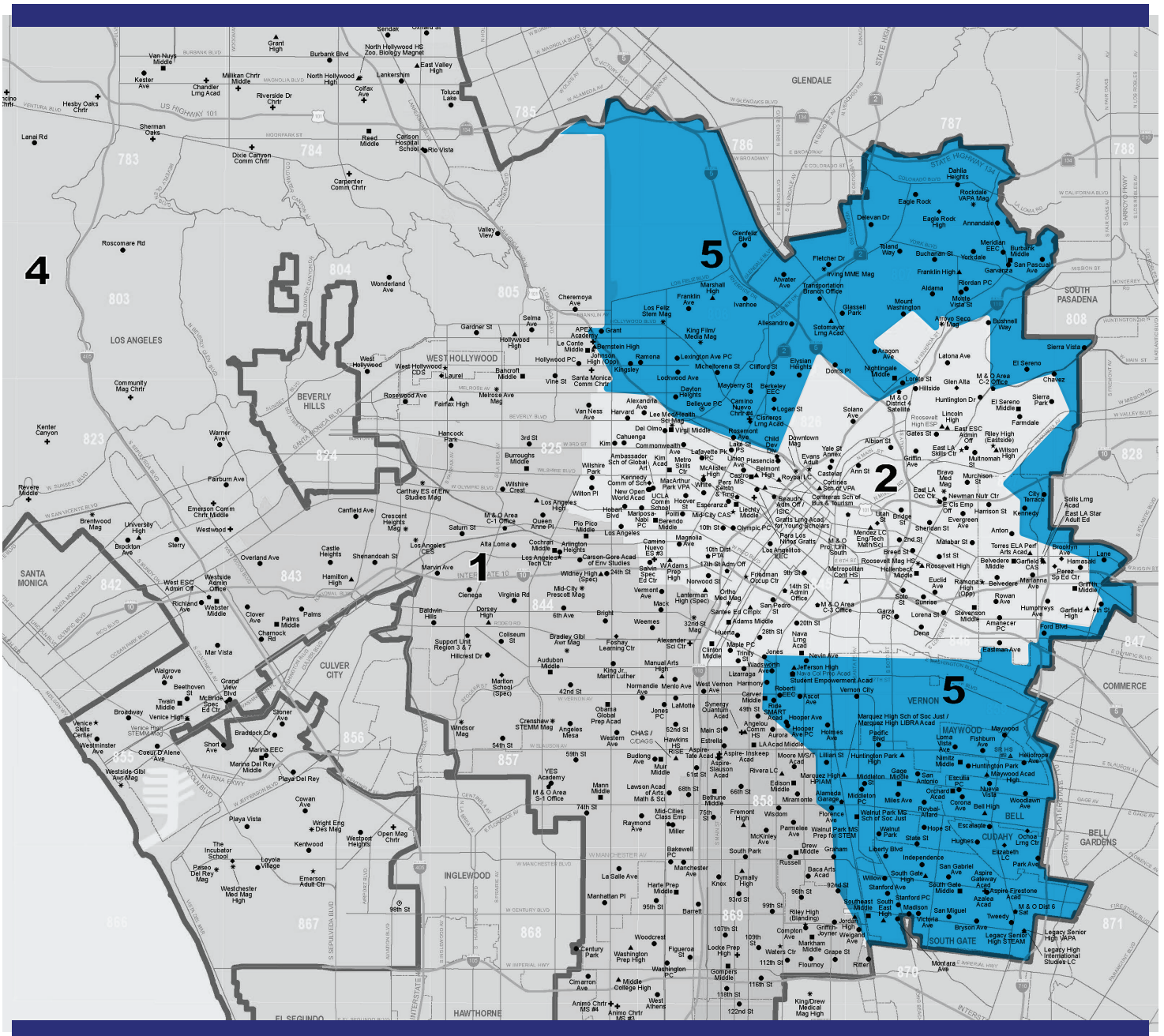


# Alliance for A Better Community

SPRING 2019

## LAUSD BOARD DISTRICT 5 POLICY AGENDA: AN ANALYSIS ROOTED IN CONSTITUENT VOICES



## BACKGROUND

The Alliance for a Better Community (ABC) promotes the economic prosperity of the Latino community and the Los Angeles region, inclusive of an improved quality of life for Latinos in education, health and civic participation. ABC believes in the transformative power of education that remains the greatest hope for sowing the seeds of prosperity for all Angelenos. We aim to ensure that all students, regardless of their zip code, have access to high quality educational opportunities from cradle to career so that they fully participate in the civic, economic and cultural life of their communities.

School boards represent the promise of democracy and the ideal of local self-governance. The Los Angeles Unified School District (LAUSD) school board officials control a nearly \$8 billion budget, and make policy decisions that impact everything from local property tax rates, graduation requirements, curriculum, and much more. The Board's decisions ripple through every community and have wide-reaching implications for the quality of education provided to children for generations. It is critical, then, that community members are politically engaged and can make well-informed decisions to vote for a school board member that will represent their needs and respond to their concerns.



Robust and effective efforts are necessary to increase voter turnout in Board District 5 (BD 5). In the 2015 BD 5 run-off election, only 8% of registered voters cast ballots.<sup>1</sup> The northeast region had 13% of registered voters casting ballots, compared to 7% in the southeast.<sup>2</sup> The south region of BD 5 had the lowest turnout of the district: 5% of south Los Angeles BD 5 voters voted.<sup>3</sup>

In order to increase voter awareness and civic engagement of BD 5, ABC created a process to elevate the voices of BD 5 constituents during the 2019 special BD 5 election. This process helps ensure that parents and students shape the narrative about what is most critical for academic success during this special election. This kind of approach not only addresses education disparities, but also increases the civic engagement of historically-neglected communities by cultivating leaders and ownership within communities. When community members are invited to the table, their voice, their contacts, their knowledge, and their confidence are strengthened. ABC centered parents and students in the BD 5 special election in three ways:

- 1) a survey that asked constituents to prioritize education issues that impact them the most;
- 2) listening sessions where parents and students shared their stories and experiences about public schools in BD 5; and
- 3) trainings for parents and students to prepare them to lead candidate forums.

**“When community members are invited to the table, their voice, their contacts, their knowledge, and their confidence are strengthened.”**

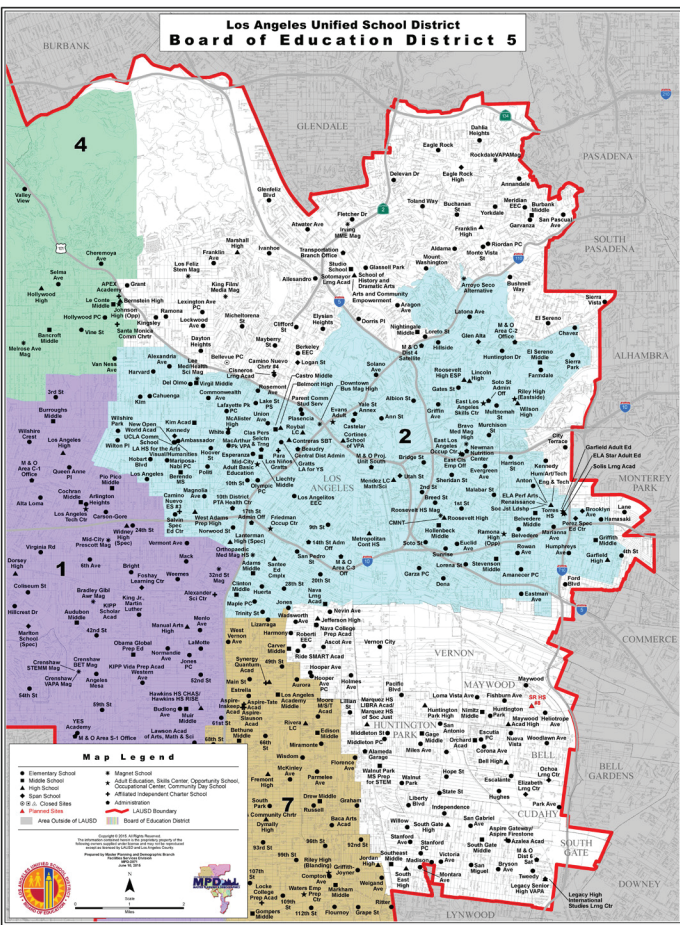
This report outlines key findings from 452 surveys of constituents identified through an analysis of survey data, as well as data from listening sessions with 75 parents and students all across BD 5. The report also offers policy recommendations based on these findings and academic achievement data for the next elected BD 5 board member.

# OVERVIEW OF BOARD DISTRICT 5 (BD 5)

## District Boundaries & Historical Context

BD 5 includes the northeast of Los Angeles, a small portion of South Los Angeles, and the Gateway cities of southeast Los Angeles County. The north and south portions of the district are geographically distant and connected by a thin corridor in City Terrace<sup>4</sup> bordering neighboring Los Angeles County cities like Alhambra and Monterey Park (Figure 1A). The northeast, south, and southeast regions have distinct histories, and vary socioeconomically and racially (Figure 1B). The median household income of the northeast is the highest across the three regions: it is 37% higher than that of the south and 18% higher than the median household income in the southeast (Figure 1B).

**Figure 1A. Los Angeles Unified School District Board of Education District 5 Map**



**Figure 1B. Median Household Income, by Region of BD 5<sup>5</sup>**

Region of BD 5	Median Household Income	Percent Difference Compared to Northeast
Northeast	\$50,446	n/a
City Terrace Corridor	\$45,866	(9%)
Southeast	\$41,203	(18%)
South	\$31,559	(37%)
Los Angeles County	\$54,501	8%

The northeast includes middle class communities of Los Feliz, Silver Lake, Eagle Rock, Highland Park, Atwater Village, Cypress Park, Echo Park, Glassell Park, and Mt. Washington. Latino and Asian immigrant households settled in the 20th century in the wake of white flight, followed by a period of revitalization sparked by Chicano artists and neighborhood activists who beautified public spaces, fostered arts programs, and pushed for community input in local land-use planning policies.<sup>6</sup> Now, these neighborhoods are rapidly gentrifying, and voters are older, wealthier, and Whiter compared to their past, as well as to the south and southeast region of BD 5.<sup>7</sup>

The south region of BD 5 includes the neighborhood of Central-Alameda located within South Central Los Angeles. South Central is a historically Black community that was founded because it was

one of the only areas of Los Angeles not covered by racially restrictive housing covenants written into property deeds in the early 20th century.<sup>8</sup> The denial of home loans and insurance, a practice known as “redlining” in other parts of Los Angeles, reinforced South Central as a predominantly Black community. South Central has a rich history of jazz and persevering through the effects of discriminatory public policy. Today, it is known as Historic South Central and has become increasingly Latino over the last four decades, as many Black residents have moved to the Inland Empire for better employment opportunities and newer, larger, less expensive homes.<sup>9</sup> Central-Alameda, more specifically, has a high percentage of Latino and Black residents compared to L.A. County and has a low median household income. Central-Alameda is in the bottom 10% of Los Angeles neighborhoods ranked according to median household income.<sup>10</sup>

The southeast region includes the Gateway cities of Bell, Maywood, Cudahy, South Gate, Huntington Park, Vernon, and Walnut Park. Changing economic investments led to a shift in demographics and political representation. Largely founded as predominantly White blue-collar unionized communities tied to a post-industrial economy, the region is now home to working-class Latino communities tied to a post-industrial economy.<sup>11</sup> The region continues to suffer from the pollutive effects of industrialization. The Long Beach and 5 Freeways, Santa Fe train yards, and manufacturing and battery recycling plants “release poisons that affect children, soil and water.”<sup>12</sup> A recent study of the region showed that airborne lead from recycled car batteries at the Exide plant in Vernon ended up in the baby teeth of children living nearby, and that the communities around the Exide smelter had twice as much lead as that found in a similar urban community in Boston that did a tooth-based research study.<sup>13</sup> Lead exposure in childhood can cause “brain damage, decrease in IQ, stunted growth, and problems with learning and behavior.”<sup>14</sup>



There has never been a BD 5 school board member who has come from the south or southeast region of BD 5, at least since BD5 was redistricted in 2011.

### *Student and Resident Population*

Board District 5 encompasses over 200 schools that serve a diverse community of families and students. It serves approximately 80,000 (16%) of LAUSD’s nearly 700,000 students and has the second-highest student enrollment of all seven board districts.<sup>15</sup> The student population of BD 5 is more Latino and low-income than the district’s resident population. According to U.S. Census data, 68% of the resident population is Latino compared to 90% of the student population.<sup>16</sup> Over half (64%) of residents in BD 5 are renters and over a quarter of families have children under age 6.<sup>17</sup> In the southeast, specifically, almost one-third of the population is between 0-18 years of age, and of these, 94% are native born.<sup>18</sup>

**There has never been a BD 5 school board member who has come from the south or southeast region of BD 5, at least since BD5 was redistricted in 2011.**

Additionally, BD 5 serves student groups who have diverse learning needs. It is home to LAUSD’s second-highest concentration of Latino students.<sup>19</sup> One in four students in BD 5 is classified as an English Learner (EL) student, 85% live in low-income households, and 2,000 BD 5 students are currently experiencing homelessness (Figure 2). It follows, then, that BD 5 stands to serve a student

population that faces the greatest barriers to being successful in school, now and in the future, and particularly in the south and southeast.

### Board District 5 Students Compared to LAUSD Overall

Figure 2 illustrates the composition of EL students in BD 5 as compared to students in LAUSD overall. This group is specifically highlighted because EL students have specific and concurrent learning needs: they need to learn academic language as well as core academic content in order to ensure equal and meaningful participation in an instructional program. EL students are not a monolithic group and have varying assets, needs, outcomes, and experiences. “Newcomers” are students that have recently arrived to the United States and may be refugees, unaccompanied minors, or may have limited or interrupted formal education. Many newcomers have higher rates of trauma exposure and therefore have discrete psychological/emotional, physical, and social needs. Long term English Learners (LTELs) have been EL students for 6 or more years and have not made sufficient progress towards English proficiency and academic achievement. Potential LTELs are students who have been EL students for 4-5 years and are “at-risk” of becoming LTELs. Reclassified fluent English proficient students (RFEPs) are former EL students who have reached proficiency levels in English in order to be successful in school. While BD 5 has a lower share of EL students who are newcomers, long-term English Learners, and potential long-term English Learners compared to the District, it serves a higher share of English Learner students and students with special needs compared to the LAUSD average. Further, BD 5 students are experiencing homelessness at a rate 4 times higher than the District average.<sup>20</sup>

**Figure 2. 2017-18 Student Enrollment Data in Board District 5 and LAUSD<sup>21</sup>**

STUDENT SUBGROUP	BOARD DISTRICT 5	LAUSD
English Learner Students	23% (19,155)	21% (76,828)
Reclassified Fluent English Proficient	31% (25,680)	18% (94,016)
Long Term English Learners (percent of EL students)	19% (3,718)	29% (21,877)
Potential Long Term English Learners (percent of EL students)	17% (3,208)	24% (18,372)
Newcomers (percent of EL students)	7% (1,426)	17% (12,834)
Students with Special Needs	14% (10,114)	13% (65,758)
Students Experiencing Homelessness	14% (2,322)	3% (17,161)

### Key Academic Achievement Data

Seven of the fifty-six LAUSD schools identified by the California Department of Education as in the bottom 5 percent of schools in the state are in BD 5, and all seven are located in the southeast.<sup>22</sup> When looking specifically at two high need student subgroups, EL students and students with special needs, EL students fare worse off in English language arts in the southeast compared to EL students

in LAUSD and California (Figure 3). EL students in the southeast, however, outperform LAUSD and California ELs in math. Performance data on students with special needs in the southeast follows the same trend.

**Figure 3. Percent of English Learners and Students with Special Needs Meeting or Exceeding Standards in English Language Arts (ELA) and Math Across All Grades in the Southeast (SELA) portion of BD 5, LAUSD, and California<sup>23</sup>**

	ELA			MATH		
	SELA <sup>24</sup>	LAUSD	CALIFORNIA	SELA <sup>25</sup>	LAUSD	CALIFORNIA
English Learner Students <sup>26</sup>	3%	4%	13%	16%	5%	13%
Students with Special Needs	8%	10%	15%	19%	8%	12%

Despite the fact that BD 5 includes some of LAUSD’s lowest-performing schools, BD 5 has the highest graduation rate of all LAUSD board districts, and highest rate of graduates meeting CSU and UC entrance requirements.<sup>27</sup> As demonstrated in Figure 4, Board District 5 students, as a whole, perform nearly 10 percentage points below the state average in both English language arts and math. BD 5 students perform 1 percent lower than the LAUSD average.

**Figure 4. Percent of Students Meeting or Exceeding English Language Arts (ELA) and Math Standards Across All Grades in Board District 5, LAUSD, and California<sup>28</sup>**

	ELA			MATH		
	BD5	LAUSD	CALIFORNIA	BD5	LAUSD	CALIFORNIA
All Students	41%	42%	50%	30%	32%	39%

## METHODOLOGY

### Question Development

ABC executed a multi-faceted approach to develop the survey and listening session questions. The questions of both the survey and the listening sessions were developed in collaboration with several partners including LAUSD district staff, advocacy and research organizations. The questions were informed by research, student performance data, and other public education surveys done at scale in California. The survey primarily focused on the parents of BD 5 because our objective was to understand school experiences across all grade levels and this particular survey may not have been grade-level appropriate for primary school students. In addition, this initiative was done in partnership with the United Way of Greater Los Angeles, who trained high school student leaders in BD 5 to help lead candidate forums. We, therefore, chose to focus the survey on parents as respondents. The listening sessions were targeted to both parents and students. We sought the feedback of a diverse group of stakeholders including organizations that are teacher-led, student-centered, and equity-driven. We incorporated many diverse perspectives in the development process and maintained a larger goal of amplifying the voices of students, parents, and constituents of Board District 5. All questions were nonpartisan and candidate-neutral per ABC’s status as a public charity under Section 501(c)(3) of the Internal Revenue Code.

**“BD 5 has the highest graduation rate of all LAUSD board districts, and highest rate of graduates meeting CSU and UC entrance requirements.”**

## Survey Distribution & Listening Sessions

We sought to obtain the most representative survey sample of BD 5 and focused our distribution efforts in reaching BD 5 constituents. We offered the opportunity to distribute surveys to schools in BD 5 by communicating with every school principal in the district, over two dozen nonprofit organizations, the offices of elected officials, and every neighborhood council in BD 5. We worked with every traditional and charter public school in the district that was willing to conduct the survey. In addition, we shared the survey with 80 parent graduates of ABC's Parent Advocacy Training (PAT) program, who reside primarily in the southeast and south and whose children attend charter and non-charter schools, to complete and share the survey with other parents. Finally, we relied on our relationships with schools and partners in BD 5 to host listening sessions. Listening sessions were hosted across BD 5.



### Challenges and Limitations

This initiative took place in the midst of the United Teachers of Los Angeles' (UTLA) 35,000-member strike of January 2019. Tensions between LAUSD leadership, the union, and school staff were deeply felt in the months leading up to the strike. The City of Los Angeles had not seen a teachers' strike in nearly 30 years and its timing with the special election of BD 5 presented limitations on the number of parents and schools ABC set out to reach. Outreach began in November 2018 and continued through February 2019, prior to the primary election to fill the BD 5 vacancy. Many school site staff were

hesitant to administer a survey asking parents their views on an election, despite the effort being nonpartisan. This initiative was conducted during a highly political moment in Los Angeles in which ABC was unable to reach some parents and schools that it had collaborated with in the past.

Furthermore, the survey data is incomplete for some questions. For example, some respondents reported what school their child attends, and some did not. In addition, some of the underserved communities of BD 5 have not been historically engaged or incorporated into public education issues and discussions, leading to challenges in reaching the most underserved in BD 5.

This report and its findings are not meant to be taken as generalizations about the needs of BD 5 parents and students. It does, however, provide a snapshot for the next BD 5 board member to have a deeper and more nuanced understanding of BD 5 constituents.

## SURVEY

ABC surveyed 452 constituents from more than 30 schools across BD 5 in order to gain an understanding of parent and constituent experiences with school quality across all regions of Board District 5. Through this survey, we aimed to identify and amplify the issues and concerns most salient to BD 5 parents and students. Respondents included voters and non-voters, constituents with and without children enrolled in BD 5 schools, charter and non-charter parents, and grandparents of children in BD 5 schools. Eight questions were asked to survey participants related to 1) the priority various education issues should have for the next board member; 2) respondents' views on the support provided to parents, schools, teachers, and subgroups of students; 3) respondents' views on the value of multilingualism; and 4) the importance of various characteristics in a school board

member. We then analyzed the data according to different demographic variables and categorized our findings into 4 overarching themes:

1. There are tremendous needs for parents, students, and teachers of Board District 5.
2. Barriers persist for Spanish-speaking parents, special education, and English Learner students.
3. Multilingualism and the assets of English Learner students are overwhelmingly valued in BD 5.
4. Respondents believe that it is important that their next board member have a professional background in education and speak Spanish.

### Demographics of Respondents

Respondents of the survey were overall racially representative of the general student population in BD 5, with the exception of Black/African American students who are slightly underrepresented by 1.1%<sup>29</sup> (Figure 6). Survey respondents were more affluent than the BD 5 general population and were 1.3 times less likely to be low-income than the BD 5 student population. In addition, the share of respondents with a child who is an EL student or a student with special needs is greater than the BD 5 student population (Figures 5-7).

**Figure 5. Respondents with a Child in the Following Categories, by Percent**

English Learner Students	27%
Gifted	12%
LGBTQ	0.7%
Students Experiencing Homelessness	0%
Foster Youth	0.7%
Students with Special Needs	16%
Low-income Students	45%

**Figure 6. Race/Ethnicity of Respondents, by Percent<sup>29</sup>**

	Survey Respondent	BD 5 Population
Asian, Pacific Islander, and Filipino	8%	3.8%
Native American	0.7%	0.1%
Hispanic/ Latino	85%	88%
White, Not Hispanic	6%	5.3%
Black/African American	0.2%	1.3%

**Figure 7. Home Language of Respondents, by Percent**

English	26%
Spanish	57%
Tagalog	2%
English & Spanish	16%

## SURVEY FINDINGS

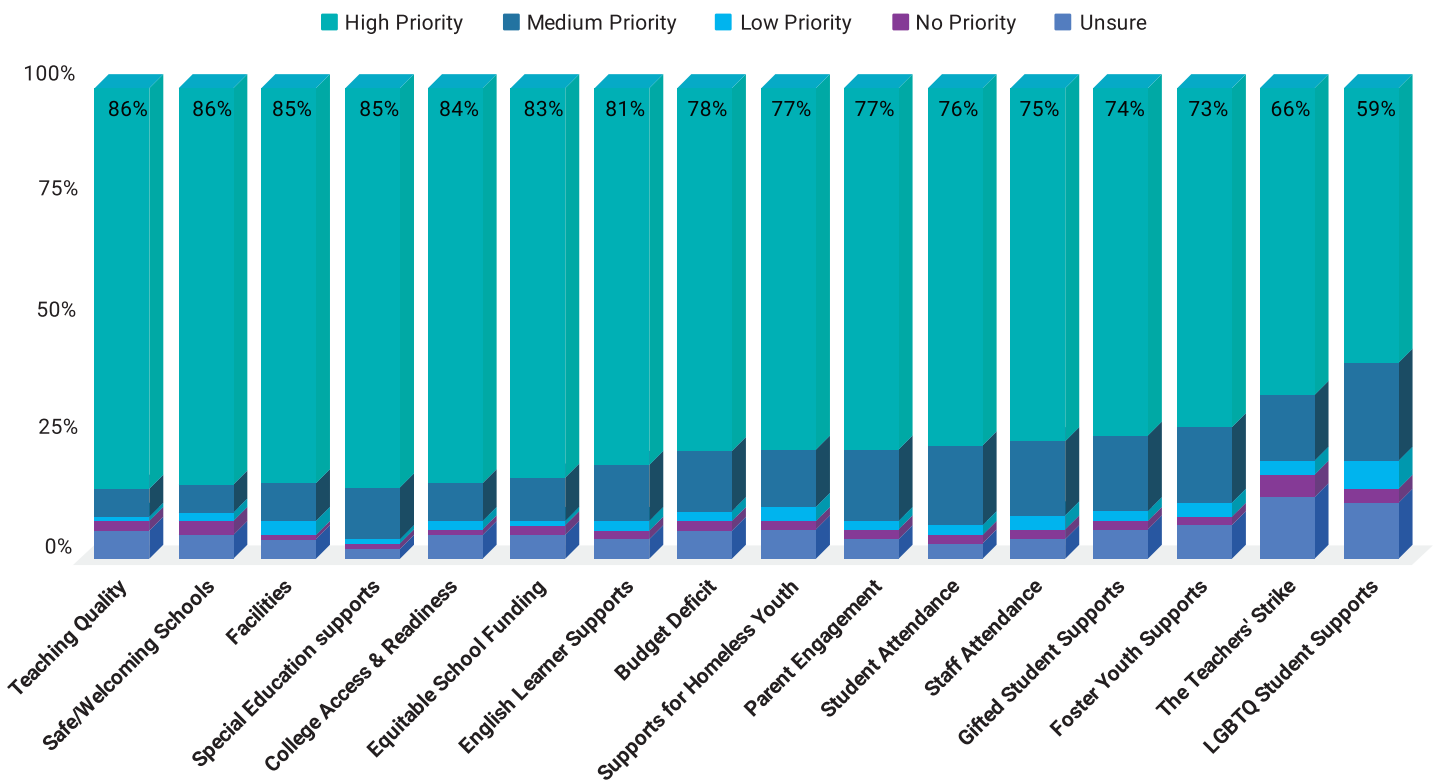
### Finding #1: There are tremendous needs for parents, students, and teachers of Board District 5 (Figure 8).

- **All issues are a high priority.** The majority of respondents reported that all 16 education issues are “high priority” issues that the next BD 5 board member should address.
- **Spanish-speaking respondents prioritized some issues higher than English-speaking respondents.** Spanish-speaking respondents reported English Learner student supports, the

budget deficit, and equitable school funding as a “high priority” at a higher rate than English-speaking respondents.

- **A large majority of respondents did not view teachers to be strongly supported.** Less than a one-third of respondents reported teachers to be “strongly supported” at their school.

**Figure 8. Education Issues**



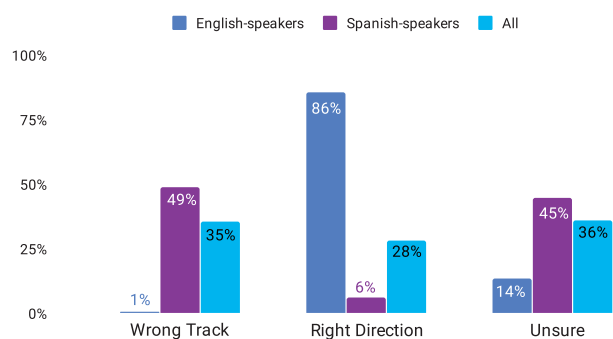
**Finding #2: Barriers persist for Spanish-speaking parents, special education, and English Learner students (Figures 9-11).**

- **English-speaking respondents have more positive views about their school.** They were 14 times more likely to report that their school is “headed in the right direction” compared to Spanish-speaking respondents.
- **Spanish-speaking respondents reported more difficulty in obtaining help.** They were 3 times more likely to report that it is difficult to obtain help for their child.
- **Special education and English Learner students were reported to not receive adequate supports at higher rates than other student groups.**

Twenty-two percent and 17% of respondents reported that special education and English Learner students, respectively, do not have adequate support.

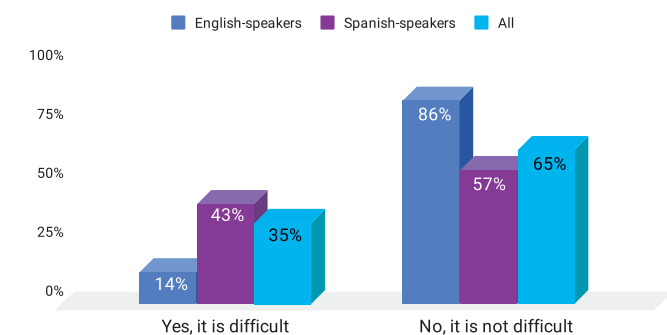
**Figure 9. School Views by Home Language**

Would you say your child's school is generally headed in the right direction, or do you feel it is on the wrong track?

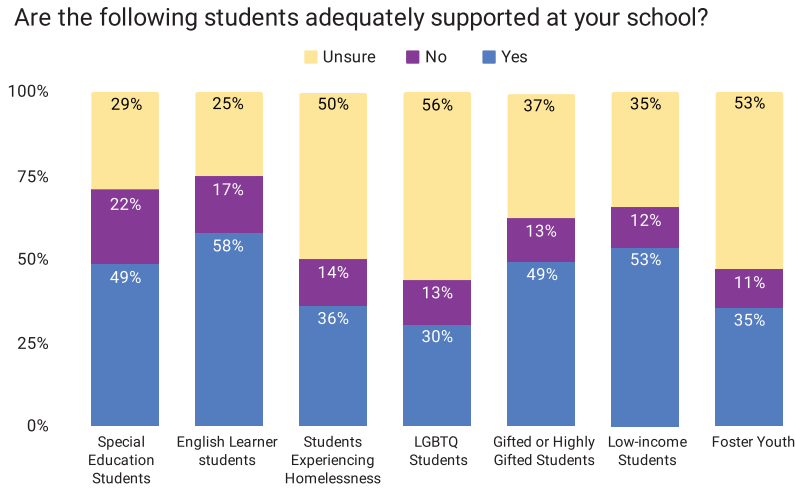


**Figure 10. Obtaining Help by Home Language**

Is it difficult for you to obtain help for your child from your school and/or the District?



**Figure 11. Adequate Student Support by Student Category**

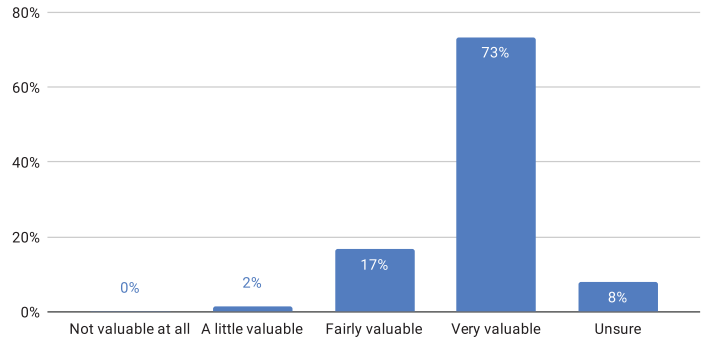


**Finding #3: Multilingualism and the assets of English Learner students are overwhelmingly valued in BD 5 (Figures 12-13).**

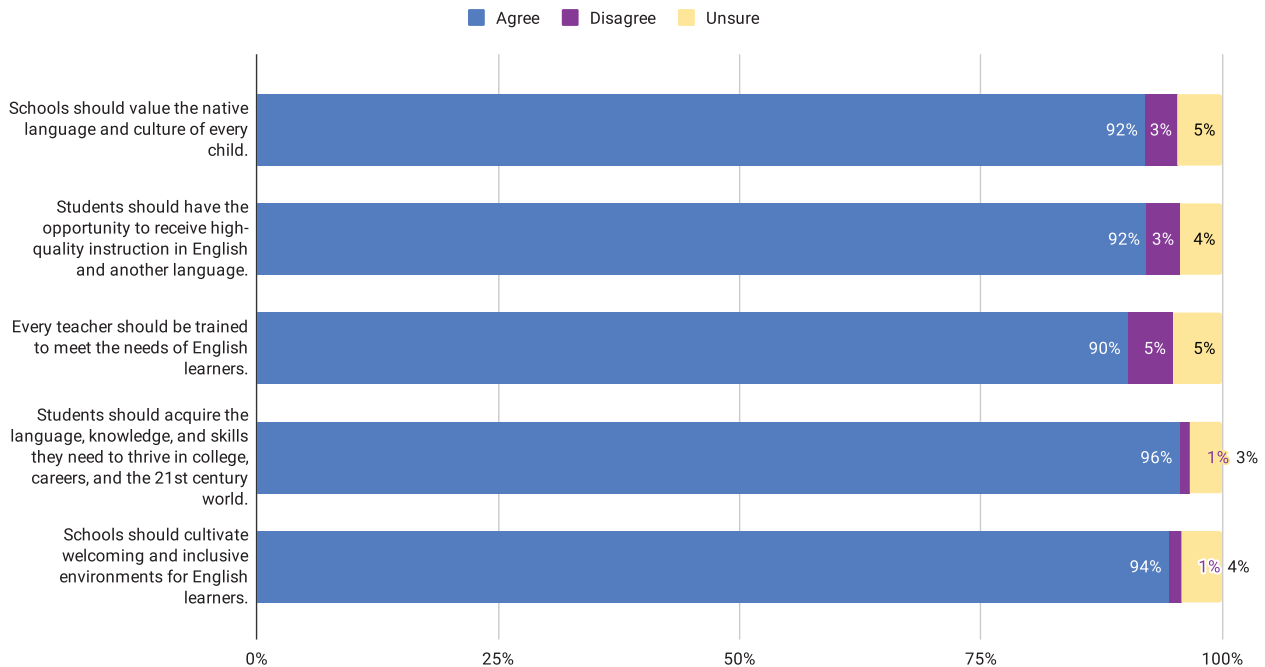
- The majority of parents (73%), across differences in home language and neighborhood, reported **multilingualism as being “very valuable” for high school graduates.**
- More than 90% of respondents agreed with various statements relating to **valuing the home languages, cultures, and instruction of English Learner students.**

**Figure 12. Value of Multilingualism**

How valuable do you think it is that students can graduate high school being able to speak more than one language?



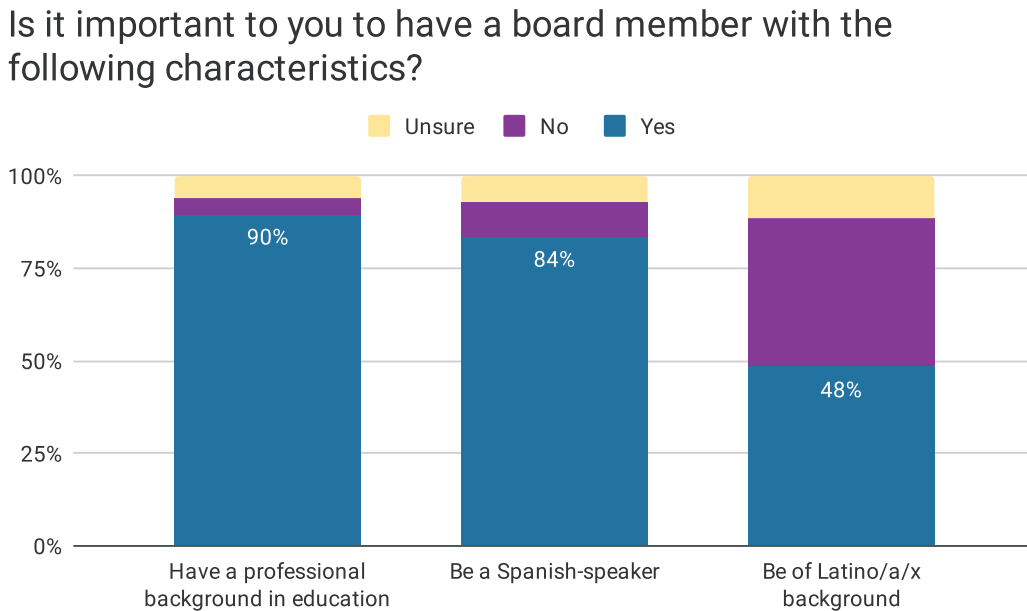
**Figure 13. Support for Bilingualism and English Learner Students**



## Finding #4: Respondents believe their next board member should have a background in education and speak Spanish (Figure 14).

- **90% and 84%** of respondents reported it is “important” for their next school board member to have a professional **background in education** and be a **Spanish-speaker**, respectively. Respondents also commonly reported the following desired characteristics of their next board member in an open-ended question form: experience teaching and serving the students, communities, and schools of BD 5; demonstrate an understanding of the needs of BD 5, its schools, and students; and willingness to engage and work with parents and students.

**Figure 14. Importance of Board Member Characteristics**



## LISTENING SESSIONS

ABC hosted five listening sessions with 58 parents and 17 students across BD 5 in order to gain a more holistic picture of parent and student experiences of school quality in BD 5. Through these listening sessions, we did not seek to make generalizations about school experience, but rather understand a deeper and more nuanced level of the relationships between parents, students, and their schools. The participants were asked five open-ended questions: 1) What do you like about your [child’s] school?; 2) What do you not like about your [child’s] school?; 3) What does an ideal school look like?; 4) What are the biggest challenges your child/you face in school?; 5) What are the biggest challenges your school faces? Participant feedback was then coded into nine larger categories that we heard across parent and student groups: class sizes; enrichment classes; bullying; funding; special education; health & wellness; facilities; English Learner students; and parent engagement. Within each category, certain themes arose (Figure 15).

**Figure 15. Listening Session Themes**

**CLASS SIZES**



Class sizes are too big and make it difficult for students to learn. Combination (multi-grade) classes should be avoided

**FUNDING**



Schools need more resources. Critical tutoring programs have been cut due to loss of funds. Not all students have access to technology.

**FACILITIES**



School facilities need improvement and care. Not all campuses are clean. Some buildings are falling apart. Sometimes students have to bring their own bathroom soap.

**ENRICHMENT CLASSES**



Students want more access to enrichment classes like art, dance, music, and robotics.

**SPECIAL EDUCATION**



Special education students are not supported adequately. School staff need more training to support students with IEPs.

**ENGLISH LEARNER STUDENTS**



English Learner students need more support to reclassify before 6th grade, particularly in reading and writing.

**BULLYING**



Bullying is a big issue in schools. Not all students feel safe and supported on campus.

**HEALTH & WELLNESS**



Students need critical health and wellness supports to succeed. Schools need more nurses, counselors, and mental health professionals.

**PARENT ENGAGEMENT**



Parents need more workshops on how to help their kids in schools. School staff that speak Spanish is important.

Though the themes across parents and students were largely similar, there were three distinct differences. First, diversity of teachers was important to students, but did not come up in parent listening sessions. In the students' view, an ideal school has more faculty of color that reflects the diversity of the students themselves. Second, though parents often spoke about college readiness, students also valued life readiness. Lastly, where parents discussed bullying more generally, students discussed conflict between students as a challenge because of specific reasons. Students perceived an apathy towards such conflict by faculty and/or the inequitable treatment of students after conflict has occurred.

## **POLICY RECOMMENDATIONS**

The following policy recommendations are based on an analysis of findings from the survey, the listening sessions, and student academic achievement data.



**Recommendation #1: Increase access to bilingual and dual language programs that increase multilingualism.**

The majority of parents (73%), across differences in home language and neighborhood, reported multilingualism as being "very valuable" for high school graduates. In addition, more than 90% of respondents agreed with various statements relating to valuing the home languages, cultures, and instruction of English Learner students. Yet only 6% of LAUSD English Learner students are enrolled in Dual Immersion programs that promote bilingualism and biliteracy.<sup>30</sup> The LAUSD BD 5 board member should prioritize

expanding programs that enable students to develop proficiency in multiple languages in BD 5 with particular attention to ensuring that English Learner students in BD 5 access these programs at the same rate as fluent English-speaking students.



**Recommendation #2: Ensure the needs of special education students and their parents are prioritized.**

Twenty-two percent of respondents on the survey reported that special education students are not receiving adequate support in school. This was also a central theme that arose during listening sessions with parents. In addition, only 8% and 19% of special education students in the southeast region of BD 5 met or exceeded standards in English and math, respectively.<sup>31</sup> The LAUSD BD 5 board member should work to ensure that the diverse needs of special education students and their parents are meaningfully addressed and that these students receive the support they need to thrive in the least restrictive environments.



**Recommendation #3: Ensure the needs of English Learner students and their parents are prioritized.**

Seventeen percent of respondents on the survey reported that English Learner students are not receiving adequate support in school. This was also a central theme that arose during listening sessions with parents, where parents felt that these students needed more help to reclassify before 6th grade, especially in reading and writing. In addition, only 3% and 16% of English Learner students in the southeast region of BD 5 met or exceeded standards in English and math, respectively.<sup>32</sup> The LAUSD BD 5 board member should work to ensure that the diverse needs of English Learner students and their parents are prioritized, and that these students receive targeted supports needed to reclassify before 6th grade, as well as meet standards in English and math.



**Recommendation #4: Address language barriers of parents to ensure they access critical information needed to support their child's education and that their needs, concerns, and thoughts are meaningfully considered.**

Spanish-speaking respondents of the survey were three times more likely to report that it is difficult to obtain help for their child. In addition, English-speaking respondents were 14 times more likely to report that their school is “headed in the right direction” compared to Spanish-speaking respondents. Spanish-speaking participants of the listening sessions also perceived engagement barriers related to language, often stating that it is critically important that school staff speak Spanish. The LAUSD BD 5 board member should address language barriers of parents, and ensure that policies are translated and that their staff is fluent in Spanish so that parents can meaningfully participate in their child's education.



**Recommendation #5: Target funding towards professional development, programs, services, and supports that are making a difference in Board District 5 schools.**

Despite the fact that BD 5 includes some of LAUSD's lowest-performing schools, there are bright spots across the region. BD 5 has the highest graduation rate of all LAUSD board districts and the highest rate of graduates meeting CSU and UC eligibility requirements.<sup>33</sup> Furthermore, EL students in the southeast region of BD 5 outperform LAUSD and California ELs in math, and performance data on students with special needs in the southeast follows the same trend.<sup>34</sup> The LAUSD BD 5 board member should perform a deeper inquiry into success in the district, and target more funding and resources towards reinforcing and replicating those programs, services, supports, and professional development that have proven successful.

## CONCLUSION

Our democracy, the Los Angeles region, and the prosperity of the Latino community is strengthened when those closest to the impacts of public policy are civically engaged in the political process and share their experiences to inform policy solutions. LAUSD parents, students, and families must be engaged to develop equitable laws, policies, and practices to remedy persisting achievement and opportunity gaps in Los Angeles public schools. When students, parents, and families are at the center of thoughtful and equity-driven discussions, we gain clarity and depth to address key educational equity issues.



ABC led this effort with the intent of amplifying the ideas, voices, and concerns of the students, families, and constituents of Board District 5. The collective effort and voices of more than 500 stakeholders and community partners yielded five key policy recommendations that can serve as a foundation for the school board member of Board District 5. ABC calls on the Los Angeles Unified School District Board of Education and the incoming elected BD 5 board member to **1) increase bilingual and dual language programs; 2) ensure the needs of special needs students and their parents are prioritized; 3)**

**ensure the needs of English Learner students and their parents are prioritized; 4) address the language barriers of parents; and 5) target funds to the bright spots of BD 5.**

ABC remains committed to the students, parents, and families of Board District 5 in advocating for educational equity and providing civic engagement opportunities that will most certainly yield the prosperity of the Latino community and Los Angeles region.

## ENDNOTES

1. Los Angeles City Clerk, Official Election Night Results, May 19, 2019, <http://cityclerk.lacity.org/election/archives/archives2015/general/stvctotl.txt> (accessed April 2019).
2. Ibid.
3. Ibid.
4. Note: City Terrace is not included as a region in this report because it only serves one school in BD 5
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