Voices for Change: Public School Choice 3.0

A Report on the Principles and Priorities of Parents, Students and Community Members for New and Low-Performing LAUSD Schools
Public School Choice (PSC) was created by the Los Angeles Unified School District to turn its lowest-performing schools around and ensure the quality of its new schools by allowing teams of District educators, education nonprofits and charter school operators to submit proposals for running those campuses.

Although the process underwent several changes in 2011 and 2012, one thing that has remained constant is the initiative’s commitment to engaging the community in order to improve our children’s education.
In 2010, the District and its L.A. Compact partners collectively applied for and won a federal grant to support PSC through the U.S. Department of Education’s Investing in Innovation Fund.

After identifying both new schools and those which are in need of improvement, LAUSD seeks to help educators create innovative proposals, to engage the community, to create a competitive process for selecting the strongest plans and to assist in their implementation.

**Parent Engagement Through Public School Choice**

A key component of Public School Choice is public participation. In partnership with LAUSD and community-based groups, United Way of Greater L.A. has convened parents, students and community members with applicant teams to learn about the elements of a high-quality education, how to use school performance data and review PSC proposals.

The engagement process included a series of four sessions for each PSC campus and provided parents with clear, accurate information and tools to effectively support their children’s education while empowering them to shape the competition’s final outcome. The success of these efforts hinged upon the hard work and dedication of participants, local organizations who partnered with United Way and LAUSD staff.

**Changes to Public School Choice**

The 2011–2012 school year is the third year of Public School Choice - often referred to as PSC 3.0. Two significant changes have impacted the community engagement process:

- Replacement of the Community Advisory Vote with a more meaningful method of engagement. Parents, students and community members can now provide input while school plans are still being developed rather than after they have been fully completed.

- A change in applicant criteria following an agreement between LAUSD and United Teachers L.A which limits eligibility to in-District applicant teams. Any prospective school operator and plan must be reliant upon District employees to staff the PSC campus’ faculty positions.

LAUSD is actively seeking input from parents, students, community members, educators and experts in the field on which proposal is best suited for each PSC campus but the final decision rests with the Superintendent, who reviews all feedback before making that determination.
Commonly Used Terms

Principles and Priorities for PSC 3.0 Schools

Community members who attended the engagement sessions had the opportunity to offer recommendations for improving PSC schools in the following areas:

- **Curriculum & Assessment**
  Utilization of a curriculum which ensures the student is: 1) proficient in Math and English; 2) prepared for the next level of learning as well as college and career; 3) participating in hands-on, real-world experiences; and 4) provided access to extracurricular activities.

- **Student Support**
  Availability of student support services such as: 1) tutoring, counseling and mentoring; 2) academic support for those with special needs; and 3) access to useful resources for families through the school’s local business and community partnerships.

- **Parent & Community Engagement**
  Willingness of the school to: 1) nurture strong parent-teacher relationships; 2) create family support programs or a welcoming and responsive family center; and 3) keep parents informed and involved in key decision-making processes.

- **School Staff**
  Establishment of policies and procedures which: 1) offer educators opportunities for professional development and collaboration; 2) allow for meaningful evaluations of teacher performance; and 3) recognize and encourage effective teachers while assisting or removing ineffective ones.

- **Health & Safety**
  Level of the school’s commitment to: 1) enforcing a formal code of conduct that promotes positive student behavior; 2) maintaining a clean and safe learning environment; and 3) helping students lead active and healthy lifestyles.

Academic Performance Index (API) Scores

An API score is a number that the state of California assigns to each public school based on its performance. Scores are calculated using the results of statewide student assessments in multiple subject areas and can range anywhere from a low of 200 to a high of 1000, with 800 being the target score.


Student Proficiency

Proficiency is a term used to define whether or not a student is learning the standards that the state of California adopts for each grade level (K-12). California has established five levels of proficiency – Advanced, Proficient, Basic, Below Basic and Far Below Basic – with the goal of ensuring that all students score at either the Proficient or Advanced level.


Program Improvement (PI) Status

The 25 PSC 3.0 schools reviewed in this report are all currently in Year Five of PI Status.

The federal Elementary and Secondary Education Act sets standards for how much progress students should make each year at Title I schools which serve a high number of low-income families. A school enters PI Status when, for each of two consecutive years, it fails to meet requirements for:

- Adequate Yearly Progress in the same subject (e.g., Math or English) either school-wide or for any numerically significant subgroup of students;
- Academic Performance Index scores; or
- Overall high school graduation rate.


The following pages contain community members’ top Principles and Priorities for each of the 25 PSC campuses. This information was shared with applicant teams to assist them in developing their proposals and was also provided to District Superintendent John Deasy to inform his final decision on who would run these schools.
PRINCIPLES & PRIORITIES
Community members believe that in order to improve the quality of education students can acquire, this school must have:

CURRICULUM & ASSESSMENT
- An overarching priority to improve academic achievement (e.g., increasing flexibility of library hours to allow access to computers for homework)
- Efforts to promote the public library and fundraise (e.g., community, business and school activities)
- Transparency in the allocation of funds, money allocated for intervention and tutoring
- A basic way to monitor classrooms and support teachers to improve academic achievement
- Parent participation on committees and councils, money allocated for parent workshops and coaches
- A means to identify students and target their Math, English and vocabulary assignments and skills

PARENT & COMMUNITY ENGAGEMENT
- Teamwork and a sense of respect for the rights and ideas of parents and students
- Attended teachers’ conferences and the Predominantly Hispanic, Black, Asian & Other Non-Anglo conference before distributing report cards
- A parent conference and a principal newsletter every month
- Ways to stimulate parent involvement (e.g., requiring 30 volunteer hours per year in order for their student to be promoted, offering training classes in motivation, leadership, drugs and alcohol, computers, ESL and lab work)

STUDENT SUPPORT
- An overarching priority to provide support services for prevention and intervention
- Resources like a parent support group to deal with issues at home (e.g., divorce, job loss, drugs, emotional problems)
- A counselor for English as a Second Language students and those who just arrived from other countries

SCHOOL STAFF
- An enforceable dress code for teachers

HEALTH & SAFETY
- Health fairs, a nutrition and exercise club, parent classes on promoting nutrition and exercise
- Zero tolerance for bullying and a parent assembly on bullying
- Volunteer gate and bathroom supervisors who have received safety training

PERCENTAGE OF STUDENTS ENROLLED WHO ARE:

2% African American
1% American Indian
1% Asian
3% Filipino
92% Latino
0% Pacific Islander
1% White

5% Gifted & Talented
9% Students with Disabilities
65% English Learners
13% Reclassified Fluent English Proficient
100% Economically Disadvantaged
16% Students Entering & Leaving

* Data shown is for Noble EL
Robert Fulton College Prep (6-12)
Valley West Region - Focus School

PRINCIPLES & PRIORITIES
Community members believe that in order to improve the quality of education students can acquire, this school must have:

CURRICULUM & ASSESSMENT
• Better instruction in Spanish
• Culturally relevant instruction in both Spanish and Armenian

STUDENT SUPPORT
• Tutoring
• Academic enrichment and parent engagement flyers which are announced in class and given to students so they will know what resources are available to them at their school
• A staff member at the front door who greets students and parents as they come in

PARENT & COMMUNITY ENGAGEMENT
• Regular parent meetings outside of Compensatory Education Advisory Committee/English Learners Advisory Committee meetings so everyone has an opportunity to attend
• More community partners to address the need for additional campus resources
• Free tutoring, also provided by the community, to increase academic achievement

SCHOOL STAFF
• More bilingual staff members

HEALTH & SAFETY
• More deans and stronger security

API SCORES

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
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<tr>
<td>2010</td>
<td>622</td>
</tr>
<tr>
<td>2009</td>
<td>609</td>
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</tbody>
</table>

Target Score

STUDENT PROFICIENCY

<table>
<thead>
<tr>
<th>Group</th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
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<td>30%</td>
<td>42%</td>
</tr>
<tr>
<td>African American</td>
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</tr>
<tr>
<td>American Indian</td>
<td>15%</td>
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<tr>
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<td>27%</td>
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<td>Filipino</td>
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<td>71%</td>
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<td>Latino</td>
<td>50%</td>
<td>42%</td>
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<tr>
<td>Pacific Islander</td>
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<tr>
<td>White</td>
<td>30%</td>
<td>26%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
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<td>17%</td>
</tr>
<tr>
<td>English Learners</td>
<td>58%</td>
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Valley Region Span K-8 #1
Valley East Region - Relief School for Herrick EL, Hubbard EL, Sylmar EL and Olive Vista MS

PRINCIPLES & PRIORITIES
Community members believe that in order to improve the quality of education students can acquire, this school must have:

CURRICULUM & ASSESSMENT
• Dedicated and responsible personnel
• Certified teachers
• A curriculum which parents, students, teachers and administrators are involved in developing
• An emphasis/focus on subjects like Math and English

STUDENT SUPPORT
• Motivation and guidance towards higher education
• Tutoring on weaker subjects and psychological assistance/support
• Monthly parent-teacher conferences to review student progress and areas where they are struggling
• Mandatory extracurricular involvement

PARENT & COMMUNITY ENGAGEMENT
• A means to advise parents of educational resources to prepare/help their children
• Better parent-teacher relationships and communication
• Monthly informational workshops or meetings to keep parents updated

SCHOOL STAFF
• Proper resources for teachers to ensure academic success and regular teacher evaluations
• A sense of trust between students and teachers

HEALTH & SAFETY
• Healthier meals and snacks, nutrition workshops for students
• Different approaches to engaging students on the topic of health like surveying them on what their necessities are
• A consciousness of and proactive approach to bullying, more vigilance at school entrances and exits
• Equal treatment across split campuses and/or on campus in general (i.e., in regards to uniforms, discipline, etc.)
• A fair code of conduct which is made clear to students

API SCORES

<table>
<thead>
<tr>
<th>Year</th>
<th>API Score</th>
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</thead>
<tbody>
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<td>2010</td>
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<tr>
<td>2009</td>
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</tbody>
</table>

PERCENTAGE OF STUDENTS ENROLLED WHO ARE:

- 1% African American
- 0% American Indian
- 1% Asian
- 1% Filipino
- 95% Latino
- 0% Pacific Islander
- 3% White

STUDENT PROFICIENCY

- 57% English
- 68% Math

* Data shown is for Herrick EL
PRINCIPLES & PRIORITIES
Community members believe that in order to improve the quality of education students can acquire, this school must have:

CURRICULUM & ASSESSMENT
• Strengthened science instruction/tools to help students understand how crucial science is to being college-prepared and career-ready; a guarantee that every child will be able to read at grade level
• Effective assessments to adequately measure student progress and support teachers with interventions

STUDENT SUPPORT
• A way to teach students the benefits of being college-prepared/career-ready and provide them with required study skills in each subject; evaluations of the support and quality of attention special education students receive
• Effective after-school programs like tutoring, sports, art, performing arts; cultural fieldtrips to libraries, museums, historical sites; mandatory counseling/check-up sessions for students; small learning spaces in each classroom
• High expectations for all students; an improved process for identifying/supporting gifted students and motivating them to enroll in honors courses; new partnerships which bring greater resources to students

PARENT & COMMUNITY ENGAGEMENT
• A truthful, transparent approach with parents which stresses importance of their child’s performance and its impact on the campus; parent workshops to help them understand/learn to review student homework, exams, projects

SCHOOL STAFF
• Dedicated, effective, motivated teachers/staff with high student expectations; a policy prohibiting the negative attitude expressed by teachers towards students
• A principal who is efficient, cares about communicating with parents and continuously advocates/protects the most vulnerable students in class and during recess
• The materials and professional development teachers need to support student learning and parent awareness of yearly standards students must meet; a way to retain teachers who respect/provide full attention to students in class

HEALTH & SAFETY
• Safety programs which involve surrounding community members/households; a plan to continue beautifying the campus and fix the drainage; more vigilance in and around campus/on patio to prevent fights and delinquency
• Better lunches and breakfasts which include fresh food

API SCORES

<table>
<thead>
<tr>
<th>Year</th>
<th>English</th>
<th>Math</th>
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<tbody>
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<tr>
<td>2009</td>
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STUDENT PROFICIENCY

<table>
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<tr>
<td>American Indian</td>
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<td>Asian</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Filipino</td>
<td>29%</td>
<td>27%</td>
<td>N/A</td>
</tr>
<tr>
<td>Latino</td>
<td>31%</td>
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<tr>
<td>Pacific Islander</td>
<td>18%</td>
<td>18%</td>
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<tr>
<td>White</td>
<td>30%</td>
<td>28%</td>
<td>N/A</td>
</tr>
<tr>
<td>Reclassified Fluent English Proficient</td>
<td>0%</td>
<td>0%</td>
<td>N/A</td>
</tr>
<tr>
<td>Students Entering &amp; Leaving</td>
<td>16%</td>
<td>1%</td>
<td>1%</td>
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<tr>
<td>Students with Disabilities</td>
<td>5%</td>
<td>14%</td>
<td>1%</td>
</tr>
<tr>
<td>Gifted &amp; Talented</td>
<td>2%</td>
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<td>N/A</td>
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<tr>
<td>Economically Disadvantaged</td>
<td>100%</td>
<td>43%</td>
<td>1%</td>
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</table>

Target Score: 1,393

1,393 Students Enrolled

5% Gifted & Talented
14% Students with Disabilities
28% English Learners
43% Reclassified Fluent English Proficient
100% Economically Disadvantaged
16% Students Entering & Leaving

ENGLISH

MATH
Sylmar High School
Valley East Region - Focus School

PRINCIPLES & PRIORITIES
Community members believe that in order to improve the quality of education students can acquire, this school must have:

CURRICULUM & ASSESSMENT
- Dedicated and responsible personnel
- Certified teachers who are preparing students for college (info on hiring/selection must be available to parents)
- A curriculum which parents, students, teachers and administrators are involved in developing
- An emphasis/focus on subjects like Math and English
- Lectures from professionals in specific majors/fields of study

STUDENT SUPPORT
- A source of motivation/guidance like college mentors and young alumni to inspire pursuit of higher education
- Tutoring on weaker subjects and psychological assistance/support
- Monthly parent-teacher conferences to review student progress and areas where they are struggling
- Mandatory extracurricular involvement

PARENT & COMMUNITY ENGAGEMENT
- A means to advise parents of educational resources to prepare/help their children
- Good communication and better relationships between teachers and parents/teachers and students.
- Monthly informational workshops or meetings to keep parents updated

SCHOOL STAFF
- Proper resources for teachers to ensure academic success and regular teacher/administrator evaluations
- A positive attitude towards students and a sense of trust between students and teachers

HEALTH & SAFETY
- Healthier meals and snacks, nutrition workshops for students
- Different approaches to engaging students on the topic of health like surveying them on what their necessities are
- A consciousness of and proactive approach to bullying, more vigilance at school entrances and exits
- Equal treatment across split campuses and/or on campus in general
- A fair code of conduct which is made clear to students

API SCORES

<table>
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<th>Year</th>
<th>Score</th>
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<tbody>
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<tr>
<td>2010</td>
<td>635</td>
</tr>
<tr>
<td>2009</td>
<td>621</td>
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PERCENTAGE OF STUDENTS ENROLLED WHO ARE:

- African American: 2%
- American Indian: 0%
- Asian: 0%
- Filipino: 0%
- Latino: 94%
- Pacific Islander: 0%
- White: 2%

Students Enrolled: 3,485

STUDENT PROFICIENCY

<table>
<thead>
<tr>
<th>Group</th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>45%</td>
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<tr>
<td>African American</td>
<td>45%</td>
<td>39%</td>
</tr>
<tr>
<td>American Indian</td>
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<td>N/A</td>
</tr>
<tr>
<td>Asian</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Filipino</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Latino</td>
<td>46%</td>
<td>43%</td>
</tr>
<tr>
<td>Pacific Islander</td>
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<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>53%</td>
<td>47%</td>
</tr>
<tr>
<td>English Learners</td>
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<td>31%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>46%</td>
<td>44%</td>
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Target Score

ENGLISH MATH
Public School Choice 3.0

East Los Angeles Star High School Academy
East L.A. Region - Relief School for Esteban Torres HS Academies, Garfield HS and Magnet, Wilson HS, Academy and Magnet

PRINCIPLES & PRIORITIES
Community members believe that in order to improve the quality of education students can acquire, this school must have:

CURRICULUM & ASSESSMENT
- Stricter academic guidelines, promotion based on performance instead of age, additional support for students who might not meet graduation requirements
- Teacher evaluations
- Workshops to explore career options

STUDENT SUPPORT
- After-school activities, scholarship workshops, trained volunteers
- A maximum of 20 students per class unless the teacher is provided with additional support from a college student

PARENT & COMMUNITY ENGAGEMENT
- Volunteers who can help maintain order
- Students who participate in student councils and government
- Well-maintained communication with parents who should feel welcomed

SCHOOL STAFF
- Better teacher contracts which consider qualifications over seniority
- Minimal student-teacher conflict, more pedagogy training for teachers
- More teachers who are tough academically but can also maintain flexibility
- A way to implement effective policies and programs used at other schools and a suggestion box

HEALTH & SAFETY
- Uniforms, improved nutrition
- Policies which prevent violence and search students for drugs

API SCORES

<table>
<thead>
<tr>
<th>Year</th>
<th>ENGLISH</th>
<th>MATH</th>
</tr>
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<tbody>
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<td>2010</td>
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<tr>
<td>2009</td>
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<td>N/A</td>
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</table>

PERCENTAGE OF STUDENTS ENROLLED WHO ARE:

0% Gifted & Talented
9% Students with Disabilities
9% American Indian
9% Asian
9% Filipino
99% Latino
9% Pacific Islander
9% White
4% English Learners
51% Reclassified Fluent English Proficient
1% Economically Disadvantaged
17% Students Entering & Leaving

STUDENT PROFICIENCY

*Data shown is for Garfield HS
PRINCIPLES & PRIORITIES
Community members believe that in order to improve the quality of education students can acquire, this school must have:

CURRICULUM & ASSESSMENT
• Information for parents on A-G college requirements and classes for students which will satisfy them
• Mandatory programs like AVID and MESA, conferences held by successful professionals on campus
• Personalized student evaluations, a way to ensure they have the knowledge needed to graduate and be successful
• SAT and ACT training for teachers so they can prepare students for college
• A method for parents to evaluate teachers without taking seniority into account

STUDENT SUPPORT
• Educators who listen to students and enforce the rules, bilingual personnel to help non-English-speaking parents
• Training for newly hired teachers on how they can help students prepare for college
• Saturday tutoring, extracurricular programs and support for special education students
• Classes for parents and conferences/meetings which bring teachers, counselors and principals together

PARENT & COMMUNITY ENGAGEMENT
• Methods for educating parents with special needs children, workshops to inform them about teacher work systems

• Flexible teacher schedules which allow parents to meet with them
• More detailed information about changes at school (e.g., new election procedures)
• A parent center with engaged personnel which provides meaningful activities
• An administration that communicates with parents, builds relationships and shares info on where to receive support

SCHOOL STAFF
• Highly-trained, courteous, friendly teachers who care about students, are motivated to teach and inform parents
• A principal who thoroughly fulfills responsibilities, counselors who consistently work with students and personnel who motivate them to participate in physical activities
• Tutoring staff throughout the school year
• Teacher evaluations, a plan to secure more qualified teachers if current ones aren’t meeting expectations

HEALTH & SAFETY
• Trained personnel who will enforce the rules and guarantee safety on and around campus
• Announcements which encourage maintaining a clean campus
• Interesting campaigns to promote health and changes in the school’s nutrition

API SCORES

<table>
<thead>
<tr>
<th>Year</th>
<th>API Score</th>
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<tbody>
<tr>
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<td>2009</td>
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STUDENT PROFICIENCY

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<th>Group</th>
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<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>43%</td>
<td>48%</td>
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</tr>
<tr>
<td>African American</td>
<td>1%</td>
<td>0%</td>
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</tr>
<tr>
<td>American Indian</td>
<td>1%</td>
<td>0%</td>
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<tr>
<td>Asian</td>
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<td>73%</td>
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<td>Filipino</td>
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<td>Latino</td>
<td>94%</td>
<td>94%</td>
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<tr>
<td>Pacific Islander</td>
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<td>0%</td>
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<tr>
<td>White</td>
<td>1%</td>
<td>1%</td>
<td>N/A</td>
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<tr>
<td>English Learners</td>
<td>26%</td>
<td>24%</td>
<td>N/A</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>43%</td>
<td>48%</td>
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South Region Elementary School #9
South Gate/Bell/Maywood Region - Relief School for Independence EL and Math/Sci/Tech EL, Liberty EL, Stanford EL and PC

PRINCIPLES & PRIORITIES
Community members believe that in order to improve the quality of education students can acquire, this school must have:

CURRICULUM & ASSESSMENT
- A high quality, hands-on curriculum in line with student interests which uses visuals, manipulative objects and demonstrations to support academic progress, motivates them to learn the material and continue their education
- A curriculum plan that supports different types of learners: visual, kinesthetic, auditory and tactile
- Teachers who use technology to engage students; technology classes, labs and other activity-based classes

STUDENT SUPPORT
- Counseling to identify individual needs and move students forward (any issues should be addressed immediately)
- After-school programs like tutoring, mentoring, sports, counseling and proactive drug prevention
- Student workshops on different careers or universities, programs that support those with special needs

PARENT & COMMUNITY ENGAGEMENT
- Multiple methods to stay in contact with parents like a telephone hotline, a way for parents to exchange contact info with each other (e.g., emails, phone numbers, etc.)
- A means for identifying a parent leader in each class who helps inform and engage others
- Messages sent to parents on what is being taught, their child’s progress and how they can support learning

SCHOOL STAFF
- Engaged, high quality teachers who motivate students, support the community, communicate with parents and are role models
- Personnel who are sensitive to community needs, possess good communication skills and the will/desire to improve student achievement
- A ban on tenure, a teacher interviewing process which involves parents and a way to keep quality teachers

HEALTH & SAFETY
- Opportunities for at least 20 minutes of physical activity three days a week that include sports, dance classes, etc.
- Healthy food, a school nutritionist, nutritional training for students beginning in Kindergarten
- Safety measures which engage parents in supervising/monitoring students as they are going to and from school

API SCORES

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
<th>2011</th>
<th>2010</th>
<th>2009</th>
</tr>
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<td></td>
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STUDENT PROFICIENCY

<table>
<thead>
<tr>
<th>Group</th>
<th>2011</th>
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<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>48%</td>
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<tr>
<td>African American</td>
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<td>N/A</td>
</tr>
<tr>
<td>American Indian</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Asian</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Filipino</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Latino</td>
<td>48%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Pacific Islander</td>
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</tr>
<tr>
<td>White</td>
<td>48%</td>
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<td>N/A</td>
</tr>
<tr>
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</tr>
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<td>N/A</td>
<td>N/A</td>
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</table>

*Data shown is for Independence EL
South Region High School #8
South Gate/Bell/Maywood Region - Relief School for Bell HS and Maywood Academy HS

**PRINCIPLES & PRIORITIES**
Community members believe that in order to improve the quality of education students can acquire, this school must have:

**CURRICULUM & ASSESSMENT**
- A system of accountability (i.e., what’s working or not working) that requires partnerships with outside entities
- A rigorous curriculum which includes AP/A-G classes, project and work-based learning, intervention courses (with credits) for students who need to catch up
- Students who are reclassified by the end of elementary school
- Multi-measure evaluations of all programs, curriculums and staff, that involve parents, to ensure effectiveness
- Alternatives to standardized testing (e.g., presentations) for assessing performance
- Student teams organized by learning approach (e.g., visual) so they can learn at their own pace
- A means to identify and notify parents of student learning needs through language assessment/support, etc.

**STUDENT SUPPORT**
- A college culture with mentors, college/career guidance, school/scholarship info and programs like AVID or GEAR UP
- Adequate supports in writing, spelling, critical thinking with an emphasis on tutoring English language learners and special education students; peer groups for mental health, self-esteem and bullying
- A strong bridge for transitioning from elementary to middle to high school to college

**API SCORES**

<table>
<thead>
<tr>
<th>Year</th>
<th>API Score</th>
</tr>
</thead>
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<tr>
<td>2011</td>
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<tr>
<td>2010</td>
<td>N/A</td>
</tr>
<tr>
<td>2009</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**PERCENTAGE OF STUDENTS ENROLLED WHO ARE:**

- **African American**: 11%
- **American Indian**: 0%
- **Asian**: 0%
- **Filipino**: 0%
- **Latino**: 98%
- **Pacific Islander**: 0%
- **White**: 1%

**ECONOMICALLY DISADVANTAGED**: 100%
**Students Entering & Leaving**: 0%
**Students Entering & Leaving**: 0%
**Students Entering & Leaving**: 0%
**Students Entering & Leaving**: 98%

**STUDENT PROFICIENCY**

<table>
<thead>
<tr>
<th>STANDARDS</th>
<th>ENGLISH</th>
<th>MATH</th>
</tr>
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<td>American Indian</td>
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<td>N/A</td>
</tr>
<tr>
<td>Asian</td>
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<td>N/A</td>
</tr>
<tr>
<td>Filipino</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Latino</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Pacific Islander</td>
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<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>English Learners</td>
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<td>58%</td>
</tr>
<tr>
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<td>56%</td>
</tr>
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</table>

*Data shown is for Bell HS*
PRINCIPLES & PRIORITIES

Community members believe that in order to improve the quality of education students can acquire, this school must have:

CURRICULUM & ASSESSMENT
- Superior communication between parents and teachers, readiness to address the needs of families
- Interactive learning, a college culture which prepares children for college at a young age
- Parent info on testing so they know what their child should study and can motivate them
- A way to look at other school districts/curriculums to see what they are doing right and bring it to LAUSD

STUDENT SUPPORT
- Good teachers who communicate with/prepare students, listen to problems, explain what they don’t understand
- More workshops, development of student leaders, after-school and weekend programs like tutoring
- Parents who volunteer and attend meetings with teachers, especially if their child has low scores, to correct the problem as soon as possible

PARENT & COMMUNITY ENGAGEMENT
- Parents and teachers who work together/have frequent conferences (e.g., if the student doesn’t turn in homework)
- Resources for parents they can use to help their student at home
- Meetings to unite the community and show its commitment to improving
- Necessary tools like public libraries that are accessible to parents, weekend PTA meetings and more extracurricular activities for students

SCHOOL STAFF
- Bilingual staff members who love teaching, are respectful, attentive (in a timely manner) to parents and students’ special needs, prepared for challenges and interested in the school’s success
- More counselors and workshops, classrooms with fewer students, lunchtime supervision
- Evaluations of the professional capability of older and newer teachers whose salaries should be based on this info (hire new teachers, if necessary)

HEALTH & SAFETY
- Professional nurses; more supervision on and off campus during recess and breaks, metal detectors at each door and a policy that bullying is unacceptable
- Better lunch choices, more time to eat, ways to motivate parents to send lunch at least once a week for their kids (LAUSD says there is obesity in our community but schools are adding to that problem with unhealthy food.)

API SCORES

<table>
<thead>
<tr>
<th>Year</th>
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<th>Target Score</th>
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STUDENT PROFICIENCY

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<thead>
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<td>N/A</td>
</tr>
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<tr>
<td>White</td>
<td>61%</td>
<td>61%</td>
<td>58%</td>
</tr>
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</table>

PERCENTAGE OF STUDENTS ENROLLED WHO ARE:

- 1% Gifted & Talented
- 7% Students with Disabilities
- 45% English Learners
- 13% Reclassified Fluent English Proficient
- 100% Economically Disadvantaged
- 15% Students Entering & Leaving

Data shown is for Hope EL
**PRINCIPLES & PRIORITIES**

Community members believe that in order to improve the quality of education students can acquire, this school must have:

**CURRICULUM & ASSESSMENT**
- Continuous monitoring of academic plan with incentives for progress
- A plan with high academic expectations and an emphasis on Math, Science, Music and Performing Arts
- Effective and appropriate tutoring programs, interaction with colleges and universities
- Interactive (not boring) classes, more technology in the classroom such as personal laptops
- A way to monitor students’ academic progress and announce info school-wide to create a competitive culture

**STUDENT SUPPORT**
- Programs which use modern technological equipment to ensure students learn the most recent material
- Teachers who are more interactive, better facilities in general, small classes so students receive more attention
- Updated student academic reports, tutoring and/or additional classes for those who are low-performing
- A policy that each student will be treated with respect and integrity by staff

**PARENT & COMMUNITY ENGAGEMENT**
- Constant parent training and capacity-building, adequate space for it, respect for the budget of parent programs

- Classes to help parents understand the school system, a way to get them involved/included in making decisions
- A willingness to welcome community members even if they don’t have children at the school

**SCHOOL STAFF**
- Monitoring of staff including the principal, training for kitchen staff on giving students the respect they deserve
- Friendlier staff who have integrity, are accessible, responsible, trained, patient and will follow up with parents in a timely/efficient manner on questions they have about their children
- Methods for partnering with parents to solve problems that arise
- Teachers with appropriate credentials, vocational training and the heart to teach

**HEALTH & SAFETY**
- Constant vigilance (especially in the bathroom where most bullying occurs)
- Warm and better-tasting food, more time to eat, clean restrooms and dining areas
- Security staff who monitor people as they enter or leave, more control at the entrance and exit gates
- Physical, emotional and mental health services; exercise and physical education that is appropriate for each student

---

**API SCORES**

- 2011: N/A
- 2010: N/A
- 2009: N/A

**STUDENT PROFICIENCY**

- All Students: 32% 30%
- African American: 0%
- American Indian: 0%
- Asian: 0%
- Filipino: 0%
- Latino: 99%
- Pacific Islander: 0%
- White: 0%
- English Learners: 50%
- Reclassified Fluent English Proficient: 0%
- Economically Disadvantaged: 60%
- Students Entering & Leaving: 0%

**PERCENTAGE OF STUDENTS ENROLLED WHO ARE:**

- 2,686 Students Enrolled
- 11% Gifted & Talented
- 10% Students with Disabilities
- 22% English Learners
- 50% Reclassified Fluent English Proficient
- 100% Economically Disadvantaged
- 60% Students Entering & Leaving

---

*Data shown is for Gage MS*
South Region High School #7
Huntington Park Region - Relief School for Huntington Park HS

PRINCIPLES & PRIORITIES
Community members believe that in order to improve the quality of education students can acquire, this school must have:

CURRICULUM & ASSESSMENT
- Highly-capable, accessible, respectful, patient teachers who have a specific plan for students and keep their attention
- Visits to universities, interesting subjects that help prepare students for universities
- Fewer exams, more projects, practice workshops on different subjects
- Teachers who act as mentors, informing students and aiding them in making vocational/career decisions
- A means to identify community members who can serve as spokesmen for absent parents

STUDENT SUPPORT
- After-school programs with flexible hours, homework help, small group tutoring (especially in Math)
- A dedicated space for studying, ways to motivate students so they are not tardy
- Teachers who act as peers, are respectful, talk to parents immediately if student has low grades to offer solutions
- Counselors who are patient, competent and motivating

PARENT & COMMUNITY ENGAGEMENT
- Calls made or notes/letters sent to parents about meetings and important upcoming dates to get them involved
- Longer conferences with teachers and counselors, mandatory meetings and volunteering for all parents

SCHOOL STAFF
- Capable, outgoing teachers who clearly explain subjects, motivate students and allow them to express individuality
- Friendly, respectful and encouraging staff with the will to teach, who ensure student safety and do not intimidate parents or students
- In-school activities which support academics in a fun way

HEALTH & SAFETY
- Hot, healthy food without preservatives, nutrition classes for parents, a clean cafeteria and campus
- An atmosphere that ensures student safety and good security in general
- Programs which help kids understand how to make better, healthier choices (also, keep the current nutrition program in place)
- Additional sports programs (e.g., a soccer team) with professional-level rules and sponsorship by major league teams; capable trainers and physical education teachers

API SCORES

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<th>Year</th>
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<th>2010</th>
<th>2009</th>
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STUDENT PROFICIENCY

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<tr>
<td>Asian</td>
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</tr>
<tr>
<td>Filipino</td>
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<td>N/A</td>
<td>N/A</td>
</tr>
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<td>Latino</td>
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<tr>
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<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

*Data shown is for Huntington Park HS*
42nd Street Elementary School
Mid-City Los Angeles Region - Focus School

PRINCIPLES & PRIORITIES
Community members believe that in order to improve the quality of education students can acquire, this school must have:

CURRICULUM & ASSESSMENT
• Separate but equal special education scores in API evaluations (shouldn’t affect normal scores and students should always show academic growth over time)
• Well-trained, qualified, capable teachers (if they studied/attended school to become teachers, then they should do their work); teachers, staff, students and a principal who all give 100%

STUDENT SUPPORT
• More counseling, tutoring, mentoring, motivational and self-achievement programs; after-school learning activities (e.g., physical activities, sports, etc.); more access to libraries
• Assessments for students when they move to the next grade so teachers know each student’s ability to learn
• Counselors, programs, bilingual staff, parent workshops, more meetings/conferences with teachers, more motivation for students so they achieve their goals
• Motivational teachers with high self-esteem, a desire/eagerness to work hard so students increase their knowledge

PARENT & COMMUNITY ENGAGEMENT
• Parent center that provides a welcoming atmosphere (keep existing one); dress code for staff and visiting parents

SCHOOL STAFF
• Continued hiring of effective teachers and thorough evaluations for ineffective teachers
• Staff surveys to determine what passion they can share with students (e.g., dancing, books, art, etc.)
• Highly-qualified teachers who are caring/respectful with everyone and listen to students’ needs

HEALTH & SAFETY
• A budget that provides more security/personnel to look after kids; psychological testing for all staff
• A safe and clean environment at all times: a clean yard/bathrooms, filled pot holes
• Program to address bullying (i.e., conflict resolution and mediation, anything to help with this problem)

API SCORES

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<th>Year</th>
<th>Score</th>
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STUDENT PROFICIENCY

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<td>Asian</td>
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<td>N/A</td>
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<tr>
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<td>33%</td>
</tr>
<tr>
<td>Students Entering &amp; Leaving</td>
<td>33%</td>
<td>33%</td>
</tr>
</tbody>
</table>

PERCENTAGE OF STUDENTS ENROLLED WHO ARE:
Dorsey High School
Mid-City Los Angeles Region - Focus School

PRINCIPLES & PRIORITIES
Community members believe that in order to improve the quality of education students can acquire, this school must have:

CURRICULUM & ASSESSMENT
• Regular parent updates (e.g., written, by phone/email, at meetings) including a weekly report on student behavior and progress reports every five to ten weeks
• Teacher-student interaction to assess higher achievement in subjects which are global news; classes where the school acts as an institution for learning current events (i.e., in regards to stock market, budgets, policies, news)
• Lesson plans that include culturally-relevant instruction, periodic student assessments, training for vocational trades
• Academic growth over time for special education students with separate but equal scores in API evaluations

SCHOOL STAFF
• Background and psychological testing as well as a campus dress code for all staff
• Highly-qualified teachers/staff who are loving, nurturing with high expectations for students and who believe in lifelong learning/growth; more training for teachers in psychology, child psychology, humanities
• A ban on tenure as a means of job security, retention of teachers who are effective regardless of seniority (teachers should elect to work in schools not protected by tenure)
• Annual review of adherence to guidelines (i.e., is he/she a good fit for this particular school?)

HEALTH & SAFETY
• A clean school, clean/upgraded bathroom facilities, a nurturing culture where everybody is a custodian
• A safe environment at all times, backpack drug checks (kids can’t say no to staff supervision)
• A budget for professional security teams for safety purposes

STUDENT SUPPORT
• Mentoring programs for students with behavioral issues, more bilingual staff, more motivation for students
• More counseling, tutoring, extra supervision during recess, after-school learning activities (e.g., physical activities)
• Assessments for students when they move to the next grade or come into a new class so teachers know each student’s ability to learn

PARENT & COMMUNITY ENGAGEMENT
• No data was obtained for this section

API SCORES

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<td>579</td>
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<tr>
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<td>572</td>
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STUDENT PROFICIENCY

<table>
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<tr>
<th>Group</th>
<th>2011 Score</th>
</tr>
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<tbody>
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<td>593</td>
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<td>Reclassified Fluent</td>
<td>23%</td>
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<tr>
<td>Economically Disadvantaged</td>
<td>29%</td>
</tr>
</tbody>
</table>

PERCENTAGE OF STUDENTS ENROLLED WHO ARE:

- 5% Gifted & Talented
- 18% Students with Disabilities
- 18% English Learners
- 16% Reclassified Fluent
- 71% Economically Disadvantaged
- 46% Students Entering & Leaving
**PRINCIPLES & PRIORITIES**

Community members believe that in order to improve the quality of education students can acquire, this school must have:

**CURRICULUM & ASSESSMENT**
- Assessments to understand student weaknesses, a way to help every single student from the very beginning and ensure they are meeting standards in line with those of universities
- More communication between parents and staff, mandatory weekly printouts so parents know if student is struggling

**STUDENT SUPPORT**
- Knowledgeable counselors for career/course guidance, a career day to show students what careers are out there
- More information/announcements of services available to students, different activities to interest them
- Individual written contracts between the parent and the school about the student

**PARENT & COMMUNITY ENGAGEMENT**
- A parent center which provides information; weekly reports and phone calls to parents about their students
- Mandatory meetings to get parents involved in key decision-making, explanations in plain language of meeting topics, more parent workshops to stress importance of being involved

**SCHOOL STAFF**
- Assessment and hiring of proficient teachers, yearly checks on classroom performance (include student suggestions, opinions of coworkers and parents)
- Accountability for bad teachers with tenure (i.e., they need to improve performance or be fired), ineffective teachers sent back to school (then they should apply somewhere else), incentives and support for good teachers

**HEALTH & SAFETY**
- More staff (including security, counselors, receptionists) to keep a safe environment with structure and better communication with parents
- Information for students about health issues like STDs, drinking, smoking, illegal drugs, etc.
- A delicious, healthy menu of food; a ban on vending machines

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**API SCORES**

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
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<tr>
<td>2010</td>
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<td>2009</td>
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**STUDENT PROFICIENCY**

<table>
<thead>
<tr>
<th>Group</th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>39%</td>
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<tr>
<td>African American</td>
<td>39%</td>
<td>44%</td>
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<tr>
<td>American Indian</td>
<td>N/A</td>
<td>31%</td>
</tr>
<tr>
<td>Asian</td>
<td>50%</td>
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<tr>
<td>Filipino</td>
<td>37%</td>
<td>42%</td>
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<tr>
<td>Latino</td>
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<tr>
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<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>25%</td>
<td>36%</td>
</tr>
<tr>
<td>English Learners</td>
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<td>39%</td>
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<tr>
<td>Reclassified Fluent English Proficient</td>
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<td>34%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>35%</td>
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</tr>
</tbody>
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Los Angeles High School
Mid-City Los Angeles Region - Focus School
Central Region Elementary School #21
Central/Slauson Region - Relief School for 49th Street EL, Ascot EL, Harmony EL, Hooper EL and PC

PRINCIPLES & PRIORITIES
Community members believe that in order to improve the quality of education students can acquire, this school must have:

CURRICULUM & ASSESSMENT
- Annual exams, support and motivation, trips and more sports
- A way to offer advice/support in home educational practices (e.g., speaking father to son or mother to daughter on how they will support themselves)

STUDENT SUPPORT
- Tutoring, good counselors, after-school classes; teachers who are trained to meet student needs (e.g., bilingual ones)
- Info about different services/resources families can access such as dentists, medical services, food banks, free uniforms for low-income students

PARENT & COMMUNITY ENGAGEMENT
- A parent center that is useful and inclusive with school information and workshops on computers, English, colleges/universities and available scholarships
- A means to inform and include parents in the Compensatory Education Advisory, English Learners Advisory and School Site Council committees so they are involved in the decision-making process
- Opportunities for parents to build a good relationship/have conversations with teachers about their child’s academic performance level

SCHOOL STAFF
- Teachers who receive consistent training and professional development, weekend staff trainings
- Exam results for each student provided by staff

HEALTH & SAFETY
- Zero tolerance for bullying, visible school safety rules so students are aware of behavioral expectations
- Healthy food which improves their physical form

API SCORES

<table>
<thead>
<tr>
<th>2011</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>2009</td>
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</table>

STUDENT PROFICIENCY

<table>
<thead>
<tr>
<th></th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>31%</td>
<td>47%</td>
</tr>
<tr>
<td>African American</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>American Indian</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Asian</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Filipino</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Latino</td>
<td>50%</td>
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<tr>
<td>Pacific Islander</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>White</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>English Learners</td>
<td>29%</td>
<td>48%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>31%</td>
<td>47%</td>
</tr>
</tbody>
</table>

PERCENTAGE OF STUDENTS ENROLLED WHO ARE:

979 Students Enrolled

- 8% Gifted & Talented
- 8% Students with Disabilities
- 61% English Learners
- 15% Reclassified Fluent English Proficient
- 100% Economically Disadvantaged
- 17% Students Entering & Leaving

*Data shown is for 49th Street EL
South Region Elementary School #12
Central/Slauson Region - Relief School for Lillian EL, Miramonte EL, Hooper EL and PC

PRINCIPLES & PRIORITIES
Community members believe that in order to improve the quality of education students can acquire, this school must have:

CURRICULUM & ASSESSMENT
• A-G classes, exposure to universities and evaluation exams for students as top priorities
• School sports, a variety of extracurricular activities, physical education, visual and performing arts, clubs

STUDENT SUPPORT
• Tutoring, counseling, more credentialed special education teachers
• More workshops and information about organizations

PARENT & COMMUNITY ENGAGEMENT
• A parent center which is open at all hours; opportunities for coffee with the principal and teachers
• A way to motivate parents to be a part of the change

SCHOOL STAFF
• Professional development workshops for teachers, a set of established goals between teachers and staff
• A willingness to listen to ideas/opinions and take them into account
• Curriculum evaluations, reviews of the end results

HEALTH & SAFETY
• A means to ensure that rules are being followed
• Balanced breakfasts, a variety of food options
• A good security staff

API SCORES

<table>
<thead>
<tr>
<th>Year</th>
<th>API Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
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<td>2010</td>
<td>N/A</td>
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<tr>
<td>2009</td>
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PERCENTAGE OF STUDENTS ENROLLED WHO ARE:

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<thead>
<tr>
<th>Ethnicity</th>
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<tr>
<td>Asian</td>
<td>0%</td>
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<tr>
<td>Filipino</td>
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</tr>
<tr>
<td>Latino</td>
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<tr>
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<tr>
<td>Gifted &amp; Talented</td>
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<tr>
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<tr>
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<td>100%</td>
</tr>
<tr>
<td>Students Entering &amp; Leaving</td>
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STUDENT PROFICIENCY

<table>
<thead>
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<th>Group</th>
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<th>API Score 2010</th>
<th>API Score 2009</th>
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<tbody>
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<td>31%</td>
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<tr>
<td>African American</td>
<td>43%</td>
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<tr>
<td>American Indian</td>
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<tr>
<td>Asian</td>
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<td>N/A</td>
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</tr>
<tr>
<td>Filipino</td>
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<td>N/A</td>
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<tr>
<td>Latino</td>
<td>33%</td>
<td>43%</td>
<td>N/A</td>
</tr>
<tr>
<td>Pacific Islander</td>
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<td>N/A</td>
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<tr>
<td>White</td>
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</tbody>
</table>

ENGLISH

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>27%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
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</tr>
</tbody>
</table>

MATH

<table>
<thead>
<tr>
<th>Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners</td>
<td>48%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>43%</td>
</tr>
</tbody>
</table>

*Data shown is for Miramonte EL
South Region Elementary School #10
Exposition Park/Vermont Harbor Region - Relief School for Menlo EL, West Vernon EL and 52nd Street EL

PRINCIPLES & PRIORITIES
Community members believe that in order to improve the quality of education students can acquire, this school must have:

CURRICULUM & ASSESSMENT
• A bilingual principal and assistant principal, after-school tutoring, good physical education, crafts
• A better, hands-on Math program and a new English program so students can pass their tests, individual lesson plans to meet their needs (also, incorporate Spanish for English speakers)
• Parents classes on what tests the students are taking

STUDENT SUPPORT
• More sports, more after-school programs, team projects/activities, more school supplies including uniforms for students and staff, restrooms with toilet paper and soap, more books, a psychologist and better staff security
• Qualified after-school or online homework assistance to help students who are lacking, more computer learning time, monthly certificates for student recognition

PARENT & COMMUNITY ENGAGEMENT
• More opportunities to volunteer and observe the school and classes; a welcoming environment
• Parent center programs (e.g., health, parenting, ESL, computers, student tests); help for parents with special education students

SCHOOL STAFF
• Support for teachers such as assistants; teachers who are more creative at maintaining student involvement/interest
• A school librarian, custodians who maintain a clean school, volunteers to help maintain the restrooms
• Cafeteria staff members who give good service to students and don’t pull their hair, yell or pinch them

HEALTH & SAFETY
• Better food, assemblies to inform students about personal hygiene, a school nurse and a safety valet
• Crossing guards for the school and main streets, school police to keep students safe when walking home

API SCORES

<table>
<thead>
<tr>
<th>Year</th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
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<td>2010</td>
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<td>N/A</td>
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STUDENT PROFICIENCY

<table>
<thead>
<tr>
<th>Group</th>
<th>English</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>65%</td>
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<tr>
<td>African American</td>
<td>65%</td>
<td>47%</td>
</tr>
<tr>
<td>American Indian</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Asian</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Filipino</td>
<td>68%</td>
<td>48%</td>
</tr>
<tr>
<td>Latino</td>
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<td>N/A</td>
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<tr>
<td>Pacific Islander</td>
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<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>66%</td>
<td>46%</td>
</tr>
<tr>
<td>English Learners</td>
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<td>46%</td>
</tr>
<tr>
<td>Economically Disadvantaged</td>
<td>65%</td>
<td>45%</td>
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</table>

*Data shown is for Menlo EL
South Region Elementary School #11
Exposition Park/Vermont Harbor Region - Relief School for 68th Street EL, Miller EL and Raymond Avenue EL

PRINCIPLES & PRIORITIES
Community members believe that in order to improve the quality of education students can acquire, this school must have:

CURRICULUM & ASSESSMENT
• Good rules (but don’t yell at the kids), capable personnel, more programs, sports, computers, physical education, art
• Good, capable teachers who know how to teach and use all the time they have with students learning/doing activities because it is essential to a good education
• A bilingual principal who everyone feels more comfortable with and who dedicates more time to students (e.g., welcomes them at the door at least twice a week)

STUDENT SUPPORT
• A library, tutoring, Saturday classes, programs such as computers, sports, ballet, art and basketball
• A qualified nurse, a therapist and security
• Monthly incentives for children who attend school everyday and complete their work

PARENT & COMMUNITY ENGAGEMENT
• A parent center and a parent representative; workshops and Family Day/Reunions so parents can meet teachers
• More time, resources, incentives dedicated to getting parents involved in their children’s education
• A way to welcome parents as volunteers whenever necessary

SCHOOL STAFF
• A lot of security (in play areas, not in the restrooms), a safety valet
• A means for checking on teachers in class, which methods they are using and which ones are getting results
• A highly-qualified director who is able to carry and maintain the school at a high level with teachers and coordinators
• Pre-kindergarten and other programs for students under five years

HEALTH & SAFETY
• Guaranteed security with staff who really help and are responsible for students during recess
• Healthy food; uniforms; classes on personal finances and personal hygiene
• Support for students who are sick three to five days a week

API SCORES

<table>
<thead>
<tr>
<th>Year</th>
<th>API Score</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>2009</td>
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STUDENT PROFICIENCY

<table>
<thead>
<tr>
<th>Percentage of Students Enrolled Who Are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American 19%</td>
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<table>
<thead>
<tr>
<th>1,058 Students Enrolled</th>
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<table>
<thead>
<tr>
<th>Subject</th>
<th>All Students</th>
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<th>American Indian</th>
<th>Asian</th>
<th>Filipino</th>
<th>Latino</th>
<th>Pacific Islander</th>
<th>White</th>
<th>English Learners</th>
<th>Economically Disadvantaged</th>
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<tbody>
<tr>
<td>ENGLISH</td>
<td>41%</td>
<td>35%</td>
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<td>N/A</td>
<td>N/A</td>
<td>42%</td>
<td>N/A</td>
<td>33%</td>
<td>52%</td>
<td>54%</td>
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<tr>
<td>MATH</td>
<td>54%</td>
<td>25%</td>
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<td>N/A</td>
<td>N/A</td>
<td>58%</td>
<td>N/A</td>
<td>N/A</td>
<td>0%</td>
<td>54%</td>
</tr>
</tbody>
</table>

*Data shown is for 68th Street EL
Public School Choice 3.0  

Community members believe that in order to improve the quality of education students can acquire, this school must have:

**PRINCIPLES & PRIORITIES**

**CURRICULUM & ASSESSMENT**
- Good learning materials, enough books so each student can have one
- Good, patient, focused, prepared teachers who don’t use their authority to intimidate students, who will be open-minded to students’ great abilities, understand their culture and give them time depending on their needs
- Changed concepts on Mathematics and English instruction
- Programs where students develop skills (e.g., drawing, handicrafts, soccer, music, art, etc.); hands-on activities, human relationships, more reading, support from outside sources

**STUDENT SUPPORT**
- Teachers who are qualified to teach their subjects, counselors who let students express themselves
- Parents acting as school leaders, participating and sharing opinions (should move up school remodeling date to get participation from parents)
- Tutoring to reform, support, improve child learning; painting or sketching; materials for each student

**PARENT & COMMUNITY ENGAGEMENT**
- Conferences to increase communication between teachers and parents

**SCHOOL STAFF**
- More communication so parents know teachers/staff, more information and programs; academic training
- A way to support education and communication between teachers and students

**HEALTH & SAFETY**
- A safe and clean environment, teachers who keep clean classrooms
- Good nutrition, healthy food, more health/physical education (nothing is available for students in surrounding areas)
- General respect (not violence), more security personnel (also, teachers should require more discipline)

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**API SCORES**

<table>
<thead>
<tr>
<th>Year</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
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<tr>
<td>2010</td>
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<tr>
<td>2009</td>
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**STUDENT PROFICIENCY**

<table>
<thead>
<tr>
<th>Percentage</th>
<th>2011</th>
<th>2010</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
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<tr>
<td>American Indian</td>
<td>0%</td>
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<td>N/A</td>
</tr>
<tr>
<td>Asian</td>
<td>0%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Filipino</td>
<td>0%</td>
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<td>N/A</td>
</tr>
<tr>
<td>Latino</td>
<td>83%</td>
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<tr>
<td>Pacific Islander</td>
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<td>N/A</td>
</tr>
<tr>
<td>White</td>
<td>0%</td>
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<td>N/A</td>
</tr>
</tbody>
</table>

**PERCENTAGE OF STUDENTS ENROLLED WHO ARE:**

- 5% Gifted & Talented
- 11% Students with Disabilities
- 33% English Learners
- 37% Reclassified Fluent English Proficient
- 89% Economically Disadvantaged
- 45% Students Entering & Leaving

**NEW SCHOOL**

Target Score

3,460 Students Enrolled

26% 27%

21% 12%

N/A N/A

All Students  African American  American Indian

27% 30%

N/A

Filipino  Latino

N/A

Pacific Islander  White

16% 22%

N/A

English Learners  Economically Disadvantaged

N/A

ENGLISH

MATH

*Data shown is for Manual Arts HS*
PRINCIPLES & PRIORITIES
Community members believe that in order to improve the quality of education students can acquire, this school must have:

CURRICULUM & ASSESSMENT
- A quality teacher in every classroom, teachers who are on the same page when it comes to what they teach by grade level and who share with each other best practices/programs which work for students
- A means of identifying students who are not performing at grade level and offering interventions
- Class sizes small enough to personalize instruction and address behavioral issues
- A good teacher support system from the principal, assistant principal, coordinators to ensure success

STUDENT SUPPORT
- Mentoring, incentives for good behavior or homework completion, access to technology
- A small resource class for students organized by grade level (instead of just one resource teacher)
- A structured discipline program supported by parents; funding to create/maintain new student support programs

PARENT & COMMUNITY ENGAGEMENT
- Clear homework instructions from teachers so parents can help; a means to address inadequate parking situation
- Involved parents; a parent survey on the best time to meet; a parent committee to assist with seeking sponsors

SCHOOL STAFF
- Parent workshops on how to help students with homework and personal development

SCHOOL STAFF
- A priority list of substitutes which takes into account work history and performance (substitute should be able to continue where teacher left off instead of letting students do whatever they want)
- Supplies for teachers/staff to do their work, funding to adequately staff the school (teaching assistants and another campus aide are needed)

HEALTH & SAFETY
- More efficient use of food, improved food quality (this is important because the only warm meals some students receive are breakfast and lunch), student snacks since hunger sometimes leads to behavioral problems
- Facility renovations/repairs (e.g., bathrooms need to be open and cleaned for students during the day), better outside lighting for better security, more caring yard staff who are concerned about the children’s well-being

API SCORES

<table>
<thead>
<tr>
<th>Year</th>
<th>API Score</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>2010</td>
<td>622</td>
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<tr>
<td>2009</td>
<td>653</td>
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STUDENT PROFICIENCY

<table>
<thead>
<tr>
<th>Percentage of Students Enrolled Who Are:</th>
<th>503 Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>69% African American</td>
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<td>0% American Indian</td>
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<td>0% Asian</td>
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<tr>
<td>0% Filipino</td>
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<tr>
<td>30% Latino</td>
<td></td>
</tr>
<tr>
<td>0% Pacific Islander</td>
<td></td>
</tr>
<tr>
<td>0% White</td>
<td></td>
</tr>
<tr>
<td>1% Gifted &amp; Talented</td>
<td></td>
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<tr>
<td>14% Students with Disabilities</td>
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<tr>
<td>16% English Learners</td>
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<tr>
<td>2% Reclassified Fluent English Proficient</td>
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</tr>
<tr>
<td>100% Economically Disadvantaged</td>
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</tr>
<tr>
<td>36% Students Entering &amp; Leaving</td>
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</tr>
</tbody>
</table>

STUDENT PROFICIENCY

<table>
<thead>
<tr>
<th>Percentage</th>
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<th>African American</th>
<th>American Indian</th>
<th>Asian</th>
<th>Filipino</th>
<th>Latino</th>
<th>Pacific Islander</th>
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</tbody>
</table>
PRINCIPLES & PRIORITIES

Community members believe that in order to improve the quality of education students can acquire, this school must have:

CURRICULUM & ASSESSMENT

- Evaluation of students through more homework assignments and tests; individual projects, educational field trips
- Teachers who pay attention to students, focus/concentrate on what they need help with: Math, English, Reading
- Quality programs for low-performing students, after-school programs for tests, quizzes, SAT exams; cultural exchange programs with other schools, academic competitions between schools to motivate students
- Support for special education students like more teachers in each class
- Art, music, ceramics, shops, metals, home classes which interest kids and teach them trades (make available to all grade levels and “0 Period” study hour)

PARENT & COMMUNITY ENGAGEMENT

- A way to inform parents of school tutoring programs; more special education classrooms with qualified teachers
- Parents who monitor/help with their child’s homework/schoolwork; parent teams which monitor teacher performance (by attending classes), mandatory volunteering and yearly visits for parents, more parent conferences

SCHOOL STAFF

- Qualified staff (who speak Spanish and English and do not make students feel bad) to deal with their issues
- Teachers who enhance their education and do not have tattoos/piercings which set a bad example for students
- A willingness to make special time arrangements for working parents

HEALTH & SAFETY

- A variety of healthy and appetizing food (because sometimes kids don’t like it)
- A policy to ask for identification when students are picked up, cameras and more school police, qualified staff at entry and exit points; daily physical education and uniforms; clean bathrooms with hand sanitizers

STUDENT SUPPORT

- An on-campus psychologist, counseling for children who need it, wood workshops, art, music, drama, dance, gymnastics and track; after-school programs; English courses for parents so they can assist students with homework
- A policy against teachers using cell phones during class time or showing favoritism with students; creative lesson plans that are enjoyable and encourage students to read

*Data shown is for Fries EL

Public School Choice 3.0 | 27
Carson High School
South Bay Region - Focus School

PRINCIPLES & PRIORITIES
Community members believe that in order to improve the quality of education students can acquire, this school must have:

CURRICULUM & ASSESSMENT
• Tests in each subject to track progress (given with student in mind)

STUDENT SUPPORT
• Online credit recovery for students to make up credits at home
• Reduced class sizes with a ratio of 21 to 1; good communication with both teachers and counselors
• A means to provide necessary skills and tools both at school and at home

PARENT & COMMUNITY ENGAGEMENT
• Incentives for parent involvement and recognition of parent volunteers
• Child care and translation services during meetings

SCHOOL STAFF
• Professional staff who are more welcoming and have a way to communicate with parents seeking help
• Teacher calls to parents when needed, a way to inform students of important things that are happening at school

HEALTH & SAFETY
• Healthier food, better variety and portions
• Increased campus security, a policy which requires students who are caught fighting/bullying to help out around campus or do community service instead of sending them home
• A D.A.R.E. prevention program, counseling and a school psychologist
• Environmental safety (e.g., check for asbestos); soap in the bathrooms and a health center

API SCORES

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<th>API Score</th>
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<tr>
<td>2009</td>
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PERCENTAGE OF STUDENTS ENROLLED WHO ARE:

- 13% Gifted & Talented
- 11% Students with Disabilities
- 9% English Learners
- 23% Reclassified Fluent English Proficient
- 52% Economically Disadvantaged
- 24% Students Entering & Leaving

STUDENT PROFICIENCY

- 52% English
- 47% Math
- 45% Reading
- 57% Writing
- 68% Science
- 62% Social Studies
- 69% History
- 68% Mathematics
- 45% Critical Thinking
- 42% Problem Solving
- 46% Communication
- 41% Collaboration
- 55% Critical Thinking
- 33% Problem Solving
- 48% Communication
- 46% Collaboration
- 24% English Learners
- 28% Economically Disadvantaged

ENGLISH MATH

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107th Street Elementary School
San Pedro Region - Focus School

PRINCIPLES & PRIORITIES
Community members believe that in order to improve the quality of education students can acquire, this school must have:

CURRICULUM & ASSESSMENT
- A curriculum and evaluation system which follows national standards and includes learning about different cultures, arts and crafts, technology (also, avoid cuts or limitations on the special education curriculum)
- A thoughtful curriculum for gifted/advanced students and a special, separate one (with after-school programs, tutoring, intervention) for students who are behind and need to catch up; more assessments to document progress

STUDENT SUPPORT
- Higher standards for teachers and staff who should have a positive attitude about interacting with children (they should model the behaviors they wish to see in students)
- A way to teach students values/respect/discipline which doesn’t rely on having them arrested as a means of discipline; rules and expectations clearly posted with mandatory counseling/check-ups for all students
- Students grouped with peers at the same learning levels and in smaller classes to support individualized learning
- A focus on EVERY student with special emphasis on lower-performing ones; more resources to support students, teachers, parent participation; opportunities to collaborate with principal to find solutions for pressing problems

PARENT & COMMUNITY ENGAGEMENT
- A chance for parents to be at the table in creating plans for low-performing students; support for parents in helping their child reach grade level proficiency; more social activities for them with school personnel
- Teachers who interact with parents and participate in parent meetings; transparency and sharing of info (e.g., parents should be informed immediately when their child is misbehaving or falling behind

SCHOOL STAFF
- A staff nurse; new, highly-trained cafeteria personnel; trained, professional teachers who share lesson plans with parents so they are aware of what’s happening in the classroom and know how to help their child with homework; teachers/staff who encourage and positively engage students while providing a nurturing environment
- School leadership (i.e., Principal Rios) who will address parent concerns and complaints in a thoughtful manner

HEALTH & SAFETY
- Better security; a willingness to involve parents/the community in improving the school area (when it comes to security and cleanliness); a campus with clean and safe restrooms/classrooms/cafeteria kitchen as a top priority
- A nutrition plan/lunch program with more variety which considers parent opinions (no child should be forced to eat food they don’t want and the school should not distribute spoiled/expired milk or food)

API SCORES

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STUDENT PROFICIENCY

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<td>English Learners</td>
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<td>Students Entering &amp; Leaving</td>
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South Region High School #12
San Pedro Region - Relief School for Fremont HS and Math/Science Magnet, Jordan HS and Math/Science Magnet and Locke HS

PRINCIPLES & PRIORITIES
Community members believe that in order to improve the quality of education students can acquire, this school must have:

CURRICULUM & ASSESSMENT
• Art and music to develop students’ creative abilities; a curriculum that ensures they are prepared for the next grade
• Specialized programs to motivate students to develop academic potential
• Teachers who are qualified to teach their subjects (i.e., they are specialists in their subject area)
• A curriculum which prepares students for college, recognizes cultural differences and focuses on common respect

STUDENT SUPPORT
• A focus on communication between teachers and students, counseling/tutoring/mentoring/summer programs
• Bilingual staff to ensure Hispanic parents can communicate effectively with the school and support students

PARENT & COMMUNITY ENGAGEMENT
• A parent center; a policy of treating parents with respect and making them feel welcomed
• Good, effective communication and collaboration between parents and teachers
• Parent involvement in decisions made at school or in informational meetings
• Parent info on graduation requirements and relevant issues to help them understand educational processes

SCHOOL STAFF
• Staff who always welcome students/parents and treat them with respect
• Respect and knowledge of students’ cultures; support for teachers
• Good counselors, office staff and bilingual staff; a principal and teachers who work as a team
• Good nursing staff who communicate with parents and give proper attention to students

HEALTH & SAFETY
• Healthy, good quality food; a health clinic with qualified staff; monitoring of after-school programs for safety
• Good vigilante police present throughout the school day all over campus, training for school police

API SCORES

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<th>Year</th>
<th>Score</th>
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STUDENT PROFICIENCY

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</table>

PERCENTAGE OF STUDENTS ENROLLED WHO ARE:

- 5% Gifted & Talented
- 12% Students with Disabilities
- 36% English Learners
- 43% Reclassified Fluent English Proficient
- 71% Economically Disadvantaged
- 40% Students Entering & Leaving

*Data shown is for Fremont HS
This report captures the collective voice of parents, students and community members committed to providing our children with the quality public school education they deserve.
Several common themes emerged as parents across the District cited time and time again the most crucial elements of academic success for their children:

1. **Curriculum & Assessment:** An effective curriculum taught by effective teachers.

2. **Student Support:** Academic and supportive services such as tutoring and counseling.

3. **Parent & Community Engagement:** More meaningful communication with parents on opportunities for volunteer engagement.

4. **School Staff:** Qualified, capable and well-trained educators and staff who are evaluated and held accountable for their performance.

5. **Health & Safety:** An overarching concern for safety and an improved food program.*

*The Principles and Priorities data was initially coded according to the five areas of school evaluation. Prevailing themes were identified based on the frequency of similar responses in each category.

As teams of educators prepare to implement their new school plans, we encourage them to review the community’s input and to create schools which reflect these principles and priorities.

**Benefits of PSC Participation**

PSC campuses can now partner with parents who spent hours improving their ability to use school performance data and who reported a significant increase in knowledge and comprehension of key topics following the engagement sessions.

- While 62% of parents felt they could not identify the benefits of a quality education prior to receiving training, 88% of them could do so afterwards.

- While 58% of parents felt they did not possess the knowledge and skills necessary to identify the key components of a high-quality education prior to receiving training, 96% of them did afterwards.

- While 73% of parents did not understand the format of a PSC proposal or how to review its summary prior to receiving training, 97% of them did afterwards.
Broader Implications for Data

We hope that educators and organizations working with schools across the District will carefully review qualitative feedback from community meetings. We encourage anyone who wants to build their own community engagement project to reach out to local organizations for assistance.

This report marks the beginning of a new era in which the people of Los Angeles will play an active role in shaping our children’s future by collaborating with local schools, teachers and administrators to transform our educational system into something we can all be proud of.

Acknowledgements

We wish to acknowledge District Superintendent John Deasy and the Public School Choice team, the Board of Education and LAUSD’s Parent Community Services Branch.

We would also like to thank Families in Schools for developing an engaging training curriculum which helped participants become more effective school partners.

The community organizations which conducted outreach efforts, provided hours of training and captured parent feedback were the cornerstone of our work.

- African American Male Achievers Network (AMAN)
- Alliance for a Better Community (ABC)
- Community Asset Development Redefining Education (CADRE)
- Consejo de Federaciones Mexicanas en Norteamérica (COFEM)
- Educate, Motivate, Graduate Enterprise, Inc. (EMG)
- Parent Institute for Quality Education (PIQE)
- Boys & Girls Club of San Fernando Valley
- South Bay Center for Counseling (SBCC)
- The Urban Issues Breakfast Forum of Greater Los Angeles

We commend the thousands of educators, parents, students and community members who demonstrated the extent of their commitment to improving our children’s education by participating in weekday, weekend and evening meetings.
5 Ways Parents and Schools Can Partner to Support Student Achievement

**Collaboration:**
Work together to ensure that parents understand what the learning standards are for their child's grade level as well as the importance of building a relationship with their child's teachers.

**Communication:**
Parents should make the school aware of their child’s strengths, weaknesses, background and specific needs. The school should make parents aware of their child's academic performance level and enhance their ability to support student learning at home.

**Volunteering:**
Parent volunteers can bring a wealth of skills and resources to schools. Work together on identifying school needs and aligning them with parent talents, abilities and work schedules.

**Collective Decision-Making:**
Parents and educators should work together within the school’s governing bodies to identify areas for improvement and to participate in a joint decision-making process.

**Community Collaboration:**
Align school needs with what’s available in the community. Work together to reach out to businesses, organizations and elected officials to build campus resources. (The local agency which convened parents for Public School Choice is a great place to start!)

Learn more about these and other LAUSD schools by looking up their School Report Cards at www.reportcard.lausd.net

The School Report Card (SRC) is published and sent to parents each year by the District (in collaboration with its Parent Community Services Branch, United Way of Greater L.A., the California Community Foundation and other partner organizations). It summarizes the academic performance of more than 900 campuses and provides clear information about growth in student learning and the context in which learning occurs.
INVESTING IN INNOVATION PARTNERS

USC Rossier
School of Education

UNITELA
Education Innovation Through Collaboration

United Way

PSC COMMUNITY PARTNERS

Alliance for a Better Community

BOYS & GIRLS CLUB
OF SAN FERNANDO VALLEY

Families In Schools
Building Partnerships for Student Success

CADRE
Council of Mexican Federations

COFEM

URBAN ISSUES
FORUM, INC.

PIQE

PCSF

E.M.G. Enterprise, Inc.

SBCC

This report was funded by an Investing in Innovation grant from the U.S. Department of Education