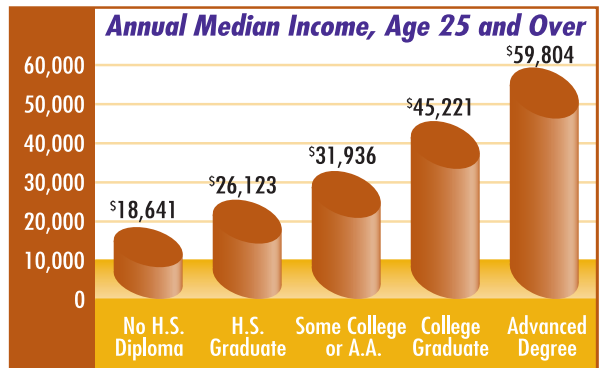




Your child's school: making the grade.

A Parent's Dream:

In the spring of 2002, a study was conducted among parents in Los Angeles, Chicago and New York. Of the 1,054 surveyed, 96% of them said they wanted their children to attend college. Yet, few of these parents had access to meaningful information to help them understand the college process. Additionally, too many of our schools aren't graduating students who are ready for college, careers and life. That's why it's up to all of us as a community to join together to make our dream of a quality education for all children a reality.



Source: U.S. Census Bureau American Community Survey (2006)

TAKE ACTION!

Be sure that *all students* in every school have the benefit of:

- *College (A-G), Career & Life Preparation Coursework*
- *Small Schools & Real-World Learning*
- *Safe & Healthy Schools*
- *School Family Support: PreK-12*
- *Partnerships with Students, Parents, Community and Businesses*
- *Resources Directed by Local Decision Makers*
- *A Culture of Inquiry Based on Student Data*



PARENTS WHO HAVE HIGH EXPECTATIONS FOR THEIR KIDS, AND REGULARLY ENCOURAGE THEIR CHILDREN TO STRIVE FOR COLLEGE, WILL EXPERIENCE A POSITIVE OUTCOME.

Harvard Family Research Project
<http://www.gse.harvard.edu/hfrp/>

Education is in Your Hands:

The Communities for Educational Equity (CEE) developed seven principles to support parents, schools and community as we work together to improve public schools. Use these principles to help you support your children’s education and improve your local schools.

CALIFORNIA “A-G” COURSES FOR UC/CSU ELIGIBILITY UPON HIGH SCHOOL GRADUATION

(All courses must be rigorous college preparatory level work.)

| “A-G” | Subject Area | Years of Study Required |
|-------|--|-------------------------|
| A | History/Social Science (U.S. or Civics and World, Cultures or Geography) | 2 years |
| B | English (Includes Reading of Classic & Modern Literature and Frequent Writing) | 4 years |
| C | Mathematics (Minimum: Algebra I & II and Dimensional Geometry) | 3 years |
| D | Laboratory Science (Includes Biology, Chemistry and Physics Knowledge) | 2 years |
| E | Foreign Language (Non-English) | 2 years |
| F | Visual or Performing Art (Dance, Drama, Music and/or Visual Arts) | 1 year |
| G | College Preparatory Elective (Excess “A–F” Course or Approved Elective) | 1 year |



College (A-G), Career & Life Prep Coursework

The first goal is to ensure that your child can successfully complete – with a “C” or better – high school classes that prepare him or her for college, careers and life after high school, also called “A–G courses”. Elementary and middle school students must also do well, especially in Math and English. School staff and parents need to be involved and help students to meet these goals.

ACTIONS YOU CAN TAKE:

- *Read with your child (even older children) to help them build a strong vocabulary.*
- *Read all information that is sent home from school. For greater understanding, ask for it in your home language.*
- *Communicate high expectations to your child by telling their teachers and counselors that they are expected to graduate from middle school, high school, and college.*
- *Make an appointment with the counselor to discuss your child’s classes to ensure they are on the road to college.*
- *Make sure your child has an Individualized Culmination Plan (ICP) if they are in middle school or an Individualized Graduation Plan (IGP) if they are in high school – and that you understand it.*
- *Ask your child’s teacher or counselor about tutoring and other resources that can help raise their grades, especially if your child is struggling.*



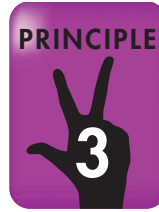
Small Schools & Real-World Learning

When schools are small (no more than 500 students), teachers, students and parents can build strong relationships with one another. Plus, students tend to stay in school and learn

more in classrooms that combine college prep instruction with real world learning.

WAYS YOU CAN GET INVOLVED:

- Find and visit your local middle and high schools that have small schools and/or Small Learning Communities (SLCs), and ask about what their career themes are.
- Learn about the special opportunities each one offers, such as job internships and mentors.
- Interview teachers, parents and students that attend them to find out more.
- Determine which small schools or SLCs do well at graduating students and sending them to college.
- Enroll your child in those that best meet his or her needs.



Safe & Healthy Schools

School should also provide healthy food options and physical education activities, and ensure “safe passages” for students to and from school – as well as offer mental and social services.

QUESTIONS YOU CAN ASK:

- Have a conversation with your child about school. Do they feel safe? If not, share your concern with other parents and school administrators and ask that they take action.
- Ask the school for their weekly student nutrition and lunch menu and determine the healthiest options for your child. If necessary, talk with the school nurse to determine what resources are available to your child and family.
- Request a list of the mental health and other social services the school and local community provide that may assist you and your family.

HIGH SCHOOL COMPLETION RATES, GRADUATION RATES, AND A–G COMPLETION RATES

| | Belmont Senior High | Roosevelt High School | Garfield High School | Sylmar High School | Crenshaw High School | TOTAL | LAUSD | STATE |
|---|---------------------|-----------------------|----------------------|--------------------|----------------------|-------|--------|---------|
| 9th Grade Enrollment in 2002–2003 | 2,351 | 1,861 | 1,718 | 1,448 | 1,066 | 8,444 | 68,802 | 520,287 |
| Graduation in 2005–2006 | 550 | 689 | 640 | 594 | 340 | 2,813 | 28,421 | 349,114 |
| Graduated with A–G Requirements in 2005–2006 | 202 | 316 | 213 | 228 | 149 | 1,108 | 12,876 | 125,277 |
| % of Students who do not complete H.S. in 4 years | 77% | 63% | 63% | 59% | 68% | 67% | 59% | 33% |
| % of Graduates in 2005–2006 | 23% | 37% | 37% | 41% | 32% | 33% | 41% | 67% |
| % of Graduates with A–G Requirements in 2005–2006 | 9% | 17% | 12% | 16% | 14% | 13% | 18.7% | 24% |

Source: California Department of Education



ENCOURAGE. EMPOWER. EDUCATE.



School Family Support

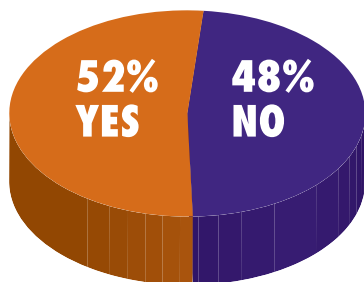
When principals, teachers, and parents from local preschools, elementary schools, middle schools and high schools speak to each other and coordinate their best teaching efforts, it results in students who do well in school and are prepared to graduate from high school and pursue college or advanced career training.

OTHER WAYS TO HELP:

- *Enroll your children (and yourself) in programs that support the transitions between 5th to 6th grade and from 8th to 9th grade. The Los Angeles Unified School District (LAUSD) calls these Summer Bridge programs, and Families In Schools also offers these types of programs at certain schools.*
- *Before enrolling your child in any new school, tour the school with your child so you both become familiarized with the campus.*
- *Meet your child's school counselor, principal and teachers.*
- *Observe different classes and ask teachers their expectations of students (before enrollment) to become familiar with the syllabus and workload your student is expected to complete.*
- *Ask for a list of services or transition programs provided at each school or in each class.*

Parents Who Know About A-G

Have you ever been informed about the A-G courses; the requirements necessary for your child to attend a four-year college?



Collaborative Schools

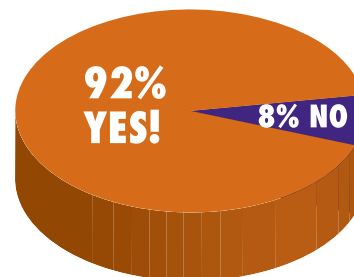
Schools should be partnering with parents, youth, community members, civic leaders, schools of higher education, and businesses by offering them involvement with the school – whether it's serving on school committees, providing opportunities for leadership, or valuing their contributions to the success of students.

TAKE AN ACTIVE ROLE:

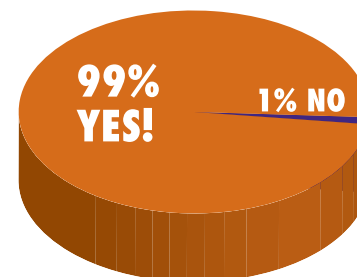
- *Attend parent-teacher conferences.*
- *Volunteer in your child's classroom, the school site-council or PTA.*
- *Visit and make use of the Parent Center.*
- *Participate in parent programs.*
- *Attend assemblies, performances, sports events, recognition and award ceremonies, celebrations, and other events at your school.*

Students Who Want To Go To College

Do you want to go to a four-year college or university after you complete high school?



Parents Who Want Their Children To Attend College



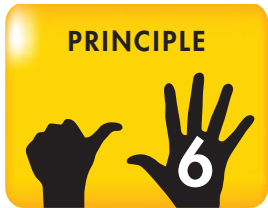
BENEFITS OF SMALL SCHOOLS:

- *Students achieve at higher levels*
- *Teachers know their students well*
- *Parents are respected as valuable resources*
- *Students want to attend school*

Policy Brief, WestEd, San Francisco, October 2001. www.WestEd.org (taken from Schools We Deserve).

Source: InnerCity Struggle student and parent surveys completed in 2006 and 2007

BEHIND EVERY SUCCESSFUL STUDENT IS AN INVOLVED PARENT.



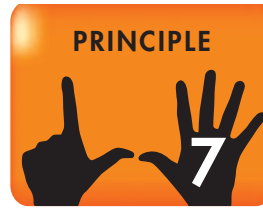
Resources & Local Decision-Making

It's important to give schools enough resources to reach their goals, control their own budgets – and target resources for the achievement of

their students. That way, they can make principal and teacher staff recommendations, hire qualified staff, and make decisions on issues such as the school calendar, class sizes and teaching strategies.

HOW YOU CAN MAKE A DIFFERENCE:

- *Learn about free or low-cost tutoring at your school, library or local community organizations.*
- *Attend no cost training available through UTLA and/or community based organizations that help parents form an independent group.*
- *Participate in the different decision-making and advisory bodies at your school. These include: School Site Councils (SSC), English Learner Advisory Committees (ELAC), Special Education Action Committees (SEAC).*



Student Data Used to Improve Teaching & Learning

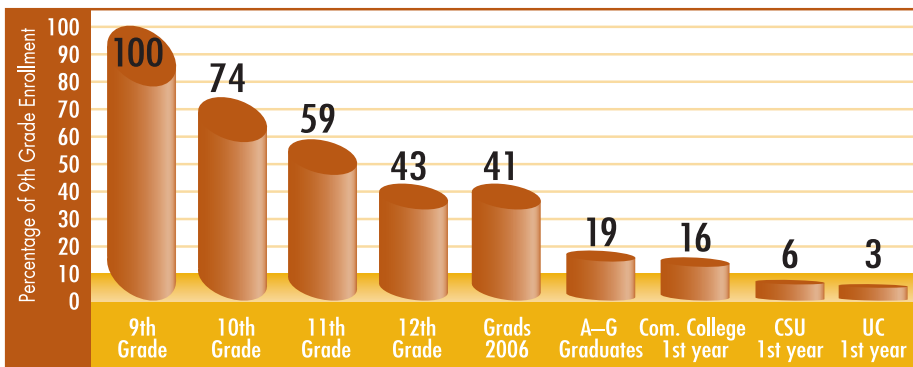
Schools collect lots of information on student achievement that tells them where they need to improve

their teaching and student learning.

ASSERT YOUR PARENTAL RIGHTS:

- *Request information about your school's performance on standardized tests.*
- *Ask your principal to explain the school's STUDENT ACHIEVEMENT DATA to learn about the failure rates, graduation rates, and A-G completion rates at your school and how you can help.*
- *Ask how the school is working to improve student results and what services are available for your child.*

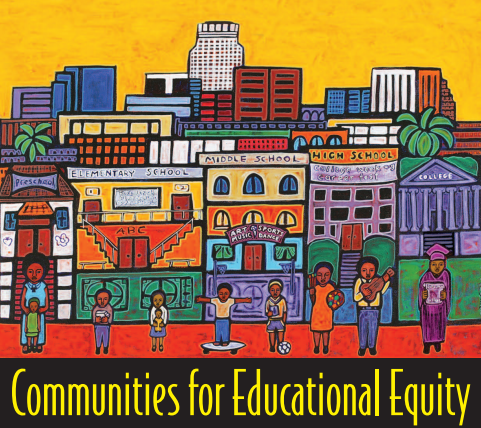
Los Angeles Unified School District: Class of 2006 Pathway to College



Source: UCLA/IDEA and UC/ACCORD Educational Opportunity Report 2007

Parent Involvement:
Leading the way
to quality schools.





Communities for Educational Equity

Communities for Educational Equity (CEE) is a citywide coalition of community-based organizations, civic leaders, higher education and research institutions whose mission is to ensure college and life success for all LAUSD students. The coalition is comprised of organizations throughout the entire city, but its membership comes primarily from the following five regions: Belmont/Pico Union, Boyle Heights, East LA, the San Fernando Valley, and South LA.

If you have any questions about our education collaboratives in specific regions please see the contact information below:

BOYLE HEIGHTS
Boyle Heights Learning Collaborative
(323) 266-0882

EAST LOS ANGELES
InnerCity Struggle (323) 780-7605

SOUTH LOS ANGELES
Los Angeles Urban League
(323) 299-9660

**PICO UNION or
SAN FERNANDO VALLEY**
Alliance for a Better Community
(213) 250-0052

CEE COMMUNITY PARTNERS:

- Advancement Via Individual Determination (AVID)
- Alliance for a Better Community (ABC)
- Alliance for Regional Collaboration to Heighten Educational Success (ARCHES)
- Applied Research Center (ARC)
- Association of Black Social Workers for Greater Los Angeles
- Boyle Heights Learning Collaborative (BHLC)
- California Association for Bilingual Educators (CABE)
- Californians for Justice (CFJ)
- California State University: Office of the Chancellor
- Campaign for College Opportunity
- Center for Collaborative Education (CCE)
- Central American Resource Center (CARECEN)
- Central City Neighborhood Partners (CCNP)
- Centro for Latino Literacy
- Community Asset Development Re-Defining Education (CADRE)
- Community Coalition
- Community Union
- Connect Ed: The California Center for College and Career
- East LA Community Corporation (ELACC)
- Families In Schools (FIS)
- Fielding Graduate Institute
- Fulfillment Fund
- Hispanas Organized for Political Equality (HOPE)
- InnerCity Struggle (ICS)
- Latino Issues Forum (LIF)
- Los Angeles Parent Organizing Network (PON)
- Los Angeles Small Schools Center
- Los Angeles Urban League (LAUL)
- Mexican American Legal Defense and Education Fund (MALDEF)
- National Council of La Raza (NCLR)
- Salvadoran American Leadership and Education Fund (SALEF)
- San Fernando Valley Partnership (SFVP)
- SPA 4 Council
- UNITE-LA
- United Way of Greater Los Angeles
- University of California All Campus Consortium on Research & Diversity (UCACCORD)
- Urban Education Partnership (UEP)
- Youth Policy Institute (YPI)

CEE has a network of education collaboratives that link student, parents, schools and the greater community in Los Angeles to their neighboring family schools to make certain all students graduate ready for college, work and life.



Alliance for a Better Community

For further questions about the brochure or parent organizations in CEE, please contact the Alliance for a Better Community at (213) 250-0052.

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