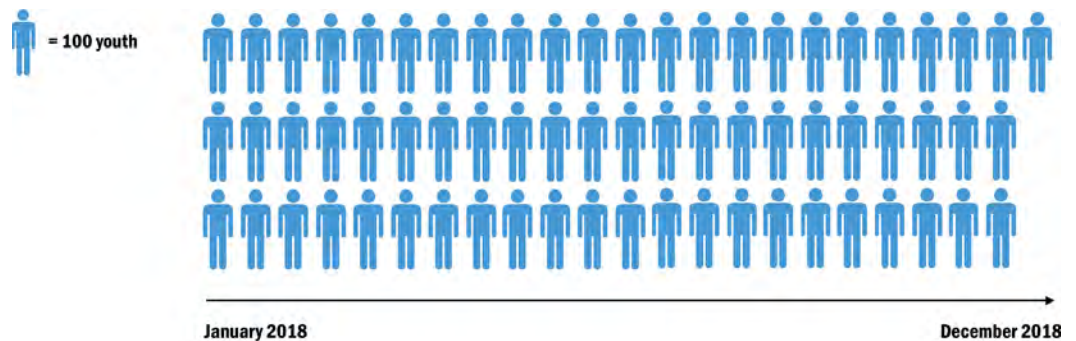
- [National Alliance to End Homelessness](#)
- [National Center for Homeless Education](#)
- [Young Homeless People Are Struggling to Stay Safe During the Pandemic](#), Teen Vogue
- [Youth Count 2019 CoC Data Summary](#), Los Angeles Homeless Services Authority
- [Youth Homelessness](#), My Friend's Place

UNIT 1: Statistics

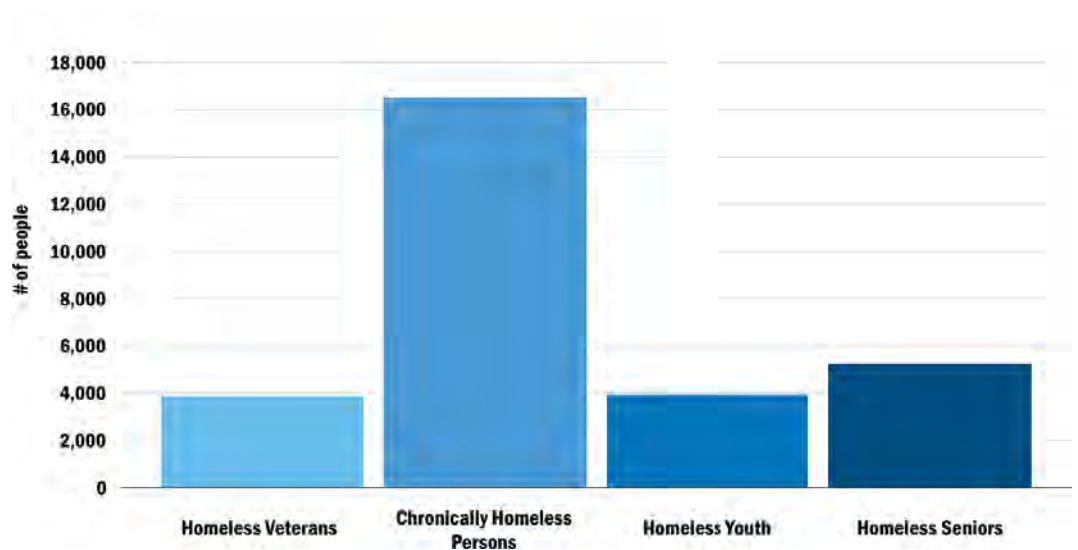
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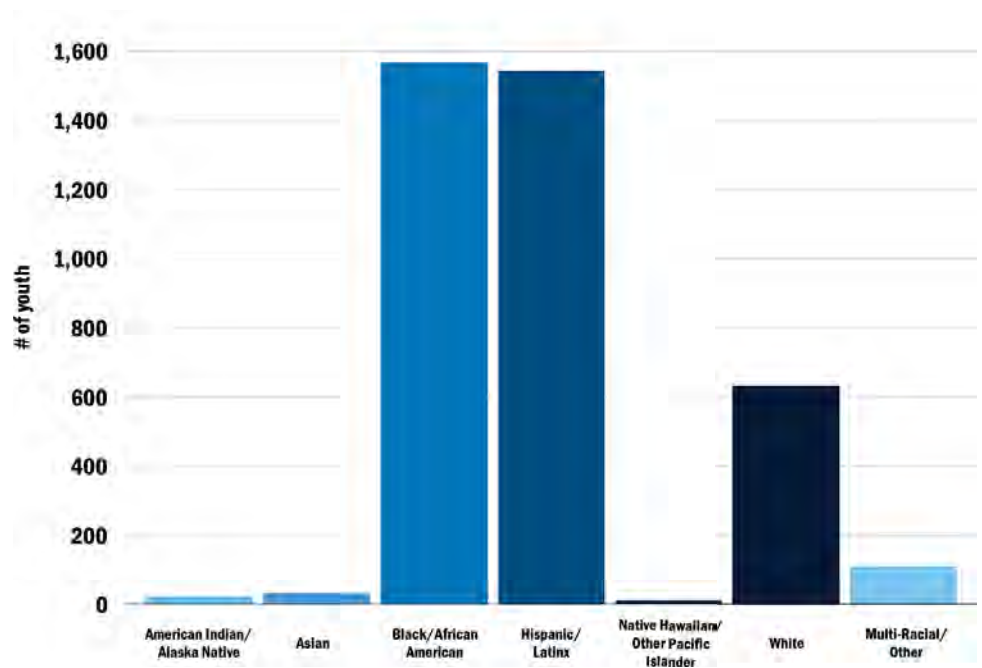


UNIT 1: Statistics

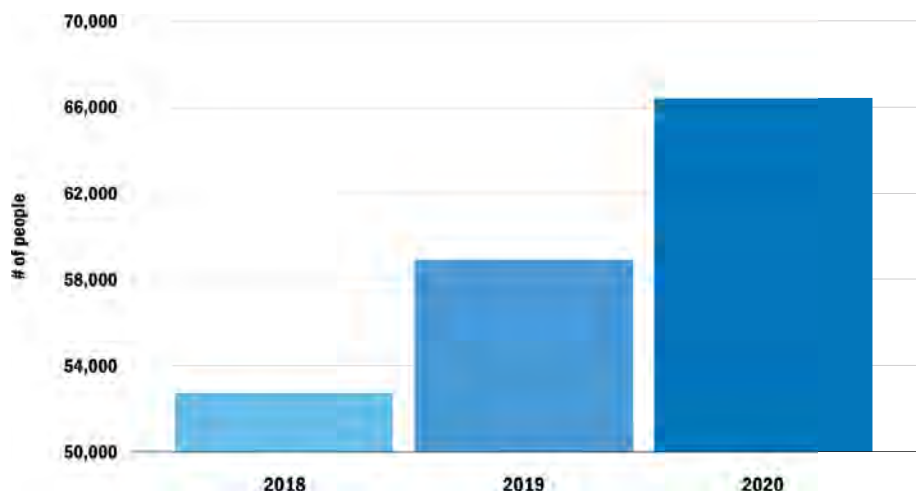
Number of Youth Experiencing Homelessness (2020)



Youth Experiencing Homelessness by Race (2019)

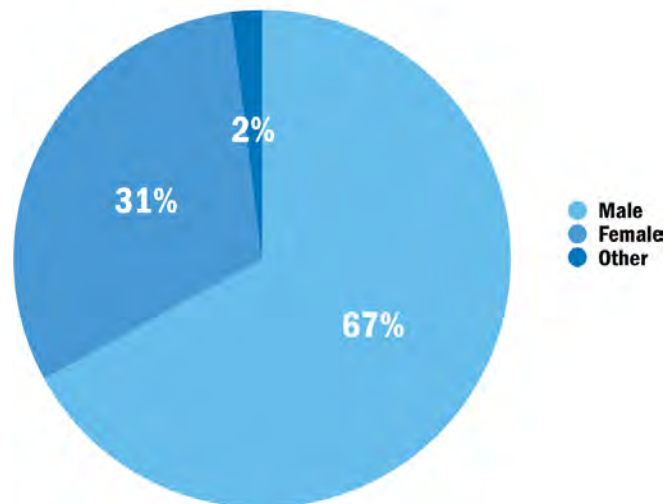


People Experiencing Homelessness by Year

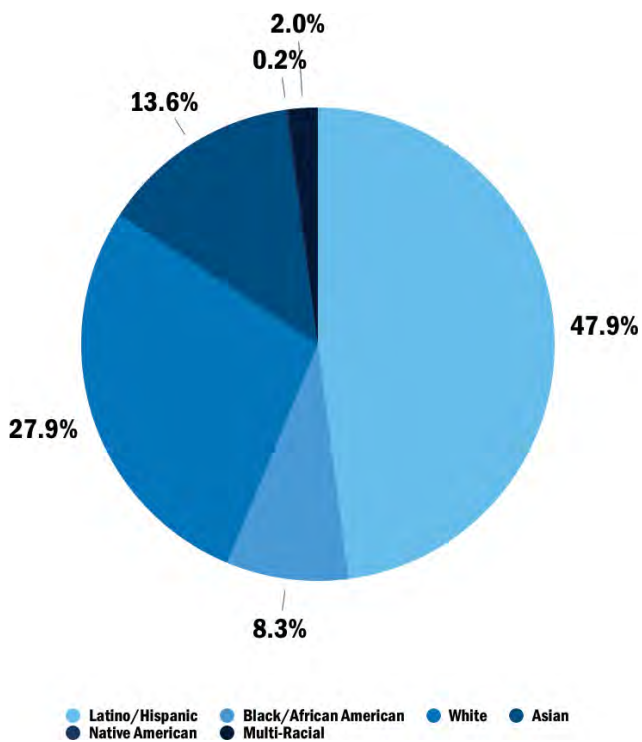


UNIT 1: Statistics

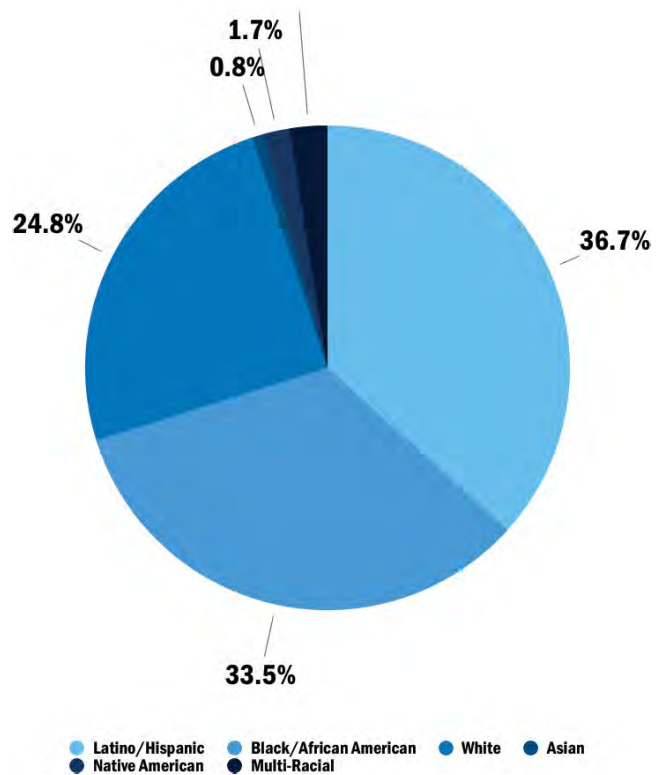
Population in L.A. County Experiencing Homelessness by Gender



Male Population in L.A. County Experiencing Homelessness by Race



Female Population in L.A. County Experiencing Homelessness by Race





UNIT 2

What Causes Homelessness?

Who is currently experiencing homelessness?
What are the root causes of homelessness?
Who or what is responsible for homelessness?

Elementary School

UNIT 2: Living Outside of a Home

Essential Questions

1. Who is currently experiencing homelessness?
2. What are the causes of homelessness?
3. What are the reasons that people experience homelessness?

Overview

- Students will explore the reasons that people experience homelessness and the way we think about those people, building an understanding that homelessness can happen to anyone and does not change or define who you are as a person.
-

Materials

Teachers:

- One-Pager: Why is it important to talk to your child about homelessness?
- Illustrated Statistics Cards

Students:

- Blank paper
- Crayons, colored pencils, or other coloring supplies

Prep

Read through procedure to determine which of the provided materials will be most helpful in framing the lesson based on the needs of your student group, making sure to be sensitive to any of your students who have or are experiencing homelessness.

Watch the linked videos to ensure that the stories presented are appropriate for the ages and needs of your students.

UNIT 2: Living Outside of a Home

Procedure

There are a lot of reasons why people experience homelessness. Most of the time, a person experiences homelessness because they do not have enough money to pay for a home. They might work very hard every day of the week and still not have the money to pay for a place for them to live. Some people have families to take care of and that can cost a lot of money. Some people have a disability so they can't take care of themselves or work and make money. Today we're going to talk about the reasons that people experience homelessness and sometimes have to live in a place that isn't a home.

1. Show your students the video about [Yvette \("Big Mama"\)](#)
2. Ask students to share what they noticed about the video. Some examples may include:
 - a. She is friendly and kind
 - b. She's happy even though she had some hard things happen to her
 - c. Living outside sounds hard and even dangerous
 - d. Big Mama made a good life for herself even though some hard things happened
3. Explain to your students that you'll be learning about some of the reasons that people who used to have a house might have to live outside or in one of the other places that you talked about last lesson:
 - a. In a tent
 - b. On a park bench
 - c. In an alley
 - d. In a car
 - e. On a friend's couch
 - f. In a shelter
4. Ask students to share out some reasons they think people experience homelessness and write them on the board, you can use the one-pager for some help with framing. Some answers may come from students' own experience or from things that they have heard other people say. The list may include:
 - a. Housing is very expensive, their rent may have gone up or they may have been unable to find a home they could afford
 - b. They have an illness or an injury that means they can't work or earn money
 - c. They have a mental health condition and aren't getting the treatment they need
 - d. They have to leave their home because it wasn't a safe place to stay
 - e. They lost their job
 - f. Someone in their family had a medical emergency that they had to pay for and they couldn't afford to pay rent

UNIT 2: Living Outside of a Home

Procedure (cont'd)

5. Use the Illustrated Statistics Cards included in this lesson to help your students visualize some of the reasons people might experience homelessness:

Wages haven't kept pace with rising rent. Someone renting an apartment in Los Angeles and earning minimum wage (\$13.25/hour) would need to work 79 hours a week to afford rent on a 1-bedroom apartment. That would be like having a 16 hour school day five days a week.

40% of Americans are one paycheck away from homelessness. Imagine being in a school with 100 people and 40 students were one report card away from being kicked out of school.

6. Ask students to think about whether any of the things listed during step 4 have happened to them or someone they know. If one of those things happened to a friend and that friend lost their house and had to live somewhere else for awhile, does that change anything about that person?
 - Guide discussion among your students so that they begin to understand that anyone can experience homelessness, and that does not make them a bad person. In fact, it isn't even the most important thing about that person. That's why we say someone "experiences homelessness" rather than calling someone a "homeless person". The one-pager can help guide framing here as well.
 - Let your students know that even when someone has a mental health condition that causes them to live outside, that person deserves to have a home just as much as anyone else. You can use the example of someone having a broken leg and needing treatment—no one would think that person is bad for having a broken leg, instead they would help that person. The same is true when someone needs a doctor for a mental illness— that person deserves to get the medical care they need and for people to treat them with compassion just like the person with the broken leg. Sometimes people don't get the care they need for their mental illness and that is why they live outside. In the next lesson we'll talk about the workers that are helping bring care to people experiencing homelessness and about what each of us can do to help.
7. Pass out drawing supplies and paper to your students and ask them to draw one of the reasons that people experience homelessness. Have students share out what they drew afterward and consider displaying the drawings around the classroom as a visual reminder and discussion starter.

UNIT 2: Living Outside of a Home

Supplementary Materials

- Illustrated Statistics Cards
What are the reasons that people experience homelessness?
 - Wages haven't kept pace with rising rent. Someone renting an apartment in Los Angeles and earning minimum wage (\$13.25/hour) would need to work 79 hours a week to afford rent on a 1-bedroom apartment. That would be like having a 16 hour school day five days a week.
 - 40% of Americans are one paycheck away from homelessness. Imagine being in a school with 100 people and 40 students were one report card away from being kicked out of school.
- Videos:
 - a. [Yvette](#) (Everyone In)
 - b. [Meet Angelica](#) (Everyone In)
 - c. [Zondre's Story](#) (Everyone In)

Sources

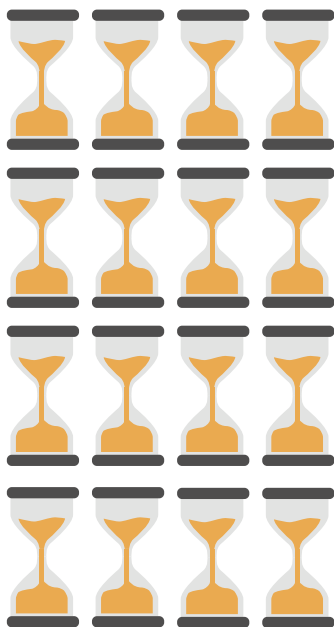
- [Millions of Americans are one missed paycheck away from poverty report says](#) (Forbes)
- [2019 Greater Los Angeles Homeless Count](#) (Los Angeles Homeless Services Authority)

Wages haven't kept pace with rising rent.

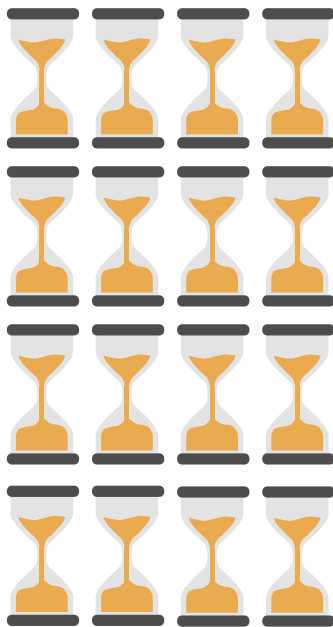
Someone renting an apartment in Los Angeles and earning minimum wage (\$13.25/hour) would need to work 79 hours a week to afford rent on a 1-bedroom apartment.

That would be like having a 16 hour school day five days a week.

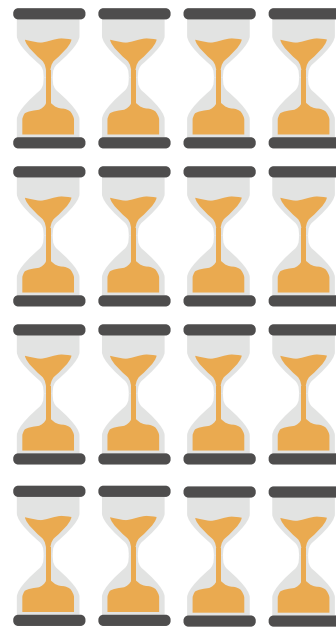
MONDAY



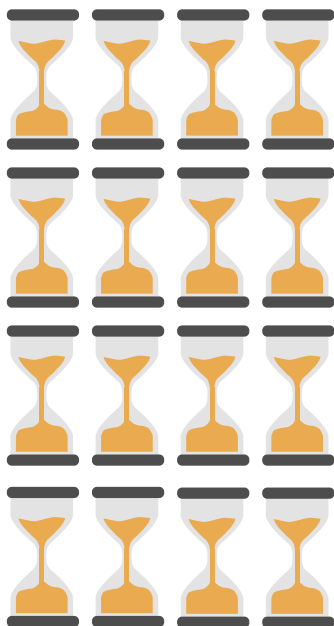
TUESDAY



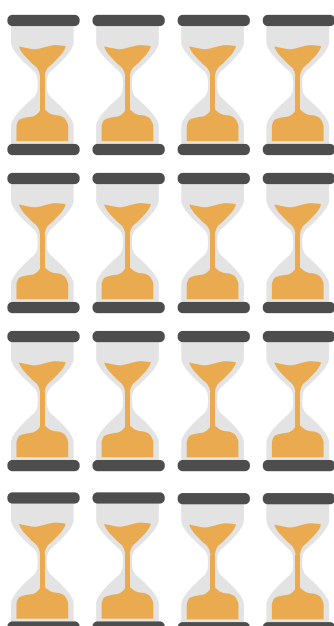
WEDNESDAY



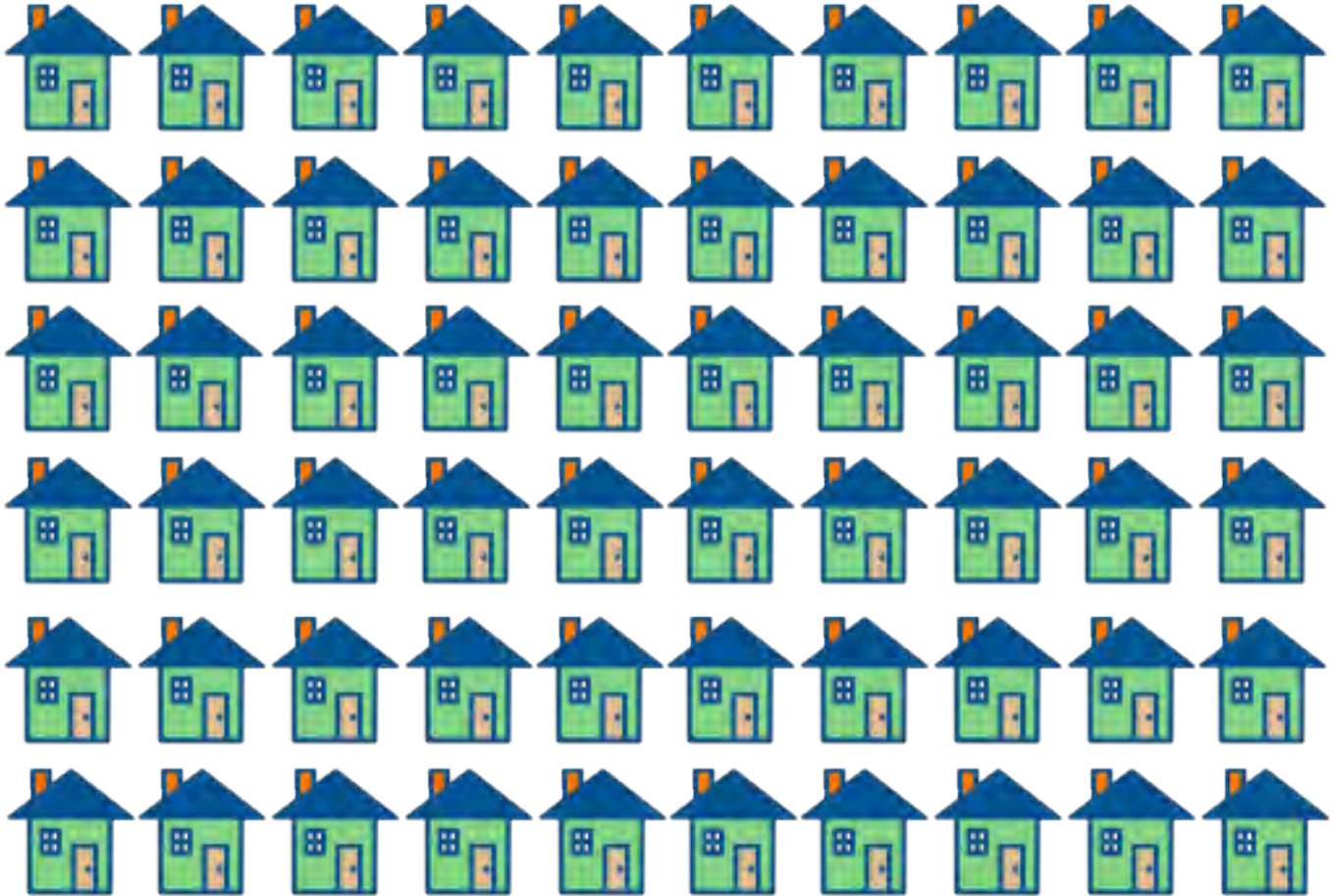
THURSDAY



FRIDAY



40% (40 out of 100) of Americans are one paycheck away from homelessness.



Middle School

UNIT 2: Perception & Reality

Essential Questions

1. Who is currently experiencing homelessness?
2. What are the root causes of homelessness?
3. Who or what is responsible for homelessness?

Overview

- Students will explore the reasons that people experience homelessness and the way we think about those people, building an understanding that homelessness can happen to anyone and does not define who you are as a person.
 - Students will also begin to build an understanding of the programs and services that can help people exit homelessness.
-

Materials

- Six-sided dice (10)
- Printed activity worksheets for each student (Resident, Service Provider, or Life Event)
- Impact Statistics Graphic Sets (printed or projected)
- Video: [Meet Angelica](#), Everyone In
- Activity Definitions sheet (printed or projected)

Prep

Read through the lesson to ensure you understand the rules of the activity and have determined how you will divide students into Residents, Service Providers, and Life Events and where the Service Provider and Life Event stations will be in the classroom.

Print out a double-sided worksheet for each student and either print Impact Statistics Graphic Sets and Activity Definitions sheet or plan to project them where all students can see and analyze them as needed during the lesson.

There are additional videos in the “Supplementary Materials” section at the bottom of this lesson that can be used for discussion at the beginning or end of the lesson.

UNIT 2: Perception & Reality

Procedure

1. Distribute or project Impact Statistics Graphic Sets for students. Give them time to analyze the data and write down 5 observations or questions that they have about it. This will provide an introduction to some key stats about homelessness in L.A. County as well as valuable practice interpreting and analyzing data. You may need to start the lesson with a quick refresher on the basic types and components of charts.
2. Give students a chance to share out some of their observations and questions or discuss them with a partner. The impact statistics that they will be analyzing are listed below:

What are the root causes of homelessness?

- a. Out of the 3,306,109 households in L.A. 555,105 are severely **rent-burdened**.
- b. 720,000 L.A. households spend more than 50% of their household income on rent
- c. Out of the 58,936 people experiencing homelessness in L.A. County in 2019
 - 53% report economic hardship as the leading cause
 - 29% report serious mental illness as a leading cause
 - 5% are actively fleeing domestic violence
- d. Out of the people newly experiencing homelessness in 2020 in L.A. County.
 - 59% cite economic hardship as the main cause
 - 39% cite a weakened social network as the main cause
 - 24% cite a disabling health condition as the main cause
 - 11% cite system discharge as the main cause
 - 8% cite violence as the main cause
- e. L.A. needs 516,946 new affordable housing units to meet the needs of low-income renters. We've built 8,874 so far.
- f. 35% of unsheltered adults 18+ have a history of domestic, intimate partner, and other sexual violence. 60% of unsheltered transgender people have experienced domestic violence.
- g. Out of the 58,936 people experiencing Homelessness in 2019 in L.A. County 92% report a fragile social network as one of the main reasons for their homelessness.
- h. Average rent in the city of Los Angeles has ballooned to \$2,527, a whopping 65% increase since 2010. L.A.'s median household income has only grown by 36%.
- i. Wages haven't kept pace with rising rent. An L.A renter earning minimum wage (\$13.25/hr) would need to work 79 hours a week to afford rent on a 1-bedroom apartment.
- j. 40% of Americans are one paycheck away from homelessness.

UNIT 2: Perception & Reality

Procedure (cont'd)

3. Show your students [Angelica's](#) story, allow students to share any reflections or parallels between the data they analyzed and what Angelica shared about her reasons for experiencing homelessness and housing insecurity.
4. After familiarizing themselves with some of the reasons people experience homelessness in L.A. County, students will complete an interactive activity that will illustrate both factors leading to homelessness and the services that help people regain stable housing. See **Activity Instructions** at end of the unit.
5. After completing at least one round of the activity and answering the discussion questions, allow students time to share out their answers with the class or a partner.

Discussion Questions: Residents

1. *What are 3 changes you noticed between your situation at the beginning of the activity and your situation after visiting all of the Service Provider and Life Event stations? (these could be changes in housing situation, finances, health, employment, etc.)*
2. *What are 3 services or programs that positively impacted your ability to get or maintain stable housing?*
3. *What are 3 life events or circumstances (including things listed in your initial situation) that positively or negatively impacted your ability to maintain stable housing?*
4. *For services and programs that help people keep their housing or exit homelessness, what are 3 barriers that you think might prevent those services and programs from reaching more people in L.A. County?*

Discussion Questions: Service Providers and Life Events

1. *What are 3 services or life events/circumstances that positively impacted Residents' ability to get or maintain stable housing?*
2. *What are 3 life events or circumstances that negatively impacted Residents' ability to maintain stable housing?*
3. *For services and programs that help people keep their housing or exit homelessness, what are 3 barriers that you think might prevent those services and programs from reaching more people in L.A. County?*

UNIT 2: Perception & Reality

Procedure (cont'd)

6. Ask students to share out their answers to the final question (it is the same for all students) and write their answers on the board. Some answers might include:
 - a. Not enough funding
 - b. Not enough supportive and affordable housing available
 - c. Not enough community support to build supportive and affordable housing in certain neighborhoods of L.A.
 - d. People don't want the help (this is almost never the case)
 - e. People living outside don't know about the services available to them
 - f. People living outside may have pets that are their family and certain immediate housing facilities do not allow pets
 - g. People need certain types of support (mental health care, physical health care, counseling) before they are ready to move into stable housing
 7. Tell your students that in the next lesson they'll be learning about real people working to end homelessness throughout L.A. County, why they are motivated to do that work, the impact they are making, and how each one of your students can do something to help people experiencing homelessness as well.
-

Supplementary Materials

- Videos:
 - a. [Yvette](#) (Everyone In)
 - b. [Zondre's Story](#) (Everyone In)

Sources

- [Youth Homelessness](#) (My Friend's Place)
- [L.A. rent rose 65% in the last decade](#) (Los Angeles Times)
- [State of Homelessness: 2020 Edition](#) (National Alliance to End Homelessness)
- [Millions of Americans are one missed paycheck away from poverty report says](#) (Forbes)
- [2019 Greater Los Angeles Homeless Count](#) (Los Angeles Homeless Services Authority)

UNIT 2: Statistics

Households in L.A. County



Key:

 = 100,000 households

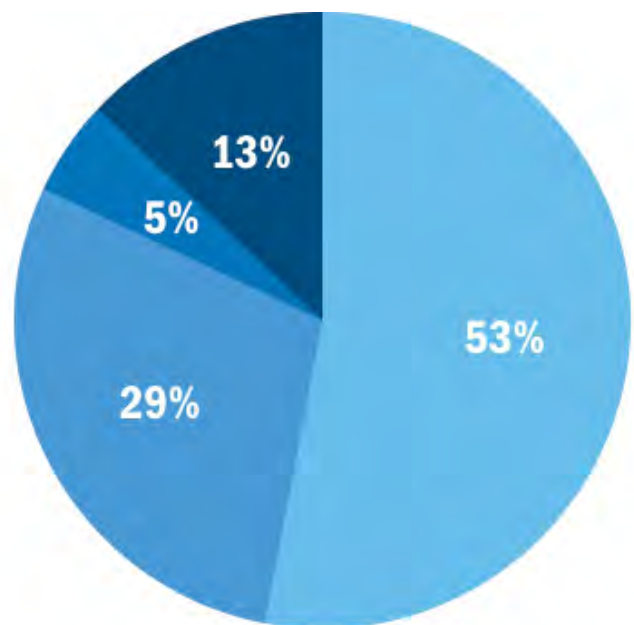
 = Rent-burdened

720,000 L.A. households spend more than 50% of their household income on rent



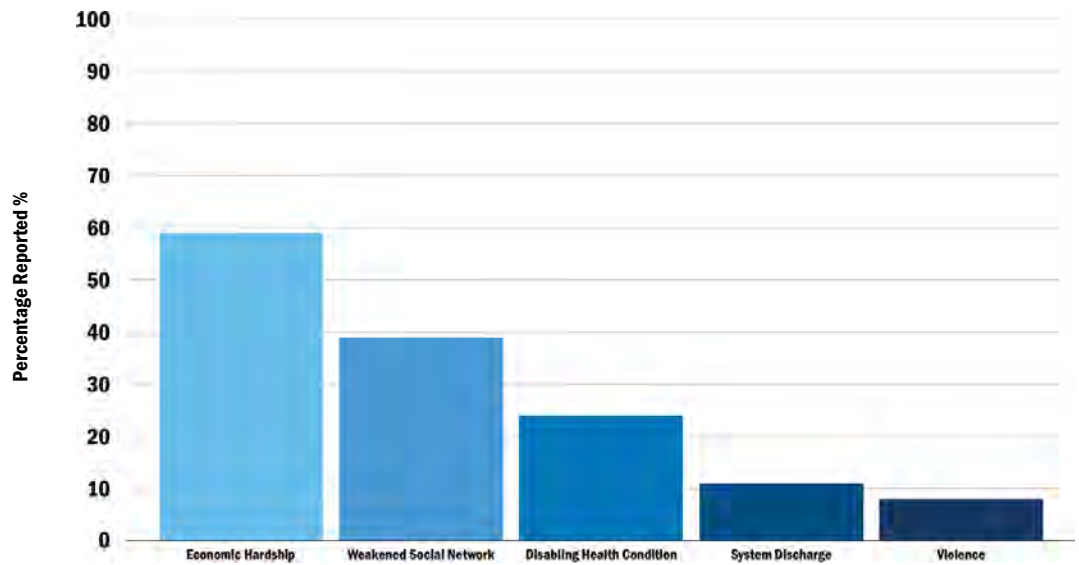
Reported Leading Causes of Homelessness (2019)

 Economic hardship
 Fleeing domestic violence
 Serious mental illness
 Other

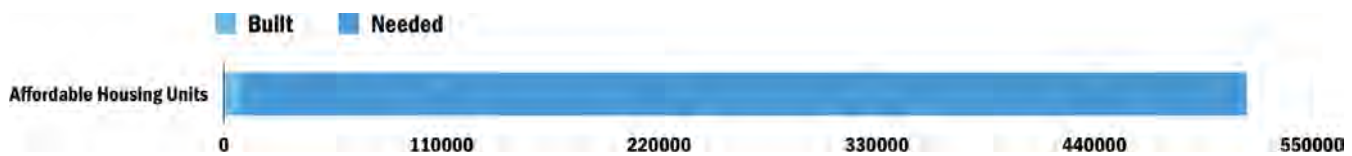


UNIT 2: Statistics

Main Causes of People Newly Experiencing Homelessness (2020)



Affordable housing units to meet the needs of low-income renters

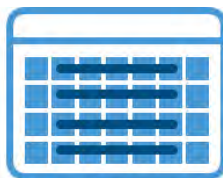


Wages haven't kept pace with rising rent.



\$13.25/hour

x



79 hours/week

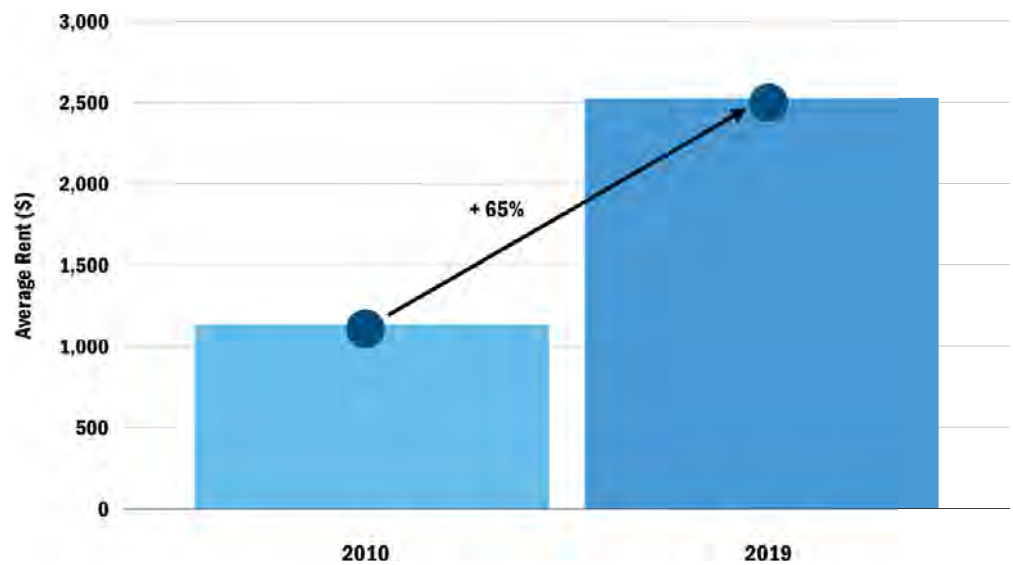
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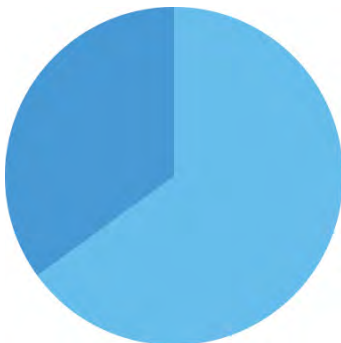
1 bedroom apartment

UNIT 2: Statistics

Average Rent in the City of Los Angeles

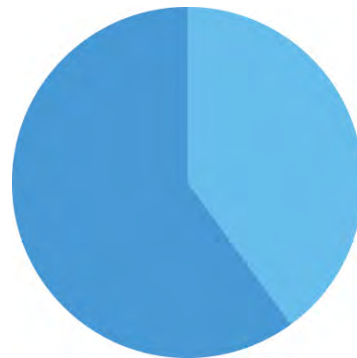


Unsheltered Adults



Have a history of domestic, intimate partner, & other sexual violence

Transgender People



Have experienced domestic violence

Percentage of Americans who are one paycheck away from homelessness.



UNIT 2: Perception & Reality

Activity Instructions

In this activity, you'll learn about a few of the hardships and services that can impact the lives of people who are living outside or are at risk of experiencing homelessness. Some students will navigate the activity as residents, visiting other students who are acting as service providers or life events, illustrating how easy it can be to experience homelessness and what services and life events impact a person's ability to stay housed or regain housing after losing it. Make sure to display the **Activity Definitions** page so students can see it.

Role Selection

- Divide students up into three roughly equal groups- residents, service providers, and life events. Those participating as service providers and life events will be stationed around the room, while residents will move around the classroom to complete the activity.
- Each student will get a worksheet based on which group they are in, and each service provider and life event will also receive a 6-sided die.

Activity Procedure

- This activity will be more powerful if students can see it through the lens of story, so once roles are assigned and before you begin, ask your students to write one page answering these questions given their role:
 - RESIDENTS - What are the specific circumstances that lead up to you becoming housing vulnerable or homeless? Include things like work, life changes, family dynamics, events, etc.
 - SERVICE PROVIDERS - Pretend that you are an adult, and have chosen the job to which you have been assigned. What are the specifics that led to you choosing this job? This could include things like past experiences with homelessness, why you chose a certain degree path in school, the prospect of job stability, wanting to make a difference, etc.
 - LIFE EVENT - For each of the six (6) possible 'life events', create a short narrative that caused the event, as follows:

UNIT 2: Perception & Reality

Activity Instructions (cont'd)

- i. Roll 1- Work is having to downsize. What has happened to create the need for work to downsize?
 - ii. Roll 2- Your child/sibling gets sick. What kind of sickness does the child have? Is it a cold? Is it the flu? Is it something more serious?
 - iii. Roll 3- Prestigious extracurricular program. What is the program, and what kinds of materials will the child need? Is there a due date for getting prepared for the program?
 - iv. Roll 4- Raised rent/Parking ticket (unfair extra expense)- Raised rent- What are the circumstances that led to the raised rent? What justification does the landlord give? Ticket- What was the parking offense?
 - v. Roll 5- Wage raise! What is the reason for the raise?
 - vi. Roll 6- Inside scoop on rent controlled apartment. How did they hear about the inside scoop? A friend? A service provider? Is there competition for the apartment?
- The object of the activity is for each resident to visit service provider and life event stations, rolling a die at each station to determine how their situation will change.
 - Begin by having residents read through the situation section at the top of their worksheet, and having the students act as service providers and life events familiarize themselves with the keys they will use to let residents know the result of each die roll when their stations are visited.
 - Let students know that once the timer begins, residents will have 15-20 minutes to visit each station, rolling a die each time and marking down the changes to their situation based on a service provider or a life event. They should follow the sequence of life events and service providers on their worksheet, but are free to choose which life event or service provider they go to in which order.
 - Once residents have visited all stations, students can return to their seats and complete the discussion questions on the back of their worksheets.
 - Once all students have had some time to complete the discussion questions, you will discuss them as a class.
 - Optional Extension: in order to give each student the chance to be a resident, you can swap out rolls and complete the activity a second time.

UNIT 2: Perception & Reality

Activity Instructions (cont'd)

Residents

- Each student designated as a resident during this activity will receive a worksheet detailing their situation at the top—things outlined will include costs, expenses, housing set-up and other things that could influence their ability to maintain their housing status. Some students will receive a situation indicating that they are experiencing homelessness and why.

Service Providers and Life Events

- The object of the activity is for each resident to visit service provider and life event stations. The services presented by service providers in this activity will represent actual services that are helping to end homelessness in L.A. County.
- The life events that students will roll the die for at the life event stations will be normal life events that can happen to anyone, things that can cause someone to lose their home or be put at risk of losing their home.
- Service Provider roles:
 - a. Supportive Housing Navigator
 - b. Affordable Housing Navigator
 - c. Employment Navigators
 - d. Outreach Worker
 - e. Community Homeless Service Provider

UNIT 2: Perception & Reality

Activity Definitions

Resident: Experiencing homelessness - A person experiences homelessness when they are lacking proper housing and therefore live in a place not meant for human habitation (e.g. tents, cars, parks), in emergency shelter, or in transitional housing.

Resident: Housing vulnerable - A person who spends enough of their income on rent each month to be at risk of losing their housing.

Service Provider: Supportive Housing Navigator - Supportive housing combines affordable housing with on-site services such as mental health treatment, substance abuse counseling, job training, and support groups. Supportive housing can be permanent and is designed to help the most vulnerable people in a community. Supportive housing has great success as a long term solution to homelessness.

Service Provider: Affordable Housing Navigator - Affordable housing units rent for less than the market rate and are reserved for people who earn less than the average income. Around $\frac{1}{4}$ of their tenants need long term assistance, while $\frac{3}{4}$ of the tenants only need affordable housing for a short term. Rent stabilized housing or rent controlled housing is one form of affordable housing in which the amount your rent can be raised each year is limited. Affordable housing is often reserved for households that make less than 80% of the median income for the area.

Service Provider: Employment Navigator - Employment Navigators work with local employers to help place people experiencing homelessness in suitable jobs. They can also help put people in touch with training services and nonprofits, and support them as they become more financially stable.

Service Provider: Outreach Worker - Outreach workers help provide basic services to those experiencing homelessness or those who are housing vulnerable. Outreach workers go to their clients and seek out people who they can assist. They also put clients into contact with more comprehensive services.

Service Provider: Community Homeless Service Provider - Community Homeless Service Providers can be many things: A food bank, A free laundry or health service, legal aid, and so many other things. This station represents the organizations that exist to support the community of people living on the street.

Life Events - Life is full of ups and downs no matter your circumstances but for people who are homeless or housing vulnerable small events can impact them in big ways.

Name _____

Date _____

Resident: Experiencing homelessness

- You have a part-time minimum wage job.
- You are sleeping in your car.
- You are looking after your younger sibling.
- You and your sibling fled an abusive household.

Stations

Visit stations in any order based on categories listed, write the same of each station as you visit as well as the number you roll and the result of the roll (given to you by the classmate at that station).

☐ **Service Provider:** _____ Number rolled: _____

Outcome: _____

☐ **Service Provider:** _____ Number rolled: _____

Outcome: _____

☐ **Life Event:** _____ Number rolled: _____

Outcome: _____

☐ **Service Provider:** _____ Number rolled: _____

Outcome: _____

☐ **Life Event:** _____ Number rolled: _____

Outcome: _____

☐ **Life Event:** _____ Number rolled: _____

Outcome: _____

☐ **Service Provider:** _____ Number rolled: _____

Outcome: _____

☐ **Life Event:** _____ Number rolled: _____

Outcome: _____

☐ **Life Event:** _____ Number rolled: _____

Outcome: _____

Discussion Questions

- What are 3 changes you noticed between your situation at the beginning of the activity and your situation after visiting all of the Service Provider and Live Event stations? (these could be changes in housing situation, finances, health, employment, etc.)

- _____
- _____
- _____

- What are 3 services or programs that positively impacted your ability to get or maintain stable housing?

- _____
- _____
- _____

- What are 3 life events or circumstances (including things listed in your initial situation) that **positively or negatively** impacted your ability to maintain stable housing?

- _____
- _____
- _____

- For services and programs that help people keep their housing or exit homelessness, what are 3 barriers that you think might prevent those services and programs from reaching more people in L.A. County?

- _____
- _____
- _____

Name _____

Date _____

Resident: Housing vulnerable

- You have a full-time minimum wage job.
- You spend 90% of your income on rent.
- You don't own a car.
- You have 1 child.

Stations

Visit stations in any order based on categories listed, write the same of each station as you visit as well as the number you roll and the result of the roll (given to you by the classmate at that station).

☐ **Service Provider:** _____ Number rolled: _____

Outcome: _____

☐ **Service Provider:** _____ Number rolled: _____

Outcome: _____

☐ **Life Event:** _____ Number rolled: _____

Outcome: _____

☐ **Service Provider:** _____ Number rolled: _____

Outcome: _____

☐ **Life Event:** _____ Number rolled: _____

Outcome: _____

☐ **Life Event:** _____ Number rolled: _____

Outcome: _____

☐ **Service Provider:** _____ Number rolled: _____

Outcome: _____

☐ **Life Event:** _____ Number rolled: _____

Outcome: _____

☐ **Life Event:** _____ Number rolled: _____

Outcome: _____

Discussion Questions

- What are 3 changes you noticed between your situation at the beginning of the activity and your situation after visiting all of the Service Provider and Live Event stations? (these could be changes in housing situation, finances, health, employment, etc.)

- _____
- _____
- _____

- What are 3 services or programs that positively impacted your ability to get or maintain stable housing?

- _____
- _____
- _____

- What are 3 life events or circumstances (including things listed in your initial situation) that **positively or negatively** impacted your ability to maintain stable housing?

- _____
- _____
- _____

- For services and programs that help people keep their housing or exit homelessness, what are 3 barriers that you think might prevent those services and programs from reaching more people in L.A. County?

- _____
- _____
- _____

Service Provider: Supportive Housing Navigator

Explanation of Service	
<p><i>Supportive housing combines affordable housing with on-site services such as mental health treatment, substance abuse counseling, job training, and support groups. Supportive housing can be permanent and is designed to help the most vulnerable people in a community. Supportive housing has great success as a long term solution to homelessness.</i></p>	
Key	
<p>Situation: Housing vulnerable</p> <p>Resident rolls a 6 sided die.</p> <p>1 - Supportive housing is underfunded in your community and there isn't an open room.</p> <p>2 - Your service provider needs to go over your file again. You won't be getting the apartment today.</p> <p>3 - A room will be opening up in a month's time. Good thing because your current landlord just raised the rent and you wouldn't have been able to afford it.</p> <p>4 - A room is available! It's perfect timing. The onsite childcare means that you'll be able to feel secure about your child while you are at work.</p> <p>5 - A room is available! You have a job but have panic attacks and your boss is concerned. The onsite mental health care provider will help give you the tools to manage your panic attacks. Your boss will be very happy and so will you.</p> <p>6 - A room is available! You use the services provided to get trained and are placed in a job that pays much better. Not only has your life turned around but the life of your family</p>	<p>Situation: Experiencing homelessness</p> <p>Resident rolls a 6 sided die.</p> <p>1 - Supportive housing is underfunded in your community and there isn't an open room.</p> <p>2 - Your service provider needs to go over your file again. You won't be getting the apartment today.</p> <p>3 - A room will be opening up in a month's time. Good thing because your current landlord just raised the rent and you wouldn't have been able to afford it.</p> <p>4 - A room is available! It's perfect timing. The onsite childcare means that you'll be able to feel secure about your child while you are at work.</p> <p>5 - A room is available! You have a job but have panic attacks and your boss is concerned. The onsite mental health care provider will help give you the tools to manage your panic attacks. Your boss will be very happy and so will you.</p> <p>6 - A room is available! You use the services provided to get trained and are placed in a job that pays much better. Not only has your life turned around but the life of your family</p>

Discussion Questions

- What are 3 services or life events/circumstances that positively impacted Residents' ability to get or maintain stable housing?

- _____
- _____
- _____

- What are 3 life events or circumstances that negatively impacted Residents' ability to maintain stable housing?

- _____
- _____
- _____

- For services and programs that help people keep their housing or exit homelessness, what are 3 barriers that you think might prevent those services and programs from reaching more people in L.A. County?

- _____
- _____
- _____

Service Provider: Employment Navigator

Explanation of Service	
<p><i>Employment Navigators work with local employers to help place people experiencing homelessness in suitable jobs. They can also help put people in touch with training services and nonprofits, and support them as they become more financially stable.</i></p>	
Key	
<p>Situation: Housing vulnerable</p> <p>Resident rolls a 6 sided die.</p> <p>1 - Employment Services are underfunded. There isn't a navigator in your area.</p> <p>2- There isn't enough support from local businesses and nonprofits in your area. The navigator informs you that there isn't a job opening right now.</p> <p>3 - Plenty of local businesses and nonprofits support the employment services in the area but rent is high in the city and a lot of people need to work multiple jobs. The navigator will need more time to place you in a job.</p> <p>4 - A local business is looking for employees but they need to be trained. Training is a month. It will be a hard month but you can find ways to make it through. You are looking forward to having a stable job even if it's minimum wage.</p> <p>5 - You found a job! You can start right away. It's a bit of a commute but you'll be able to afford rent and put food on the table.</p> <p>6 - You found a job! There is training involved but they'll pay you for the training and the navigator tells you there is room for future promotions. You feel so proud to have a job that could turn into a career.</p>	<p>Situation: Experiencing homelessness</p> <p>Resident rolls a 6 sided die.</p> <p>1 - Employment Services are underfunded. There isn't a navigator in your area.</p> <p>2- There isn't enough support from local businesses and nonprofits in your area. The navigator informs you that there isn't a job opening right now.</p> <p>3 - Plenty of local businesses and nonprofits support the employment services in the area but rent is high in the city and a lot of people need to work multiple jobs. The navigator will need more time to place you in a job.</p> <p>4 - A local business is looking for employees but they need to be trained. Training is a month. It will be a hard month but you can find ways to make it through. You are looking forward to having a stable job even if it's minimum wage.</p> <p>5 - You found a job! You can start right away. It's a bit of a commute but you'll be able to save for a place and put food on the table.</p> <p>6 - You found a job! There is training involved but they'll pay you for the training and the navigator tells you there is room for future promotions. You feel so proud to have a job that could turn into a career.</p>

Discussion Questions

- What are 3 services or life events/circumstances that positively impacted Residents' ability to get or maintain stable housing?

- _____
- _____
- _____

- What are 3 life events or circumstances that negatively impacted Residents' ability to maintain stable housing?

- _____
- _____
- _____

- For services and programs that help people keep their housing or exit homelessness, what are 3 barriers that you think might prevent those services and programs from reaching more people in L.A. County?

- _____
- _____
- _____

Service Provider: Outreach Worker

Explanation of Service	
<p><i>Outreach workers help provide basic services to those experiencing homelessness or those who are housing vulnerable. Outreach workers go to their clients and seek out people who they can assist. They also put clients into contact with more comprehensive services.</i></p>	
Key	
<p>Situation: Housing vulnerable</p> <p>Resident rolls a 6 sided die.</p> <p>1 or 2 - There aren't enough outreach workers in your community so you don't encounter one.</p> <p>3 - You meet with an outreach worker who helps provide affordable health care. This is the first time you feel cared for in a long time.</p> <p>4 - You meet with an outreach worker who identifies you as at risk of losing your home. They put you in contact with community homeless service providers. You can receive aid in the form of health care, legal aid, or a food bank.</p> <p>5 - You meet with an outreach worker who helps you get in touch with employment services. Take another trip to the employment navigator.</p> <p>6 - You meet with an outreach worker who helps you get in touch with housing services. Take another trip to the affordable housing navigator.</p>	<p>Situation: Experiencing homelessness</p> <p>Resident rolls a 6 sided die.</p> <p>1 - There aren't enough outreach workers in your community so you don't encounter one.</p> <p>2 - You meet with an outreach worker. You aren't sure of what services are out there, so the two of you get to know each other and the outreach worker gets a better idea of what kind of help you might need.</p> <p>3 - You meet with an outreach worker who helps provide affordable health care. This is the first time you feel cared for in a long time.</p> <p>4 - You meet with an outreach worker who puts you in contact with community homeless service providers. You can receive aid in the form of health care, legal aid, or a food bank.</p> <p>5 - You meet with an outreach worker who helps you get in touch with employment services. Take another trip to the employment navigator.</p> <p>6 - You meet with an outreach worker who helps you get in touch with housing services. Take another trip to the affordable housing navigator.</p>

Discussion Questions

- What are 3 services or life events/circumstances that positively impacted Residents' ability to get or maintain stable housing?

- _____
- _____
- _____

- What are 3 life events or circumstances that negatively impacted Residents' ability to maintain stable housing?

- _____
- _____
- _____

- For services and programs that help people keep their housing or exit homelessness, what are 3 barriers that you think might prevent those services and programs from reaching more people in L.A. County?

- _____
- _____
- _____

Service Provider: Community Homeless Service Provider

Explanation of Service	
<p><i>Community Homeless Service Providers can be many things: A food bank, a free laundry or health service, legal aid, and so many other things. This station represents the organizations that exist to support the community of people living on the street.</i></p>	
Key	
<p>Situation: Housing vulnerable</p> <p>Resident rolls a 6 sided die.</p> <p>1 - You are surprised by The Laundry Truck, a free laundry service that drives around low-income areas. You feel clean and hopeful. This could help you in a job interview.</p> <p>2 - You run into a representative of United Way. They help you with rental assistance.</p> <p>3 - You meet someone from Ground Game L.A.. They help provide you with legal resources.</p> <p>4 - You meet someone from Imagine L.A. They help you and your family get connected with services and provide mentors to help end family homelessness.</p> <p>5 - You find a weekly food bank that provides a meal and a few groceries to help you through the week.</p> <p>6 - You meet someone from St. Joseph Center. They bring you a food drive where you can eat and tell you about their many services, such as job training.</p>	<p>Situation: Experiencing homelessness</p> <p>Resident rolls a 6 sided die.</p> <p>1 - You are surprised by The Laundry Truck, a free laundry service that drives around low-income areas. You feel clean and hopeful. This could help you in a job interview.</p> <p>2 - You run into a representative of PATH (People Assisting The Homeless). You are given another chance to roll for the supportive housing navigator.</p> <p>3 - You meet someone from Ground Game L.A.. They help provide you with legal resources.</p> <p>4 - You meet someone from Imagine L.A. They help you and your family get connected with services and provide mentors to help end family homelessness.</p> <p>5 - You find a weekly food bank that provides a meal and a few groceries to help you through the week.</p> <p>6 - You meet someone from St. Joseph Center. They bring you a food drive where you can eat and tell you about their many services, such as job training and community support.</p>

Discussion Questions

- What are 3 services or life events/circumstances that positively impacted Residents' ability to get or maintain stable housing?

- _____
- _____
- _____

- What are 3 life events or circumstances that negatively impacted Residents' ability to maintain stable housing?

- _____
- _____
- _____

- For services and programs that help people keep their housing or exit homelessness, what are 3 barriers that you think might prevent those services and programs from reaching more people in L.A. County?

- _____
- _____
- _____

Name _____

Date _____

Life Events

Explanation	
<i>Life is full of ups and downs no matter your circumstances but for people who are homeless or housing vulnerable small events can impact them in big ways.</i>	
Key	
<p>Situation: Housing vulnerable</p> <p>Resident rolls a 6 sided die.</p> <p>1 - Your work is having to downsize. Your work hours have been cut down and so has your income. You'll need to cut costs or find another job.</p> <p>2 - Your child gets sick and you need to take them to the doctor. You'll have to miss a day of work and pay for the doctor. You are going to have to be late with rent this month.</p> <p>3 - Your child has just gotten into the prestigious extra curricular program but the materials are expensive. You are happy for them but need help paying for this opportunity.</p> <p>4 - Unless you are in supportive or affordable housing, your rent is raised but the apartment is in shambles. You need legal help to dispute this.</p> <p>5 - You get a raise at work! You've been putting in long hours and it feels like it's finally paying off.</p> <p>6 - You get the inside scoop on a rent controlled apartment opening up. You can afford it and it's close to work.</p>	<p>Situation: Experiencing homelessness</p> <p>Resident rolls a 6 sided die.</p> <p>1 - Your work is having to downsize. Your work hours have been cut down and so has your income. You'll need to cut costs or find another job.</p> <p>2 - Your sibling gets sick and you need to take them to the doctor. You'll have to miss a day of work and pay for the doctor. You are going to have to be late with rent this month.</p> <p>3 - Your sibling has just gotten into the prestigious extra curricular program but the materials are expensive. You are happy for them but need help paying for this opportunity.</p> <p>4 - You got a parking ticket but you are sure that you didn't park illegally. You need legal help to dispute this.</p> <p>5 - You get a raise at work! You've been putting in long hours and it feels like it's finally paying off.</p> <p>6 - You get the inside scoop on a rent controlled apartment opening up. You can afford it and it's close to work.</p>

Discussion Questions

- What are 3 services or life events/circumstances that positively impacted Residents' ability to get or maintain stable housing?

- _____
- _____
- _____

- What are 3 life events or circumstances that negatively impacted Residents' ability to maintain stable housing?

- _____
- _____
- _____

- For services and programs that help people keep their housing or exit homelessness, what are 3 barriers that you think might prevent those services and programs from reaching more people in L.A. County?

- _____
- _____
- _____

High School

UNIT 2: Root Cause Analysis

Essential Questions

1. Who is currently experiencing homelessness?
2. What are the root causes of homelessness?
3. Who or what is responsible for homelessness?

Overview

- Students will explore the reasons that people experience homelessness and the way we think about those people, building an understanding that homelessness can happen to anyone and does not define who you are as a person.
 - Students will also begin to build an understanding of the programs and services that can help people exit homelessness.
-

Materials

- Six-sided dice (10)
- Printed activity worksheets for each student (Resident, Service Provider, or Life Event)
- Impact Statistics Graphic Sets (printed or projected)
- Video: [Meet Angelica](#), Everyone In
- Printed copies of blog posts for students to read (or plans to distribute electronically)

Prep

Read through the lesson to ensure you understand the rules of the activity and have determined how you will divide students into Residents, Service Providers, and Life Events and where the Service Provider and Life Event stations will be in the classroom.

Print out a worksheet for each student and either print Impact Statistics Graphic Sets or plan to project them where all students can see and analyze them.

Read through blog post options in step 5 of the procedure to determine which are best for your students to read—these can be printed out for group or individual reading, assigned electronically, or even given as pre-reading or homework. There are additional blog posts and videos linked in the “Supplementary Materials” section at the bottom of this lesson that can be used for discussion at the beginning or end of the lesson.

UNIT 2: Root Cause Analysis

Procedure

1. Distribute or project Impact Statistics Graphic Sets for students. Give them time to analyze the data and write down 5 observations or questions that they have about it. This will provide an introduction to some key stats about homelessness in L.A. County as well as valuable practice interpreting and analyzing data. You may need to start the lesson with a quick refresher on the basic types and components of charts.
2. Give students a chance to share out some of their observations and questions or discuss them with a partner. The impact statistics that they will be analyzing are listed below:

What are the root causes of homelessness?

- a. Out of the 3,306,109 households in L.A. 555,105 are severely **rent-burdened**.
- b. 720,000 L.A. households spend more than 50% of their household income on rent
- c. Out of the 58,936 people experiencing homelessness in L.A. County in 2019.
 - 53% report economic hardship as the leading cause
 - 29% report serious mental illness as a leading cause
 - 5% are actively fleeing domestic violence
- d. Out of the people newly experiencing homelessness in 2020 in L.A. County.
 - 59% cite economic hardship as the main cause
 - 39% cite a weakened social network as the main cause
 - 24% cite a disabling health condition as the main cause
 - 11% cite system discharge as the main cause
 - 8% cite violence as the main cause
- e. L.A. needs 516,946 new affordable housing units to meet the needs of low-income renters. We've built 8,874 so far.
- f. 35% of unsheltered adults 18+ have a history of domestic, intimate partner, and other sexual violence. 60% of unsheltered transgender people have experienced domestic violence.
- g. Out of the 58,936 people experiencing Homelessness in 2019 in L.A. County 92% report a fragile social network as one of the main reasons for their homelessness.
- h. Average rent in the city of Los Angeles has ballooned to \$2,527, a whopping 65% increase since 2010. L.A.'s median household income has only grown by 36%.
- i. Wages haven't kept pace with rising rent. An L.A renter earning minimum wage (\$13.25/hr) would need to work 79 hours a week to afford rent on a 1-bedroom apartment.
- j. 40% of Americans are one paycheck away from homelessness.

UNIT 2: Root Cause Analysis

Procedure (cont'd)

3. Show your students [Angelica's](#) story, allow students to share any reflections or parallels between the data they analyzed and what Angelica shared about her reasons for experiencing homelessness and housing insecurity.
4. Distribute electronic or printed copies of the blog posts below to students and allow them to read in groups or individually and discuss with partners:
 - [Three Myths about Homelessness in L.A.](#), Everyone In
 - [4 reasons why we need more affordable housing in L.A. now.](#) Everyone In
 - [Our neighbors in supportive housing](#), Everyone In
5. After familiarizing themselves with some of the reasons people experience homelessness in L.A. County, students will complete an interactive activity that will illustrate both factors leading to homelessness and the services that help people regain stable housing. Make sure to display the **Activity Definitions** page so students can see it. See **Activity Instructions** at end of lesson.
6. After completing at least one round of the activity and answering the discussion questions, allow students time to share out their answers with the class or a partner.

Discussion Questions: Residents

1. *What are 3 changes you noticed between your situation at the beginning of the activity and your situation after visiting all of the Service Provider and Life Event stations? (these could be changes in housing situation, finances, health, employment, etc.)*
2. *What are 3 services or programs that positively impacted your ability to get or maintain stable housing?*
3. *What are 3 life events or circumstances (including things listed in your initial situation) that positively or negatively impacted your ability to maintain stable housing?*
4. *For services and programs that help people keep their housing or exit homelessness, what are 3 barriers that you think might prevent those services and programs from reaching more people in L.A. County?*

UNIT 2: Root Cause Analysis

Procedure (cont'd)

Discussion Questions: Service Providers and Life Events

1. *What are 3 services or life events/circumstances that positively impacted Residents' ability to get or maintain stable housing?*
 2. *What are 3 life events or circumstances that negatively impacted Residents' ability to maintain stable housing?*
 3. *For services and programs that help people keep their housing or exit homelessness, what are 3 barriers that you think might prevent those services and programs from reaching more people in L.A. County?*
7. Ask students to share out their answers to the final question (it is the same for all students) and write their answers on the board. Some answers might include:
- a. Not enough funding
 - b. Not enough supportive and affordable housing available
 - c. Not enough community support to build supportive and affordable housing in certain neighborhoods of L.A.
 - d. Restrictive policies
 - e. Blaming people experiencing homelessness and therefore not passing policies or funding measures that support homeless services
 - f. Rent increases
 - g. Destruction of affordable or rent stabilized units
 - h. Lack of financial incentives for developers and cities to build more affordable and supportive housing
 - i. NIMBYism (people who say they want more affordable and supportive housing but "Not In My Backyard")
 - j. Burdensome building requirements (such as # of required parking spaces) that make it much more difficult to build affordable and supportive housing
 - k. People don't want the help (this is almost never the case)
 - l. People living outside don't know about the services available to them
 - m. People living outside may have pets that are their family and certain immediate housing facilities do not allow pets
 - n. People need certain types of support (mental health care, physical health care, counseling) before they are ready to move into stable housing
 - o. People are struggling with substance use disorders
 - p. People might feel ashamed to ask for help
 - q. People who have been through really difficult situations might not initially trust outreach workers who offer them help and support

UNIT 2: Root Cause Analysis

Procedure (cont'd)

8. Tell your students that in the next lesson they'll be learning about real people working to end homelessness throughout L.A. County, why they are motivated to do that work, the impact they are making, and what changes to policy and funding could help expand their work. You will also discuss the ways that each one of your students can do something tangible to help people experiencing homelessness and bring an end to the housing and homelessness crisis in L.A. County.
-

Supplementary Materials

- Videos:
 - [These Streets and Everyone In](#), Luis (Everyone In)
 - [These Streets and Everyone In](#), Yvette (Everyone In)
 - [Zondre's Story](#) (Everyone In)
- Blogs:
 - [Sexual assault and our homelessness crisis](#), Everyone In
 - [Domestic Violence & Homelessness](#), Everyone In
 - ["Trauma comes to us when we don't have a safe place to sleep."](#) Everyone In

Sources

- [Youth Homelessness](#) (My Friend's Place)
- [L.A. rent rose 65% in the last decade](#) (Los Angeles Times)
- [State of Homelessness: 2020 Edition](#) (National Alliance to End Homelessness)
- [Millions of Americans are one missed paycheck away from poverty report says](#) (Forbes)
- [2019 Greater Los Angeles Homeless Count](#) (Los Angeles Homeless Services Authority)

UNIT 2: Statistics

Households in L.A. County



Key:

 = 100,000 households

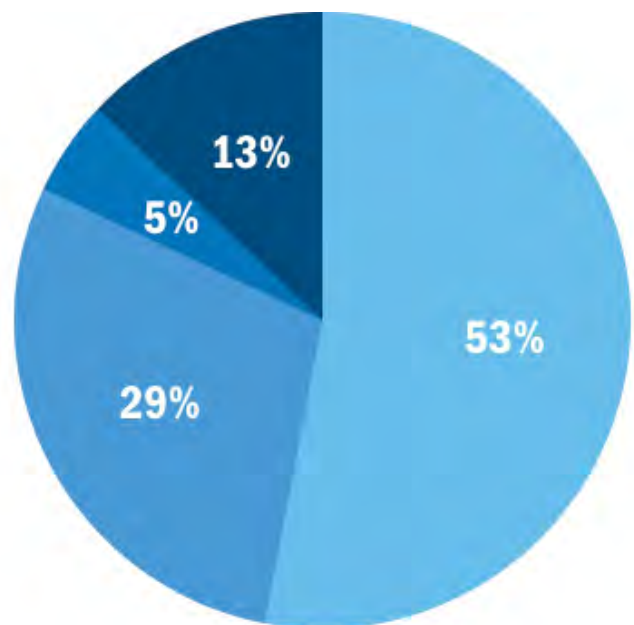
 = Rent-burdened

720,000 L.A. households spend more than 50% of their household income on rent



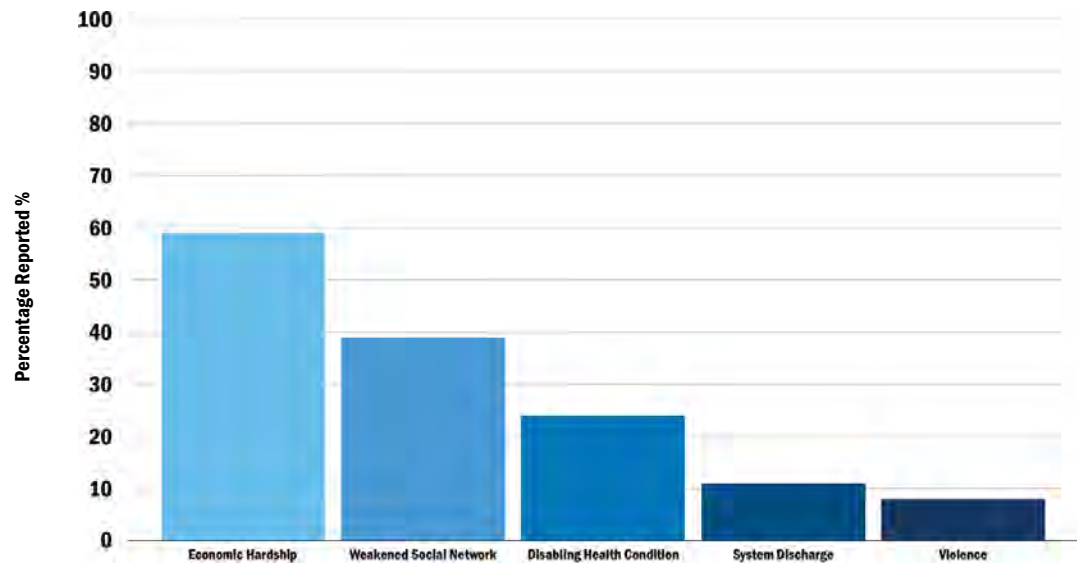
Reported Leading Causes of Homelessness (2019)

 Economic hardship
 Fleeing domestic violence
 Serious mental illness
 Other

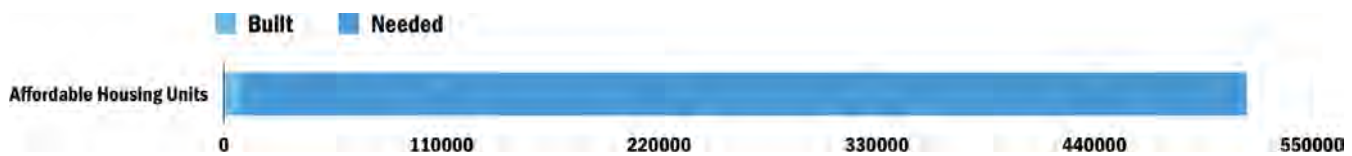


UNIT 2: Statistics

Main Causes of People Newly Experiencing Homelessness (2020)



Affordable housing units to meet the needs of low-income renters

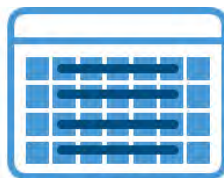


Wages haven't kept pace with rising rent.



\$13.25/hour

x



79 hours/week

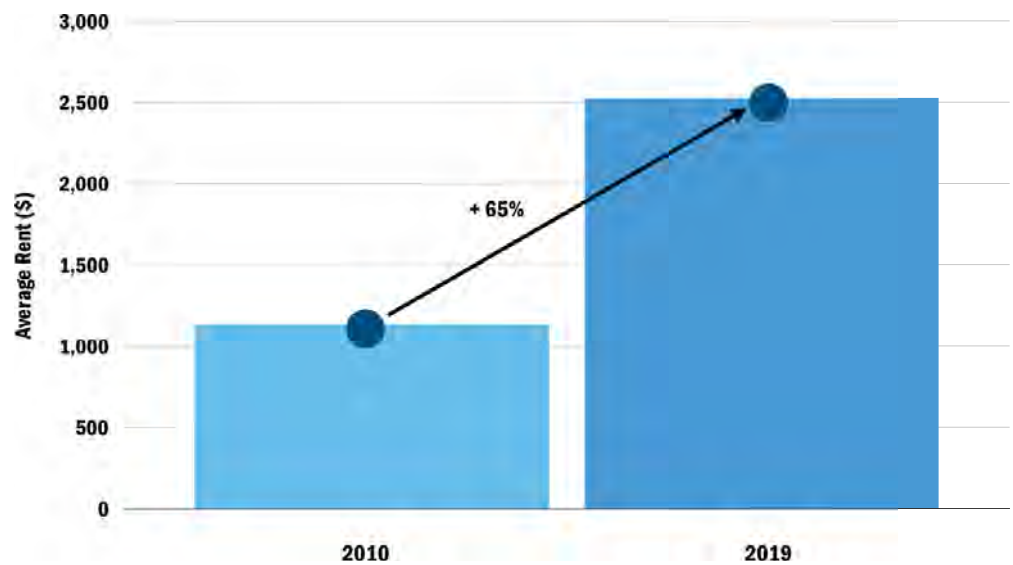
=



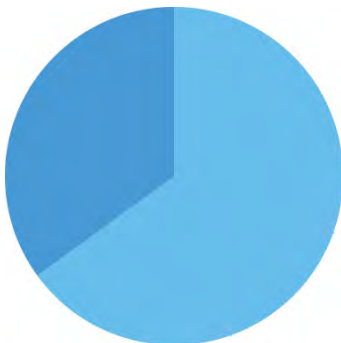
1 bedroom apartment

UNIT 2: Statistics

Average Rent in the City of Los Angeles

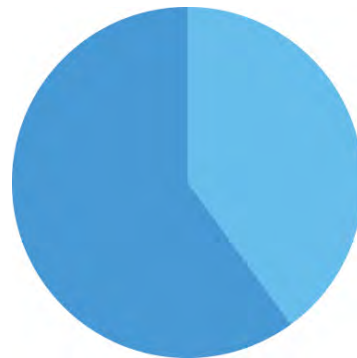


Unsheltered Adults



■ Have a history of domestic, intimate partner, & other sexual violence

Transgender People



■ Have experienced domestic violence

Percentage of Americans who are one paycheck away from homelessness.



UNIT 2: Root Cause Analysis

Activity Instructions

In this activity, you'll learn about a few of the hardships and services that can impact the lives of people who are living outside or are at risk of experiencing homelessness. Some students will navigate the activity as residents, visiting other students who are acting as service providers or life events, illustrating how easy it can be to experience homelessness and what services and life events impact a person's ability to stay housed or regain housing after losing it. Make sure to display the **Activity Definitions** page so students can see it.

Role Selection

- Divide students up into three roughly equal groups- residents, service providers, and life events. Those participating as service providers and life events will be stationed around the room, while residents will move around the classroom to complete the activity.
- Each student will get a worksheet based on which group they are in, and each service provider and life event will also receive a 6-sided die.

Activity Procedure

- This activity will be more powerful if students can see it through the lens of story, so once roles are assigned and before you begin, ask your students to write one page answering these questions given their role:
 - **RESIDENTS** - What are the specific circumstances that lead up to you becoming housing vulnerable or homeless? Include things like work, life changes, family dynamics, events, etc.
 - **SERVICE PROVIDERS** - Pretend that you are an adult, and have chosen the job to which you have been assigned. What are the specifics that led to you choosing this job? This could include things like past experiences with homelessness, why you chose a certain degree path in school, the prospect of job stability, wanting to make a difference, etc.
 - **LIFE EVENT** - For each of the six (6) possible 'life events', create a short narrative that caused the event, as follows:

UNIT 2: Root Cause Analysis

Activity Instructions (cont'd)

- i. Roll 1- Work is having to downsize. What has happened to create the need for work to downsize?
 - ii. Roll 2- Your child/sibling gets sick. What kind of sickness does the child have? Is it a cold? Is it the flu? Is it something more serious?
 - iii. Roll 3- Prestigious extracurricular program. What is the program, and what kinds of materials will the child need? Is there a due date for getting prepared for the program?
 - iv. Roll 4- Raised rent/Parking ticket (unfair extra expense)- Raised rent- What are the circumstances that led to the raised rent? What justification does the landlord give? Ticket- What was the parking offense?
 - v. Roll 5- Wage raise! What is the reason for the raise?
 - vi. Roll 6- Inside scoop on rent controlled apartment. How did they hear about the inside scoop? A friend? A service provider? Is there competition for the apartment?
- The object of the activity is for each resident to visit service provider and life event stations, rolling a die at each station to determine how their situation will change.
 - Begin by having residents read through the situation section at the top of their worksheet, and having the students act as service providers and life events familiarize themselves with the keys they will use to let residents know the result of each die roll when their stations are visited.
 - Let students know that once the timer begins, residents will have 15-20 minutes to visit each station, rolling a die each time and marking down the changes to their situation based on a service provider or a life event. They should follow the sequence of life events and service providers on their worksheet, but are free to choose which life event or service provider they go to in which order.
 - Once residents have visited all stations, students can return to their seats and complete the discussion questions on the back of their worksheets.
 - Once all students have had some time to complete the discussion questions, you will discuss them as a class.
 - Optional Extension: in order to give each student the chance to be a resident, you can swap out rolls and complete the activity a second time.

UNIT 2: Root Cause Analysis

Activity Instructions (cont'd)

Residents

- Each student designated as a resident during this activity will receive a worksheet detailing their situation at the top—things outlined will include costs, expenses, housing set-up and other things that could influence their ability to maintain their housing status. Some students will receive a situation indicating that they are experiencing homelessness and why.

Service Providers and Life Events

- The object of the activity is for each resident to visit service provider and life event stations. The services presented by service providers in this activity will represent actual services that are helping to end homelessness in L.A. County.
- The life events that students will roll the die for at the life event stations will be normal life events that can happen to anyone, things that can cause someone to lose their home or be put at risk of losing their home.
- Service Provider roles:
 - a. Supportive Housing Navigator
 - b. Affordable Housing Navigator
 - c. Employment Navigators
 - d. Outreach Worker
 - e. Community Homeless Service Provider

UNIT 2: Root Cause Analysis

Activity Definitions

Resident: Experiencing homelessness - A person experiences homelessness when they are lacking proper housing and therefore live in a place not meant for human habitation (e.g. tents, cars, parks), in emergency shelter, or in transitional housing.

Resident: Housing vulnerable - A person who spends enough of their income on rent each month to be at risk of losing their housing.

Service Provider: Supportive Housing Navigator - Supportive housing combines affordable housing with on-site services such as mental health treatment, substance abuse counseling, job training, and support groups. Supportive housing can be permanent and is designed to help the most vulnerable people in a community. Supportive housing has great success as a long term solution to homelessness.

Service Provider: Affordable Housing Navigator - Affordable housing units rent for less than the market rate and are reserved for people who earn less than the average income. Around $\frac{1}{4}$ of their tenants need long term assistance, while $\frac{3}{4}$ of the tenants only need affordable housing for a short term. Rent stabilized housing or rent controlled housing is one form of affordable housing in which the amount your rent can be raised each year is limited. Affordable housing is often reserved for households that make less than 80% of the median income for the area.

Service Provider: Employment Navigator - Employment Navigators work with local employers to help place people experiencing homelessness in suitable jobs. They can also help put people in touch with training services and nonprofits, and support them as they become more financially stable.

Service Provider: Outreach Worker - Outreach workers help provide basic services to those experiencing homelessness or those who are housing vulnerable. Outreach workers go to their clients and seek out people who they can assist. They also put clients into contact with more comprehensive services.

Service Provider: Community Homeless Service Provider - Community Homeless Service Providers can be many things: A food bank, A free laundry or health service, legal aid, and so many other things. This station represents the organizations that exist to support the community of people living on the street.

Life Events - Life is full of ups and downs no matter your circumstances but for people who are homeless or housing vulnerable small events can impact them in big ways.

Name _____

Date _____

Resident: Experiencing homelessness

- You have a part-time minimum wage job.
- You are sleeping in your car.
- You are looking after your younger sibling.
- You and your sibling fled an abusive household.

Stations

Visit stations in any order based on categories listed, write the same of each station as you visit as well as the number you roll and the result of the roll (given to you by the classmate at that station).

☐ **Service Provider:** _____ Number rolled: _____

Outcome: _____

☐ **Service Provider:** _____ Number rolled: _____

Outcome: _____

☐ **Life Event:** _____ Number rolled: _____

Outcome: _____

☐ **Service Provider:** _____ Number rolled: _____

Outcome: _____

☐ **Life Event:** _____ Number rolled: _____

Outcome: _____

☐ **Life Event:** _____ Number rolled: _____

Outcome: _____

☐ **Service Provider:** _____ Number rolled: _____

Outcome: _____

☐ **Life Event:** _____ Number rolled: _____

Outcome: _____

☐ **Life Event:** _____ Number rolled: _____

Outcome: _____

Discussion Questions

- What are 3 changes you noticed between your situation at the beginning of the activity and your situation after visiting all of the Service Provider and Life Event stations? (these could be changes in housing situation, finances, health, employment, etc.)

- _____
- _____
- _____

- What are 3 services or programs that positively impacted your ability to get or maintain stable housing?

- _____
- _____
- _____

- What are 3 life events or circumstances (including things listed in your initial situation) that **positively or negatively** impacted your ability to maintain stable housing?

- _____
- _____
- _____

- For services and programs that help people keep their housing or exit homelessness, what are 3 barriers that you think might prevent those services and programs from reaching more people in L.A. County?

- _____
- _____
- _____

Name _____

Date _____

Resident: Housing vulnerable

- You have a full-time minimum wage job.
- You spend 90% of your income on rent.
- You don't own a car.
- You have 1 child.

Stations

Visit stations in any order based on categories listed, write the same of each station as you visit as well as the number you roll and the result of the roll (given to you by the classmate at that station).

☐ **Service Provider:** _____ Number rolled: _____

Outcome: _____

☐ **Service Provider:** _____ Number rolled: _____

Outcome: _____

☐ **Life Event:** _____ Number rolled: _____

Outcome: _____

☐ **Service Provider:** _____ Number rolled: _____

Outcome: _____

☐ **Life Event:** _____ Number rolled: _____

Outcome: _____

☐ **Life Event:** _____ Number rolled: _____

Outcome: _____

☐ **Service Provider:** _____ Number rolled: _____

Outcome: _____

☐ **Life Event:** _____ Number rolled: _____

Outcome: _____

☐ **Life Event:** _____ Number rolled: _____

Outcome: _____

Discussion Questions

- What are 3 changes you noticed between your situation at the beginning of the activity and your situation after visiting all of the Service Provider and Life Event stations? (these could be changes in housing situation, finances, health, employment, etc.)

- _____
- _____
- _____

- What are 3 services or programs that positively impacted your ability to get or maintain stable housing?

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- _____
- _____



- What are 3 life events or circumstances (including things listed in your initial situation) that **positively or negatively** impacted your ability to maintain stable housing?

- _____
- _____
- _____

- For services and programs that help people keep their housing or exit homelessness, what are 3 barriers that you think might prevent those services and programs from reaching more people in L.A. County?

- _____
- _____
- _____

Service Provider: Supportive Housing Navigator

Explanation of Service	
<p><i>Supportive housing combines affordable housing with on-site services such as mental health treatment, substance abuse counseling, job training, and support groups. Supportive housing can be permanent and is designed to help the most vulnerable people in a community. Supportive housing has great success as a long term solution to homelessness.</i></p>	
Key	
<p>Situation: Housing vulnerable</p> <p>Resident rolls a 6 sided die.</p> <p>1 - Supportive housing is underfunded in your community and there isn't an open room.</p> <p>2 - Your service provider needs to go over your file again. You won't be getting the apartment today.</p> <p>3 - A room will be opening up in a month's time. Good thing because your current landlord just raised the rent and you wouldn't have been able to afford it.</p> <p>4 - A room is available! It's perfect timing. The onsite childcare means that you'll be able to feel secure about your child while you are at work.</p> <p>5 - A room is available! You have a job but have panic attacks and your boss is concerned. The onsite mental health care provider will help give you the tools to manage your panic attacks. Your boss will be very happy and so will you.</p> <p>6 - A room is available! You use the services provided to get trained and are placed in a job that pays much better.  Not only has your life turned around but the life of your family.</p>	<p>Situation: Experiencing homelessness</p> <p>Resident rolls a 6 sided die.</p> <p>1 - Supportive housing is underfunded in your community and there isn't an open room.</p> <p>2 - Your service provider needs to go over your file again. You won't be getting the apartment today.</p> <p>3 - A room will be opening up in a month's time. Good thing because your current landlord just raised the rent and you wouldn't have been able to afford it.</p> <p>4 - A room is available! It's perfect timing. The onsite childcare means that you'll be able to feel secure about your child while you are at work.</p> <p>5 - A room is available! You have a job but have panic attacks and your boss is concerned. The onsite mental health care provider will help give you the tools to manage your panic attacks. Your boss will be very happy and so will you.</p> <p>6 - A room is available! You use the services provided to get trained and are placed in a job that pays much better.  Not only has your life turned around but the life of your family.</p>

Discussion Questions

- What are 3 services or life events/circumstances that positively impacted Residents' ability to get or maintain stable housing?

- _____
- _____
- _____

- What are 3 life events or circumstances that negatively impacted Residents' ability to maintain stable housing?

- _____
- _____
- _____

- For services and programs that help people keep their housing or exit homelessness, what are 3 barriers that you think might prevent those services and programs from reaching more people in L.A. County?

- _____
- _____
- _____

Service Provider: Employment Navigator

Explanation of Service	
<p><i>Employment Navigators work with local employers to help place people experiencing homelessness in suitable jobs. They can also help put people in touch with training services and nonprofits, and support them as they become more financially stable.</i></p>	
Key	
<p>Situation: Housing vulnerable</p> <p>Resident rolls a 6 sided die.</p> <p>1 - Employment Services are underfunded. There isn't a navigator in your area.</p> <p>2- There isn't enough support from local businesses and nonprofits in your area. The navigator informs you that there isn't a job opening right now.</p> <p>3 - Plenty of local businesses and nonprofits support the employment services in the area but rent is high in the city and a lot of people need to work multiple jobs. The navigator will need more time to place you in a job.</p> <p>4 - A local business is looking for employees but they need to be trained. Training is a month. It will be a hard month but you can find ways to make it through. You are looking forward to having a stable job even if it's minimum wage.</p> <p>5 - You found a job! You can start right away. It's a bit of a commute but you'll be able to afford rent and put food on the table.</p> <p>6 - You found a job! There is training involved but they'll pay you for the training and the navigator tells you there is room for future promotions. You feel so proud to have a job that could turn into a career.</p>	<p>Situation: Experiencing homelessness</p> <p>Resident rolls a 6 sided die.</p> <p>1 - Employment Services are underfunded. There isn't a navigator in your area.</p> <p>2- There isn't enough support from local businesses and nonprofits in your area. The navigator informs you that there isn't a job opening right now.</p> <p>3 - Plenty of local businesses and nonprofits support the employment services in the area but rent is high in the city and a lot of people need to work multiple jobs. The navigator will need more time to place you in a job.</p> <p>4 - A local business is looking for employees but they need to be trained. Training is a month. It will be a hard month but you can find ways to make it through. You are looking forward to having a stable job even if it's minimum wage.</p> <p>5 - You found a job! You can start right away. It's a bit of a commute but you'll be able to save for a place and put food on the table.</p> <p>6 - You found a job! There is training involved but they'll pay you for the training and the navigator tells you there is room for future promotions. You feel so proud to have a job that could turn into a career.</p>

Discussion Questions

- What are 3 services or life events/circumstances that positively impacted Residents' ability to get or maintain stable housing?

- _____
- _____
- _____

- What are 3 life events or circumstances that negatively impacted Residents' ability to maintain stable housing?

- _____
- _____
- _____

- For services and programs that help people keep their housing or exit homelessness, what are 3 barriers that you think might prevent those services and programs from reaching more people in L.A. County?

- _____
- _____
- _____

Service Provider: Outreach Worker

Explanation of Service	
<p><i>Outreach workers help provide basic services to those experiencing homelessness or those who are housing vulnerable. Outreach workers go to their clients and seek out people who they can assist. They also put clients into contact with more comprehensive services.</i></p>	
Key	
<p>Situation: Housing vulnerable</p> <p>Resident rolls a 6 sided die.</p> <p>1 or 2 - There aren't enough outreach workers in your community so you don't encounter one.</p> <p>3 - You meet with an outreach worker who helps provide affordable health care. This is the first time you feel cared for in a long time.</p> <p>4 - You meet with an outreach worker who identifies you as at risk of losing your home. They put you in contact with community homeless service providers. You can receive aid in the form of health care, legal aid, or a food bank.</p> <p>5 - You meet with an outreach worker who helps you get in touch with employment services. Take another trip to the employment navigator.</p> <p>6 - You meet with an outreach worker who helps you get in touch with housing services. Take another trip to the affordable housing navigator.</p>	<p>Situation: Experiencing homelessness</p> <p>Resident rolls a 6 sided die.</p> <p>1 - There aren't enough outreach workers in your community so you don't encounter one.</p> <p>2 - You meet with an outreach worker. You aren't sure of what services are out there, so the two of you get to know each other and the outreach worker gets a better idea of what kind of help you might need.</p> <p>3 - You meet with an outreach worker who helps provide affordable health care. This is the first time you feel cared for in a long time.</p> <p>4 - You meet with an outreach worker who puts you in contact with community homeless service providers. You can receive aid in the form of health care, legal aid, or a food bank.</p> <p>5 - You meet with an outreach worker who helps you get in touch with employment services. Take another trip to the employment navigator.</p> <p>6 - You meet with an outreach worker who helps you get in touch with housing services. Take another trip to the affordable housing navigator.</p>

Discussion Questions

- What are 3 services or life events/circumstances that positively impacted Residents' ability to get or maintain stable housing?

- _____
- _____
- _____

- What are 3 life events or circumstances that negatively impacted Residents' ability to maintain stable housing?

- _____
- _____
- _____

- For services and programs that help people keep their housing or exit homelessness, what are 3 barriers that you think might prevent those services and programs from reaching more people in L.A. County?

- _____
- _____
- _____

Service Provider: Community Homeless Service Provider

Explanation of Service	
<p><i>Community Homeless Service Providers can be many things: A food bank, a free laundry or health service, legal aid, and so many other things. This station represents the organizations that exist to support the community of people living on the street.</i></p>	
Key	
<p>Situation: Housing vulnerable</p> <p>Resident rolls a 6 sided die.</p> <p>1 - You are surprised by The Laundry Truck, a free laundry service that drives around low-income areas. You feel clean and hopeful. This could help you in a job interview.</p> <p>2 - You run into a representative of United Way. They help you with rental assistance.</p> <p>3 - You meet someone from Ground Game L.A.. They help provide you with legal resources.</p> <p>4 - You meet someone from Imagine L.A. They help you and your family get connected with services and provide mentors to help end family homelessness.</p> <p>5 - You find a weekly food bank that provides a meal and a few groceries to help you through the week.</p> <p>6 - You meet someone from St. Joseph Center. They bring you a food drive where you can eat and tell you about their many services, such as job training and community support.</p>	<p>Situation: Experiencing homelessness</p> <p>Resident rolls a 6 sided die.</p> <p>1 - You are surprised by The Laundry Truck, a free laundry service that drives around low-income areas. You feel clean and hopeful. This could help you in a job interview.</p> <p>2 - You run into a representative of PATH (People Assisting The Homeless). You are given another chance to roll for the supportive housing navigator.</p> <p>3 - You meet someone from Ground Game L.A.. They help provide you with legal resources.</p> <p>4 - You meet someone from Imagine L.A. They help you and your family get connected with services and provide mentors to help end family homelessness.</p> <p>5 - You find a weekly food bank that provides a meal and a few groceries to help you through the week.</p> <p>6 - You meet someone from St. Joseph Center. They bring you a food drive where you can eat and tell you about their many services, such as job training and community support.</p>

Discussion Questions

- What are 3 services or life events/circumstances that positively impacted Residents' ability to get or maintain stable housing?

- _____
- _____
- _____

- What are 3 life events or circumstances that negatively impacted Residents' ability to maintain stable housing?

- _____
- _____
- _____

- For services and programs that help people keep their housing or exit homelessness, what are 3 barriers that you think might prevent those services and programs from reaching more people in L.A. County?

- _____
- _____
- _____

Life Events

Explanation	
<i>Life is full of ups and downs no matter your circumstances but for people who are homeless or housing vulnerable small events can impact them in big ways.</i>	
Key	
<p>Situation: Housing vulnerable</p> <p>Resident rolls a 6 sided die.</p> <p>1 - Your work is having to downsize. Your work hours have been cut down and so has your income. You'll need to cut costs or find another job.</p> <p>2 - Your child gets sick and you need to take them to the doctor. You'll have to miss a day of work and pay for the doctor. You are going to have to be late with rent this month.</p> <p>3 - Your child has just gotten into the prestigious extra curricular program but the materials are expensive. You are happy for them but need help paying for this opportunity.</p> <p>4 - Unless you are in supportive or affordable housing, your rent is raised but the apartment is in shambles. You need legal help to dispute this.</p> <p>5 - You get a raise at work! You've been putting in long hours and it feels like it's finally paying off.</p> <p>6 - You get the inside scoop on a rent controlled apartment opening up. You can afford it and it's close to work.</p>	<p>Situation: Experiencing homelessness</p> <p>Resident rolls a 6 sided die.</p> <p>1 - Your work is having to downsize. Your work hours have been cut down and so has your income. You'll need to cut costs or find another job.</p> <p>2 - Your sibling gets sick and you need to take them to the doctor. You'll have to miss a day of work and pay for the doctor. You are going to have to be late with rent this month.</p> <p>3 - Your sibling has just gotten into the prestigious extra curricular program but the materials are expensive. You are happy for them but need help paying for this opportunity.</p> <p>4 - You got a parking ticket but you are sure that you didn't park illegally. You need legal help to dispute this.</p> <p>5 - You get a raise at work! You've been putting in long hours and it feels like it's finally paying off.</p> <p>6 - You get the inside scoop on a rent controlled apartment opening up. You can afford it and it's close to work.</p>

Discussion Questions

- What are 3 services or life events/circumstances that positively impacted Residents' ability to get or maintain stable housing?

- _____
- _____
- _____

- What are 3 life events or circumstances that negatively impacted Residents' ability to maintain stable housing?

- _____
- _____
- _____

- For services and programs that help people keep their housing or exit homelessness, what are 3 barriers that you think might prevent those services and programs from reaching more people in L.A. County?

- _____
- _____
- _____



UNIT 3

What Impact Can I Have On Homelessness?

How should I interact with people experiencing homelessness?

What people and organizations are currently working to end homelessness?

What can I do to help?

Elementary School

UNIT 3: I am a Helper

Essential Questions

1. How should I interact with people experiencing homelessness?
2. What people and organizations are currently working to end homelessness?
3. What can I do to help?

Overview

- Students will learn about some of the people working to end homelessness throughout L.A. County and the barriers they face, as well as build an understanding of the progress that is happening to end homelessness.
 - Students will learn about young people who are doing amazing things to help people in their community experiencing homelessness and what they can do as well, and commit to at least one personal action they will take in their own lives.
-

Materials

- Videos
 - a. [Outreach Workers in San Fernando Valley](#), Everyone In
- Articles (to project)
 - a. [9-year-old girl builds shelters for the homeless](#), Bored Panda
 - b. [Good Works: Local teens and tweens collect with love](#), LA Times
 - c. [12-Year-Old Middle Schooler Has Helped Feed 9,000 Homeless People: 'I Want to Help Them All'](#), People
 - d. [California girl raises money to help Chicago's homeless during severe cold](#), Chicago Sun Times
 - e. [Boy, 8, Break Dances for Southern California's Homeless](#), NBC Los Angeles
- Illustrated Statistics Cards (to project)
- Action Commitment Cards (printed, one for each student)

Prep

Read through the lesson and articles provided, and watch videos to ensure the materials are right for your students

Print out an Action Commitment Card for each student

Plan an action you can take as a class from the options provided, or come up with your own action

UNIT 3: Collective Action

Procedure

1. In the first step of this lesson, students will learn about the people who are working to end homelessness in L.A. County—what their work entails, the impact they are making throughout the 8 regions of L.A. County, why they chose this work, and the barriers they face on a daily basis. After learning about what people are already doing, students will explore what impact they can have on the housing and homelessness crisis.
2. Project the Illustrated Statistics Graphics for students and give them time to share out observations or questions that they have. These numbers and examples will help set the stage for the work that is happening throughout L.A. County.
 - a. Homelessness service organizations are housing more people than ever before but rent increases continue to dehouse people at a greater rate. Imagine trying to empty a bathtub while the faucet keeps getting turned up higher and higher and the drain just can't keep up.
 - b. 2,050 kids were housed in 2018. That's enough kids to fill 14 A320 Airbus airplanes.
3. Now, explain that you will be introducing your students to some of the people who are working to end homelessness in L.A. County. Show the video linked below and project the blog post with outreach worker photos and quotes, students can take turns reading aloud. Have each student share out one question they would ask an outreach worker about the work they do, about the housing and homelessness crisis, or about barriers they face in their job, write these on the board.
 - a. [Outreach Workers in San Fernando Valley](#), Everyone In
 - b. [Meet the people working to end homelessness in L.A. County](#), Everyone In
4. Next, students will take the time to learn about things that young people around their own age are doing to support people experiencing homelessness. You can project one on the screen to discuss together.
 - a. [Good Works: Local teens and tweens collect with love](#), LA Times
 - b. [12-Year-Old Middle Schooler Has Helped Feed 9,000 Homeless People: 'I Want to Help Them All'](#), People
 - c. [California girl raises money to help Chicago's homeless during severe cold](#), Chicago Sun Times
 - d. [Boy, 8, Break Dances for Southern California's Homeless](#), NBC Los Angeles

UNIT 3: Collective Action

Procedure (cont'd)

5. Ask students to share out what they noticed about the kids in the article(s). Was there anything special about them? Or did they just find ways to use their talents and abilities to give back to people experiencing homelessness? Allow students to discuss organically and make connections to things they themselves could do to help. Below are some more examples of things young people their age have done to give back.
 - In Chelmsford, Massachusetts a twelve-year old started a petition and testified with friends at a town meeting to protect a wooded area from being destroyed by a condominium development project. The woods are still there.
 - Fourth Grade students in Kittery, Maine ran a canned food drive at their school and donated the food to the local food pantry. Representatives of the classes helped prepare the food for distribution to the clients of the food pantry.
 - Another group of Fourth Graders in Eliot, Maine conducted a fundraising event at the school and presented the money they raised to their local food pantry.
 - Students in Concord, New Hampshire hosted a “banquet” for their parents. Everyone was required to bring canned food for the local food pantry.
6. Distribute an Action Commitment Card to each student and give them some time to read it over and select any actions they would like to take. For younger students, you will need to read through the options for them and allow them to mark the actions that resonate with them. This would be a good opportunity to extend the lesson by taking one of the following actions as a class—or another action you come up with together such as:
 - a. Help students identify their elected official and write a letter to them
 - b. Plan and run a food or gift drive for a local homeless service organization
 - c. Write notes to people in the community experiencing homelessness to be distributed via a local homeless service organization
7. Save or display the cards in the classroom and revisit the discussion in a few weeks, opening up a dialogue about what actions and conversations students have participated in and what barriers they have encountered. This can be an ongoing conversation throughout the school year that is responsive to the news cycle and to things your students might observe or hear.

UNIT 3: Collective Action

Supplementary Materials

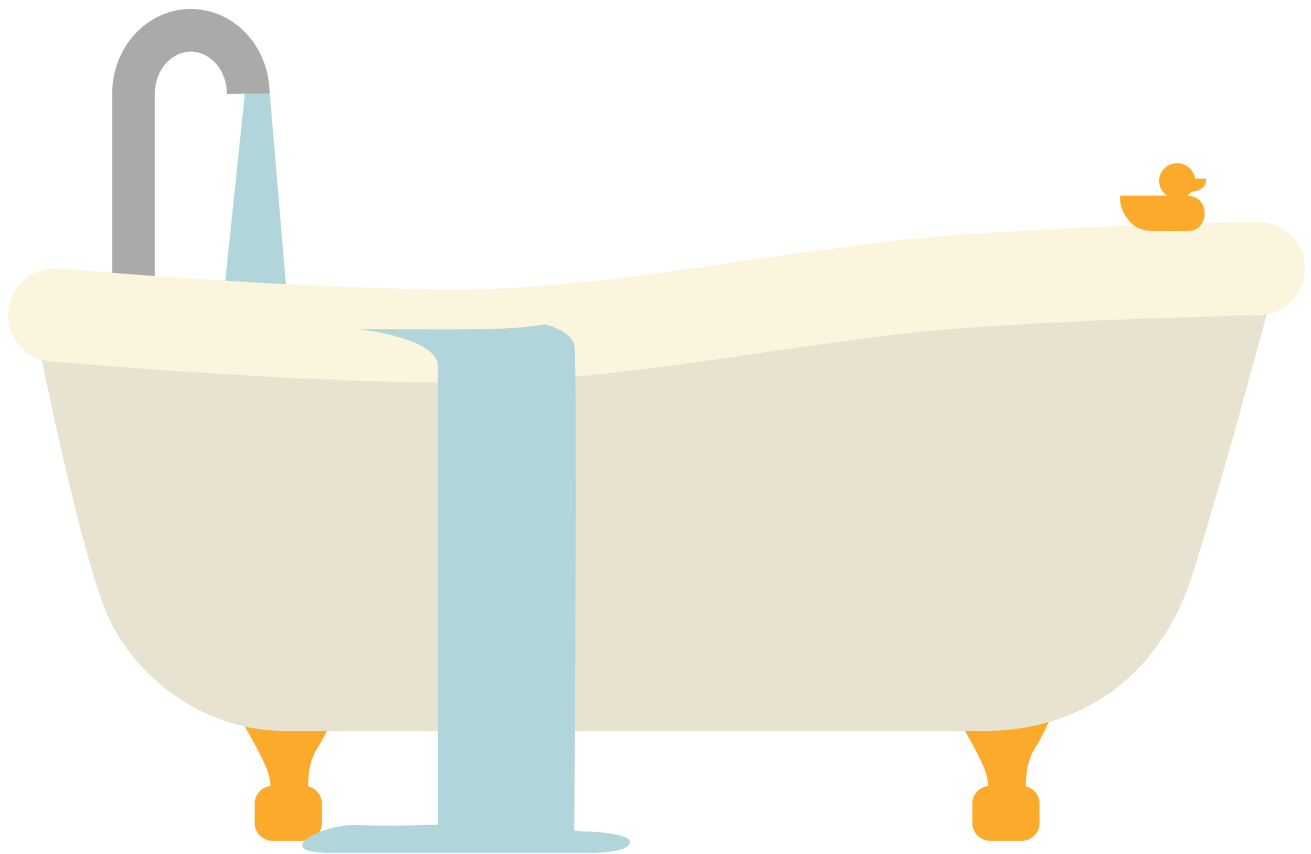
- Outreach Worker Videos
 - a. [A place for the grandkids to visit](#), County of L.A.
 - b. [Everyone In / Outreach with HOPICS](#), Everyone In
 - c. [Outreach Workers in Antelope Valley](#), Everyone In
 - d. [Outreach Workers in San Gabriel Valley](#), Everyone In
 - e. [Outreach Workers in Central L.A.](#), Everyone In
 - f. [Outreach Workers in West L.A.](#), Everyone In
 - g. [Outreach Workers in South L.A.](#), Everyone In
 - h. [Outreach Workers in East L.A.](#), Everyone In
 - i. [Outreach Workers in South Bay](#), Everyone In
 - j. [Street medicine and compassion](#), County of L.A.
 - k. [Progress Is Building](#), Everyone In
 - l. [Supportive Housing at Marv's Place](#), Everyone In
 - m. [Gather Everyone In](#), Everyone In
- Illustrated Statistics Cards
 - Homelessness service organizations are housing more people than ever before, but rent increases continue to dehouse people at a greater rate. Imagine trying to empty a bathtub while the faucet keeps getting turned up higher and higher and the drain just can't keep up.
 - 2,050 kids were housed in 2018. That's enough kids to fill 14 A320 Airbus airplanes.

Sources

- [2019 Greater Los Angeles Homeless Count](#), Los Angeles Homeless Services Authority
- [What Kids Can Do](#), Kids Can Make a Difference

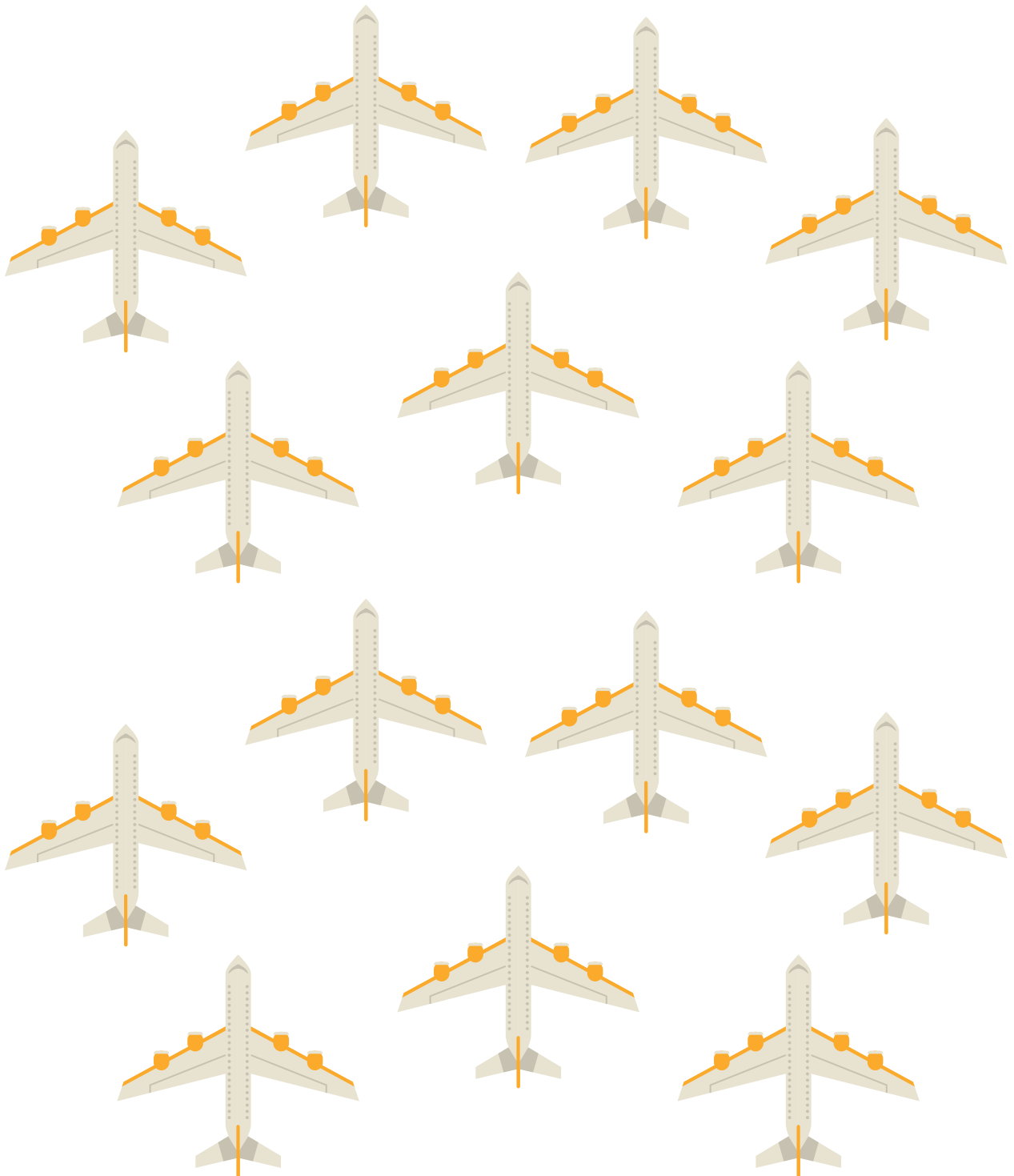
Homelessness service organizations are housing more people than ever before but rent increases continue to dehouse people at a greater rate.

Imagine trying to empty a bathtub while the faucet keeps getting turned up higher and higher and the drain just can't keep up.



2,050 kids were housed in 2018.
That's enough kids to fill

14 A320 Airbus airplanes



Action Commitment Card

I commit to take the following actions to support my neighbors experiencing homelessness, change people's perception and understanding of the housing and homelessness crisis, and advocate for solutions that will end homelessness for good:

(check all that apply)

- ☐ Write a letter to my local elected official to let them know that I support more affordable and supportive housing for people who need it
- ☐ Write a letter to a person who is experiencing homelessness in my community and have an adult help me deliver it
- ☐ Create a care package for a person who is experiencing homelessness in my community and have an adult help me deliver it
- ☐ Help organize a food or gift drive in my classroom or school for a local homeless service organization
- ☐ Help gather food, clothing, or toy items from my home to donate to a local homeless service organization
- ☐ Talk to my family and friends who may not understand why people experience homelessness and help them understand the reasons for the housing and homelessness crisis and how we should see and treat people who are impacted
- ☐ Volunteer with a parent or guardian at a homeless service organization in my community
- ☐ Smile and say hi to someone living on the street when I am out with a parent or guardian

Middle School

UNIT 3: Collective Action

Essential Questions

1. How should I interact with people experiencing homelessness?
2. What people and organizations are currently working to end homelessness?
3. What can I do to help?

Overview

- Students will learn about some of the people working to end homelessness throughout L.A. County and the barriers they face, as well as build an understanding of the progress that is happening.
 - Students will learn about young people who are doing amazing things to help people in their community experiencing homelessness and what they can do as well, and commit to at least one personal action they will take in their own lives.
-

Materials

- Impact Statistics Graphics Sheet (printed or projected)
- Outreach worker bios (printed unless distributed electronically)
 - a. Eddie, Antelope Valley
 - b. Eric, San Fernando Valley
 - c. Renee, San Gabriel Valley
 - d. Yvette, Central L.A.
 - e. Breanna, West L.A.
 - f. Michael, South L.A.
 - g. Jose, East L.A.
 - h. Howard, South Bay
- Outreach worker videos (to be projected)
 - a. [Antelope Valley](#)
 - b. [San Fernando Valley](#)
 - c. [San Gabriel Valley](#)
 - d. [Central L.A.](#)
 - e. [West L.A.](#)
 - f. [South L.A.](#)
 - g. [East L.A.](#)
 - h. [South Bay](#)

UNIT 3: Collective Action

Materials (cont'd)

- Outreach worker blogs (if needed)
 - a. [Meet Jeannie and Amanda](#) (Everyone In)
 - b. [Meet Elyse and Joseph](#) (Everyone In)
 - c. [Meet the people working to end homelessness in L.A. County](#) (Everyone In)
- News Articles
 - a. [9-year-old girl builds shelters for the homeless](#), Bored Panda
 - b. [How a 17-year-old is helping feed 12,000 homeless people](#), Reader's Digest
 - c. [Good Works: Local teens and tweens collect with love](#), LA Times
 - d. [Culver City High School students work to combat homelessness in L.A.](#), LA Times
 - e. [Students spread awareness of SoCal homeless crisis with documentary](#), ABC7
 - f. [Student-Run Program for Homeless Youth Spreading to More Cities](#), Next City
 - g. [A California teen is providing homeless people with sanitizing kits amid the novel coronavirus outbreak](#), Insider
 - h. [California teen donates more than 150 coronavirus sanitation kits to the homeless](#), CNN
 - i. [12-Year-Old Middle Schooler Has Helped Feed 9,000 Homeless People: 'I Want to Help Them All'](#), People
 - j. [California girl raises money to help Chicago's homeless during severe cold](#), Chicago Sun Times
 - k. [Boy, 8, Break Dances for Southern California's Homeless](#), NBC Los Angeles
- Action commitment cards for each student (printed)

Prep

Read through the lesson to determine how you will divide students into groups, and whether you will have individual groups watch the video for their region or you'll watch one or more videos as a class.

Print out the outreach worker bios for each group and either print Impact Statistics Graphic Sets or plan to project them where all students can see and analyze them.

Print out an Action Commitment Card for each student.

Read through article options in step 6 of the procedure to determine which are best for your students to read—these can be printed out for group or individual reading, assigned electronically, or even given as pre-reading or homework. There are additional videos linked in the “Supplementary Materials” section at the bottom of this lesson that can be used for discussion at the beginning or end of the lesson.

UNIT 3: Collective Action

Procedure

1. In this lesson, students will first learn about the people who are working to end homelessness in L.A. County—what their work entails, the impact they are making throughout the 8 regions of L.A. County, why they chose this work, and the barriers they face on a daily basis. After learning about what people are already doing, students will explore what impact they can have on the housing and homelessness crisis.
2. Distribute or project Impact Statistics Graphic Sets for students. Give them time to analyze and share out observations or questions that they have about the work to end homelessness in L.A. County. You may need to start the lesson with a quick refresher on the basic types and components of graphs and charts.
 - a. Number of people housed in L.A. County each year by homeless service providers:
 - 9,658 in 2014
 - 11,904 in 2015
 - 15,131 in 2016
 - 17,558 in 2017
 - 21,631 in 2018
 - 22,769 in 2019
 - b. Despite a 23% increase in amount of people housed in 2018, housing affordability still increased homelessness from 52,765 in 2018 to 58,936 in 2019
 - c. Of the 22,769 people housed in 2019
 - 28% were placed in a rapid re-housing program
 - 23% were placed in supportive housing
 - 49% were placed in another form of permanent housing
 - d. A major part of fighting homelessness is prevention. In 2015 (prior to measure H) 1,346 people were prevented from falling into homelessness. In 2019 6,310 people were prevented from falling into homelessness
 - e. Out of the 14,075 people experiencing chronic homelessness in 2018, 979 were sheltered. In 2019, 16,528 people are experiencing chronic homelessness but 1,991 are sheltered.
 - f. Over the past two years, voter-approved funding has enabled Outreach Teams to provide these services in Central L.A.:
 - 9,147 people contacted
 - 2,535 people engaged
 - 4,059 people connected to services
 - 354 individuals into immediate housing
 - 222 individuals placed in affordable or supportive housing

UNIT 3: Collective Action

Procedure (cont'd)

- g. Over the past two years, voter-approved funding has enabled organizations to provide these services in South L.A.:
 - 3,308 people placed into immediate housing
 - 4,973 people assisted by the rapid rehousing program
 - 3,287 people contacted by outreach teams
 - h. There are 6,303 people experiencing homelessness in the South Bay. In the last 2 years:
 - 4,520 people placed into immediate housing,
 - 2,891 people assisted through the rapid rehousing programs
 - 2,003 people contacted by street outreach teams,
 - 2,163 people placed in permanent housing.
 - i. There are 5,095 people experiencing homelessness in East L.A. In the last 2 years:
 - 1,984 people placed into immediate housing
 - 2,296 people assisted through the rapid rehousing program
 - 1,192 people contacted by street outreach teams
 - 1,428 people placed into permanent housing
3. Divide students into up to 8 groups representing the Service Planning Areas (SPAs) that make up L.A. County. Each group will receive one Outreach Worker bio for a real person that is currently working to end homelessness in that region. Each outreach worker is also featured in a short (1-2 min) video about the work to end homelessness in their region, you may choose to play one or several of the videos, or have each group watch the video for their region if technology is available. Videos linked below and in the “Materials” section above.
 - a. [Outreach Workers in Antelope Valley](#), Everyone In
 - b. [Outreach Workers in San Fernando Valley](#), Everyone In
 - c. [Outreach Workers in San Gabriel Valley](#), Everyone In
 - d. [Outreach Workers in Central L.A.](#), Everyone In
 - e. [Outreach Workers in West L.A.](#), Everyone In
 - f. [Outreach Workers in South L.A.](#), Everyone In
 - g. [Outreach Workers in East L.A.](#), Everyone In
 - h. [Outreach Workers in South Bay](#), Everyone In

UNIT 3: Collective Action

Procedure (cont'd)

4. Have each group read the bio AND watch the video of their outreach worker, and then share out to the class:
 1. Share Out: Have each group briefly outline the story of the outreach worker.
 2. Class Discussion: Does the story match up at all with any of the 'service provider' stories from Unit 2?
 3. Share Out: Have each group share out one question with the class, write these on the board.A few additional blog posts about L.A. County outreach workers are linked below if more materials are needed:

- a. [Meet Jeannie and Amanda](#), Everyone In
- b. [Meet Elyse and Joseph](#), Everyone In
- c. [Meet the people working to end homelessness in L.A. County](#), Everyone In

5. Using the list of barriers that were generated from discussion question #3 in Unit 2 plus any additional barriers you may have gleaned from learning about your social worker, select 3 barriers that their outreach worker faces or would likely face, ask each group to select 3 barriers that they think their outreach worker might face (some answers are found in the videos, so it might be worth taking some time to watch a few of them as a class). For reference, the discussion question from the last lesson is included below along with a list of possible answers—the list of possible answers has been expanded based on new information students may have gathered from watching the outreach worker videos:

For services and programs that help people keep their housing or exit homelessness, what are 3 barriers that you think might prevent those services and programs from reaching more people in L.A. County?

- a. Not enough funding
- b. Not enough supportive and affordable housing available
- c. Not enough community support to build supportive and affordable housing in certain neighborhoods of L.A.
- d. Restrictive policies
- e. Blaming people experiencing homelessness and therefore not passing policies or funding measures that support homeless services
- f. Rent increases
- g. Destruction of affordable or rent stabilized units
- h. Lack of financial incentives for developers and cities to build more affordable and supportive housing
- i. NIMBYism (people who say they want more affordable and supportive housing but "Not In My Backyard")
- j. Burdensome building requirements (such as # of required parking spaces) that make it much more difficult to build affordable and supportive housing
- k. People don't want the help (this is almost never the case)

UNIT 3: Collective Action

Procedure (cont'd)

- l. People living outside don't know about the services available to them
 - m. People living outside may have pets that are their family and certain immediate housing facilities do not allow pets
 - n. People need certain types of support (mental health care, physical health care, counseling) before they are ready to move into stable housing
 - o. People are struggling with substance use disorders
 - p. People might feel ashamed to ask for help
 - q. People who have been through really difficult situations might not initially trust outreach workers who offer them help and support
6. Each group should share out what they see as the biggest barrier their outreach worker has faced, and the group's reasoning for why they think it's the biggest barrier. In at least 3 sentences, imagine a possible solution to resolve this barrier. Try to have a different student from the group share out each time. Write answers on the board.
7. Now, students will take the time to learn about things that young people around their own age are doing to support people experiencing homelessness. You can distribute one or more of the articles linked in the "Materials" section of this lesson, or students can find their own examples from the news. You can choose to have students read the articles independently or in groups, project an article on the screen and discuss it together, or assign the reading as homework. In the next part of this lesson, students will explore what they can do to help people impacted by the housing and homelessness crisis.
8. After students have read one article (or you have read together as a class), ask students to share out what they noticed about the kids in the articles. Was there anything special about them? Or did they just find ways to use their talents and abilities to give back to people experiencing homelessness? Allow students to discuss organically and make connections to things they could do to help. Below are some examples of things young people their age have done to give back.

Twelve year-olds in Sandwich, Massachusetts testified at their state capitol to help pass a law that would ban smoking on public school grounds. The law was passed and several other states adopted similar laws.

In Chelmsford, Massachusetts a twelve-year old started a petition and testified with friends at a town meeting to protect a wooded area from being destroyed by a condominium development project. The woods are still there.

A Chicago community health clinic that provides services for poor, pregnant women and infants was about to be shut down for lack of funds. Fifty children organized a protest in front of the clinic drawing the attention of the media and lawmakers. The clinic remained open.

UNIT 3: Collective Action

Procedure (cont'd)

Fourth Grade students in Kittery, Maine ran a canned food drive at their school and donated the food to the local food pantry. Representatives of the classes helped prepare the food for distribution to the clients of the food pantry.

Another group of Fourth Graders in Eliot, Maine conducted a fundraising event at the school and presented the money they raised to their local food pantry.


Students in Concord, New Hampshire hosted a “banquet” for their parents. Everyone was required to bring canned food for the local food pantry.

Students experiencing homelessness created a book of poetry and art called *Animals Are Out of This World!* to raise money for other children without stable homes. 100% of proceeds go to benefit young people experiencing homelessness.

9. Distribute an Action Commitment Card to each student and give them some time to read it over and select any actions they would like to take. Let them know that they will *already* be able to check off one of the _____ boxes, because they are taking one of the following actions as a class (or another action you come up with together!) Refer to the list below for ideas:
 - a. Help students identify their elected official and write a letter to them
 - b. Plan and run a food or gift drive for a local homeless service organization
 - c. Write notes to people in the community experiencing homelessness to be distributed via a local homeless service organization
10. Save or display the cards in the classroom and revisit the discussion in a few weeks, opening up a dialogue about what actions and conversations students have participated in and what barriers they have encountered. This can be an ongoing conversation throughout the school year that is responsive to the news cycle and to things your students might observe or hear.

UNIT 3: Collective Action

Supplementary Materials

- Videos:
 - a. [What is L.A. County doing to end Homelessness?](#), Everyone In LA
 - b. [Powered by the People of L.A. County: A place for the grandkids to visit](#), County of LA
 - c. [Powered by the People of L.A. County: Street Medicine and compassion](#), County of LA
 - d. [Progress Is Building](#), Everyone In
 - e. [Everyone In / Supportive Housing at Marv's Place](#), Everyone In
 - f. [Gather Everyone In](#), Everyone In 
- List of homeless service organizations and places to volunteer (in appendix)
- Articles:
 - a. [Veterinarian gives free pet support](#), Today
 - b. [What are people doing to end homelessness across L.A. County](#), Everyone In

Sources

- [2019 Greater Los Angeles Homeless Count](#), Los Angeles Homeless Services Authority
- [What Kids Can Do](#), Kids Can Make a Difference

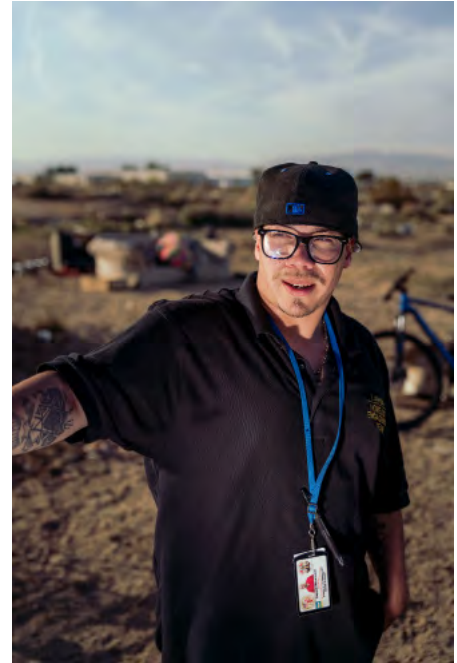
UNIT 3: Outreach Worker Bios

Eddie, Antelope Valley

- **Organization:** Los Angeles Homeless Services Authority (LAHSA)
- **Title:** Outreach Specialist
- **Job Description:**

Eddie once experienced homelessness living on the streets of Skid Row. He now works as an outreach specialist, connecting unhoused people with essential services and documentation to help them transition into housing.

“I know it might sound silly, but I’m trying to end homelessness. I don’t know how I’m going to do it but I’m still trying to figure out a way. I get home every day exhausted from this but it’s a good exhaustion. It’s not draining just knowing that I’m trying to make a change.”



Eric, San Fernando Valley

- **Organization:** Los Angeles Family Housing (LAFH)
- **Title:** Outreach Specialist
- **Job Description:**

Eric’s goal as an outreach supervisor is to coordinate a team of outreach workers as they help people living outside transition into stable housing. He forms personal relationships with clients, offering guidance, essential services and a consistent support system.

“In 2014, I was the only outreach worker here. Since then, there are 150 outreach workers in [this region]. Helping people is a process of trust-building, of us keeping our word, which is very important in the work that we do.”



UNIT 3: Outreach Worker Bios

Renee, San Gabriel Valley

- **Organization:** Union Station Homeless Services
- **Title:** Outreach Housing Navigator
- **Job Description:**

Renee is part of a mobile outreach team dedicated to working with people experiencing chronic homelessness. She helps provide medical services, substance abuse counseling, case management and referrals for mental health services -- all of which help people on the path to securing a home.

“People think all homeless are drug addicts and lazy, that’s the stigma surrounding homelessness. I meet people all the time who had jobs and homes and then had family members die and they couldn’t keep up with the bills, so they became homeless. I was homeless on these same streets of Pomona, so I like being able to come back to the city and give back.”

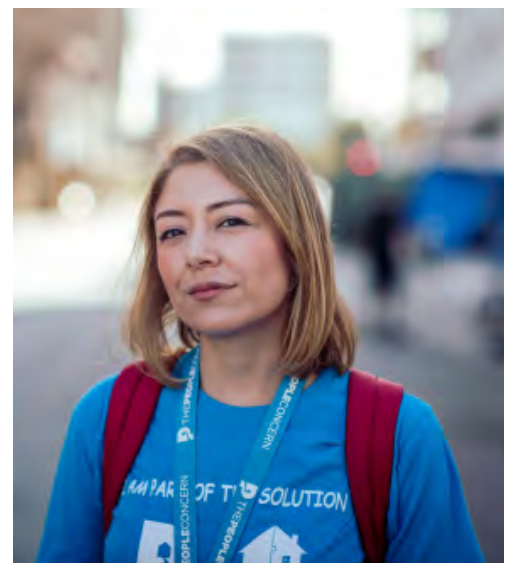


Yvette, Central L.A.

- **Organization:** The People Concern
- **Title:** Case Manager
- **Job Description:**

Yvette works to connect people experiencing homelessness on Skid Row with critical services, like medical and mental health care, with the ultimate goal of helping to end homelessness for those in her service area. She and her outreach team go out and meet the people in their community, find out what their needs are, and then bring them the supplies or specialized care they need right where they are.

“Our community members are some of the most vulnerable and I don’t like how on the news people often criminalize them. Homelessness is not something to be criminalized. These are people with needs and they just need care.”



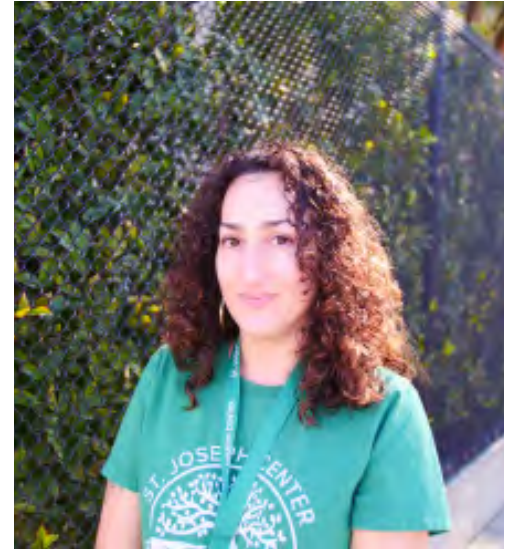
UNIT 3: Outreach Worker Bios

Breanna, West L.A.

- **Organization:** St. Joseph Center
- **Title:** Mental Health Specialist
- **Job Description:**

As a Mental Health Specialist, Breanna engages with clients on the street and helps meet their immediate needs (food, clothing, etc.) while assessing their long-term mental health care needs and connecting them to medical services. She also helps clients prepare documents for housing and helps identify and eliminate any barriers to housing that exist for her clients.

"[Homelessness] is a complex intersection of issues- whether it comes to stagnant wages, affordable living, housing costs, basic social service safety nets for folks, dealing with community trauma. There is a rich history of socioeconomic struggles behind this crisis."

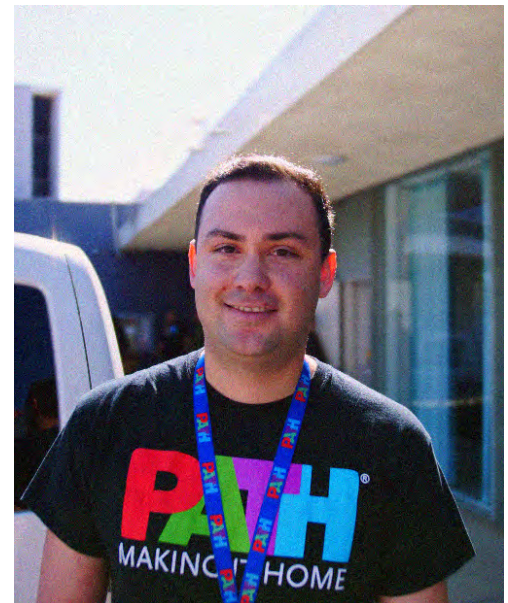


Michael, South L.A.

- **Organization:** People Assisting the Homeless (PATH)
- **Title:** Mental Health Specialist
- **Job Description:**

Michael works with a team that provides outreach to people experiencing homelessness on the metro transit system. When Michael's team finds people experiencing homelessness, they find out and address the root cause of their situation, connecting them to things like substance use counseling, health care, and housing navigators.

"We try to do a lot of trauma-informed care. It's asking "what happened to you?" not "what's wrong with you?" We talk to people and humanize them. We ask them what their life has been like up to this point, how they got to where they are, and how we can help them get to where they want to go."



UNIT 3: Outreach Worker Bios

Jose, East L.A.

- **Organization:** People Assisting the Homeless (PATH)
- **Title:** Outreach Navigator and Substance Use Specialist
- **Job Description:**

Jose connects people experiencing homelessness to essential services - like mental and medical health care - to help them transition into housing. He helps create a path for people experiencing homelessness to move off the street and into a safe home. This can mean finding someone immediate housing while they wait for a home of their own, or helping transport his clients to medical appointments, or even helping his clients get an ID from the DMV—these are all steps in the pathway to housing.

“We link our homeless population to any community service there is. Sometimes quickly, sometimes slowly. We just meet them where they’re at and try to help them in all their needs. Whatever it takes. It’s a team effort- we collaborate with one another and we all want the best for our homeless population and that’s what works.”



Howard, South Bay

- **Organization:** Harbor Interfaith Services
- **Title:** Outreach Specialist/Housing Navigator
- **Job Description:**

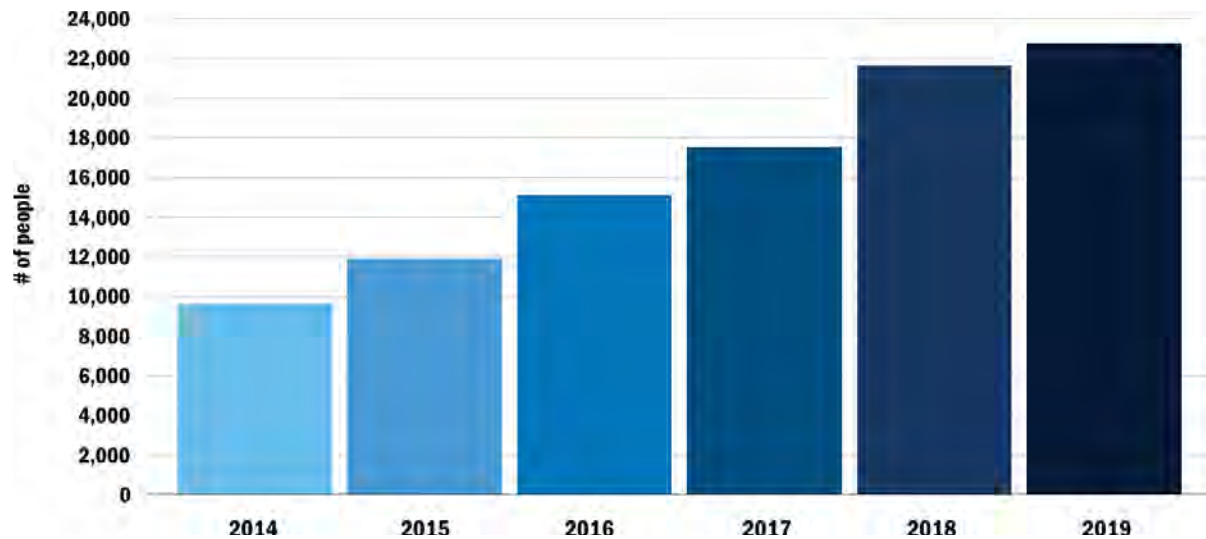
As a housing navigator, Howard helps people transition from a shelter into a permanent home by supporting them through paperwork and housing appointments. He also engages in direct outreach by helping to meet the more immediate needs of people experiencing homelessness.

“Truly getting someone housed is a team effort. No one individual or one organization can do it, we need the support of one another. Getting someone housed is one of the victories that we have here, it’s very rewarding, and it makes me feel well.”

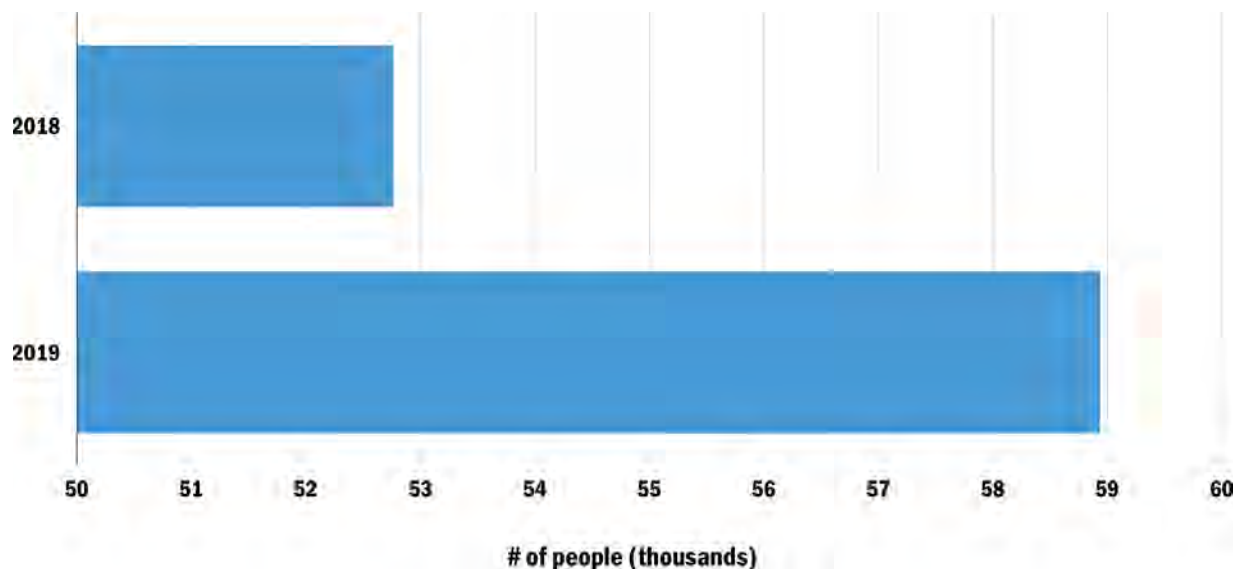


UNIT 3: Statistics

People housed in L.A. County each year by homeless service providers

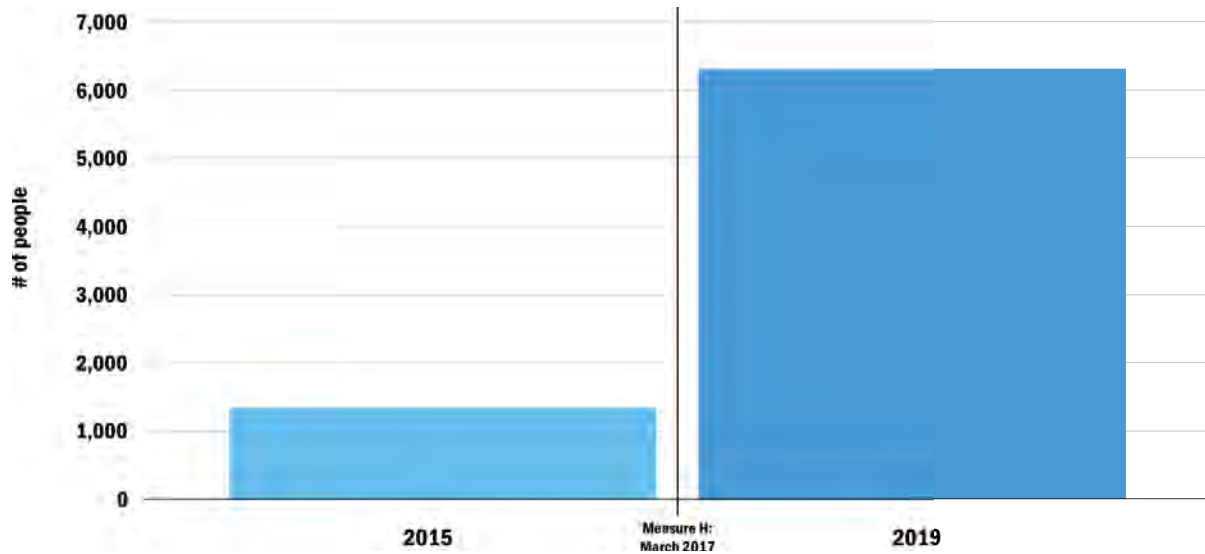


**Despite a 23% increase in amount of people housed in 2018
Number of individuals Experiencing Homelessness
(due to an increase in housing affordability)**

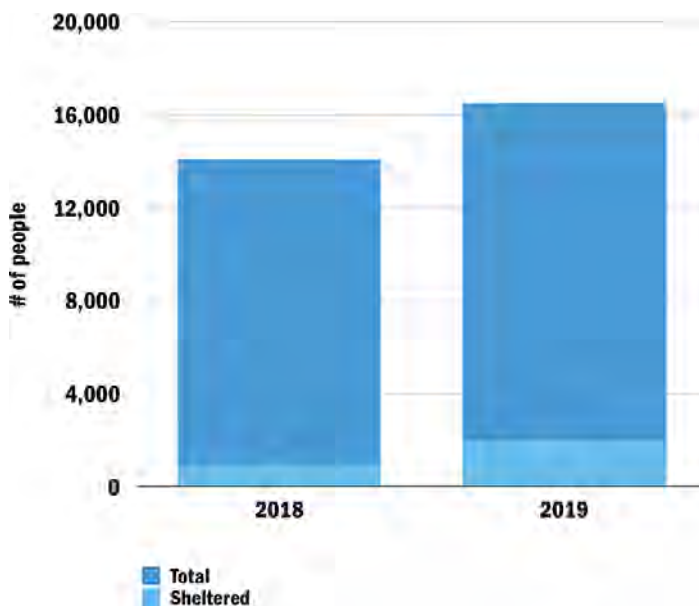


UNIT 3: Statistics

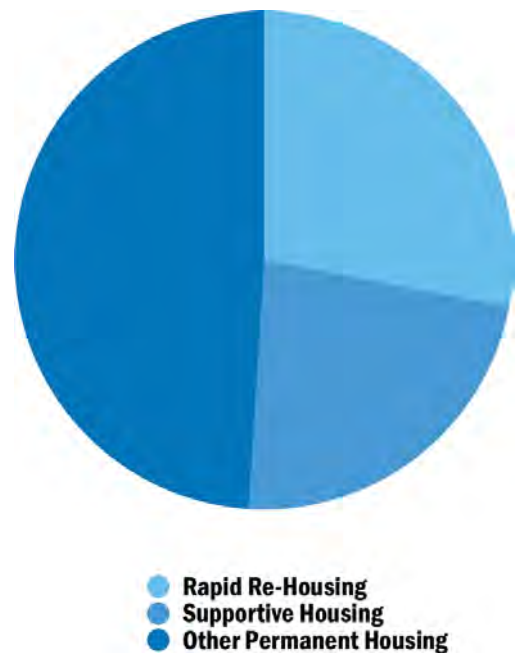
People Prevented from Falling into Homelessness



People Experiencing Chronic Homelessness (Total vs. Sheltered)



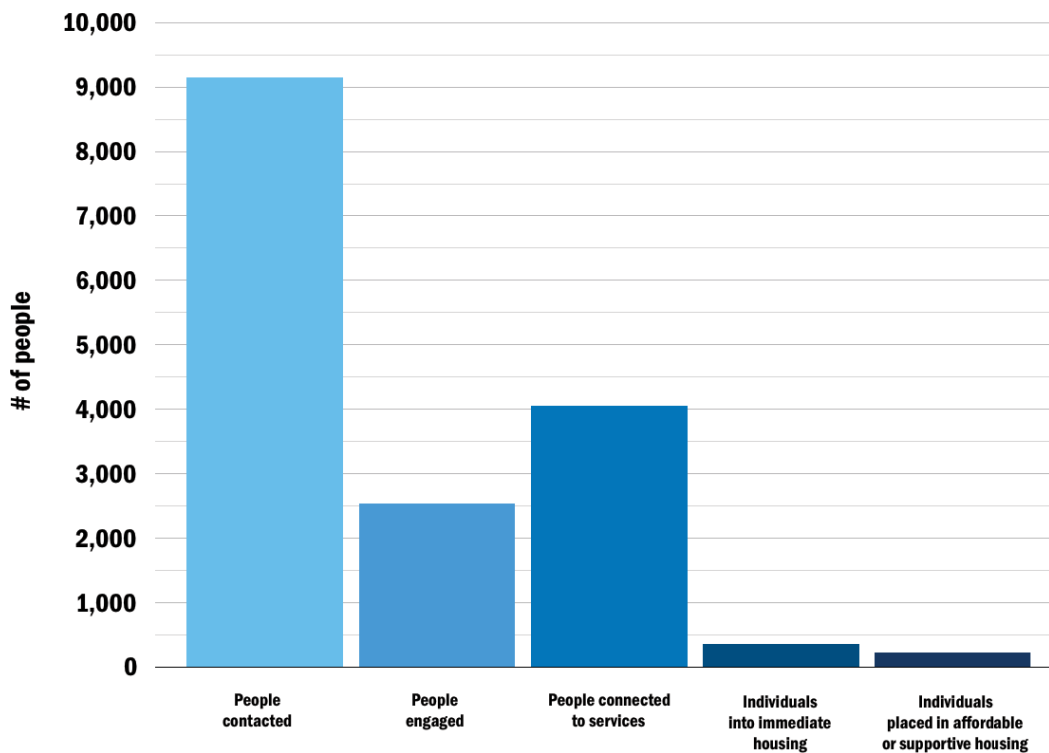
Of the 22,769 people housed in 2019:



UNIT 3: Statistics

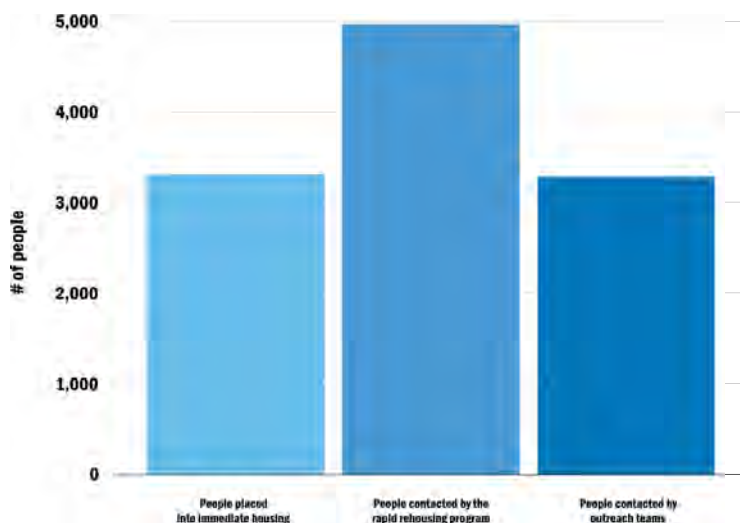
- CENTRAL L.A.**

Over the past two years, voter-approved funding has enabled Outreach Teams to provide these services in Central L.A.:



- SOUTH L.A.**

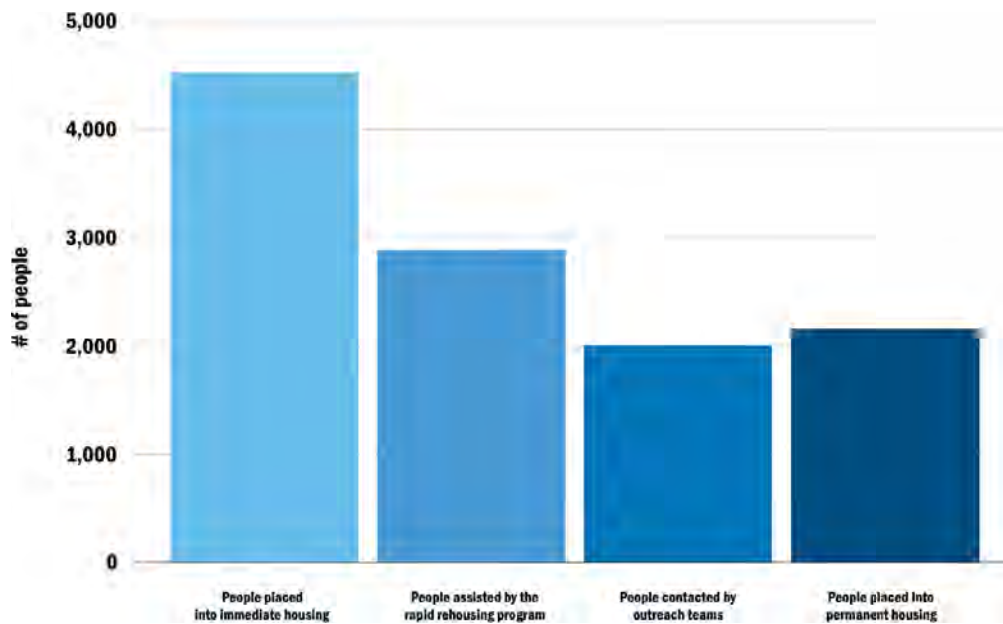
Over the past two years, voter-approved funding has enabled organizations to provide these services in South L.A.:



UNIT 3: Statistics

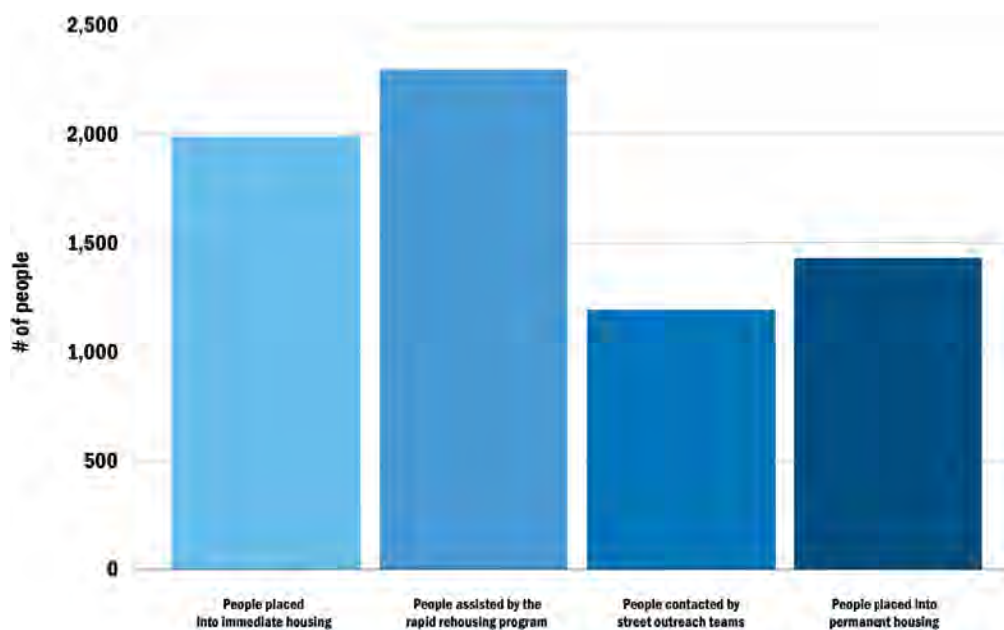
- SOUTH BAY

There are 6,303 people experiencing homelessness in the South Bay. In the last 2 years:



- EAST L.A.

There are 5,095 people experiencing homelessness in East L.A. In the last 2 years:



Name: _____

Action Commitment Card

I commit to take the following actions to support my neighbors experiencing homelessness, change people's perception and understanding of the housing and homelessness crisis, and advocate for solutions that will end homelessness for good:

(check all that apply)

- ☐ Write a letter to my local elected official to let them know that I support more affordable and supportive housing for people who need it
- ☐ Write a letter to a person who is experiencing homelessness in my community and have an adult help me deliver it
- ☐ Create a care package for a person who is experiencing homelessness in my community and have an adult help me deliver it
- ☐ Help organize a food or gift drive in my classroom or school for a local homeless service organization
- ☐ Help gather food, clothing, or toy items from my home to donate to a local homeless service organization
- ☐ Talk to my family and friends who may not understand why people experience homelessness and help them understand the reasons for the housing and homelessness crisis and how we should see and treat people who are impacted
- ☐ Volunteer with a parent or guardian at a homeless service organization in my community
- ☐ Smile and say hi to someone living on the street when I am out with a parent or guardian

Name: _____

Action Commitment Card

I commit to take the following actions to support my neighbors experiencing homelessness, change people's perception and understanding of the housing and homelessness crisis, and advocate for solutions that will end homelessness for good:

(check all that apply)

- ☐ Write a letter to my local elected official to let them know that I support more affordable and supportive housing for people who need it
- ☐ Write a letter to a person who is experiencing homelessness in my community and have an adult help me deliver it
- ☐ Create a care package for a person who is experiencing homelessness in my community and have an adult help me deliver it
- ☐ Help organize a food or gift drive in my classroom or school for a local homeless service organization
- ☐ Help gather food, clothing, or toy items from my home to donate to a local homeless service organization
- ☐ Talk to my family and friends who may not understand why people experience homelessness and help them understand the reasons for the housing and homelessness crisis and how we should see and treat people who are impacted
- ☐ Volunteer with a parent or guardian at a homeless service organization in my community
- ☐ Smile and say hi to someone living on the street when I am out with a parent or guardian

High School

UNIT 3: Civic Responsibility & Activism

Essential Questions

1. How should I interact with people experiencing homelessness?
2. What people and organizations are currently working to end homelessness?
3. What can I do to help?

Overview

- Students will learn about some of the people working to end homelessness throughout L.A. County and the barriers they face, as well as build an understanding of the progress that is happening.
 - Students will learn about young people who are doing amazing things to help people in their community experiencing homelessness and what they can do as well, and commit to at least one personal action they will take in their own lives.
-

Materials

- Impact Statistics Graphics Sheet (printed or projected)
- Outreach worker bios (printed unless distributed electronically)
 - a. Eddie, Antelope Valley
 - b. Eric, San Fernando Valley
 - c. Renee, San Gabriel Valley
 - d. Yvette, Central L.A.
 - e. Breanna, West L.A.
 - f. Michael, South L.A.
 - g. Jose, East L.A.
 - h. Howard, South Bay
- Outreach worker videos (to be projected)
 - a. [Antelope Valley](#)
 - b. [San Fernando Valley](#)
 - c. [San Gabriel Valley](#)
 - d. [Central L.A.](#)
 - e. [West L.A.](#)
 - f. [South L.A.](#)
 - g. [East L.A.](#)
 - h. [South Bay](#)

UNIT 3: Civic Responsibility & Activism

Materials (cont'd)

- Outreach worker blogs (if needed)
 - a. [Meet Jeannie and Amanda](#), Everyone In
 - b. [Meet Elyse and Joseph](#), Everyone In
 - c. [Meet the people working to end homelessness in L.A. County](#), Everyone In
- News Articles
 - a. [9-year-old girl builds shelters for the homeless](#), Bored Panda
 - b. [How a 17-year-old is helping feed 12,000 homeless people](#), Reader's Digest
 - c. [Good Works: Local teens and tweens collect with love](#), LA Times
 - d. [Culver City High School students work to combat homelessness in L.A.](#), LA Times
 - e. [Students spread awareness of SoCal homeless crisis with documentary](#), ABC7
 - f. [Student-Run Program for Homeless Youth Spreading to More Cities](#), Next City
 - g. [A California teen is providing homeless people with sanitizing kits amid the novel coronavirus outbreak](#), Insider
 - h. [California teen donates more than 150 coronavirus sanitation kits to the homeless](#), CNN
 - i. [12-Year-Old Middle Schooler Has Helped Feed 9,000 Homeless People: 'I Want to Help Them All'](#), People
 - j. [California girl raises money to help Chicago's homeless during severe cold](#), Chicago Sun Times
 - k. [Boy, 8, Break Dances for Southern California's Homeless](#), NBC Los Angeles
- Action commitment cards for each student (printed)

Prep

Read through the lesson to determine how you will divide students into groups, and whether you will have individual groups watch the video for their region or you'll watch one or more videos as a class.

Print out the outreach worker bios for each group and either print Impact Statistics Graphic Sets or plan to project them where all students can see and analyze them.

Print out an Action Commitment Card for each student.

Read through article options in step 6 of the procedure to determine which are best for your students to read—these can be printed out for group or individual reading, assigned electronically, or even given as pre-reading or homework. There are additional videos linked in the “Supplementary Materials” section at the bottom of this lesson that can be used for discussion at the beginning or end of the lesson.

UNIT 3: Civic Responsibility & Activism

Procedure

1. In this lesson, students will first learn about the people who are working to end homelessness in L.A. County—what their work entails, the impact they are making throughout the 8 regions of L.A. County, why they chose this work, and the barriers they face on a daily basis. After learning about what people are already doing, students will explore what impact they can have on the housing and homelessness crisis.
2. Distribute or project Impact Statistics Graphic Sets for students. Give them time to analyze them and share out observations or questions that they have about the work to end homelessness in L.A. County.
 - a. Number of people housed in L.A. County each year by homeless service providers:
 - 9,658 in 2014
 - 11,904 in 2015
 - 15,131 in 2016
 - 17,558 in 2017
 - 21,631 in 2018
 - 22,769 in 2019
 - b. Despite a 23% increase in amount of people housed in 2018, housing affordability still increased homelessness from 52,765 in 2018 to 58,936 in 2019
 - c. Of the 22,769 people housed in 2019
 - 28% were placed in a rapid re-housing program
 - 23% were placed in supportive housing
 - 49% were placed in another form of permanent housing
 - d. A major part of fighting homelessness is prevention. In 2015 (prior to measure H) 1,346 people were prevented from falling into homelessness. In 2019 6,310 people were prevented from falling into homelessness
 - e. Out of the 14,075 people experiencing chronic homelessness in 2018, 979 were sheltered. In 2019, 16,528 people are experiencing chronic homelessness but 1,991 are sheltered.
 - f. Over the past two years, voter-approved funding has enabled Outreach Teams to provide these services in Central L.A.:
 - 9,147 people contacted
 - 2,535 people engaged
 - 4,059 people connected to services
 - 354 individuals into immediate housing
 - 222 individuals placed in affordable or supportive housing

UNIT 3: Civic Responsibility & Activism

Procedure (cont'd)

- g. Over the past two years, voter-approved funding has enabled organizations to provide these services in South L.A.:
 - 3,308 people placed into immediate housing
 - 4,973 people assisted by the rapid rehousing program
 - 3,287 people contacted by outreach teams
 - h. There are 6,303 people experiencing homelessness in the South Bay. In the last 2 years:
 - 4,520 people placed into immediate housing,
 - 2,891 people assisted through the rapid rehousing programs
 - 2,003 people contacted by street outreach teams,
 - 2,163 people placed in permanent housing.
 - i. There are 5,095 people experiencing homelessness in East L.A. In the last 2 years:
 - 1,984 people placed into immediate housing
 - 2,296 people assisted through the rapid rehousing program
 - 1,192 people contacted by street outreach teams
 - 1,428 people placed into permanent housing
3. Divide students into up to 8 groups representing the Service Planning Areas (SPAs) that make up L.A. County. Each group will receive one Outreach Worker bio for a real person that is currently working to end homelessness in that region. Each outreach worker is also featured in a short (1-2 min) video about the work to end homelessness in their region, you may choose to play one or several of the videos, or have each group watch the video for their region if technology is available. Videos linked below and in the “Materials” section above.
 - a. [Outreach Workers in Antelope Valley](#), Everyone In
 - b. [Outreach Workers in San Fernando Valley](#), Everyone In
 - c. [Outreach Workers in San Gabriel Valley](#), Everyone In
 - d. [Outreach Workers in Central L.A.](#), Everyone In
 - e. [Outreach Workers in West L.A.](#), Everyone In
 - f. [Outreach Workers in South L.A.](#), Everyone In
 - g. [Outreach Workers in East L.A.](#), Everyone In
 - h. [Outreach Workers in South Bay](#), Everyone In

UNIT 3: Civic Responsibility & Activism

Procedure (cont'd)

4. Have each group read the bio AND watch the video of their outreach worker, and then share out to the class:
 1. Share Out: Have each group briefly outline the story of the outreach worker.
 2. Class Discussion: Does the story match up at all with any of the 'service provider' stories from Unit 2?
 3. Share Out: Have each group share out one question with the class, write these on the board.

A few additional blog posts about L.A. County outreach workers are linked below if more materials are needed:

- a. [Meet Jeannie and Amanda](#), Everyone In
 - b. [Meet Elyse and Joseph](#), Everyone In
 - c. [Meet the people working to end homelessness in L.A. County](#), Everyone In
5. Using the list of barriers that were generated from discussion question #3 in Unit 2 plus any additional barriers you may have gleaned from learning about your social worker, select 3 barriers that their outreach worker faces or would likely face, ask each group to select 3 barriers that they think their outreach worker might face (some answers are found in the videos, so it might be worth taking some time to watch a few of them as a class). For reference, the discussion question from the last lesson is included below along with a list of possible answers—the list of possible answers has been expanded based on new information students may have gathered from watching the outreach worker videos:

For services and programs that help people keep their housing or exit homelessness, what are 3 barriers that you think might prevent those services and programs from reaching more people in L.A. County?

- a. Not enough funding
- b. Not enough supportive and affordable housing available
- c. Not enough community support to build supportive and affordable housing in certain neighborhoods of L.A.
- d. Restrictive policies
- e. Blaming people experiencing homelessness and therefore not passing policies or funding measures that support homeless services
- f. Rent increases
- g. Destruction of affordable or rent stabilized units
- h. Lack of financial incentives for developers and cities to build more affordable and supportive housing
- i. NIMBYism (people who say they want more affordable and supportive housing but "Not In My Backyard")
- j. Burdensome building requirements (such as # of required parking spaces) that make it much more difficult to build affordable and supportive housing

UNIT 3: Civic Responsibility & Activism

Procedure (cont'd)

- k. People don't want the help (this is almost never the case)
 - l. People living outside don't know about the services available to them
 - m. People living outside may have pets that are their family and certain immediate housing facilities do not allow pets
 - n. People need certain types of support (mental health care, physical health care, counseling) before they are ready to move into stable housing
 - o. People are struggling with substance use disorders
 - p. People might feel ashamed to ask for help
 - q. People who have been through really difficult situations might not initially trust outreach workers who offer them help and support
6. Each group should share out one of the barriers they came up with and give their reasoning. Try to have a different student from the group share out each time. Write answers on the board.
7. Now, students will take the time to learn about things that young people around their own age are doing to support people experiencing homelessness. You can distribute the one or more of the articles linked in the "Materials" section of this lesson, or students can find their own examples from the news. You can choose to have students read the articles independently or in groups, project an article on the screen and discuss it together, or assign the reading as homework. In the next part of this lesson, students will explore what they can do to help people impacted by the housing and homelessness crisis.
8. After students have read one article (or you have read together as a class), ask students to share out what they noticed about the kids in the articles. Was there anything special about them? Or did they just find ways to use their talents and abilities to give back to people experiencing homelessness? Allow students to discuss organically and make connections to things they could do to help.

UNIT 3: Civic Responsibility & Activism

Procedure (cont'd)

9. Distribute an Action Commitment Card to each student and give them some time to read it over and select any actions they would like to take. This would be a good opportunity to extend the lesson by taking one of the following actions as a class—or another action you come up with together!
 - a. Have students identify their elected official and write a letter to them sharing their concerns and priorities related to housing and homelessness
Students can identify how much supportive and affordable housing already exists in their neighborhood using [this tool](#)
 - b. Have students work in groups to create a service action plan for a project to support people experiencing homelessness in their community, such as a food or gift drive for a local homeless service organization
 - c. Write letters to people in the community experiencing homelessness to be distributed via a local homeless service organization
 - d. Track when items related to homelessness are slated for discussion at L.A. City Council of L.A. County Board of Supervisors meetings and have students write and submit public comment (via email, phone call, or in person)
 - e. Find an event hosted by a local homeless service provider that students can attend independently or as a class—this could be a protest, a rally, a vigil, a storytelling event, or even a training on how to get more involved. See the [Everyone In event calendar](#) for the latest events we're hosting
 - f. Use Everyone In's [Advocacy Basecamp](#) tool to learn more about the housing and homelessness crisis and how to get involved
10. Save or display the completed Action Commitment Cards in the classroom or allow students to take them home. Revisit the discussion in a few weeks, opening up a dialogue about what actions and conversations students have participated in and what barriers they have encountered. This should be an ongoing conversation throughout the school year that is responsive to the news cycle and to things your students might observe or hear.
11. Optional Extension: If taking an action as a class, have students write a short reflection on the action and any successes or barriers they encountered.

UNIT 3: Civic Responsibility & Activism

Supplementary Materials

- Videos:
 - a. [What is L.A. County doing to end Homelessness?](#), Everyone In LA
 - b. [Powered by the People of L.A. County: A place for the grandkids to visit](#), County of LA
 - c. [Powered by the People of L.A. County: Street Medicine and compassion](#), County of LA
 - d. [Progress Is Building](#), Everyone In
 - e. [Everyone In / Supportive Housing at Marv's Place](#), Everyone In
 - f. [Gather Everyone In, Everyone In](#)
 - Blogs:
 - a. [Progress is building](#), Everyone In
 - b. [We voted. We're building](#), Everyone In
 - c. [Moving from 'Encampment to Home'](#), Everyone In
 - d. [Our Promise](#), Everyone In
 - e. [Meet Enrique](#), Everyone In
 - f. [Meet Quincey](#), Everyone In
 - g. [L.A.'s elected officials, explained](#), Everyone In
 - h. [Meet Jeannie and Amanda](#), Everyone In
 - i. [Meet Elyse and Joseph](#), Everyone In
 - j. [Meet the people working to end homelessness in L.A. County](#), Everyone In
 - Organizations Taking Action (Blogs):
 - a. [The never-ending effort to heal and house L.A.'s Homeless](#), Everyone In
 - b. [Union Station is saving lives in San Gabriel Valley](#), Everyone In
 - c. [Meet St. Joseph Center](#), Everyone In
 - Other Useful Websites:
 - a. [Organizing Team](#), Everyone In
 - b. [Homepage](#), Everyone In
 - c. [FAQ](#), Everyone In
 - d. [Advocacy Basecamp](#), Everyone In
 - List of homeless service organizations and places to volunteer (in appendix)
-
- [2019 Greater Los Angeles Homeless Count](#), Los Angeles Homeless Services Authority

Sources

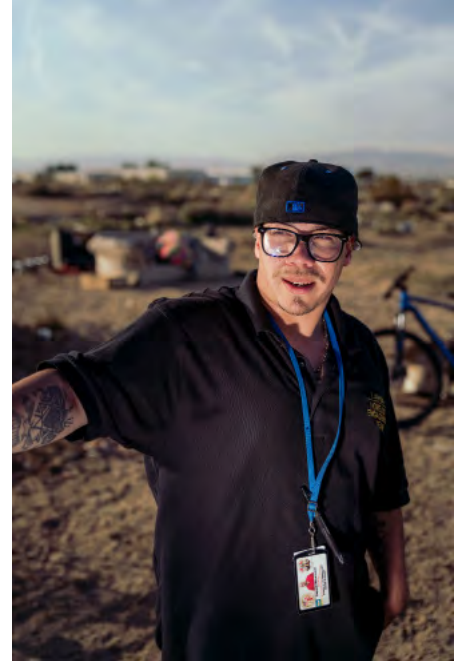
UNIT 3: Outreach Worker Bios

Eddie, Antelope Valley

- **Organization:** Los Angeles Homeless Services Authority (LAHSA)
- **Title:** Outreach Specialist
- **Job Description:**

Eddie once experienced homelessness living on the streets of Skid Row. He now works as an outreach specialist, connecting unhoused people with essential services and documentation to help them transition into housing.

“I know it might sound silly, but I’m trying to end homelessness. I don’t know how I’m going to do it but I’m still trying to figure out a way. I get home every day exhausted from this but it’s a good exhaustion. It’s not draining just knowing that I’m trying to make a change.”



Eric, San Fernando Valley

- **Organization:** Los Angeles Family Housing (LAFH)
- **Title:** Outreach Specialist
- **Job Description:**

Eric’s goal as an outreach supervisor is to coordinate a team of outreach workers as they help people living outside transition into stable housing. He forms personal relationships with clients, offering guidance, essential services and a consistent support system.

“In 2014, I was the only outreach worker here. Since then, there are 150 outreach workers in [this region]. Helping people is a process of trust-building, of us keeping our word, which is very important in the work that we do.”



UNIT 3: Outreach Worker Bios

Renee, San Gabriel Valley

- **Organization:** Union Station Homeless Services
- **Title:** Outreach Housing Navigator
- **Job Description:**

Renee is part of a mobile outreach team dedicated to working with people experiencing chronic homelessness. She helps provide medical services, substance abuse counseling, case management and referrals for mental health services -- all of which help people on the path to securing a home.

“People think all homeless are drug addicts and lazy, that’s the stigma surrounding homelessness. I meet people all the time who had jobs and homes and then had family members die and they couldn’t keep up with the bills, so they became homeless. I was homeless on these same streets of Pomona, so I like being able to come back to the city and give back.”



Yvette, Central L.A.

- **Organization:** The People Concern
- **Title:** Case Manager
- **Job Description:**

Yvette works to connect people experiencing homelessness on Skid Row with critical services, like medical and mental health care, with the ultimate goal of helping to end homelessness for those in her service area. She and her outreach team go out and meet the people in their community, find out what their needs are, and then bring them the supplies or specialized care they need right where they are.

“Our community members are some of the most vulnerable and I don’t like how on the news people often criminalize them. Homelessness is not something to be criminalized. These are people with needs and they just need care.”



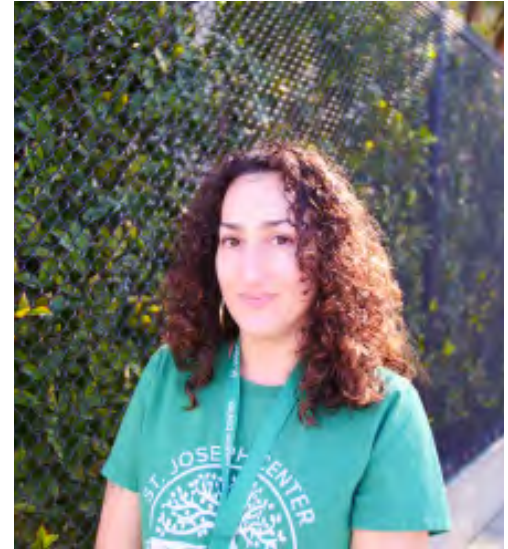
UNIT 3: Outreach Worker Bios

Breanna, West L.A.

- **Organization:** St. Joseph Center
- **Title:** Mental Health Specialist
- **Job Description:**

As a Mental Health Specialist, Breanna engages with clients on the street and helps meet their immediate needs (food, clothing, etc.) while assessing their long-term mental health care needs and connecting them to medical services. She also helps clients prepare documents for housing and helps identify and eliminate any barriers to housing that exist for her clients.

“[Homelessness] is a complex intersection of issues- whether it comes to stagnant wages, affordable living, housing costs, basic social service safety nets for folks, dealing with community trauma. There is a rich history of socioeconomic struggles behind this crisis.”

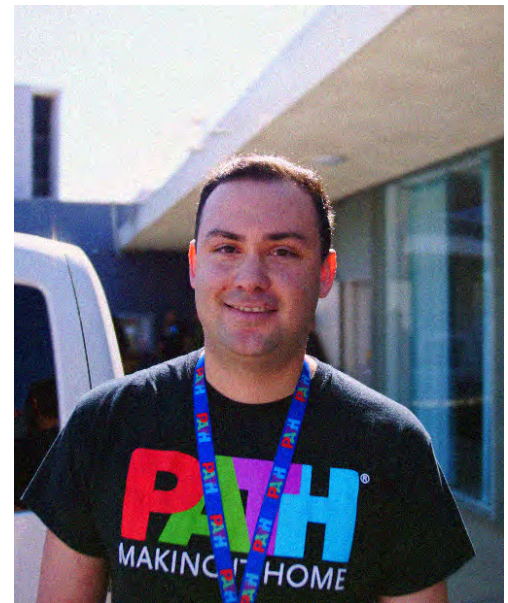


Michael, South L.A.

- **Organization:** People Assisting the Homeless (PATH)
- **Title:** Mental Health Specialist
- **Job Description:**

Michael works with a team that provides outreach to people experiencing homelessness on the metro transit system. When Michael's team finds people experiencing homelessness, they find out and address the root cause of their situation, connecting them to things like substance use counseling, health care, and housing navigators.

“We try to do a lot of trauma-informed care. It's asking “what happened to you?” not “what's wrong with you?” We talk to people and humanize them. We ask them what their life has been like up to this point, how they got to where they are, and how we can help them get to where they want to go.”



UNIT 3: Outreach Worker Bios

Jose, East L.A.

- **Organization:** People Assisting the Homeless (PATH)
- **Title:** Outreach Navigator and Substance Use Specialist
- **Job Description:**

Jose connects people experiencing homelessness to essential services - like mental and medical health care - to help them transition into housing. He helps create a path for people experiencing homelessness to move off the street and into a safe home. This can mean finding someone immediate housing while they wait for a home of their own, or helping transport his clients to medical appointments, or even helping his clients get an ID from the DMV—these are all steps in the pathway to housing.

“We link our homeless population to any community service there is. Sometimes quickly, sometimes slowly. We just meet them where they’re at and try to help them in all their needs. Whatever it takes. It’s a team effort- we collaborate with one another and we all want the best for our homeless population and that’s what works.”



Howard, South Bay

- **Organization:** Harbor Interfaith Services
- **Title:** Outreach Specialist/Housing Navigator
- **Job Description:**

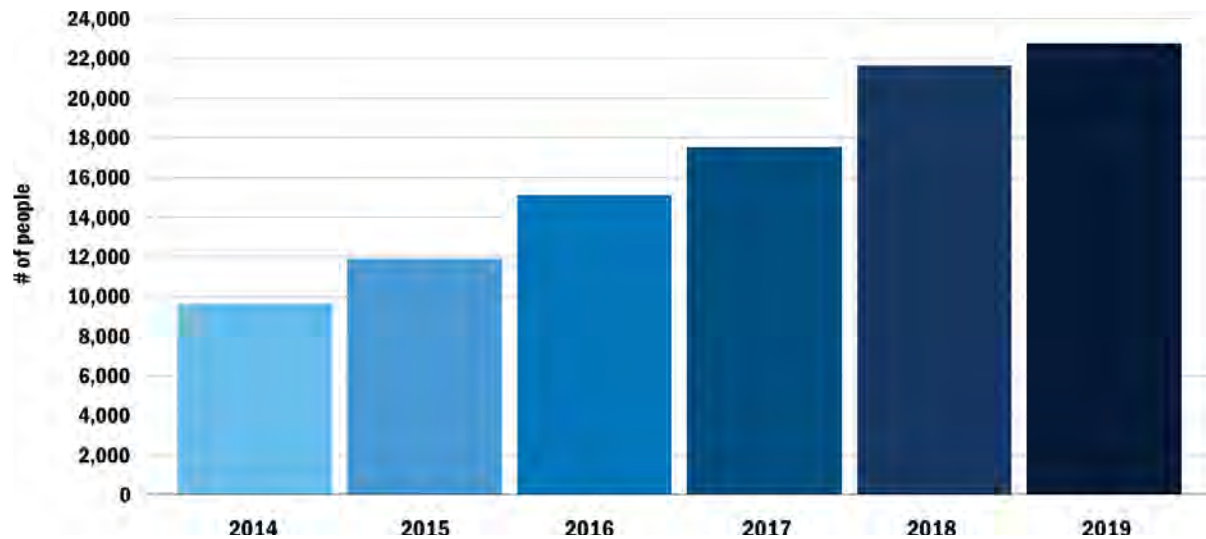
As a housing navigator, Howard helps people transition from a shelter into a permanent home by supporting them through paperwork and housing appointments. He also engages in direct outreach by helping to meet the more immediate needs of people experiencing homelessness.

“Truly getting someone housed is a team effort. No one individual or one organization can do it, we need the support of one another. Getting someone housed is one of the victories that we have here, it’s very rewarding, and it makes me feel well.”

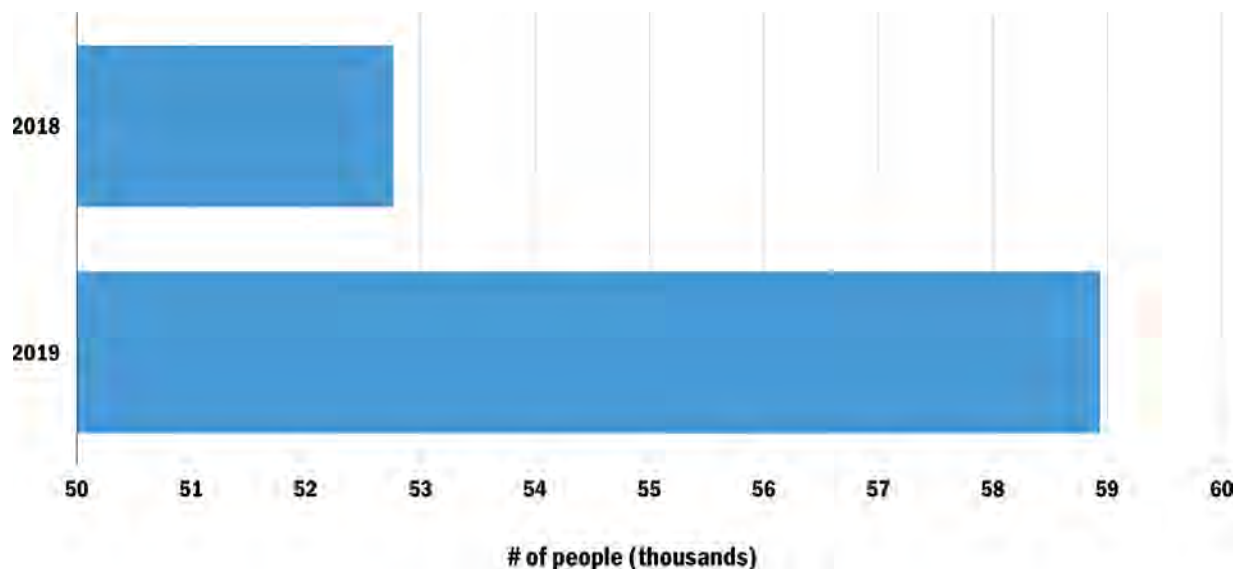


UNIT 3: Statistics

People housed in L.A. County each year by homeless service providers

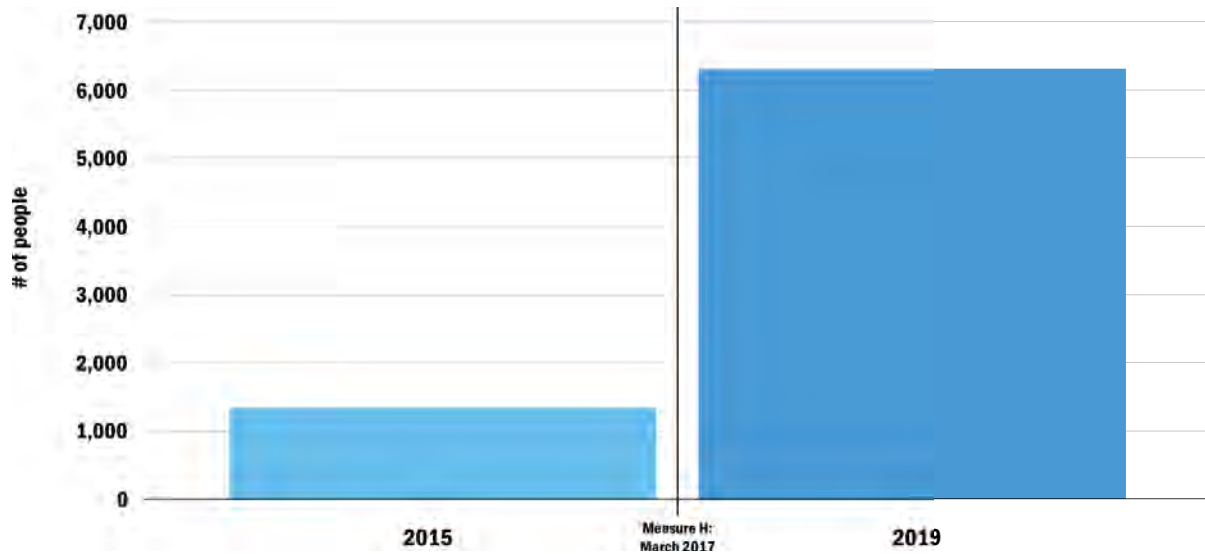


**Despite a 23% increase in amount of people housed in 2018
Number of individuals Experiencing Homelessness
(due to an increase in housing affordability)**

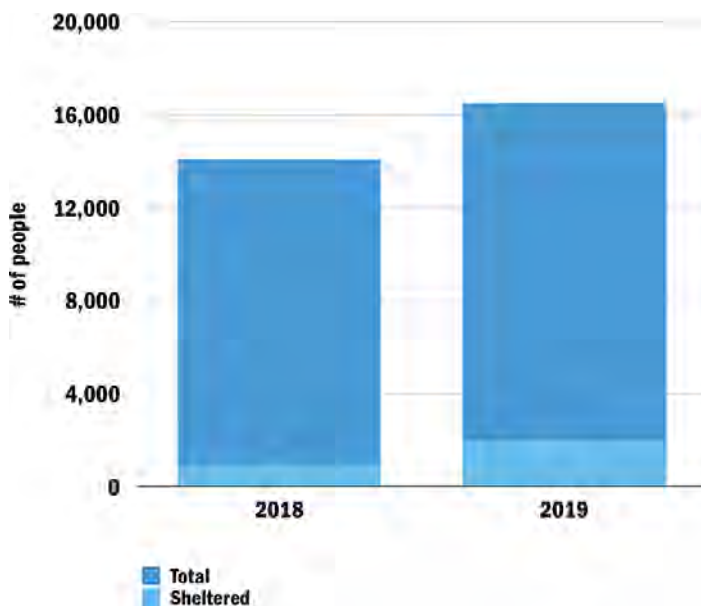


UNIT 3: Statistics

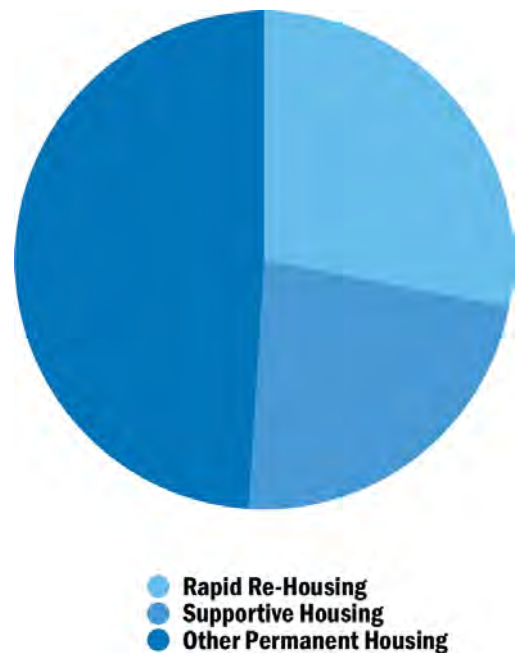
People Prevented from Falling into Homelessness



People Experiencing Chronic Homelessness (Total vs. Sheltered)



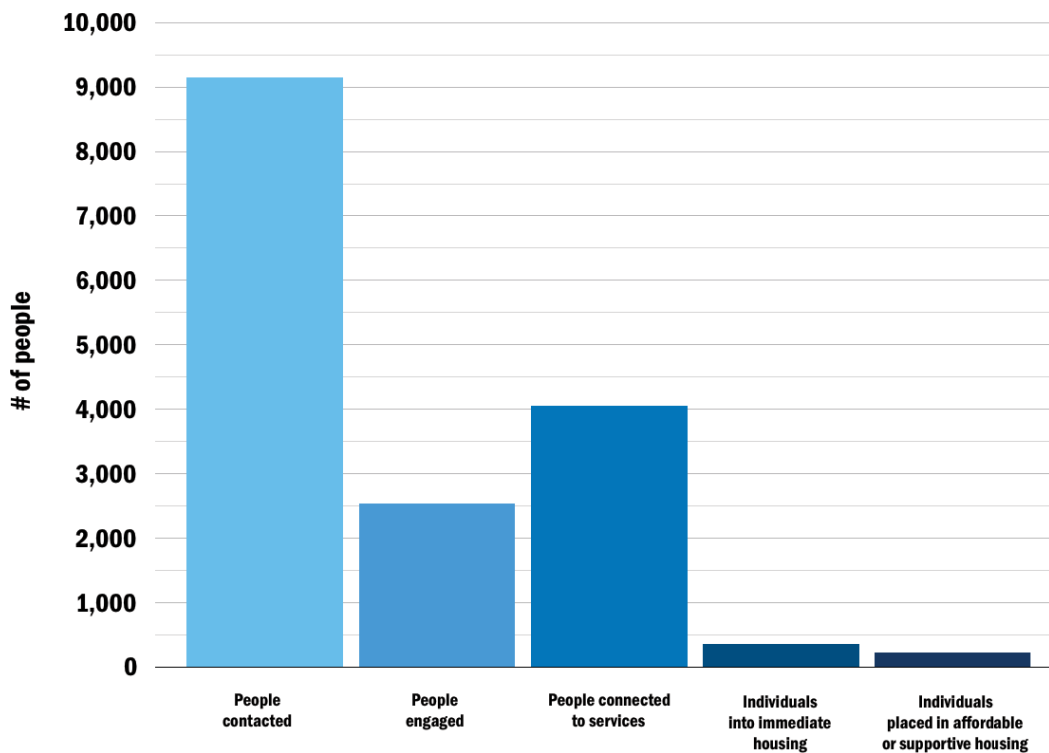
Of the 22,769 people housed in 2019:



UNIT 3: Statistics

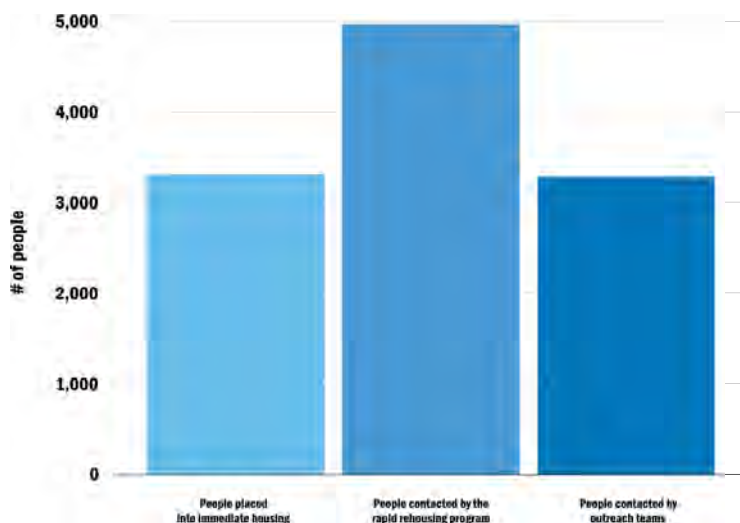
- **CENTRAL L.A.**

Over the past two years, voter-approved funding has enabled Outreach Teams to provide these services in Central L.A.:



- **SOUTH L.A.**

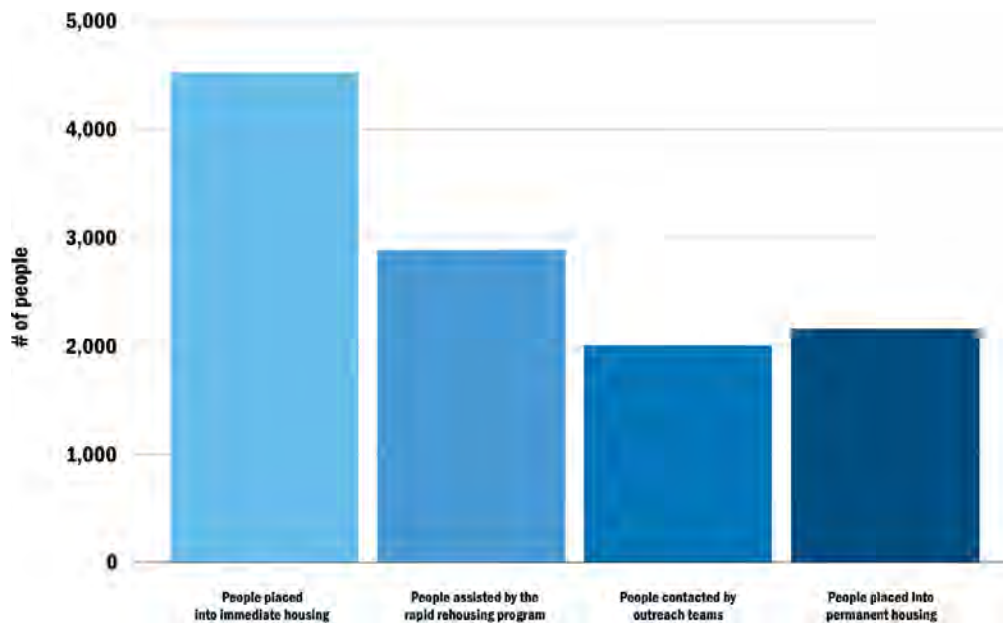
Over the past two years, voter-approved funding has enabled organizations to provide these services in South L.A.:



UNIT 3: Statistics

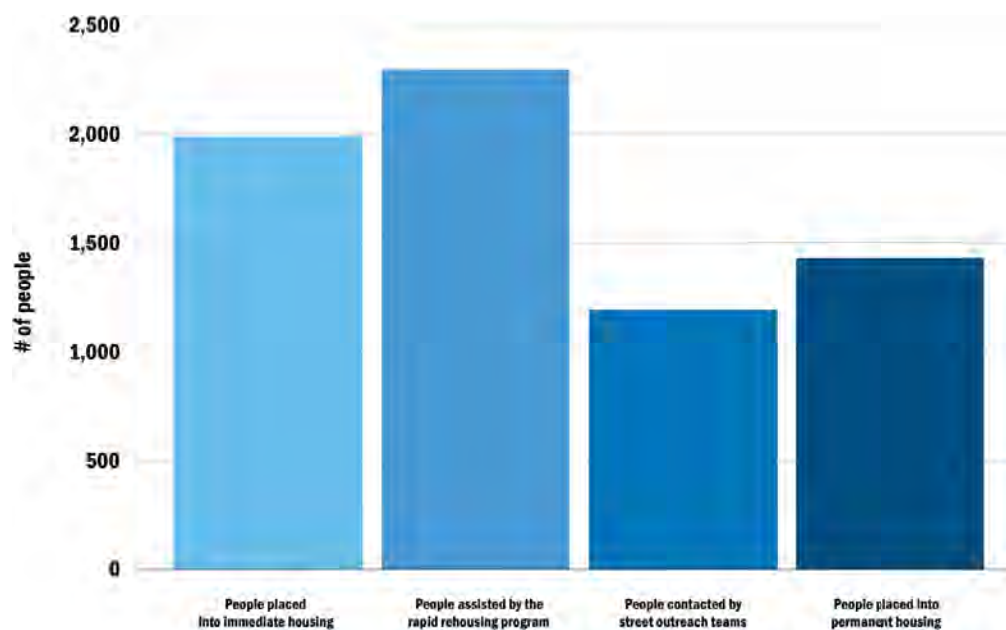
- SOUTH BAY

There are 6,303 people experiencing homelessness in the South Bay. In the last 2 years:



- EAST L.A.

There are 5,095 people experiencing homelessness in East L.A. In the last 2 years:



Action Commitment Card

Name: _____

I commit to take the following actions to support my neighbors experiencing homelessness, change people's perception and understanding of the housing and homelessness crisis, and advocate for solutions that will end homelessness for good (check all that apply):

- ☐ Write a letter to my local elected official to let them know that I support more affordable and supportive housing for people who need it
- ☐ Give public comment at an L.A. City Council or L.A. County Board of Supervisors meeting sharing my concerns and priorities
- ☐ Create a care package with a kind note for a person who is experiencing homelessness in my community
- ☐ Help organize a food, gift, or fundraising drive in my classroom or school for a local homeless service organization
- ☐ Gather donations of food, clothing, or toy items from my home to donate to a local homeless service organization
- ☐ Talk to my family and friends who may not understand why people experience homelessness and help them understand the reasons for the housing and homelessness crisis and how we should see and treat people who are impacted
- ☐ Volunteer at a homeless service organization in my community
- ☐ _____
- ☐ _____

Action Commitment Card

Name: _____

I commit to take the following actions to support my neighbors experiencing homelessness, change people's perception and understanding of the housing and homelessness crisis, and advocate for solutions that will end homelessness for good (check all that apply):

- ☐ Write a letter to my local elected official to let them know that I support more affordable and supportive housing for people who need it
- ☐ Give public comment at an L.A. City Council or L.A. County Board of Supervisors meeting sharing my concerns and priorities
- ☐ Create a care package with a kind note for a person who is experiencing homelessness in my community
- ☐ Help organize a food, gift, or fundraising drive in my classroom or school for a local homeless service organization
- ☐ Gather donations of food, clothing, or toy items from my home to donate to a local homeless service organization
- ☐ Talk to my family and friends who may not understand why people experience homelessness and help them understand the reasons for the housing and homelessness crisis and how we should see and treat people who are impacted
- ☐ Volunteer at a homeless service organization in my community
- ☐ _____
- ☐ _____

Appendix

Glossary

Affordable Housing

Affordable housing units rent for less than the market rate and are reserved for people who earn less than average income. Some developers specialize in affordable housing, while others may make some units in their buildings affordable in order to access tax breaks or other incentives.

Ballot Measure

A ballot measure is a piece of proposed legislation to be approved or rejected by eligible voters. Ballot measures are also known as “propositions”.

Civic Activism/Engagement

Civic engagement involves working to make a difference in the civic life of one’s community, typically through promoting the quality of life in a community through both political and non-political processes. It includes volunteering, political activism, environmentalism and community service.

Collective Action

Collective action refers to action taken together by a group of people whose goal is to enhance their status and achieve a common objective.

Compassion Fatigue

Compassion fatigue is the physical and mental exhaustion and emotional withdrawal experienced by those who care for sick or traumatized people over an extended period of time. It can also be described as apathy or indifference toward the suffering of others as the result of overexposure to tragic news stories, images, and the subsequent appeals for assistance.

Criminalization of Poverty

When the criminal justice system produces harsher outcomes for poor defendants due to their **poverty**, leading to profound constitutional, policy, and moral concerns. This can happen through excessive imposition of fees and fines, and harsh practices to enforce those debts, and the cash bail system.

De-stigmatizing Language

De-stigmatizing, or person-first language, doesn’t define a person based on any medical condition, life circumstance, or experience they may have or go through. It’s nonjudgmental, neutral, and allows us to see the whole person rather than viewing them through the lens of one aspect of their experience or identity. Saying someone experiences homelessness rather than saying someone is a “homeless person” means that we recognize that the circumstances of homelessness are not something people should be ashamed of and that we place the individual before the generalization of their situation.

Domestic Violence

Domestic violence (also called intimate partner violence (IPV), domestic abuse, or relationship abuse) is a pattern of behaviors used by one partner to maintain power and control over another partner in an intimate relationship. Domestic violence includes behaviors that physically harm, arouse fear, prevent a partner from doing what they wish or force them to behave in ways they do not want. It includes the use of physical and sexual violence, threats and intimidation, emotional abuse and economic deprivation. Many of these different forms of domestic violence/abuse can be occurring at any one time within the same intimate relationship.

Doubled-up Homelessness

Doubled-up homelessness is defined by the McKinney-Vento Act as “sharing the housing of other persons due to economic circumstances.” It is a form of homelessness caused by lack of housing and economic hardship that forces individuals to share housing beyond the intended occupancy of the residence.

Evict/Eviction

The action of expelling someone, especially a tenant, from a property.

Homelessness

A person experiences homelessness when they are lacking proper housing and therefore live in a place not meant for human habitation (e.g. tents, cars, parks), in an emergency shelter, or in transitional housing.

Homeless Service Provider

Homeless service provider is an umbrella term for individuals and organizations that provide support for the homeless population in the pursuit of enhancing opportunities and helping improve quality of life

Immediate Housing

Immediate housing is a broad term that covers housing that is temporary, such as bridge housing and emergency shelters. These facilities are designed to provide safety and stability so the people staying there can access services and secure permanent homes. Immediate housing does not end homelessness, but it’s an important part of the larger effort to support the many people sleeping outside with nowhere to go, temporary or otherwise.

Low-Income

Low-income families are defined by HUD as families whose incomes do not exceed 80 percent of the median family income for the area. Very low-income families are defined as families whose incomes do not exceed 50 percent of the median family income for the area.

McKinney-Vento Homeless Assistance Act

The McKinney-Vento Homeless Assistance Act (McKinney-Vento Act) (42 U.S.C. § 11431-11435) is federal legislation that ensures the educational rights and protections of children and youths experiencing homelessness. It requires all local educational agencies (LEAs) to ensure that homeless students have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.

Measure H

Measure H is a quarter-cent sales tax increase in the county of Los Angeles that was passed by an overwhelming majority of voters in 2017. It created the first dedicated funding in L.A. for homeless services and short-term housing, raising roughly \$350 million a year. Thanks in large part to the services provided by Measure H, which include mental health care and substance use counseling, roughly 133 people move from homelessness into housing every single day.

NIMBYism

NIMBY, an acronym for “Not In My Backyard,” describes the phenomenon in which residents of a neighbourhood designate a new development (e.g. shelter, affordable housing, group home) or change in occupancy of an existing development as inappropriate or unwanted for their local area. The opposition to affordable, supportive or transitional housing is usually based on the assumed characteristics of the population that will be living in the development. Common arguments are that there will be increases in crime, litter, thefts, or violence and that property taxes will decrease. The benefits for the residents of the development are often ignored.

Outreach Worker

Outreach workers directly engage with people experiencing homelessness and are responsible for responding to the immediate needs of people who are at risk of experiencing homelessness, who are currently experiencing homelessness or who are transitioning into housing. They work to connect people experiencing homelessness with services like housing readiness, accessing housing assistance programs, permanent housing placement, case management, crisis intervention, healthcare, mental health treatment and job training.

Proposition HHH

Prop. HHH is a 2016 bond measure in the city of Los Angeles that raised more than a billion dollars for the creation of supportive and affordable housing for people experiencing homelessness. It sparked the investment necessary to create more than 8,000 permanent homes. HHH money has also been used to identify innovative ways to reduce the cost and time it takes to build supportive housing.

Rapid Rehousing

Rapid rehousing is a program that provides rent vouchers to people in danger of falling into homelessness. They might receive enough for a security deposit and then around three to six months of support. The idea is to step in and stop homelessness before it happens and to provide support long enough to allow people to regain financial stability. It is much more cost-effective to prevent homelessness through programs like rapid rehousing than it is to wait until after someone loses their home.

Redlining

For decades, many banks in the U.S. denied mortgages to people, mostly people of color in urban areas, preventing them from buying a home in certain neighborhoods or getting a loan to renovate their house. The practice—once backed by the U.S. government—started in the 1930s and took place across the country, including many of the nation’s largest cities, such as Atlanta, Chicago, Detroit, Tampa and others with large minority populations. As a result, banks and other mortgage lenders commonly rejected loans for creditworthy borrowers based strictly on their race or where they lived. As part of that practice, financial firms, real estate agents and other parties demarcated geographic areas that were effectively off limits for issuing loans.

Rent-Burdened

HUD defines rent-burdened families as those “who pay more than 30 percent of their income for housing” and “may have difficulty affording necessities such as food, clothing, transportation, and medical care.” Severe rent burden is defined as paying more than 50 percent of one’s income on rent.

Sheltered Homelessness

Sheltered homelessness is experienced by people who are living in a supervised shelter designed to provide a temporary living arrangement, or who live in a residence that is not their home, such as the home of a friend or family member. Examples of supervised shelters include an emergency shelter, transitional housing, and/or using motel/hotel vouchers.

Stigma

Social stigma is the disapproval of, or discrimination against, a person based on perceivable social characteristics that serve to distinguish them from other members of a society.

Supportive Housing

Supportive housing is permanent, affordable housing that's paired with on-site services, like mental health care, job training, or addiction treatment. It's for especially vulnerable people, like those with disabilities or survivors of trauma, who otherwise have difficulty staying in stable housing. Supportive housing is remarkably effective: 90 percent of residents stay housed and have improved health, financial stability, and self-sufficiency.

Unsheltered Homelessness

Unsheltered homelessness is experienced by people whose primary residence is a place not meant for human habitation, specifically a place outdoors such as the street, in makeshift shelters, vans and/or cars.

Note: The two major definitions of homeless in use by federal agencies are the education definition in Subtitle VII-B of the McKinney-Vento Act, and the Housing and Urban Development (HUD) definition in Section 103 of Subtitle I of the McKinney-Vento Act. The definitions overlap and diverge in ways that can cause confusion. [Source](#)

Content Standards

Elementary School

	Unit 1	Unit 2	Unit 3
CA CCS ELA	<p>Speaking and Listening Standards</p> <p>SL-Grade 3.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on the topic and texts, building on others' ideas and expressing their own clearly.</p> <p>SL-Grade 3.3 -Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p>	<p>Speaking and Listening Standards</p> <p>SL-Grade 3.2 - Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p>	<p>Reading & Writing Standards</p> <p>W-Grade 3 - Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>R-Grade 3 Phonics and word recognition - Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.</p> <p>R-Grade 3 Fluency - Read with sufficient accuracy and fluency to support comprehension.</p>
CA CCS Math	<p>Represent and Interpret Data</p> <p>Grade 1 - Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.</p>	<p>Represent and Interpret Data</p> <p>Grade 2 - Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph.</p>	
NGSS	<p>Environmental Impacts on Organisms</p> <p>3-LS4-3 - Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all</p>		<p>Engineering Design</p> <p>3-5-ETS-1-2 - Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design problem.</p>
SEL	<p>Identify and Manage One's Emotions and Behavior.</p> <p>1A.2a. Describe a range of emotions and the situations that cause them.</p>	<p>Identify and Manage One's Emotions and Behavior.</p> <p>1A.2a. Describe a range of emotions and the situations that cause them.</p>	<p>Identify and Manage One's Emotions and Behavior.</p> <p>1A.2a. Describe a range of emotions and the situations that cause them.</p>

Middle School

	Unit 1	Unit 2	Unit 3
CA CCS ELA	<p>Speaking and Listening Standards</p> <p>SL- Grade 7.2 - Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>	<p>Speaking and Listening Standards</p> <p>L-Grade 7.4 - Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CA</p>	<p>Reading & Writing Standards</p> <p>RL-Grade 7.2 - Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.</p> <p>W-Grade 7.1 - Write arguments to support claims with clear reasons and relevant evidence.</p>
CA CCS Math	<p>Statistics and Probability</p> <p>Grade 7.1 - Understand that statistics can be used to gain information about a population by examining a sample of the population.</p>	<p>Statistics and Probability</p> <p>Grade 7.1 - Understand that statistics can be used to gain information about a population by examining a sample of the population.</p>	<p>Statistics and Probability</p> <p>Grade 7.1 - Understand that statistics can be used to gain information about a population by examining a sample of the population.</p>
NGSS		<p>Engineering Design</p> <p>MS-ETS1-1 - Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.</p>	
SEL	<p>Identify and Manage One's Emotions and Behavior.</p> <p>1A.3a. Analyze factors that create stress or motivate successful performance.</p>	<p>Identify and Manage One's Emotions and Behavior.</p> <p>1A.3a. Analyze factors that create stress or motivate successful performance.</p>	<p>Identify and Manage One's Emotions and Behavior.</p> <p>1A.3a. Analyze factors that create stress or motivate successful performance.</p>

High School

	Unit 1	Unit 2	Unit 3
<u>CA CCS ELA</u>	<p>Speaking and Listening Standards</p> <p>SL-Grade 11-12.2 - Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p>Speaking and Listening Standards</p> <p>SL-Grade 11-12.4 - Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation. CA</p>	<p>Reading & Writing Standards</p> <p>W-Grade 11-12.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>RI-Grade 11-12.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>
<u>CA CCS Math</u>	<p>Statistics and Probability - Making Inferences and Justifying Conclusions</p> <p>Understand statistics as a process for making inferences about population parameters based on a random sample from that population.</p>	<p>Statistics and Probability - Making Inferences and Justifying Conclusions</p> <p>Understand statistics as a process for making inferences about population parameters based on a random sample from that population.</p>	<p>Statistics and Probability - Making Inferences and Justifying Conclusions</p> <p>Understand statistics as a process for making inferences about population parameters based on a random sample from that population.</p>

High School (Cont'd)

	Unit 1	Unit 2	Unit 3
NGSS		Interdependent Relationships in Ecosystems HS-LS2-8 - Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.	Engineering Design HS-ETS1-1 - Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. HS-ETS1-2 - Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. HS-ETS1-3 - Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.
SEL	Identify and Manage One's Emotions and Behavior. 1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior. Demonstrate skills related to achieving personal and academic goals 1C.4a. Identify strategies to make use of resources and overcome obstacles to achieve goals.	Identify and Manage One's Emotions and Behavior. 1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior. Demonstrate skills related to achieving personal and academic goals 1C.4a. Identify strategies to make use of resources and overcome obstacles to achieve goals.	Identify and Manage One's Emotions and Behavior. 1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior. Demonstrate skills related to achieving personal and academic goals 1C.4a. Identify strategies to make use of resources and overcome obstacles to achieve goals.

Resources

Where to Volunteer

Organization	Address	Contact Info	About	Volunteer Info	Donation Info
L.A. Kitchen		info@lakitchen.org		N/A	N/A
Los Angeles Mission	303 East 5th Street Los Angeles, CA 90013	213) 629-1227 ext. 400 info@lamission.net	Los Angeles Mission exists to provide help, hope and opportunity to men, women and children in need.	Click here to create an account and sign up for an orientation date. Volunteers must be 13 years or older	Click here to view giving opportunities.
The Midnight Mission	601 S. San Pedro Street Los Angeles, CA 90014	(213) 624-9258	The Midnight Mission helps people experiencing homelessness through recovery services, counseling, education, training, workforce development and continued care services.	Click here to view volunteer opportunities.	Click here to view volunteer opportunities. To make a monetary donation, click here.
L.A. Food Bank	1734 East 41st Street Los Angeles, CA 90058	(323) 234-3030 ext. 144 amartinez@lafoodbank.org.	The Los Angeles Regional Food Bank distributes food and other essentials to children, seniors, families and other individuals in need.	Click here to view volunteer opportunities and requirements. Must be at least 14 years of age.	To make a monetary donation, click here .
Westside Food Bank - Santa Monica	1710 22nd St. Santa Monica, CA 90404	(310) 828-6016	Westside Food Bank provides food to social service agencies on the Westside that enables low-income people to stay in their homes.	Click here to view volunteer opportunities. Most take place in the Santa Monica warehouse and are family-friendly.	Click here to view all the ways to help. Click here to make a monetary donation.

Where to Volunteer

Organization	Address	Contact Info	About	Volunteer Info	Donation Info
Project Angel Food	922 Vine Street Los Angeles, California 90038	(323)845-1800 info@angelfood.org	Project Angel Food cooks and delivers over 600,000 nutritious meals each year, free of charge, to the homes of men, women, and children affected by life-threatening illnesses.	Click here to view volunteer opportunities and requirements.	To make a monetary donation, click here .
Skid Row Carnival of Love		foundation@wearewayfarer.org	The Wayfarer Foundation's flagship event, the annual Skid Row Carnival of Love (SRCOL), is the largest event of its kind in the United States serving our unhoused neighbors in, and around, downtown Los Angeles. Occupying over 20,000 square feet in the heart of Skid Row, the Carnival's 2,000 volunteers serve over 4,000 guests each year delivering resources provided by government, non-profit, and private partners.	To view volunteer opportunities, click here .	To make a monetary donation, click here .
Food on Foot	1625 N. Schrader Hollywood, CA 90028	(310) 442-0088 info@foodonfoot.org	Food on Foot is a nonprofit dedicated to assisting homeless and low-income neighbors in Los Angeles with nutritious meals, clothing, life-skills education, full-time employment, and permanent housing.	Click here to view volunteer opportunities. Children 6+ only.	To make a monetary donation, click here .

Where to Volunteer

Organization	Address	Contact Info	About	Volunteer Info	Donation Info
The People Concern	2116 Arlington Ave., Suite 100 Los Angeles, CA 90018	(323) 334-9000	The People Concern provides services like outreach, interim housing, mental and medical health care, substance abuse services, domestic violence services, lifeskills & wellness programs, and permanent supportive housing to vulnerable community members.	Click here to view volunteer opportunities. Individual and group opportunities available.	The People Concern accepts both monetary and in-kind donations. Click here to view ways you can give.
Union Rescue Mission	545 S. San Pedro St. Los Angeles, CA 90013	(213) 347-6300 ext. 1148 volunteer@urm.org	URM helps men, women and children who are experiencing homelessness through outreach, emergency services, transformation and restoration services.	Click here to view volunteer opportunities and instructions.	To make a monetary donation, please click here .
Hope Gardens Family Center - Sylmar	URM: 545 S. San Pedro St. Los Angeles, CA 90013	(213) 347-6300 ext. 1148 volunteer@urm.org	Hope Gardens Family Center is a faith-based transitional housing campus that offers sanctuary to single women and children who are experiencing homelessness.	Click here to view all volunteer opportunities and instructions.	To make a monetary donation, click here .
Union Rescue Mission Thrift Store - Covina	280 E Arrow Hwy, Covina, CA 91722	Contact Nicole at nmcKiernan@urm.org	All proceeds from this thrift store go to Union Rescue Mission and Hope Gardens Family Center.	Click here to view all volunteer opportunities. Volunteers needed on a weekly basis.	Click here to view accepted donation items or to schedule a pick-up.

Where to Volunteer

Organization	Address	Contact Info	About	Volunteer Info	Donation Info
Union Station Homeless Services	825 E. Orange Grove Blvd. Pasadena, CA 91104	(626) 240-4550 volunteer@unionstationhs.org.	Union Station provides vulnerable members of society with housing first, so they may stabilize and receive the support they need to stay housed and reintegrate into their community.	Click here for a list of ways you can help.	To make a monetary donation, click here .
L.A. Works	River Center and Gardens 570 W Ave 26, Ste 400 Los Angeles, CA 90065	(323) 224-6510	L.A. Works is a 501(c)3 nonprofit, volunteer action center that creates and implements hands-on community service projects throughout the greater Los Angeles area.	Click here to view available volunteer opportunities.	To make a monetary donation, click here .
Volunteer L.A.		mayor.volunteer@lacity.org	VolunteerLA connects Angelenos to service opportunities that create positive change in communities.	Click here to view volunteer opportunities and requirements.	
Los Angeles Homeless Services Authority (LAHSA)			Los Angeles Homeless Services Authority (LAHSA) is the lead agency in the Los Angeles Continuum of Care, which is the regional planning body that coordinates housing and services for homeless families and individuals in Los Angeles County.	Click here to view opportunities to get involved.	Click here to view opportunities to get involved.

Where to Volunteer

Organization	Address	Contact Info	About	Volunteer Info	Donation Info
Downtown Women's Center	442 S. San Pedro Street, Los Angeles, CA 90013	(213) 680-0600 volunteer@downtownwomenscenter.org	The Downtown Women's Center (DWC) is the only organization in Los Angeles focused exclusively on serving and empowering women experiencing homelessness and formerly homeless women.	Click here to view volunteer opportunities.	To make a monetary donation, click here .
San Fernando Valley Rescue Mission	8756 Canby Ave. Northridge, CA 91325	(818) 785-4476	The San Fernando Valley Rescue Mission provides homeless men, women, children and families an opportunity, to obtain food, shelter, and basic life necessities, as well as a foundation for individual and family restoration by developing a personalized plan based on their needs for achieving personal growth, employment, and housing.	Click here to view volunteer opportunities. Available year-round.	To make a monetary donation, click here .
Family Rescue Center	22103 Vanowen St. Canoga Park, CA 91303	(818) 884-7587	Family Rescue Center is a Christian faith-based, volunteer group that provides food, clothing and other essential services.	Click here to view volunteer opportunities.	To make a monetary or in-kind donation, click here .

Where to Volunteer

Organization	Address	Contact Info	About	Volunteer Info	Donation Info
School On Wheels, Inc.	3150 N San Fernando Rd, Ste B Los Angeles, CA 90065	(805) 641-1678	School On Wheels, inc. helps provide tutoring and mentoring to children k-12 who are experiencing homelessness or are in foster homes.	Click here to view volunteer opportunities.	To make a monetary donation, click here .
Youth Emerging Stronger		(323) 467-8466	YES provides permanent stable homes for children of all ethnicities and backgrounds while providing aftercare protection to insure children stay off the streets.	Click here to view volunteer opportunities.	To make a monetary donation, click here .
Students 4 Students		s4slosangeles@gmail.com	Students 4 Students is a UCLA student founded and managed shelter specifically for homeless college students.		To make a monetary donation, click here .
Los Angeles LGBT Center		Find contact information here .	The Los Angeles LGBT Center provides services to help uplift the LGBTQ community in four major categories: Health, Social Services and Housing, Culture and Education, Leadership and Advocacy		To make a monetary donation, click here .

Children's Books About Homelessness

Picture Books

A Shelter in Our Car by Monica Gunning
Lily and the Paper Man by Rebecca Upjohn
The Lady in the Box by Ann McGovern
Still a Family by Brenda Reeves Sturgis
I See You by Michael Genhart
On Our Street: Our First Talk About Poverty by Dr. Jillian Roberts and Jaime Casap
The Very Best Home for Me by Garth Williams
Scruffy and the Egg: Adventures on the Road by Angela M. Sanchez

Chapter Books

The Family Under the Bridge by Natalie Savage Carlson
Crenshaw by Katherine Applegate

Young Adult

Where I Live by Brenda Rufener
Winterfolk by Janel Kolby
Sleeping in my Jeans by Connie King Leonard
What I Want You to See by Catherine Linka

L.A. County Homeless Liaisons

District	Charter	Contact	Phone	Fax	Email
7	ABC USD	Tina Porter	562-926-5566 x21119	562-926-5627	tina.porter@ abcusd.us
1	Acton-Agua Dulce USD	Paulette Buechner	661-269-5999x 108	661-269-0849	pbuechner@ aadusd.k12.ca.us
3	Alhambra USD	Jackie Valle	626-943-3460	626-943-8033	valle_jacqueline@ ausd.us
1	Antelope Valley Union HSD	Cheri Kreitz	661-729-2321	661-949-6292	ckreitz@avhsd.org
3	Arcadia USD	Jim Anderson	626-821-6630	626 446-3064	JAnderson@ausd. net
3	Azusa USD	Alicia Torres Sharp	626-732-8032	626-339-7054	atorres-sharp@ azusa.org
3	Baldwin Park USD	William Avila	626-462-4443	626-856-4920	wravila031@bpusd. net
3	Bassett USD	Rakhee Comar	626 931-3056	626 931-3062	rcomar@ bassettusd.org
7	Bellflower USD	Malcohm Heron	562-866-9011 x2070	562-804-6461	malcohmheron@ busd.k12.ca.us
4, 5	Beverly Hills USD	James Hanson	310-551-5100 x2250	310-551-5101	jhanson@bhusd.org
3	Bonita USD co- liaisons	Tiffany Merrill	909 630-1673		Merrill@bonita.k12. ca.us
3	Bonita USD co- liaisons	Maureen Williams	909 971-8220		williams@bonita. k12.ca.us
2	Burbank USD	Ivan Zamudio	818-729-4467	818-729-4576	vanzamudio@ burbankusd.org
2	Castaic USD	Janene Maxon	661-257-4500 x1508	661-257-5737	jmaxon@ castaicusd.com

District	Charter	Contact	Phone	Fax	Email
8	Centinela Valley Union HSD	Dr. Howard Ho	310-263-3172	310-263-3189	hoh@centinela.k12.ca.us
3	Charter Oak USD	Joe Mitchell	626-966-8331 x90557	626-339-0594	jmittell@cousd.net
3	Claremont USD co-liaisons	Brad Cuff	909-398-0609 x75001	909-399-0243	btcuff@cusd.claremont.edu
3	Claremont USD co-liaisons	Ruby Garcia	09-398-0609 x75008	09-399-0243	rgarcia@cusd.claremont.edu
6	Compton USD	John Keane	10-639-4321 x63002	310-898-1323	jkeane@compton.k12.ca.us
3	Covina Valley USD	Rene Valdes	626-974-7000	626-974-7060	rvaldes@c-vusd.org
8	Culver City	Drew Sotelo	310-842-4220 x4201	310-842-4245	drewsotelo@ccusd.org
7	Downey USD	Marian Reynolds	562-469-6565	562-469-6597	mreynolds@dusd.net
3	Duarte USD	Naelh Othman	626-599-5908	626-599-5174	N0thman@duarteusd.org
7	East Whittier City SD	Lorena Duran	562-907-5934	562-907-9911	lduran@ewcsd.org
1	Eastside Union SD	Margo Deal	661-952-1225	661-952-1232	mdeal@eastside.k12.ca.us
3	El Monte City SD	Rosa Ocegueda	626-453-3700 x3643	626-444-6834	rocegueda@emcsd.org
3	El Monte Union HSD	Sara Tovar	626-444-9005 x9913	626-443-7751	sara.tovar@emuhsd.org
7	El Rancho USD	Natalie Macias	562-801-5128	562-942-9458	nmmacias@erUSD.org
8	El Segundo USD	Marisa Janicek	310-615-2650 x250	310-322-7939	mjanicek@esUSD.k12.ca.us

District	Charter	Contact	Phone	Fax	Email
3	Garvey SD	Bulmaro A. Magallón	626 307-3427	626-307-3494	bmagallon@gesd.us
2	Glendale USD	Dr. Ilin Magran	818-241-3111 x1500	818-242-4213	imagran@gusd.net
3	Glendora USD	Ann Keyes	626-963-1611 x 329	626-852-4581	AKeyes@glendora.k12.ca.us
1	Gorman Joint SD	Joe Andrews	661-248-6441 x 123	661-248-0604	jandrews@lws.lacoe.edu
3	Hacienda La Puente USD	Lorraine Ortega	626-933-5313		lgriego@hlpusd.k12.ca.us
8	Hawthorne SD	David Mallchok	310-970-7550	310-644-9216	dmallchok@hawthorne.k12.ca.us
8	Hermosa Beach CSD	Joan Perez	310-937-5877 x267		jperez@hbcasd.org
1	Hughes Elizabeth Lakes Union SD	Dr. Lori Slaven	661-724-1231	661-724-1485	lslaven@heluesd.org
8	Inglewood USD	Monica Hernandez	310-419-2788		mhernandez@inglewood.k12.ca.us
2	Keppel Union SD	Ward Lunneborg	661-944-2372	661-944-3175	wlunneborg@keppel.k12.ca.us
1, 2, 3, 4, 5, 6, 7, 8	L. A. County Community Schools	"Sammi" Chien-Yi Yang	562-922-6766	562-469-4238	Yang_Chien-Yi@lacoe.edu
3	La Canada USD	James Cartnal	818-952-8391		jcartnal@lcsd.net
1	Lancaster SD	Alicia Aguilar	661-471-8400 x403		aguilara@lancsd.org
2	Las Virgenes USD	Ryan Gleason	818-878-5219	818-878-5293	rgleason@lvusd.org
8	Lawndale SD	Jorge Arroyo	310-973-1300 X50128	310-263-6480	jorge_arroyo@lawndalesd.net
8	Lennox SD	Eddie Garcia	310-695-4034	310-671-1795	eddie_garcia@lennox.k12.ca.us

District	Charter	Contact	Phone	Fax	Email
7	Little Lake City SD	Ana Yarza	562-868-8241 x2270	562-484-0841	Ayarza@llcsd.net
7	Long Beach USD	Erin Simon	562-986-6870 x241	562-985-0524	ESimon@lbschools.net
1, 2, 3, 4, 5, 6, 7, 8	Los Angeles USD	Dr. Denise A. Miranda	213-241-0761	213-605-0299	denise.miranda@lausd.net
7	Los Nietos SD	Cristina Varela	562-692-0271 x3252		cristina_varela@lnsd.net
7	Lowell Joint	Sheri McDonald	562-902-4278	562-947-7874	smcdonald@ljsd.org
6	Lynwood USD	Tam Nguyen	310-886-1618	310-885-4884	tanguyen@mylud.org
8	Manhattan Beach USD	Megan Atkins	310-318-7345 x5912	310-303-3822	matkins@mbusd.org
3	Monrovia USD	Lisa Minami-Lin	626-471-2049	626-471-2077	lminamili@monrovia-schools.net
7	Montebello USD	Rose Hernandez	323-887-7900 x 2133	323-887-2138	hernandez_rose@montebello.k12.ca.us
3	Mountain View SD	George Schonborn	626-652-4087	626-652-4983	gschonborn@mtviewschools.net
2	Newhall SD	Gina Rodriguez	661-291-400 x 249	661-291-4001	gmrodriguez@newhall.k12.ca.us
7	Norwalk/La Mirada USD	Chris Moton	562-868-0431	562-868-7541	cmoton@nlmusd.k12.ca.us
1	Palmdale SD	Aaron Yoskovitz	661-789-6735	661-789-6629	ayoskovitz@palmdalesd.org
9	Palos Verdes Peninsula USD	Becky Cash	310-378-9966	310-378-1971	cashb@pvpusd.k12.ca.us
6	Paramount USD	Manuel San Miguel	562-602-6035	562-602-8121	msanmiguel@paramount.k12.ca.us

District	Charter	Contact	Phone	Fax	Email
3	Pasadena USD	Socorro Rocha	626-396-3600 x 88250	626-793-9858	naranjo.socorro@pusd.us
3	Pomona USD	Patricia Azevedo	909-397-4911 x26501	909-469-6192	Patricia.Azevedo@pomona.k12.ca.us
8	Redondo Beach USD	Anthony Taranto	310-937-1225		ataranto@rbusd.org
3	Rosemead SD	Dawn Rock	626-312-2900 x232	626-312-2913	drock@rosemead.k12.ca.us
3	Rowland USD	Laurel Estrada	626-854-2228 x1785	626-854-2229	laurel.estrada@rowlandschools.org
3	San Gabriel USD	Lon Sellers	626-291-5723	626-451-5487	sellers_l@sbusd.k12.ca.us
3	San Marino USD	Jason Kurtenbach	626-299-7000x1320	626-299-7010	jkurtenbach@smusd.us
4, 5	Santa Monica-Malibu USD	Tara Brown	310-450-8338	310-450-1667	tbrown@smmusd.org
2	Saugus Union SD	Lauren Frey	661-294-5300 x5124	661-294-7526	laurenfrey@saugusud.org
3	South Pasadena USD	Marina Thompson	626-441-5810 x1130	626-441-5817	mthompson@spusd.net
7	South Whittier USD	Stacy Ayers	562-944-6231 x2008		sayers@swhittier.net
2	Sulphur Springs SD	Josh Randall	661-252-5131	661-252-3589	Jrandall@sssd.k12.ca.us
3	Temple City USD	Sarah Vielma	626-548-5006	626-548-5022	svielma@tcusd.net
8	Torrance USD	Nancy Gutierrez	310 972-6146	310 972 6267	gutierrez.nancy@tusd.org
3	Valle Lindo USD	Lynn Bulgin	626-580-0610 x101	626-575-1534	mbulgin@sd.vallelindo.k12.ca.us
3	Walnut Valley SD	Martha Arellano	909-444-4383	909-444-4376	marellano@wvusd.k12.ca.us

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1	Westside Union SD	Scott Brewer	661-722-0716 x4144	661-722-1046	s.brewer@westside. k12.ca.us
7	Whittier City	Gladys Huerta	562-789-3114		glhuerta@ whittiercity.net
7	Whittier Union HSD	Amy Larson	562-698-8121 x 1180	562-907-6963	amy.larson@wuhd. org
2	William S. Hart Union HSD	Jan Daisher	661-259-0033 x 243	661-261-3529	jdaisher@ hartsdistrict.org
1	Wilsona SD	Annette Rego	661-264-1111 x7216		arego@wilsona. k12.ca.us
8	Wiseburn SD	Cathy Waller	310-725-2101 x5304		cwall@wiseburn. org
	Academia Avance Charter	Adriaan St. Claire	323-230-7270		stclaire.adriaan@ academiaavance. com
	Academia Moderna	Carrie Checca	323-923-0383		c.checca@ academiamoderna. org
	Academy of Science and Engineering	Cynthia Amos	213-509-9063		cmamos@ academyse.org
	Accelerated Charter	Francis Reading	323-235-6343, x2558	323-235-6346	freading@ accelerated.org
	Alain LeRoy Locke College Preparatory Academy	Melissa Peña	213-200-7459	323-757-2014	melissa.pena@ greendot.org
	Alliance College Ready Public Schools	Nadir Romo	213-943-4930 x1073		nromo@laalliance. org
	Alliance Alice M. Baxter College- Ready High School	Morgan Abraham	310-221-0430		mabraham@ laalliance.org
	Alliance Christine O'Donovan Middle Academy	Cynthia Leonard	213-943-4930 x1101	213-943-4931	cleonard@ laallianceae.org

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	Alliance Cindy and Bill Simon Technology Academy High	Destinye McGill	323-744-2122	213-943-4931	dmcgill@laalliance.org
	Alliance College-Ready Academy High No. 16	Cynthia Leonard	213-943-4930 x1101	213-943-4931	cleonard@laalliance.org
	Alliance College-Ready Academy High No. 5	Cynthia Leonard	213-943-4930 x1101	213-943-4931	cleonard@laalliance.org
	Alliance College-Ready Academy High No. 7	Cynthia Leonard	213-943-4930 x1101	213-943-4931	cleonard@laalliance.org
	Alliance College-Ready Middle Academy 8	Michelle Mendoza	323-269-2156		mimendoza@laalliance.org
	Alliance College-Ready Middle Academy 12	Pollyana Flores	323-238-7270		pflores@laalliance.org
	Alliance Collins Family College-Ready High School	Nasario Vasquez	323-923-1588		navasquez@laalliance.org
	Alliance Dr. Olga Mohan High	Yaneth Castellanos	213-342-2870	213-943-4931	ycastellanos@laalliance.org
	Alliance Environmental Science and Technology High	Cynthia Leonard	213-943-4930 x1101	213-943-4931	cleonard@laalliance.org
	Alliance Gertz-Ressler High	Cynthia Leonard	213-943-4930 x1101	213-943-4931	cleonard@laalliance.org
	Alliance Gertz-Ressler Richard Merkin 6-12 Complex	Cristina Leal	213-745-8141		cleal@laalliance.org
	Alliance Health Services Academy High	Cynthia Leonard	213-943-4930 x1101	213-943-4931	cleonard@laalliance.org

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	Alliance Huntington Park College-Ready Academy High	Cynthia Leonard	213-943-4930 x1101	213-943-4931	cleonard@laalliance.org
	Alliance Jack H. Skirball Middle	Rogaciana Sanchez	323-905-1377		rogsanchez@laalliance.org
	Alliance Judy Ivie Burton Technology Academy High	Jeremy Hoffman	323-920-6125		jhoffman@laalliance.org
	Alliance Kory Hunter Middle School	Maria Romero	323-484-0450		marromero@laalliance.org
	Alliance Leichtman-Levine Family Foundation Envir Sci HS	Karen Ruiz	323-739-0560		kruiz@laalliance.org
	Alliance Marc and Eva Stern Math and Science	Erica Meza	323-987-2144		emeza@laalliance.org
	Alliance Margaret M. Blookfield Technology Academy High	Jessica Sianez	323-537-2060		jsianez@laalliance.org
	Alliance Marine - Innovation and Technology 6-12 Complex	Priscilla Cartin	747-223-2649		pcartin@laalliance.org
	Alliance Media Arts and Entertainment Design High	Cynthia Leonard	213-943-4930 x1101	213-943-4931	cleonard@laalliance.org
	Alliance Morgan McKinzie High School	Salvador Guerrero	323-526-8198		saguerrero@laalliance.org
	Alliance Ouchi-O'Donovan 6-12 Complex	J Castro	323-294-3172		jcastro@laalliance.org
	Alliance Patti & Peter Neuwirth Leadership Academy	Patricia Lopez	213-342-2874		plopez@laalliance.org
	Alliance Piera Barbaglia Shaheen Health Services Academy	Jennifer Rodriguez	323-972-9010		jerodriguez@laalliance.org

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	Alliance Renee and Meyer Luskin Academy High	Azmin Quintero	323- 905-1210		aquintero@laalliance.org
	Alliance Richard Merkin Middle	Cynthia Leonard	213-943-4930 x1101	213-943-4931	cleonard@laalliance.org
	Alliance Susan and Eric Smidt Technology High	Lauren Fletcher	323-352-3206		lfletcher@laalliance.org
	Alliance Ted K. Tajima High School	Movses Jambazian	213-241-8533		mjambazian@laalliance.org
	Alliance Tennenbaum Family Technology High	Carmen Zaldana	323-276-5545		czaldana@laalliance.org
	Alliance Virgil Roberts Leadership Academy	Anthony Urzua	323-920-4388		aurzua@laalliance.org
	Alliance William and Carol Ouchi Academy High	Cynthia Leonard	213-943-4930 x1101	213-943-4931	cleonard@laalliance.org
	Alma Fuerte Public School	Anne Lee	858-472-2245		anne.lee@almafuerteps.org
	Alta Vista Innovation High School Inglewood	Celia Coronado	424-227-3402		ccoronado@innovationhigh.org
	Alta Vista Innovation High School Gardena	Celia Coronado	424-205-6901		ccoronado@innovationhigh.org
	Anahuacalmecac International University Prep	Patricia Gonzalez	323-352-3148		pgonzalez@dignidad.org
	Animo City of Champions CHS	Melissa Peña	213-200-7459	323-757-2014	melissa.pena@greendot.org
	Animo College Preparatory Academy	Melissa Peña	213-200-7459	323-757-2014	melissa.pena@greendot.org

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	Animo Ellen Ochoa CMS	Melissa Peña	213-200-7459	323-757-2014	melissa.pena@greendot.org
	Animo Florence-Firestone CMS	Melissa Peña	213-200-7459	323-757-2014	melissa.pena@greendot.org
	Animo Inglewood CHS	Melissa Peña	213-200-7459	323-757-2014	melissa.pena@greendot.org
	Animo Jackie Robinson CHS	Melissa Peña	213-200-7459	323-757-2014	melissa.pena@greendot.org
	Animo James B. Taylor CMS	Melissa Peña	213-200-7459	323-757-2014	melissa.pena@greendot.org
	Animo Jefferson CMS	Melissa Peña	213-200-7459	323-757-2014	melissa.pena@greendot.org
	Animo Leadership CHS	Melissa Peña	213-200-7459	323-757-2014	melissa.pena@greendot.org
	Animo Mae Jemison CMS	Melissa Peña	213-200-7459	323-757-2014	melissa.pena@greendot.org
	Animo Pat Brown CHS	Melissa Peña	213-200-7459	323-757-2014	melissa.pena@greendot.org
	Animo Phillis Wheatley CMS	Melissa Peña	213-200-7459	323-757-2014	melissa.pena@greendot.org
	Animo Ralph Bunche CHS	Melissa Peña	213-200-7459	323-757-2014	melissa.pena@greendot.org
	Animo South LA CHS	Melissa Peña	213-200-7459	323-757-2014	melissa.pena@greendot.org
	Animo Venice CHS	Melissa Peña	213-200-7459	323-757-2014	melissa.pena@greendot.org
	Animo Watts College Preparatory Academy	Melissa Peña	213-200-7459	323-757-2014	melissa.pena@greendot.org
7	Animo Western CMS	Melissa Peña	213-200-7459	323-757-2014	melissa.pena@greendot.org
	Animo Westside CMS	Melissa Peña	213-200-7459	323-757-2014	melissa.pena@greendot.org

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1	Antelope Valley Learning Academy	Melinda Price	661-494-1892		mprice@avlearning.org
	APEX Academy	Rachel Livingston	323-817-6550	323-817-6555	rlivingston@apexacademyhs.info
	Apple Academy Charter Public	Jacqueline Burton-Watkins	323-348-4276		jburton-watkins@applecharters.net
	Ararat Charter	Eddie Villela	818-994-2904	818-994-8096	evillela@araratcharterschool.com
4	Arts In Action Community Charter	Maria Ramirez	323-266-4371	323-266-4371	mariar@artsinactioncharter.org
4	Aspire Antonio Maria Lugo Academy	Debbie Riverhawk Helmns	323-837-9920		debbie.riverhawkhelmns@aspirepublicschools.org
	Aspire Centennial College Preparatory Academy	Debbie Riverhawk Helmns	323-837-9920		debbie.riverhawkhelmns@aspirepublicschools.org
	Aspire Firestone Academy	Debbie Riverhawk Helmns	323-837-9920		debbie.riverhawkhelmns@aspirepublicschools.org
	Aspire Gateway Academy	Debbie Riverhawk Helmns	323-837-9920		debbie.riverhawkhelmns@aspirepublicschools.org
	Aspire Inskeep Academy Charter	Debbie Riverhawk Helmns	323-837-9920		debbie.riverhawkhelmns@aspirepublicschools.org
	Aspire Juanita Tate Academy Charter	Debbie Riverhawk Helmns	323-837-9920		debbie.riverhawkhelmns@aspirepublicschools.org
	Aspire Junior Collegiate Academy	Debbie Riverhawk Helmns	323-837-9920		debbie.riverhawkhelmns@aspirepublicschools.org
	Aspire Ollin University Prep	Debbie Riverhawk Helmns	323-837-9920		debbie.riverhawkhelmns@aspirepublicschools.org
	Aspire Pacific Academy	Debbie Riverhawk Helmns	323-837-9920		debbie.riverhawkhelmns@aspirepublicschools.org
	Aspire Slauson Academy Charter	Debbie Riverhawk Helmns	323-837-9920		debbie.riverhawkhelmns@aspirepublicschools.org
	Aspire Titan Academy	Debbie Riverhawk Helmns	323-837-9920		debbie.riverhawkhelmns@aspirepublicschools.org

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1	Assurance Learning Academy	Zuly Quezada	661-494-2868		quezada@assurancelearning.org
3	Aveson Global Leadership Academy	Tom Hyatt	626-797-1440	626-628-1752	tomhyatt@aveson.org
	Aveson School of Leaders	Sebastian Cognetta	626-797-1440		asldirector@aveson.org
6	Barack Obama Charter	AnnMarie Smith	323-566-1965		amsmith@ingeniumschools.org
	Bert Corona Charter	Diana Gamez	818-834-5805	818-270-1340	dgamez@coronacharter.org
	Bert Corona Charter High	Larry Simonsen	818-834-5805		mrsimonsen@coronacharter.org
2	Birmingham Community Charter High School	Wendy Bader	818-758-5265	818-342-5877	w.bader@birminghamcharter.com
5	Bright Star Secondary Charter Academy	Marni Parsons	323-954-9957 x3004	323-978-2423	mparsons@brightstarschools.org
	California Collegiate Charter	Cristina Samarripa	323-975-0950		csamarripa@cacollegiate.org
3	California Virtual Academy	Melisse Burns	530-421-8165	805-581-0330	meburns@caliva.org
	Camino Nuevo Academy #2	Cristina Gonzalez	213-736-5542		cristina.gonzalez@caminonuevo.org
	Camino Nuevo Charter Academy	Zulma Suro	213-417-3407		Zulma.Suro@CaminoNuevo.org
4	Camino Nuevo Charter Academy No. 4	Daisy Aguirre	213-353-5300		daisy.aguirre@caminonuevo.org
	Camino Nuevo Charter High	Flor Gonzalez	213-240-8700		flor.gonzalez@caminonuevo.org
	Camino Nuevo Elementary No. 3	Yesenia Rivas	323-730-7160		yesenia.rivas@caminonuevo.org
	Camino Nuevo High No. 2	Heidi Valladares	213-736-5566		heidi.valladares@caminonuevo.org

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	Celerity Various sites	Dr. Grace Canada	310-486-6620	323-843-9313	gcanada@celeritycalifornia.org
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	Celerity Cardinal Charter	Celeste Deter	323-291-1211		cdeter@celerityglobal.org
	Celerity Dyad Charter	Celeste Deter	323-291-1211		cdeter@celerityglobal.org
	Celerity Nascent Charter	Celeste Deter	323-291-1211		cdeter@celerityglobal.org
	Celerity Octavia Charter	Celeste Deter	323-291-1211		cdeter@celerityglobal.org
	Celerity Palmati Charter	Celeste Deter	323-291-1211		cdeter@celerityglobal.org
	Celerity Sirius Charter School	Nadia Shaiq	323-291-1211		nshaiq@celeritycalifornia.org
	Celerity Troika Charter	Celeste Deter	323-291-1211		cdeter@celerityglobal.org
	Center for Advanced Learning	Staci Jackson	323-232-0245	323-233-3675	sjackson@centeradvanced-learning.org
	Central City Value	Ana Chavez	213-388-8676		achavez@valueschools.com
	Century Academy for Excellence	Giselle Edman	323-752-8834 x212	323-752-8874	gedman@centuryacademy.org
	Century Community Charter	Dana Means	310-412-2286 x17	310-412-4085	dmeans@centurycharter.org
	CHAMPS - Charter HS of Arts-Multimedia & Performing	Julio "J" San Agustas	818-994-7614	818-994-9381	jsanagustin@champscharter.org
	Children of Promise Preparatory Academy	Kennedy Hilario	310-677-3045		khilario@copschools.com

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	CHIME Institute's Schwarzenegger Community	Kathy Jamison	818-346-5100		kathy.jamison@chimeinstitute.org
	CHIME Various sites	Jennifer Lockwood	818-346-5100	818-346-5121	jennifer.lockwood@gmail.com
4	Citizens of the World Charter School Hollywood	Nicole Tocantins	323-464-4292		ntocantins@cwchollywood.org
	Citizens of the World Charter School Silver Lake	Emmanuel Portillo	213-784-3519	323-372-3847	emmanuel.portillo@cwcsilverlake.org
	Citizens of the World Charter School Silver Lake	Ricardo (Rickie) Carbajal	323-462-2840	323-372-3847	ricardo.carbajal@cwcsilverlake.org
	Citizens of the World Charter School Mar Vista	Rosa Garcia	424-248-0544	310-733-1857	rosa.garcia@cwcmarvista.org
	Citizens of the World Charter Schools Los Angeles (Regional Office)	Karla Ward	323-315-0235 x120		kward@cwcclosangeles.org
		Jennifer Hur	323-315-0235 x111		jhur@cwcclosangeles.org
5	City High	Sheri Werner	310-273-2489		swerner@citycharterschools.org
	City Charter Middle	Candice McCray-Proctor	310-273-2489	310-273-2499	tcsprincipals@citycharter-schools.org
	City Language Immersion Charter	Shallott Hazzard	323-294-4937		shazzard@citycharterschools.org
6	Clarion Charter Middle School	Gennay Crawford	323-880-4779		gcrawford@ingeniumschools.org
	CLAS Affirmation	Anthony Jackson	323-294-0782	323-294-5763	jackson@cultureandlanguage.org
7	Clemente Charter	Arlets Lopez	323-984-9011		alopez@ingeniumschools.org
	Collegiate Charter High School of Los Angeles	MaryAnn Holland	213-304-7077		maryannholland@collegiatecharterhighschool.org

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	Community Collaborative Charter	Jacqueline Elliot	818-559-7699	818-559-8641	j.elliott@pucschools.org
	Community Preparatory Academy	Ed Cabil	424-329-3610		ed@cpacharter.org
	Compass Charter Schools of Los Angeles (K-12)	Vanessa Plascencia	805-807-8294		vplascencia@compasscharters.org
	Crenshaw Arts-Technology Charter High	Belinda Martinez	323-778-7700	323-778-7712	catchcharter@sbcglobal.net
	Crete Academy	Ariana Romero	714-718-0568		aromero@creteacademy.org
	Crown Preparatory Academy	Lisa Barlow	213-448-9747		lbarlow@stem-prep.org
	Davinci Communications	Alegra Johnson	310-725-5800		ajohnson@davincischools.org
8	Davinci Design High	Alegra Johnson	310-725-5800		ajohnson@davincischools.org
8	Da Vinci Innovation Academy	Alegra Johnson	310-725-5800		ajohnson@davincischools.org
8	Davinci Science	Alegra Johnson	310-725-5800		ajohnson@davincischools.org
8	Davinci RISE HS	Kari Croft	310-725-5800		KCroft@davincischools.org
2	Desert Sands Charter High School - Lancaster	Lorena Galaviz	661-618-0870		lgalaviz@learn4life.org
2	Discovery Charter Preparatory #2	Karen Smith	818-897-1187 x1001	818-897-1295	KSmith@DiscoveryPrep.Org
	Downtown Value	Ana Chavez	213-388-8676		achavez@valueschools.com
2	El Camino Real Charter High School	Barrie Gold	818-59597500	818-710-9023	b.gold@ecrchs.net
	Ednovate - Brio College Prep	Yesenia Collier	323-446-2570	323-446-2571	ycollier@uscbrio.org

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	Endeavor College Preparatory Charter	Jorge Gonzalez	323-816-0956	323-843-9502	jgonzalez@endeavorcollege-prep.org
8	Environmental Charter High	Lucia Banuelos	310-214-3400 x1640	310-214-3410	lucia_banuelos@ecsonline.org
	Environmental Charter Middle-Gardena	Cesar Delgado	310 425-1605	310-680-9843	cesar_delgado@ecsonline.org
	Environmental Charter Middle-Inglewood	Wintor McNeel	310-793-0157		Wintor_McNeel@ecsonline.org
	Equitas Academy Charter	Sarah Chandler	213-201-5940		schandler@equitasacademy.org
	Equitas Academy #2 Charter	Sarah Chandler	213-201-5940		schandler@equitasacademy.org
	Equitas Academy #3 Charter	Sarah Chandler	213-201-5940		schandler@equitasacademy.org
	Everest Value Schools	Jacqueline Gonzalez-Reyes	213-487-7736		jgonzalezr@valueschools.com
	Executive Preparatory Academy of Finance	Virginia Mendoza	323-756-1426		info@executiveprep.org
	ExED Schools	Tiffany Castro	424-208-6051	310-394-7380	tcastro@exed.net
	Extera Public Schools	Cristina Gorocica	323-780-8300		cgorocica@exteraschools.org
	Extera Public Schools #2	Monica Salas	323-263-3600		msalas@exteraschools.org
	Family First Charter	Paul Guzman	310-946-0379		pguzman@newopps.org
	Fenton Academy for Social and Emotional Learning	Cary Rabinowitz	818-962-3636 x4140	818-252-7270	crabinowitz@fentoncharter.net
2	Fenton Avenue Charter	Leticia Padilla Parra	818-896-7482	818-890-9986	lparra@fentoncharter.net
2	Fenton Primary Center	Richard Parra	818-896-7482 x396	818-894-4764	rparra@fentoncharter.net

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2	Fenton STEM Academy	Jennifer Miller	818-679-6209		jmillier@fentoncharter.net
2	Fenton Leadership Academy	Cary Rabinowitz	818-962-3636 x4140	818-252-7270	crabinowitz@fentoncharter.net
	Gabriella Charter	Hana Joe	213-413-5741		hjoe@gabri.org
	Garr Academy of Math and Entrepreneurial Studies	William Green	323-294-2008	323-295-3936	gamesch@pacbell.net
	Girls Athletic Leadership School Los Angeles	Vanessa Garza	818-389-1184		vgarza@galschoolsla.org
	Global Education Academy	Linda Lee	323-232-9588	323-232-9587	llee@geaschool.com
	Global Education Academy 2	Frederick Warken	323-537-7225		dwarken@geaschool.com
	Global Education Academy Middle	Shelley Miller	323-641-7283		smiller@geaschool.com
	Goethe International Charter	Casey Jones	310-306-3484		c.jones@goethecharterschool.org
	Gorman Learning Center	Denice Burchett	909-307-6312	909-793-5964	dburchett@gormanlc.org
	Grace Hopper STEM Academy	Maribel Capilla	310-910-0230		paulyip@ca.rr.com
	Granada Hills Charter High	Desiree Oteri	818-360-2361 x331	818-366-5872	doteri@ghchs.com
	High Tech LA	Mat McClenahan	818-609-2687	818-881-1754	mr.mcclenahan@ht-la.org
	ICEF View Park Preparatory Accelerated Charter Elementary	Janet Stewart	323-290-6936		jstewart@icefps.org
	ICEF View Park Preparatory Accelerated Charter Middle	Janet Stewart	323-290-6936		jstewart@icefps.org

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	ICEF Vista Academy Charter Elementary	Teresa Jimenez	323-290-6403		tjimenez@icefps.org
	ICEF Vista Academy Charter Middle	Teresa Jimenez	323-290-6403		tjimenez@icefps.org
	ICEF Inglewood Academy Charter ES	Raquel Wells	323-290-6422		rwells@icefps.org
	ICEF Inglewood Academy Charter MS	Terrance Engram	323-290-6429		tengram@icefps.org
	ICEF Innovation Los Angeles Charter	Jewell Pearson	323-290-6442		jpearson@icefps.org
	iLEAD Hybrid	Ron Newman	323-252-7521		ron.newman@ileadschools.org
	iLEAD Lancaster Charter	Laura Henriquez	661-722-4287	866-323-8394	laura.henriquez@ileadschools.org
2	Ingenium Charter	Marisa Caple	818-456-4590		mcaple@ingeniumschools.org
2	Ingenium Charter Middle	Cindy Guardado	818-309-2777		cguardado@ingeniumschools.org
6	Ingenium Wings Independent Study	Katy Allamong	323-880-4669		kallamong@Ingeniumschools.org
	Inspire Charter School	Cris Alcala	323-391-9520		cris@inspireschools.org
	Intellectual Virtues Academy of Long Beach	Jacquie Bryant	562-912-7017		jacquie.bryant@ivalongbeach.org
	Intellectual Virtues HS	Summer Sanders	562-283 - 4456		Summer.Sanders@academy-LongBeach.org
	iQ Academy California-Los Angeles	Krista Mount	530-903-8490	888-398-5515	kmount@caliva.org

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	Ivy Academia	Caroline Wesley	818-716-0771 x306	818-914-3674	wesleyc@ivyacademia.com
	Ivy Bound Academy of Math, Science, and Technology Charter Middle	Kiumars Arzani	818-808-0158	818-808-0157	ivybnd@aol.com
	James Jordan Middle	Myranda Marsh	818-882-2496	818-882-1798	marsh@jamesjordanms.com
	Jardin de la Infancia	Zuzy Chavez	213-614-1745	213-614-2046	jardindelainfancia@me.com
	KIPP Los Angeles	Jasmine Tarver	323-351-1643	323-406-8002	jtarver@kippla.org
7	KIPP Academy of Innovation	Edith Rodriguez	323-406-8000		erodriguez@kippla.org
6	KIPP Academy of Opportunity	Tanya Gray	323-778-0125		
7	KIPP Comienza Community Prep (TK-4)	Hadley Huberman	310-753-4913		hhuberman@kippla.org
7	KIPP Comienza Community Prep (5-8)	Dominique Veasey	323-886-2355		dveasey@kippla.org
	KIPP Corazon Academy	Mariella Magaña	323-457-5051	323-457-5052	mmagana@kippla.org
6	KIPP Empower Academy	Shamel Gravely	323-750-2279	323-750-7902	sgravely@kippla.org
6	KIPP Ignite Academy	Cassandra Cope	323-636-6008		
7	KIPP Illuminar Academy	Rachel Cashmere	323-800-5218	323-800-5219	rcashmere@kippla.org
	KIPP Los Angeles College Preparatory	Edith Lara	323-264-7737	323-264-7730	elara@kippla.org
6	KIPP Philosophers Academy	Marybeth Arias	323-584-6664	323-584-6666	marias@kippla.org
7	KIPP Promesa Prep	Amber Fleming-Morales	323-486-6400	323-486-6401	afleming@kippla.org
	KIPP Raices Academy	Gloria Ramos	323-780-3900	323-780-3939	gramos@kippla.org

District	Charter	Contact	Phone	Fax	Email
6	KIPP Scholar Academy	Jose Medina	323-297-2272	323-292-2555	jmedina@kippla.org
7	KIPP Sol Academy	Maria Torres	323-800-5220	323-800-5221	mtorres@kippla.org
6	KIPP Vida Prep	Erendira Flores	323-793-1102	213-614-2046	
	LA's Promise Charter Middle School #1	David Carr	323-403-0770	323-406-8002	DavidC@Lapromisefund.org
	LA's Promise Charter High School #1	Tarviya Royal	213-745-4929		tarviyar@lapromisefund.org
4	Larchmont Charter various sites	Angelica Sammons	323-554-3985		angelica.sammons@larchmontcharter.org
	Lashon Academy Charter School	Laura Cipperly	818-514-4566		lcipperly@laschoacademy.org
2	Learn for Life	Lorena Galaviz	661-618-0870		lgalaviz@learn4life.org
	Learning Works	Lisa Kersting	626-564-2871		lmk@learningworkscharter.com
	Lennox Mathematics, Science and Technology Academy	Veronica Jimenez	310-680-5600		vjimenez@lennoxacademy.org
	Libertas College Preparatory Charter	Anna Carlstone-Hurst	310-902-6808		annachurst@libertascollege-prep.org
	Life Source International Charter	Deberae Culpepper	661-579-2970	661-579-2977	culpepperd@lifesourcecharter-school.org
	Lifeline Education Charter various sites	Friendly Hernandez	310-605-2510	310-764-4890	LECS0890@YAHOO.COM
	Los Angeles Academy of Arts & Enterprise Charter	Stefany España	213-487-0600	213-487-0500	sespana@laaae.org
4	Los Angeles International Charter High School	Darlene Hernandez	323-257-1499	323-257-1497	dhernandez@laicharter.org

District	Charter	Contact	Phone	Fax	Email
	Los Angeles Leadership Primary Academy	Tina Butler	213-381-8484	213-381-8489	tbutler@laleadership.org
	Los Angeles Leadership Academy	Tina Butler	213-381-8484	213-381-8489	tbutler@laleadership.org
	Los Feliz Charter School for the Arts	Nick Zanoria	323-539-2810	323-539-2815	nick@losfelizarts.org
2	Magnolia Science Academy 1	Artis Callaham	818-609-0507	818-609-0507	amcallaham@magnoliapublic-schools.org
2	Magnolia Science Academy 2	Victoria Marzouk	818-758-0300	818-758-0333	vmarzouk@magnoliapublic-schools.org
	Magnolia Science Academy 3	Kimberly Jones	310-637-3806 x130	310-933-4767	kjones@magnoliapublic-schools.org
	Magnolia Science Academy 4	Lisa Ross	310-473-2464	310-473-2416	lross@magnoliapublicschools.org
2	Magnolia Science Academy 5	Artis Callaham	818-609-0507	818-609-0507	amcallaham@magnoliapublic-schools.org
	Magnolia Science Academy 6	James Choe	310-842-8555	310-842-8558	jchoe@magnoliapublicschools.org
2	Magnolia Science Academy 7	Faith Metin	818-886-0585		fmetin@magnoliapublic-schools.org
7	Magnolia Science Academy Bell	Marisol Lopez	323-826-3925	323-826-3926	mlopez@magnoliapublic-schools.org
	Matrix for Success Academy High School	Rosalind Mickels-Miller	310-429-6441		rmiller@matrix4success.org
	Math and Science College Preparatory	Lisa Marcelino	323-821-1393		lmarcelino@stem-prep.org
	Metro Charter	DeJuan Ruffin	213-377-5708		druffin@metrocharter.org
2	Mission View Public Charter-Learn4Life	Ruby Ramirez	818-298-6745		RRamirez@missionview.org
	Monsenor Oscar Romero Charter Middle	Yvette King-Berg	818-726-8883	818-834-8075	ykingberg@ypiusa.org
	Montague Charter Academy	Leonidas Tarca	818-899-0215	818-834-9782	L.TARCA@montaguecharter.org

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	Los Angeles Leadership Primary Academy	Tina Butler	213-381-8484	213-381-8489	tbutler@laleadership.org
	Los Angeles Leadership Academy	Tina Butler	213-381-8484	213-381-8489	tbutler@laleadership.org
	Los Feliz Charter School for the Arts	Nick Zanoria	323-539-2810	323-539-2815	nick@losfelizarts.org
2	Magnolia Science Academy 1	Artis Callaham	818-609-0507	818-609-0507	amcallaham@magnoliapublic-schools.org
2	Magnolia Science Academy 2	Victoria Marzouk	818-758-0300	818-758-0333	vmarzouk@magnoliapublic-schools.org
	Magnolia Science Academy 3	Kimberly Jones	310-637-3806 x130	310-933-4767	kjones@magnoliapublic-schools.org
	Magnolia Science Academy 4	Lisa Ross	310-473-2464	310-473-2416	lross@magnoliapublicschools.org
2	Magnolia Science Academy 5	Artis Callaham	818-609-0507	818-609-0507	amcallaham@magnoliapublic-schools.org
	Magnolia Science Academy 6	James Choe	310-842-8555	310-842-8558	jchoe@magnoliapublicschools.org
2	Magnolia Science Academy 7	Faith Metin	818-886-0585		fmetin@magnoliapublic-schools.org
7	Magnolia Science Academy Bell	Marisol Lopez	323-826-3925	323-826-3926	mlopez@magnoliapublic-schools.org
	Matrix for Success Academy High School	Rosalind Mickels-Miller	310-429-6441		rmiller@matrix4success.org
	Math and Science College Preparatory	Lisa Marcelino	323-821-1393		lmarcelino@stem-prep.org
	Metro Charter	DeJuan Ruffin	213-377-5708		druffin@metrocharter.org
2	Mission View Public Charter-Learn4Life	Ruby Ramirez	818-298-6745		RRamirez@missionview.org
	Monsenor Oscar Romero Charter Middle	Yvette King-Berg	818-726-8883	818-834-8075	ykingberg@ypiusa.org
	Montague Charter Academy	Leonidas Tarca	818-899-0215	818-834-9782	L.TARCA@montaguecharter.org

District	Charter	Contact	Phone	Fax	Email
	Multicultural Learning Center	Sonia Garcia	818-716-5783	818-716-1085	sonia.garcia@mlccharter.org
	Charter School Management Corporation	Sandro Lanni	951-694-3050 x204	951-694-3054	slanni@csmci.com
	New Designs Charter	Paul Okaiteye	213-765-9084 x227	213-765-0214	paul_okaiteye@yahoo.com
	New Heights Charter	Amy Berfield	310-508-0155	310-508-0156	aberfield@newheightscharter.org
	New Los Angeles Charter	Gabrielle Brayton	323-939-6400 x1107	323-939-6411	gbrayton@newlosangeles.org
	New Los Angeles Charter Middle School	Brooke Rios	323-939-6400	323-939-6411	brios@newlosangeles.org
	New Los Angeles Charter Elementary	Kate O'Brien	323-556-9500		kobrien@newlosangeles.org
	New Millennium Secondary	Nicole Sims	310-999-6162 x115	310-999-6163	nsims@newmillenniumschool.org
	New Village Girls Academy Charter High	Jennifer Quiñones	213-385-4015 x117	213-385-4020	j.quinones@newvillagegirl-sacademy.org
	New West Charter various sites	Dr. Sharon Weir	310-943-5440	310-231-3399	sweir@newwestcharter.org
	North Valley Military Institute College Preparatory Academy	Gina Wilson	818-368-1557	818-368-1935	gwilson@novamil.org
	Ocean Charter Schools	Stephanie Edwards	310-827-5511	310-827-2012	msedwards@oceancs.org
	Odyssey Charter	Lauren O'Neill	626-229-0993	626-345-0704	lauren@ocsmail.org
	Olin Academy	Alejandro Sanchez	818-310-3552	800-985-0770	asanchez@olinacademy.org
3	Opportunities for Learning	Bryan Thornhill	562-508-7886		
3	Options for Youth	Maricela Frymark		626-921-8200	Mfrymark@ofy.org
4	Optimist Charter	Lynn De Young	323-443-3120		ldeyoung@oyhfs.org

District	Charter	Contact	Phone	Fax	Email
	Oscar De La Hoya Animo CHS	Melissa Peña	213-200-7459	323-757-2014	melissa.pena@greendot.org
	Our Community Charter	Beth Wolfsbauer	818-350-5000	818-350-5007	beth.w@ourcommunityschool.org
	Pacoima Charter Elementary	David Moreno	818-897-5102	818-890-3812	david.moreno@pacoimacharter.org
	Palisades Charter Elementary	Laronda Sewell	310-454-3700	310-459-5627	lrs5474@lausd.net
	Palmdale Aerospace Academy	Alma Caldera	661-273-3680	661-273-0850	acaldera@tpaa.org
4	Para Los Ninos - Evelyn Thurman Gratts Primary	Grace Barrera	213-250-4800		gbarrera@paralosninos.org
4	Para Los Ninos Charter Elementary	Maricela Hernandez	213-239-6605		mhernandez@paralosninos.org
4	Para Los Ninos Charter Middle	Lionel Chavez	213-896-2640		lchavez@paralosninos.org
4	Para Los Ninos Various sites	Diana Rodriguez	213-896-2640		drodriguez@paralosninos.org
	Public Policy Charter School	Dr. Sonali Tucker	323-205-7920	(323) 544-6441	stucker@publicpolicycharter-schools.org
	Renaissance Arts Academy	Sidnie Myrick	323-259-5700	323-259-5718	sidnie@renarts.org
	Rise Johyang Middle School	Marni Parsons	323-954-9957 x3004	323-978-2423	mparsons@brightstarschools.org
	Rise Johyang High School	Marni Parsons	323-954-9957 x3004	323-978-2423	mparsons@brightstarschools.org
	Sage Oak Academy	Jamee Block	888-435-4445		jblock@sageoak.education
	San Jose Charter	Pat Silva	626-856-1693x4405		pat.silva@sjcharter.com
	Santa Clarita Valley International	Gris Ibarra	661-705-4820	661-705-8415	gris.ibarra@scvi-k12.org
	Santa Monica Boulevard Community Charter	Cary Rabinowitz	323-469-0971 x112	323-462-4093	crabinowitz@fentoncharter.net

District	Charter	Contact	Phone	Fax	Email
	Semillas Community Schools	Gerardo Felix	323-363-1339	323-987-1240	gfelix@dignidad.org
	Soledad Enrichment Academy Charter	Rachel Villalobos	213-618-0096	323-537-8035	rvillalobos@seacharter.net
	Soleil Academy	Catarina Curato Weston	562-299-2673		ccweston@soleilacademy.org
	Stella Middle Charter Academy	Marni Parsons	323-954-9957 x3004	323-978-2423	mparsons@brightstarschools.org
	Synergy Charter Academy	Christina Vogel	323-235-7960	323-235-7970	cvogel@wearesynergy.org
	TEACH Academy of Technologies	Wendy Zarragoza	323-777-2068	323-777-7143	wzarragoza@teachpublic-schools.org
	The School of Arts and Enterprise	Paul Treesuwan	909-622-0699	909-620-1018	ptreesuwan@thesae.k12.ca.us
	Today's Fresh Start Charter	Dr. Fletcher	323-293-9826	323-293-0266	drfletcher.tfscs@yahoo.com
	University Prep Value High School	Flor Gonzalez	213-382-1223	213-382-1254	fgonzalez@valueschools.com
	USC Hybrid High	Mide Macaulay	213-929-1046		mmacaulay@uschybridhigh.org
	USC East College Prep	Marisol Almanza	213 798-4762		malmanza@usceastcollegeprep.org
	Valley Charter Elementary	Office	818-810-6713	818-810-9667	info@valleycharterschool.org
	Valley Charter Middle	Zach Menzer	818-988-9128	818-988-9265	
	Valiente College Preparatory Charter School	Ester Perez	323-243-6328	eperez@valientecollegeprep.org	
	Valor Academy Elementary School	Marni Parsons	323-954-9957 x3004	323-978-2423	mparsons@brightstarschools.org
	Valor Academy Middle School	Marni Parsons	323-954-9957 x3004	323-978-2423	mparsons@brightstarschools.org
	Valor Academy High School	Marni Parsons	323-954-9957 x3004	323-978-2423	mparsons@brightstarschools.org
	Vaughn Next Century Learning Center	Arturo Chavez	818-896-7461 x7814	818-834-9036	achavez@myvaughncharter.com

District	Charter	Contact	Phone	Fax	Email
	Vista Charter Middle	Ryan Bird	213-201-4000	213-201-5861	rbird@vistacharters.org
	Watts Learning Center	Sandra Fisher	323-754-9900 x203	323-754-0935	skpo@aol.com
	Watts Learning Center Charter Middle	Malcolm Butler	323- 565-4800	323-750-5058	mbutler@wlccms.org
	Westside Innovative School House	Shawna Draxton	310-642-9474	310-642-9475	shawna@wishcharter.org
	Wish Academy High School	Kimberlie Traceski	310-895-5270		kimberlie@wishcharter.org
	Wish Community School	Kimberlie Traceski	310-895-5270		kimberlie@wishcharter.org
	Youth Build Charter	Tizoc Brenes	323-610-9478		tbrenes@youthbuildcharter.org