

PARENT ENGAGEMENT TOOLKIT

2018



Understanding your child's school district and how to ignite change.

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FOR ALL LAUSD FAMILIES, THE TIME IS NOW.

OUR VISION

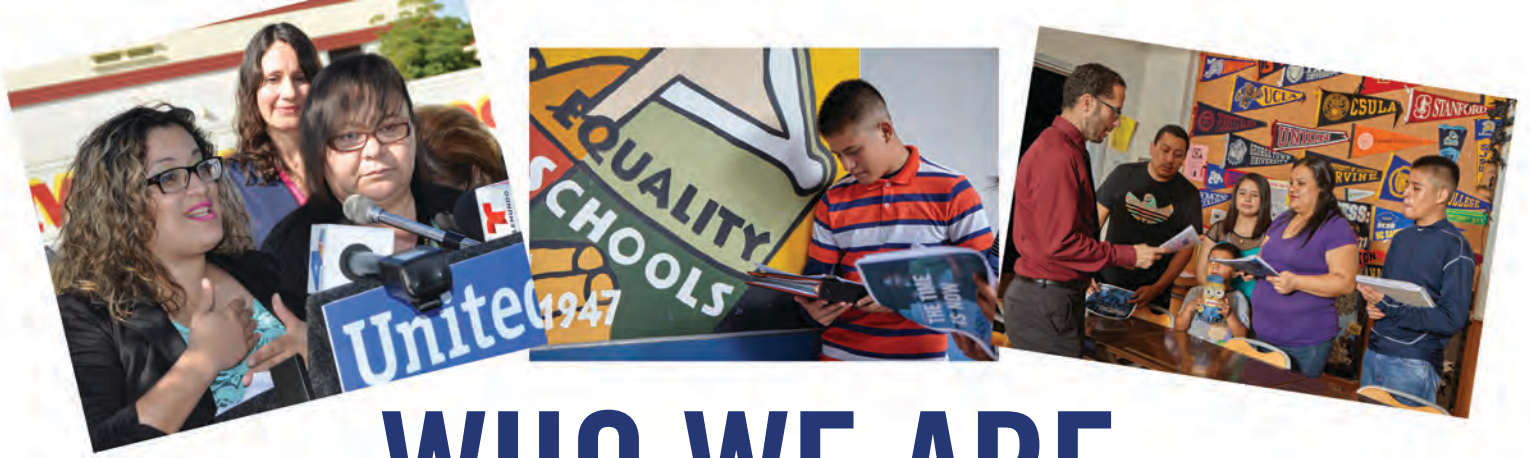
is that this toolkit will serve as a launch pad for informed conversations between you, other families, students, administrators and teachers that lead to stronger partnerships and ultimately, more students graduating college and career ready.

As a parent or guardian in LAUSD, you have the opportunity to advocate for improved educational outcomes for your child. This Parent Engagement Toolkit is designed to guide your efforts at the local level, as you join thousands of others to create change across the second largest school system in the country.

Our coalition of over 150,000 families, teachers and community members has previously focused on changing central policies and practices. As a community, we have seen amazing progress through advocacy and the collective efforts of countless community members.

As a parent, it is important to know that, currently, a high school diploma does not guarantee your child the opportunity to go onto college or get a stable job. We want to change that.

This toolkit is part of a larger strategy to improve the quality of education that students receive in historically underserved communities. Through using this toolkit, you improve your school community and district. It is imperative that we continue to connect the realities faced on the ground, such as disproportionate funding and uneven rates in college-ready rates, with district-level policies and practices. Your active and continued use of this toolkit will strengthen that connection in service to our children's future.



WHO WE ARE

Our Role in Los Angeles Schools

THE CLASS COALITION

Communities for Los Angeles Student Success (CLASS) is a coalition of parent, student, educator, community-based and civil rights organizations that is dedicated to ensuring all students in Los Angeles Unified School District (LAUSD) receive an equitable, high-quality public education. The coalition, through its ten core organizations and over 60 network partners, represents over 150,000 constituents.

CLASS values equity, transparency, accountability, and the elevation of stakeholder voice and experience in decision making. After four years of engaging the community around their priorities for district spending, parents and students overwhelmingly demanded more investments in college-readiness supports. We believe LAUSD will not fully answer this call until its strategies and budgets are aligned with college and career supports for all students.

This Toolkit is part of long-term collective advocacy efforts that are dependent on your support. We want you to join us! Please reach out to Sara Mooney to learn more about opportunities to collaborate and partner at smooney@unitedwayla.org or 213-808-6290.

UNITED WAY OF GREATER LOS ANGELES

United Way of Greater Los Angeles, which provides the backbone support of the CLASS coalition, is a nonprofit organization that creates pathways out of poverty: helping homeless people move into housing, providing students with the support they need to graduate high school prepared for college and the workforce, and helping hard-working families become financially stable. United Way identifies the root causes of poverty and works strategically to solve them by building alliances across all sectors, funding targeted programs and advocating for change. For more information, visit www.unitedwayla.org.





14,000

The number of parents, teachers and students we have engaged.

\$350 MILLION

The number of dollars we have secured for high-needs students.

LAUSD owes Your Child More

In 2013, the State of California started sending close to \$1 billion dollars in additional funds annually to LAUSD to benefit low-income, foster youth and English learners. In 2015, the District changed its graduation requirements.

In 2016, only 1 in 2 LAUSD high school seniors could apply to a Cal State or University of California school because they did not have the necessary supports to take college-readiness courses with a passing grade of "C" or better. Low-income, foster youth and English learners are some of the least likely students to meet these college-going requirements, despite additional resources from the State going to the school system.*

Right now, there is a meaningful opportunity for your child and school community to get many more resources than they currently have so they are better prepared to get into college. By advocating for more services, resources and smarter investments for your child and school community as well as voicing your child's needs to your principal and local superintendent, you are helping LAUSD move forward on its commitment to serving all of its students.

This Toolkit is designed to support you in this advocacy.

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**Dataquest, California Department Of Education, 2017*

THIS IS A POWERFUL TOOL



Here is how to use it 

THIS TOOLKIT was designed to serve as a resource for you to support your child's education. It clarifies how a school receives its money and the influence you have over how that money is spent. Also, it helps you identify what your school must be providing to your student so they can be college and career ready when they graduate.

Steps for Using this Toolkit

1. Do your best to read all of this toolkit, focusing on the questions that apply to you.
2. Complete the checklist in the guides.
3. If you answer **“no”** or **“not sure”** to any of the questions in the checklist, do not hesitate to schedule a meeting with your principal or the area superintendent.
4. Create a plan before your meeting. Use the guides in this toolkit to help you decide which questions to ask and as a place for your notes during your meeting. It's ok to only ask the questions that are most relevant to you.
5. Invite other concerned parents to join you at the meeting.
6. Share this toolkit with other parents and community members. Engage community organizations in the back of the document if you are not satisfied with your meetings.

IMPORTANT NOTES

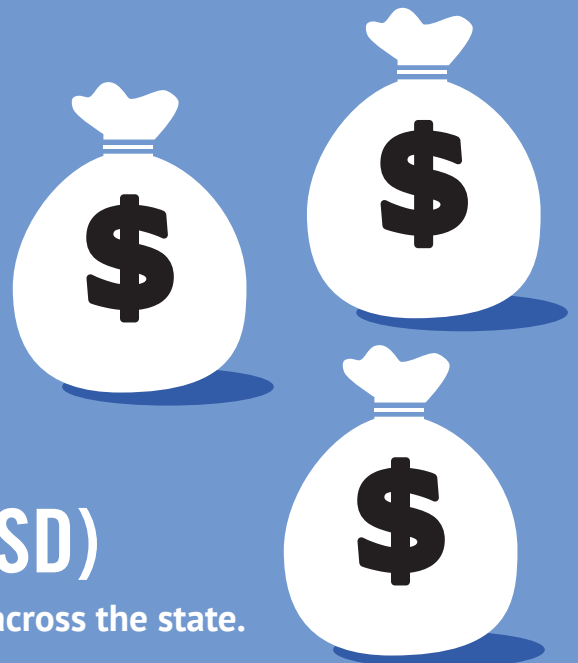
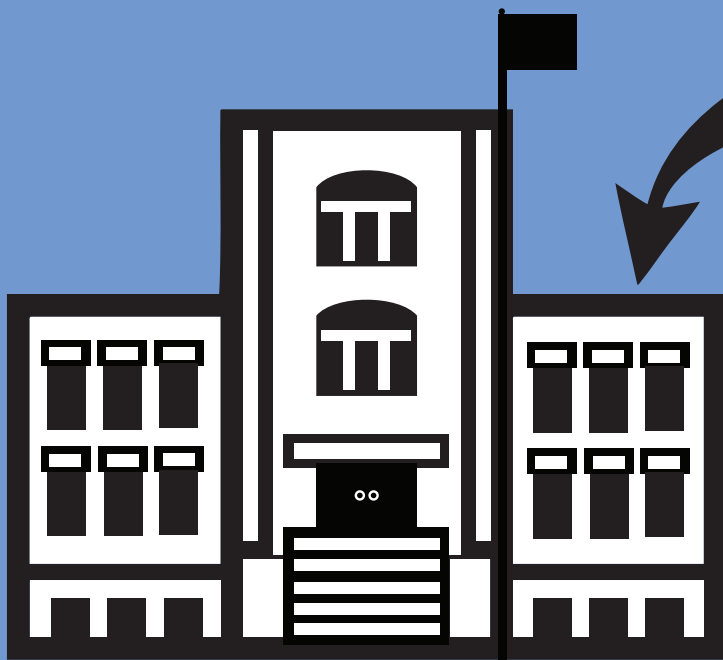
1. **Your voice is important!** You play an important role in deciding how your school should invest in supporting your child's academic career.
2. **Parents and students have a right to request meetings with Principals, Local Area Superintendents, board members, the Superintendent and District staff.** In these meetings, you have the right to ask questions and advocate for your child's education. If you are not satisfied, contact a local organization listed in the back of the guide (Pg 30-31).
3. **Putting additional money into a school site or a specific program does not necessarily mean that students will be academically successful.** However, if used smartly and precisely, additional money can be used to fund programs and resources that create more opportunities to support your student's academic improvement.

Though the Toolkit tries to make complex information easy to understand, learning about budgets and what schools need to be great can raise many questions and concerns. **Please do not hesitate to contact the CLASS team representatives if you have any questions** Sara Mooney at 213.808.6290 or smooney@unitedwayla.org or Karen Oliva at koliva@maldef.org or 213.639.2512 x162.

BEGIN HERE 

1 California

Each year, the CA government creates a state budget that includes about \$45 billion dollars for K-12 public school districts.



2 Los Angeles Unified School District (LAUSD)

- Money is distributed to school districts across the state.
- The amount each district receives is based on the number of students it has, including specially designated populations within it, such as English Learners, Foster Youth, and Low-Income.
- The more students in these specially designated populations, the more money a district receives to support them. LAUSD receives approximately \$1 billion additional dollars annually because of the high-need population. This is a significant portion of their \$7.4 billion annual budget.

3 Your Schools

- LAUSD distributes this money to schools similarly, but not exactly in the same way as the state. They give each school a base allocation of resources based on the number of enrolled students. They also give additional money to certain schools to support specific programs (such as magnets) or students (foster youth programs, for example).
- Schools receive dollars based on attendance. Much of this money comes with restrictions; they can only spend certain monies on certain programs or materials. Sometimes, there is money that they can use flexibly to benefit high-need students.
- Principals, with guidance from their local area superintendent and the central LAUSD offices, get approval from their School Site Councils about portions of spending plans. Depending on the school, parents and students are asked if the budgets will support student success.



4 LCFF

Since the inception of LCFF (Local Control Funding Formula), spending per student has increased by over \$3,600, allowing the district to fund college readiness supports, parent engagement and Targeted Student Population dollars, among other important investments. The goal of this toolkit is to understand and help improve how this money is invested.*

**<http://laschoolreport.com/district-explains-how-per-student-funding-increases-but-laUSD-still-faces-financial-crisis/>*

PATHWAY TO COLLEGE

START

ELEMENTARY SCHOOL

K – 2nd Grades: Academic supports to reach reading benchmarks on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

3rd – 5th Grades: Academic supports to earn a “3” or above in English Language Arts (ELA) and Math classes proficient or above on their SBAC.

Academic supports to reach English Language Learner reclassification (if applicable).

MIDDLE SCHOOL

Social-Emotional supports

Constant access to enrichment programs throughout the school day.

Academic support to meet or exceed standards on the Smarter Balanced Assessment Consortium (SBAC) for English and Math

Coaching on A-G req and Individual Graduation Plan (IGP) in preparation for High School.

Counseling to fully understand the graduation and college requirements, often known as an Individual Graduation Plan (IGP).

HIGH SCHOOL

Guidance and support to meet any additional graduation and college application requirements, including how to complete the Free Application for Federal Student Aid FAFSA/CADAA (California Dream Act Application), SAT and ACT preparation.

Academic support to successfully pass A-G courses with a “C” or better.

COLLEGE

Easy and open access to a college counselor or outside partner who can provide college application support.

WHO CAN ANSWER QUESTIONS ABOUT YOUR CHILD'S EDUCATION?

Before arranging a meeting, it is very important for you to be aware of the various people and groups that have a direct impact at your school, and the responsibilities they have to your community.



SCHOOL BOARD

The School Board is a group of seven elected officials: public servants elected by you and other LAUSD families. Their main functions are approving the district-wide budget and selecting a Superintendent of schools. The school board also writes and votes on resolutions (policies, bills, etc.), such as the new A-G graduation requirements. They are not responsible for monitoring or carrying these out unless they choose to be involved. They approve the budget for each upcoming school year in the beginning of June.

If you're not sure who your school board member is, use the map located in the back of this toolkit to find out (Pg 30).



SUPERINTENDENT OF SCHOOLS

The Superintendent of Schools, is the chief of schools, sets the goals for the whole district, proposes a budget and manages local Superintendents and other district initiatives. The Superintendent must meaningfully incorporate community feedback into the district budget proposal.

You can reach them directly at superintendent@lausd.net or call (213) 241-7000. You can also visit www.lausd.net



PARENT, COMMUNITY & STUDENT SERVICES

Parent, Community, and Student Services is a branch of LAUSD responsible for helping schools meaningfully engage with its families and community members. As part of this effort, the Parent, Community and Student Services branch works to ensure that schools have the tools needed to build and maintain successful School Site Councils.

If you have any questions about the SSC, contact Parent, Community or Student Services you can call them directly at (213) 481-3350 or families@lausd.net



LOCAL DISTRICT SUPERINTENDENTS

Local District Superintendents lead teams that provide regular support to school sites. There are six Local Districts (previously called Education Service Centers) in LAUSD that direct their own unique visions for the region and neighborhoods they serve. Each local district is managed by a Local District Superintendent and a team of administrators. These local superintendents have a lot of autonomy over shaping a collaborative and supportive network of schools, and influence over individual school budgets. Although they do not have the final say in a school's budget, they must approve it before it's sent to the LAUSD central office (where it may ultimately receive final approval). Each Local District has a Parent and Community Engagement (PACE) Administrator and Team. They are able to support parents in communicating with their principals and with issues regarding School Site Councils.

To find out who your local superintendent is, use the map located in the back of this toolkit.



SCHOOL SITE COUNCILS

School Site Councils (SSC) are composed of parents, students (only at the high school level), teachers, and school staff who are generally elected by school site peers. Parents like you have a right to sit on the SSC. While an SSC has a large role in Title I budgets (money from the federal government), they do not have any say in how the LCFF budget is created. These School Site Councils develop and approve a Title I budget and the Single Plan for Student Achievement that addresses and monitors effective community engagement, use of resources, student data and more. The goal of this Single Plan is to improve academic outcomes for low-achieving youth. You can attend these meetings at your school site and provide input on the plan.

To learn more about joining SSC, contact your school principal or call LAUSD Parent, Community, and Student Services at (213) 481-3350 or families@lausd.net



PRINCIPALS

Principals are responsible for the day-to-day operations of the school and manage the school's budget. While they do not control how much money a school receives, they play a large role in determining how money is spent. Ideally, principals would foster a positive, collaborative school climate that encourages tracking money to best understand how to support different student populations at their school.

You have a right to meet with your child's principal at any time. If they deny your meeting request, contact your local superintendent or board member's office. You can also call Sara Mooney at 213-808-6290.



GUIDES

In this section you will find a set of checklists to ensure your child is on the path to college and career readiness

color key

Any Grade Level

Elementary School

Middle School

High School

QUESTIONS FOR ANY GRADE LEVEL

If used strategically, a school's budget can be used to fund programs and resources that directly impact students' academic success. Many schools have been underfunded for so long additional dollars do not always have immediate results. It is important as parents that you continually monitor your schools investments and how they are impacting your student. Use this checklist as a starting point for that monitoring.

	YES	NO	NOT SURE
Has the school publicly identified how Targeted Student Population (TSP, also known as Fund 10183) dollars will be used?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you know of any committee, group, team or organization responsible for keeping an eye on how TSP dollars are used, and the impact the money has on students, particularly Low-Income, English learners and/or foster youth?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you know how your school is using its Title I money?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your school make you aware of when School Site Council meetings are occurring?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your school share their focus and training provided to teachers to improve teaching and learning?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you know the average academic outcomes of your child's school? Are the results concerning for you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you registered and checked your student's records on the LAUSD PASSPort? Go to http://achieve.lausd.net/Page/10470 to do so!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Do you know what trainings and workshops your schools provides to parents?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you checked "No" or "Not Sure" to any of the questions above, feel free to contact your Principal and or/Local superintendent to discuss how to acquire this information, what can be done about your concerns, or how to become more involved in your child's school. Try to set up a meeting with your Principal to communicate and collaborate about your concerns first.

TOOLKIT VOCABULARY

TARGETED STUDENT POPULATION DOLLARS: money that is given to a school based on the number of low-income, foster youth and English Learner students has. Ideally, this money would be used for programs and services that would support these students.

TITLE I: money that is given to schools by the federal government to support disadvantaged students.

HIGH-NEED STUDENTS: for the purpose of this toolkit, are students living in poverty, learning English, homeless and/or in the foster care system.

COLLEGE & CAREER READINESS: Even for young children, there are specific benchmarks that your child should reach, such as grade-level reading, math comprehension and getting a "C" or better in their high school A-G courses.

Schedule a Meeting with Your Principal, Ask These Questions

1. Thank you for meeting with us. How many Targeted Student Population dollars also known as Fund 10183 were our school allocated this year?

2. How have these dollars supported students along the path to college and career readiness?

3. How are you monitoring the effect of this money on the academic success of: Low-Income students, English Learners and Foster Youth.

4. How have you involved parents around the use of the Targeted Student Population dollars? What outreach did you do? What are you required to provide for us?

5. How are Title 1 dollars being used to support the achievement of high needs students?

6. How can I support increasing achievement for students so they are all on the path to college and career readiness?

7. How do you educate teachers about the role of LCFF in increasing the success of English Learners, Foster Youth and Low-Income students?

Questions for Your Local Superintendent

1. How do you support our principal to help he or she better understand the purpose of Targeted Student Population dollars and how to use them effectively to promote the path to college and career readiness?

2. When our school submits its budget to you, what do you look for to ensure that money is used properly to support English Learners, Foster Youth, Low-Income students, and other high-need students?



Helpful Tips

Here are some helpful tips to keep in mind during your meeting:

- Be confident! Remember that schools are there to serve you and your children.
- Don't hesitate or be afraid to ask for help!
- You don't have to ask every question on the guide.
- Take notes on your handout.
- Relationships are important! Do your part to make sure that everyone in the meeting is working together and focused on the same goal: supporting your student. Consider what you can offer (how you can support, help or lead) at your school.

ELEMENTARY SCHOOL GUIDE


Elementary School is an incredibly important time in a child’s academic career. For instance, research suggests that students who are reading below grade level have higher odds of dropping out*. Positive academic growth and emotional development during this period increases the chances that your child will be successful in Elementary School, Middle School and beyond. Therefore, it’s important that students and families are aware of the elements that are necessary for student success at this level!

Elementary School Benchmarks

Your school community should be working to ensure that at a minimum, Elementary School students are receiving:

1. K – 2nd Grades: Academic supports to reach reading benchmarks on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS).
2. 3rd – 5th Grades: Academic supports to earn a “3” or above in English Language Arts (ELA) and Math classes.
3. Academic supports to reach English Language Learner reclassification (if applicable).
4. Consistent access to enrichment programs and support throughout the school day.
5. A healthy, holistic school environment.

Remember, school money should be concentrated to help students meet the Elementary School Benchmarks above. Use the checklist below as a starting point for examining how well your school is meeting those benchmarks:

	YES	NO	NOT SURE
Has your school explained what is required for your student to pass his or her DIBELS ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your school explained the requirements for your student to "meet" or "exceed" standards in Math and English?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your school provide academic interventions and/or supports?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your school explained what academic interventions and supports are available if your student is not proficient in a subject?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If you suspect your child may have a learning disability, has your school explained how to request an evaluation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is your student classified as an English Learner?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IF YES  Do you know if your child has an overall score of 4 or 5 and a score of 3 or above on CELDT (English Learner test) in listening, speaking, reading and writing?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

* Sparks, S. D. (2013, July 29). Dropout Indicators Found for 1st Graders. Retrieved July 06, 2016, from <http://www.edweek.org/ew/articles/2013/07/29/37firstgrade.h32.html>

	YES	NO	NOT SURE
IF YES ↳ Has your child received a 3 or 4 in their English Language Arts (ELA) progress report?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IF YES ↳ If in grades 1 or 2, has your child met benchmark goals on three consecutive ELA Periodic Assessments? Or, if in grades 3-5, has your child received a proficient or advanced level score on their smarter balanced test?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your school offer enrichment programs during or after school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your school offer services that support the mental, physical and emotional wellness of students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you checked “No” or “Not Sure” to any of the questions above, feel free to contact your Principal and/or Local Superintendent to discuss what can be done. Helpful questions to start and guide your meeting can be found on the other side of this sheet.

TOOLKIT VOCABULARY

DIBELS: is a test to measure early reading skills and student need.

Enrichment Programs: are programs that take place during or after the school day and build upon traditional subjects (like reading and math) with engaging activities in other subjects such as the arts, STEM (science, technology, engineering and arts) and physical education.

Proficient: The student, through assessments, has demonstrated that they have reached the level of knowledge and skills that they are expected to have learned as they progress through their education. Your student should be at least proficient in all subjects so they are on track for college and career.

Schedule a Meeting with Your Principal, Ask These Questions

1. Thank you for meeting with us. How are students performing in their **DIBELS** assessments in grades 1 and 2?

2. What type of supports are available to help all students meet their **DIBELS** benchmarks?

3. What type of supports are available to help students successfully complete English and Math with at least a “3”?

Schedule a Meeting with Your Principal, Ask These Questions (continued)

4. How are parents informed if their child is classified as an English Learner?

5. What is our school's current reclassification rate? What is being done to improve it?

6. What enrichment programs do you offer during the day and after school? How are arts programs incorporated into my child's day? Do you have training programs for parents?

7. What can I do to help bring more academic, extracurriculars and wellness programs and supports to our school?

8. How are you implementing Restorative Justice practices and the School Climate Bill of Rights (see page 29 for definition)? What is your plan for training and supporting teachers and parents in this process?

Helpful Tips

Here are some helpful tips to keep in mind during your meeting:

- Be confident! Remember that schools are in place to serve you and your children.
- Don't hesitate or be afraid to ask for help!
- You don't have to ask every question on the guide.
- Take notes on your handout.
- Relationships are important! Do your part to make sure that everyone in the meeting is working together and focused on the same goal: supporting your student. Consider what you can offer (how you can support, help or lead) at your school.

Questions for Your Local Superintendent

1. How are you supporting my school Principal to guarantee that all students at our school are being academically successful? Please be specific.

2. What specific supports for English Learners and struggling students are you promoting across the schools in our area?

3. What type of successful academic and socio-emotional supports are available outside of our local district? What can you do to bring them here? What can I do to help you?



MIDDLE SCHOOL GUIDE

Middle school is an incredibly important transition time in a student’s cognitive and emotional development. According to Dr. Robert Balfanz, of the Johns Hopkins University School of Education, “sixth graders who failed math or English/reading, or attended school less than 80% of the time, or received an unsatisfactory behavior grade in a core course had only a 10% to 20% chance of graduating on time.” Of course, as students learn and grow during this period in preparing for high school, it’s important that students and families are aware of the elements that are necessary for student success.

Middle School Benchmarks

Your school community should be working to ensure that at a minimum, Middle School Students are receiving:

1. Social-Emotional supports
2. Academic support to meet or exceed standards on the Smarter Balanced Assessment Consortium (SBAC) for English and Math
3. Coaching on A-G Requirements and Individual Graduation Plan (IGP) in preparation for High School
4. A healthy, holistic school environment

Remember, school money should be concentrated to help students meet the Middle School Benchmarks above. Use the checklist below as a starting point for examining how well your school is meeting those benchmarks:

	YES	NO	NOT SURE
Has your school explained how your child is performing in all of his or her classes? Is your child meeting or exceeding standards on the SBAC in Math and English?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have you completed an IGP with your child and is he/she on track for culmination and success in high school?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your school provide academic interventions and/or supports?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your school offer services that support the mental, physical and social-emotional wellness of students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your child have a supportive adult on campus he/she can trust?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your school explained A-G requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your child attended school more than 80% of the time?"	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If your child is an English Learner, have they 1.) obtained an overall score of 4 or 5, with a 3 or above in Listening, Speaking, Reading, and Writing on the CELDT? 2.) score of A, B or C in English? and 3.) scored at basic or above on the English portion of the CST?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

TOOLKIT VOCABULARY

SOCIAL-EMOTIONAL SUPPORTS: are types of programs that are designed to positively help students in their emotional and social development. Some examples include advisories and fully implemented restorative justice programs (see page 25 for more information).

SBAC: is the new end-of-year assessment administered by the state that measures your child’s progress towards proficiency in a subject.

A-G COURSES: are the high school courses that your child must complete with a “C” or better to qualify for admission into a Cal State or UC University. Middle school classes should prepare students for success in these courses.

Schedule a Meeting with Your Principal, Ask These Questions

1. Thank you for meeting with us. How do I know if my child is successfully meeting standards in each subject?

2. How do I know if my child is on track to complete 8th Grade Algebra and English?

3. What academic and social-emotional interventions and supports do you provide to keep students on track and help those that are off-track? How do you know if these supports and interventions are working?

4. What opportunities do students have to establish a caring relationship with an adult in the school?

5. How are you supporting teachers so that they continue to improve how they teach? What do your staff meetings look like? Is there time for teachers to learn and get better at teaching?

6. What supports or programs are offered to prepare my child for a positive transition to high school?

7. What can I do to help bring more academic, social-emotional, and comprehensive wellness programs and supports to our school?

8. How are you implementing Restorative Justice and the School Climate Bill of Rights? What is your plan for training and supporting teachers and parents in this process?

Questions for Your Local Superintendent

1. How are you supporting my school Principal to guarantee that all students at our school are academically successful? Please be specific.

2. How are students performing academically across the local district?

3. What are you doing to help my school improve and help other schools that are struggling?

4. What type of successful academic and social-emotional supports are available outside of our local district? What can you do to bring them here? What can I do to help you?

5. How are you implementing Restorative Justice and the School Climate Bill of Rights? What is your plan for training and supporting teachers and parents in this process?

Helpful Tips

Here are some helpful tips to keep in mind during your meeting:

- Be confident! Remember that schools are in place to serve you and your children.
- Don't hesitate or be afraid to ask for help!
- You don't have to ask every question on the guide.
- Take notes on your handout.
- Relationships are important! Do your part to make sure that everyone in the meeting is working together and focused on the same goal: supporting your student. Consider what you can offer (how you can support, help or lead) at your school

HIGH SCHOOL GUIDE

High School marks an important transition period for your child. Being able to succeed during this time increases the number of college and career opportunities available after graduation and has an overall positive impact on a child's future. To ensure that your child is given every opportunity to succeed, it's important that students and families are aware of what is needed at a high school.

High School Benchmarks

Your school community should be working to ensure that at a minimum, High School Students are receiving:

1. Counseling to fully understand the graduation and college requirements, often known as an Individual Graduation Plan (IGP).
2. Academic support to successfully pass A-G courses with a "C" or better.
3. Guidance and support to meet any additional graduation and college application requirements, including how to complete the Free Application for Federal Student Aid FAFSA/CADAA (California Dream Act Application), SAT and ACT preparation.
4. Easy and open access to a college counselor the Naviance program and another supportive adult on campus who can provide college application support.
5. A healthy, holistic school environment.

Remember, school money should be concentrated to help students meet the High School Benchmarks. Use the checklist below as a starting point for examining how well your school is meeting the benchmarks:

	YES	NO	NOT SURE
Has your school explained the A-G course requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your school explained its graduation requirements?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your school informed you if your child is successfully passing his or her A-G classes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is your student enrolled in any AP courses and scoring 3 or higher on the exam?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your school made the time for your child to meet with his or her school counselor this semester?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has your school spent time communicating with you about graduation requirements and college and career options for your child?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Have they taken the PSAT (as sophomores, scoring more than 480 in math) or the SAT/ACT (as seniors scoring more than 1550/20, respectively)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your child have a supportive adult on campus he/she can trust?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does your school offer services that support the mental, physical and emotional wellness of students?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you checked "No" or "Not Sure" to any of the questions above, feel free to contact your principal and/or local superintendent to discuss what can be done. Helpful questions to start and guide your meeting can be found on the other side of this sheet.

TOOLKIT VOCABULARY

A-G Requirements: are the high school courses that your child must complete with a “C” or better to earn a high school diploma in LAUSD, and qualify for admission into a Cal State or UC University, such as Cal State Long Beach or UCLA.

Counselors Budget: is money a school uses to hire more counselors.

Counselors Services: budget is the money used to pay for resources that counselors use to help them with their work. Resources can include extra hours or technology, for example.

FAFSA: is a form federal and state governments and colleges use to determine how much financial aid a college student receives.

Schedule a Meeting with Your Principal, Ask These Questions

1. Thank you for meeting with us. What is our current Counselor-to-student ratio at our school?

2. How are you communicating to parents if a student is on track to graduate?

3. How have you spent the increased “Counselor Services” and “Counselors” budgets in this past year?

4. How are you communicating the new A-G graduation requirements with all parents and students?

5. How many students are more than 2 classes off-track from their graduation requirements? What supports and interventions are you providing to help them?

6. What opportunities does my child have to establish a caring relationship with an adult?

Schedule a Meeting with Your Principal, Ask These Questions (continued)

7. Are there programs available through outside organizations, such as College Track, Gear Up or Upward Bound?

8. How are you supporting teachers so that they continue to improve how they teach? What do your staff meetings look like? Is there time for teachers to learn and get better at teaching?

9. What supports or programs are offered to prepare my child for a positive transition after graduation?

10. What can I do to help bring more academic, social-emotional, and comprehensive wellness programs and supports to our school?

11. How are you implementing Restorative Justice and the School Climate Bill of Rights? What is your plan for training and supporting teachers and parents in this process?

Helpful Tips

Here are some helpful tips to keep in mind during your meeting:

- Be confident! Remember that schools are in place to serve you and your children.
- Don't hesitate or be afraid to ask for help!
- You don't have to ask every question on the guide.
- Take notes on your handout.
- Relationships are important! Do your part to make sure that everyone in the meeting is working together and focused on the same goal: supporting your student. Consider what you can offer (how you can support, help or lead) at your school.

Questions for Your Local Superintendent

1. How are you supporting my school Principal to guarantee that all students at our school are on track to graduate on time? Please be specific.

2. What can you do to increase the number of counselors on campus?

3. Across our local district, how many students are not on track to graduate? What is being done to support them?

4. What type of successful academic and socio-emotional supports are available outside of our local district? What can you do to bring them here? What can I do to help you?

5. How are you implementing Restorative Justice and the School Climate Bill of Rights? What is your plan for training and supporting teachers and parents in this process?



GLOSSARY

Equity means everyone gets what he/she needs. Students at low-income/high-need schools, require more resources to get to high school graduation and beyond as they must overcome institutional, economic, and social challenges to succeed. Equity, then, would mean that these schools receive more resources.

High-Need Students are for the purpose of this toolkit, these are students living in poverty, learning English, homeless and/or in the foster care system. While these students can be found at almost any school in LAUSD, there is a higher concentration in areas that have been historically underserved.

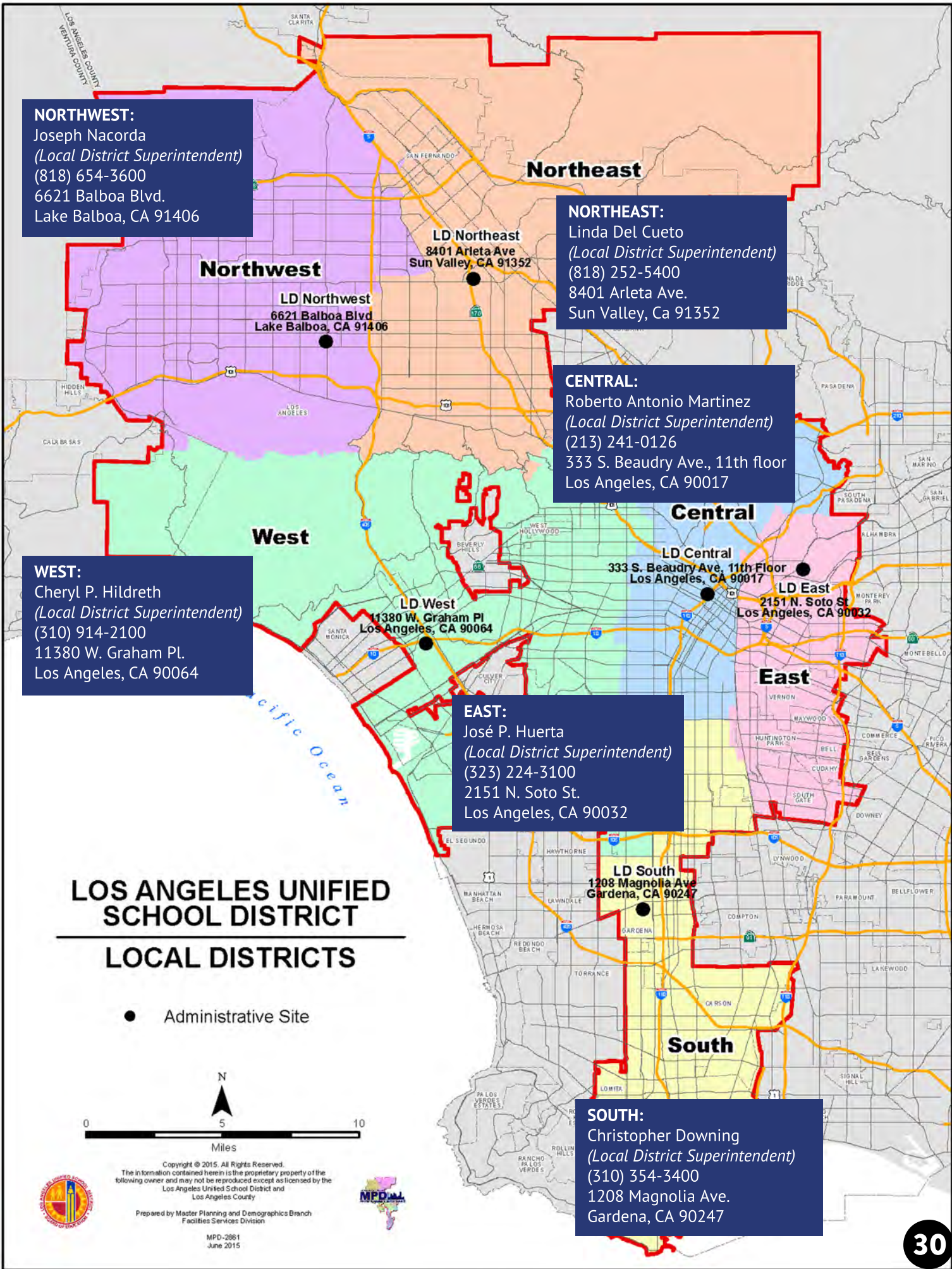
The Investment Fund is approximately 4% of the overall LAUSD budget. It covers over 40 different programs that are intended to support high-need students. Social workers, counselors and credit recovery programs, for example, are funded through this “Investment Fund.” Ideally the greater the number of low-income and English learner students at a school, the more money that school receives from this funding source.

Local Control Funding Formula (LCFF) is how the state of California funds local school districts such as LAUSD. Each local district receives a certain amount for each student depending on their grade level (this is called the “base”). Students who qualify for free or reduced lunch, who are English Learners or who are foster youth bring in additional money to the local district. The greater a district’s population of these students, the more money the district receives. The state has distributed money to school districts in this way since 2013. This funding formula gives a lot of freedom to local districts to choose how they will spend additional dollars. Input from you and others in the community is very important because it determines how money should be spent and monitors the effectiveness of those decisions in supporting low-income, English learners and foster youth.

A healthy, holistic school environment is important because a student must be healthy in order to reach their highest academic potential. School campuses need comprehensive systems and environments that foster emotional and physical wellness for students and their families. Examples of school climate supportive staff include nurses, school site psychologists and therapists, social workers, PSA counselors, academic counselors, English Learner Specialists, Foster Care and LGBTQ support, wellness center coordinators, community school coordinators, and Restorative Justice coordinators.

The School Climate Bill of Rights is a policy adopted by LAUSD in 2013. This policy eliminates suspensions for willful defiance in order to increase student participation and learning in the classroom. It also directs LAUSD to move towards the full implementation of alternative strategies that cultivate safe, healthy and supportive school climates.

Restorative Justice is a framework and practice that is based on principles that emphasize the importance of positive relationships as central to building community. A school campus that has effectively implemented Restorative Justice well would have created a safe space (physically, intellectually and emotionally), composed of respectful and responsible adults and students. LAUSD must fully implement Restorative Justice districtwide by the year 2020. Currently, many schools that are considered high-need in LAUSD received additional money to implement Restorative Justice practices; however, more is needed at these higher-need schools.



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LOS ANGELES UNIFIED SCHOOL DISTRICT
LOCAL DISTRICTS

● Administrative Site



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Prepared by Master Planning and Demographics Branch
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MPD-2861
 June 2015

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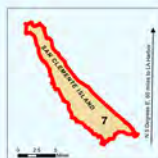
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- Schools & Offices**
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 Prepared by Master Planning and Demographics Branch
 Facilities Services Division
 Data Source: Facilities GIS Database

MPD-2715
 8/20/14



Suggested Resources and Information for Parents/Families on Becoming Involved in the Education of their Children

Parents' Rights

Legal rights of California parents to participate in their children's education: Chapter 864, Statutes of 1998 Education Code sections 51100-51102 (Source for downloading: <http://bit.ly/2ibJtqR>)

LAUSD Parent Bill of Rights and Responsibilities. (Source for downloading: <http://bit.ly/2hRAOZo>)

For resources on the recent presidential election and how it affects undocumented families, visit: <http://www.afabc.org/what-we-do/public-awareness/post-election-resource-page/> or <http://achieve.lausd.net/Page/11959>.

LAUSD Resources

Parent Student Handbook, PDF Download: <http://bit.ly/2qEasDR>

For more information on LAUSD's **LCFF Spending and LCAP**, visit: <http://achieve.lausd.net/lcap>

For more information on the **Parent PASSPort Portal**, visit: <https://passportapp.lausd.net/parentaccess/>

To apply to different types of schools within the District, visit the new Unified Enrollment portal at <https://apply.lausd.net/>

Education Advocacy and Training Services

Alliance for Children's Rights

Assists children in and out of home or foster care through programs (Special Education, Healthcare, Adoptions, Benefits and Guardianships). Child is eligible only if in foster care. Address issues such as open dependency cases, special education (no general education discipline issues). Contact (213) 365-6010; <http://kids-alliance.org>

Central American Resource Center (CARECEN)

Is a non-profit organization in the Pico Union/Westlake and San Fernando areas that provides immigrant integration programs, delivers immigration legal services and fosters civic participation and community engagement on immigration policy, education reform and workers' rights. Contact (213) 385-7800; info@carecen-la.org.

Children's Rights Clinic, Southwestern Law School

Represents children who have disciplinary issues such as suspension appeals, opportunity transfer appeals, correction of records or representation at expulsion hearings. Also represents students with special needs from initial requests for assessments and representation at IEPs. Contact (213) 738-6621; email: childrenrights@swlaw.edu.

Community Asset Development Re-Defining Education (CADRE)

Can help parents understand their situation (related to school discipline policies). They are best equipped to assist LAUSD parents in Local District South. Contact (323) 752-9987, extension 317; email: info@cadre-la.org.

Division of Special Education, LAUSD Parent Resource Network

Helps individual students with behavior issues. A student may be eligible for behavior support if the behavior is a result of their disability, as provided in the student's Individualized Education Program (IEP) AND the IEP specifies as such. Contact (800) 933-8133; email: spec-ed@lausd.net

Suggested Resources and Information for Parents/Families on Becoming Involved in the Education of their Children (continued)

Families In Schools (FIS)

Offers an array of tools and trainings that help districts and schools partner with families to support student success. Training and curriculum topics include: enhancing your school's welcoming environment; outreach, recruitment and retention strategies; family literacy, middle/high/college transition, college awareness and preparation, financial literacy and parent leadership. All FIS trainings include ready-to-use tools, interactive lesson demonstration/modeling, culturally relevant materials, and parent friendly materials in English and Spanish. Contact Tina Ochoa, (213) 201-3928, tochoa@familiesinschools.org; <http://familiesinschools.org>

Fiesta Educativa

Informs and assists Latino families in obtaining services and in caring for their children with special needs. Provides parent training, community outreach, advocacy for children with special needs, and parent support groups. The only eligibility requirement is that the child have an IEP and be a student of the Los Angeles Unified School District. Contact (323) 221-6696; <http://fiestaeducativa.org>.

InnerCity Struggle (ICS)

Works with youth, families and community residents to promote safe, healthy and non-violent communities in the Eastside. They organize youth and families in Boyle Heights, unincorporated East Los Angeles, El Sereno and Lincoln Heights to work together for social and educational justice. InnerCity Struggle provides positive after-school programs for students to become involved in supporting our schools to succeed. Contact (323) 780-7605; <http://innercitystruggle.org/>.

Legal Aid Foundation

Provides legal assistance /representation for school discipline issues. Eligibility requirements include residency in the Los Angeles Area and a low income. Contact (800)399-4529; <http://lafla.org>

MALDEF

Offers leadership and rights and responsibilities training to parents by providing the tools necessary to become more effective advocates in improving their children's educational attainment. Contact (213) 629-2512; <http://maldef.org>

Mental Health Advocacy Services

Mainly takes cases for children with special education needs/issues pertaining to special education. A child is potentially eligible if he/she has mental health and/or education issues, is low-income (on average, 200% or below the federal poverty line; family of four, no more than \$24,000) and lives within LA County. It is recommended to call since cases are passed on to advocates who decide to take the case. Contact (213) 389-2077; email: info@mhas-la.org.

Public Counsel Law Center, Children's Rights Division

Offers free services to low-income families as long as they meet income eligibility. Contact (213) 385-2977; <http://publiccounsel.org>.

Special Needs Network, Inc. (SNN)

Raises public awareness of developmental disabilities while providing education and resources to families, children, and adults. Contact (323) 291-7100; <http://snnla.org>



THE STRENGTH OF COMMUNITIES

This Toolkit would not be possible without the support from the following individuals and organizations:

- Adrian Sandoval and Karen Oliva, MALDEF
- Bruce Fuller, JoonHo Lee and Laura Tobben, University of California, Berkeley
- Jeanne Fauci, Center for Powerful Public Schools
- Maria Elena Meraz, Diane Orozco and the Parent Facilitators, PIQE
- Marisa Saunders, The Annenberg Institute for Education Reform
- Nadia Funn, Alliance for a Better Community
- Polly Smith, Multnomah Middle School
- Ricardo Jara, Harvard Graduate School of Education
- Sandy Mendoza, Families in Schools
- Sara Mooney, Jose Cisneros and Katherine Trejo, United Way of Greater Los Angeles
- Victoria Dominquez and the Parent Counsel, CARECEN

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