

CREATING A NEW NORMAL

2022 Annual Impact Report



LOS ANGELES
EDUCATION
PARTNERSHIP

OUR VISION & MISSION

Los Angeles Education Partnership (LAEP) envisions a world where empowered learning communities foster access and liberation for all.

LAEP is a 501(c)(3) nonprofit that advances educational equity. Together with families, schools, and the community, LAEP facilitates access to and opportunities for quality educational and wellness practices so that children thrive from diapers to diplomas.

TABLE OF CONTENTS

Board of Directors	2
Letter from the CEO and Board Chair	3
What We Do	4
Early Childhood & Family Engagement	6
Transform Schools	12
CORE (Cultivating Organizational Resilience & Empowerment)	20
Black Minds Still Matter	26
Financials	30
Supporters	32
Moving Forward	33



LOS ANGELES
EDUCATION
PARTNERSHIP

2022 Annual Impact Report—Los Angeles Education Partnership

Highlighting the resilience and determination of our communities
during fiscal year 2022: July 1, 2021 – June 30, 2022

BOARD OF DIRECTORS

July 1, 2021 – June 30, 2022

PRESIDENT & CEO

Michele Broadnax, MBA

Los Angeles Education Partnership

OFFICERS

Sapna Shah, MBA

Chair

Angeles Investments

C. Perry Bankston, Ph.D.

Vice Chair

Jet Propulsion Laboratory/Caltech (Retired)

Daniele Johnson-Araujo, MBA

Vice Chair

State Bank of India (California)

Elsa Luna, MBA

Treasurer

Southern California Public Radio

Marcia Gonzales-Kimbrough, J.D.

Secretary

Deputy City Attorney (Retired)

Rod Hamilton, J.D.

Audit Committee Chair

WRH Advisors, LLC

DIRECTORS

Gio Aliano, AIA

Abode Communities

Greg Durkin, MBA

Enact Insight

Yvette Gabrielian, J.D.

Kroll Associates, Inc.

Altagracia Garcia

Community Organizer and Early Head Start
Policy Council Member

Karen Hill Scott, Ed.D.

Child Development and Policy Expert

Trevor Jackson

Aksia, LLC

Yadira S. Perez, Ed.D.

Lynwood Unified School District

Sylvia Rousseau, Ed.D.

USC-Rossier School of Education
(Professor Emerita)

G. Mark Santa-Anna, J.D.

GMSA Legal

DEAR LAEP COMMUNITY

When the COVID-19 pandemic hit, LAEP mobilized to provide critical services virtually. We continued to be there for our community members, who were disproportionately impacted by the co-pandemics of COVID-19 and systemic racism.

As time went on and many sought to return to normal, we dedicated ourselves to continuing to work with students, families, educators, and the community to create a new normal, one in which every child can thrive in their educational journey.

This 2022 Annual Impact Report highlights the data and stories from this year of critical transition. We have seen time and time again that community support and collaboration are necessary to achieve the best outcomes. The 2022 fiscal year was no exception.

Through community and collaboration, we empowered parents as their child's first teacher and advocate. We continued to support community schools as resource-rich hubs focused on relationships and growth. We launched new STEAM Teaching & Learning work to engage school communities around these important subjects. We coached and provided communities of practice for educators to lead with equity. We gathered our community to discuss how we can create schools that are environments for all students to thrive.

Internally, we worked to ensure that we were setting ourselves up for success through commitments to technology, process, and training as well as through continuing our commitment to intentional work to better support Black and Indigenous children and families.

Continuing the momentum, at the end of the fiscal year, we launched a new strategic planning process to guide how we will intentionally continue and grow our work moving forward.

Thank you so much to the talented and amazing team at LAEP who persevered, adapted, and thrived during a unique time for education, and thank you to our communities and partners for inviting us in. We look forward to your continued collaboration to transform education for the community, with the community, from diapers to diplomas.

In partnership,



Michele Broadnax, MBA

President & Chief Executive Officer

A handwritten signature in black ink that reads "Michele L. Broadnax".



Sapna Shah, MBA

Chair, Board of Directors

A handwritten signature in black ink that reads "Sapna K. Shah".

WHAT WE DO

A HOLISTIC, DIAPERS-TO-DIPLOMAS APPROACH TO LIBERATORY EDUCATION

A child's success requires a solid foundation – and we know the strongest supports already exist within their homes and communities. At LAEP, we build upon these strengths and break down systemic barriers to learning and achievement by using a community-led and culturally responsive approach in partnership with parents, educators, and students. This support begins with parents-to-be, who are their child's first teacher; extends to high school graduates; and covers all ages in between – along with educators at every level.



EARLY CHILDHOOD & FAMILY ENGAGEMENT

LAEP's Early Childhood & Family Engagement programs build school readiness in children ages 0 to 5, their families, and neighboring schools. We foster catalytic change by working with families and leading community initiatives that improve early childhood systems and access to resources – all at no cost to families.

TRANSFORM SCHOOLS (K-12)

LAEP's Transform Schools model uniquely emphasizes both integrated student and family supports as well as teaching and learning. LAEP's community school model aligns community resources and school assets to build collaborative, problem-solving systems that remove barriers to learning and transform schools into culturally vibrant educational centers that are hubs for integrated services, college and career preparation, and student, family, and community engagement. Our teaching and learning work provides coaching and professional development and builds educator networks to promote vision- and mission-driven schools that strategically plan for and implement positive change.

CORE (Cultivating Organizational Resilience & Empowerment)

Building on LAEP's expertise in employee well-being and shared leadership models, LAEP provides workshops and coaching to transform high-stress school environments into safe, respectful, resilient communities that promote well-being for all staff.

2021-2022: TRANSITIONING BACK IN PERSON, BUT REFUSING TO RETURN TO NORMAL

During the COVID-19 pandemic, many pled for a “return to normal.” But when it comes to traditional educational systems, normal has not been serving our most at-promise children.

So, as LAEP transitioned back to in-person services over the course of the 2021-2022 fiscal year, we refused to return to the normal that was holding children back. Instead, we worked to create a new normal, one that would provide equitable educational environments for all children.

Over the course of the year, we continued to lean on what makes us LAEP – community-driven, equity-centered, wellness-focused. We supported families as they navigated challenges, concerns, and changes related to returning to in-person education. We supported students as they experienced the aftereffects of social isolation and other mental health challenges exacerbated by the pandemic. We supported educators as they juggled additional responsibilities alongside their own mental and physical challenges related to returning to in-person work. And we did this all by listening to the communities, building relationships, and leveraging assets. We dedicated ourselves to learning and relationship-building that would support historically and systemically marginalized groups, such as Black students and families, that we were not serving as well as we wanted to.

We supported the transformation of an educational system into educational environments that empower communities and foster well-being for all members so that children can thrive, from diapers to diplomas. These empowered, supportive educational environments must become the new normal, and LAEP is committed to continuing the work to ensure they do.

LAEP'S WORK SPANS ACROSS SOUTHERN CALIFORNIA

- Early Head Start in South LA, Inglewood, and Hawthorne
- Best Start Community in the Northeast San Fernando Valley
- Transform Schools partner schools in South LA, East LA, and the San Fernando Valley
- CORE work for educational leaders in Imperial, Los Angeles, Orange, Riverside, San Bernardino, and San Diego Counties

2021-2022 AT A GLANCE

11,087

K-12 students supported at LAEP's 17 direct-service partner schools

702

educators supported in their equity-centered classroom and school practices through Teaching & Learning and CORE

236

families of infants and toddlers supported through LAEP's Early Head Start program

250+

volunteers lent a hand at LAEP's community school events

7,000+

times NEV Best Start engaged community members



EARLY CHILDHOOD & FAMILY ENGAGEMENT

HEALTHY CHILDREN.
INFORMED FAMILIES.
ACTIVATED COMMUNITIES.





¡Muy pronto
lo verá, y los niños
colibríes van al lado
de mamá que le va

EARLY HEAD START

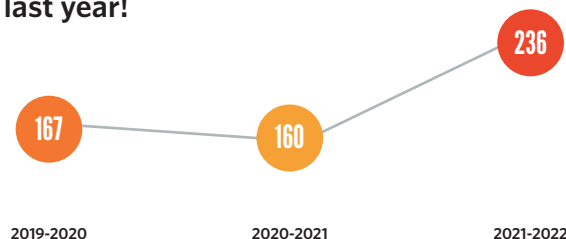
Our infant and toddler learners had been interacting with their Early Head Start teachers on Zoom throughout the pandemic – never a desirable option for their little eyes and brains. So, we were delighted to gradually bring home visits and socializations back in person this year!

In person, socializations gave parents and children better opportunities for building stronger connections with each other, and home visits helped teachers work more directly with the children and parents.

However, many of the challenges our Early Head Start families faced before and during the pandemic did not abate. Food, diapers, household supplies, and other basic resources were as needed as ever, so LAEP’s Early Head Start team built and maintained partnerships to connect our families with these items. We also continued to connect families with resources and information; **almost two-thirds of families received referrals to other community services.** When needed, we also supported transportation for families to get to doctor and dentist visits to ensure the children were getting preventative care. Socializations and parent workshops for the year were primarily focused on health, parent-child bonding, and developmental domains.

Nearly 100% of parents agreed that LAEP staff had helped their family as a whole, helped them learn positive ways to cope with stress, and helped them make progress toward their goals.

This fiscal year, we also grew our impact, serving 236 families in Inglewood, Hawthorne, and South LA through the Early Head Start program – **a 48% increase over last year!**



Parents reported Early Head Start’s value in helping them:

ENGAGE IN LEARNING ACTIVITIES WITH THEIR CHILD

GIVE THEIR CHILD POSITIVE FEEDBACK

INCREASE THEIR CONFIDENCE AS A PARENT



<p>260</p> <p>infants and toddlers from 236 families enrolled in Early Head Start</p>	<p>37</p> <p>parents-to-be received prenatal and postnatal support – a 49% increase over last year!</p>	<p>85%</p> <p>of Early Head Start children met or exceeded benchmarks in each developmental domain</p>	<p>90%</p> <p>of parents were completely satisfied with LAEP’s Early Head Start program</p>	<p>45</p> <p>children enrolled in Early Head Start had a diagnosed disability or developmental delay; their families received additional supports</p>
--	--	---	--	--

BEST START COMMUNITY



The Northeast Valley (NEV) Best Start Community facilitated by LAEP empowers community members to improve early childhood systems and access to resources. Over the course of the fiscal year, the NEV Best Start Community continued to meet community needs through:

Monthly community engagement meetings

Connecting community members with community partners and resources

Workshops on topics such as advocacy, community change, and how parents can support themselves while raising their children

Distributing resources such as food and toys to community members

Identifying and funding community projects through participatory budgeting

BRINGING COMMUNITY-IDENTIFIED PROJECTS TO LIFE

Projects funded by last year's inaugural participatory budgeting project came to life over the course of the year!

- A community mural
- Multi-cultural storytimes
- College preparation workshops and scholarships
- Mental health workshops
- Community art events

FUNDING NEW COMMUNITY-IDENTIFIED PROJECTS

For the second year, the NEV Best Start Community has, through a participatory budget process, worked with the community to identify needs and grant funds to projects that meet those needs. This year's grant recipients were Las Palmas Community Park, Pacoima Beautiful, and Pasadena/Altadena Coalition of Transformative Leaders (PACTL).

1,050

community members (duplicated) attended NEV Best Start community engagement meetings

5,760

individuals (duplicated) from 960 families received free hot meals

600

toys distributed to children in the Northeast San Fernando Valley

48

weeks of food were provided to 18 high-need families

14

facilitators participated in 17 meetings to plan for community engagement meetings and identify potential speakers and workshops

SNAPSHOTS

“ Thanks to your encouragement, I am still in English school fulfilling my first goal, and my driver’s license is in hand (another of the goals that I set as Ady’s mom). Thank you for the tools that you have given me and for helping me meet the needs of my girl. I now understand a lot more in her clinical appointments and I even fight in English to defend Ady’s rights. I am also grateful to have been part of the Parent Council, one of my favorite functions with the program, being part of important decisions for the organization.”

– ADRIANA
PARENT OF AN EARLY HEAD START GRADUATE



“ My son has been with the LAEP Early Head Start program since he was under one year old, and this program has taught us a lot about parenting skills, also his development. It was really helpful for our family because we were able to know what to expect with his development and growth. I feel like it’s a good program for anyone that’s trying to get more insight on how to parent better, how to also walk along the educational path with your child confidently. I feel like after this, we’ll be very prepared for preschool and going into the next step of his education, so I’m very thankful for LAEP.”

– MAYA
PARENT OF AN EARLY HEAD START GRADUATE



BUILDING CONFIDENCE AND SELF-ADVOCACY

Lidia, an NEV Best Start facilitator, expressed how her life has changed by being involved in the program. Her self-esteem has improved, she is more secure when talking to others, and she believes in the work the NEV Best Start Community is doing. She shares with anyone that she meets that she is capable of doing many things because she had the opportunity to be part of this group.

PRESCHOOL READINESS THROUGH A SPECIAL FIELD TRIP

When a class of toddlers at a San Fernando Valley school was studying the ocean, the principal wanted students to see aquatic animals close up. She needed funds to support the aquarium field trip, as the students' parents did not have the resources for transportation and tickets, so she turned to NEV Best Start. We funded the trip through NEV Best Start Community Sponsorships. The principal was amazed to see how the children recognized and named the aquatic animals they saw, along with recognizing colors and shapes. Their learning was brought to life on this special day!

“I am eternally grateful for the support that my family and I have received and to the community for believing in me. I have grown as a person, the classes and workshops have helped me be motivated, and what I have learned I have put into practice. Also, the community fairs and resources have helped me. We have also reached out to community members and served them with the food programs, which are essential for our families. Lastly, thank you for the warmth of the staff and for their support and for making us feel welcome.”

—ADRIANA
NEV BEST START COMMUNITY MEMBER

STRENGTHENING COMMUNITY PARTNERSHIPS TO SUPPORT OUR FAMILIES

To support families' basic needs, we built and strengthened partnerships with community organizations. A key partnership for Early Head Start this year was with WIN, who provided essentials like diapers, wipes, laundry detergent, hand sanitizer, and more to our families throughout the year. We also partnered deeply with CanAm Dental, a dental provider who supported families in getting dental care not only through direct service but also by supporting family education around dental care and helping with transportation when needed.



TRANSFORM SCHOOLS

EMPOWERED,
LIBERATED
LEARNING COMMUNITIES





COMMUNITY SCHOOLS

The COVID-19 pandemic revealed that nothing can replace authentic relationships. Distance learning challenged student learning, engagement, motivation, social interaction, and social-emotional wellness.

So, as we returned to campuses for the 2021-2022 school year, our community schools team centered authentic relationship-building. We:

Planned and coordinated resources and programming to support partner school communities in their transition back to in-person learning

Created safe spaces for students to share concerns, make deep connections with each other and school staff, and re-engage their passions

Incorporated mental health, social-emotional learning, and self-care on campus, inside and outside the classroom

All while continuing to provide other critical community school components like college and career readiness, family engagement, and integrated student supports.

INTEGRATED STUDENT SUPPORTS

LAEP's community schools model aligns community resources to remove barriers to learning. Here is a sampling of activities over the course of the year designed to support the whole student:

- Social-emotional and academic learning groups to support the unique needs of English language learners and special education students
- Produce distributed to more than 400 families and Thanksgiving meal boxes to more than 900 families
- Backpacks and school supplies to more than 150 families
- Metro card passes to more than 750 students
- One-on-one and small group tutoring for 90 students to address pandemic-related learning loss
- Peer mentorship programs
- Student clubs around interests such as nutrition, art, robotics, anime, and gardening

LAEP's support was integral to a **96% graduation rate** amongst our seven partner high schools, compared to LAUSD's 87% average.



COLLEGE & CAREER

To establish and support strong college-going cultures at our partner schools, we provided more than 585 college and career activities across our partner schools - a **72% increase over last year**. These included:

- College fairs
- Workshops on college selection, SAT preparation, college majors, career paths, goal planning, and professional network building
- Direct support with college and financial aid applications, resumes, and cover letters
- One-on-one advising
- Mock interviews for more than 800 students
- Career panels and fairs
- Micro-scholarships to support 50 graduating seniors' matriculation into college

FAMILY ENGAGEMENT

While parents were still not able to attend events on campus for most of the school year, we continued to provide them with opportunities for relationship-building and connection through virtual meetings, workshops, and information sessions. Topics included:

- Literacy
- Social media
- College and financial aid
- Parent and child well-being
- Healthy relationship-building
- Voting rights
- Supports for those who are undocumented
- Financial literacy and empowerment

In 2021-2022, the community schools team conducted **1,400 activities** that engaged students, parents, staff, and community members **42,500 times!**

8,500

students served at our 13 partner community schools in South LA, East LA, and the San Fernando Valley

850

high school seniors received direct, one-on-one support from LAEP staff in submitting their college and financial aid applications

150

community school partner organizations, including 35 new partnerships for this year

485

students at five partner schools participated in gardening wellness workshops

100%

of tutoring participants made academic and behavioral gains

TEACHING & LEARNING

Both students and educators had to adjust when returning to campus this school year. LAEP's Teaching & Learning team supported educators as they navigated the return to in-person learning - including refusing to return to "normal" through traditional classroom practices, but rather ensuring that high-quality instruction was happening in equitable classrooms and school environments.

Activities included:

- Observation, feedback, and coaching aimed at improving teacher practice
- Teacher and principal professional development
- New teacher workshops
- ILT meeting facilitation
- Lesson modeling
- STEAM recess activities
- STEAM community events such as LAUSD Local District South's STEAM Gala

NEW STEAM TEACHING & LEARNING WORK

This school year, we developed a new pathway for our Teaching & Learning work: STEAM (Science, Technology, Engineering, Art, and Math) learning! These new STEAM partnerships focus on cultivating a sustainable STEAM culture for students, staff, and families to improve outcomes and create an environment where students fulfill their potential. In the first year of this work, we built relationships with teachers and school leaders, supporting their integration of STEAM learning. We led professional development on integrating STEAM into the classroom. Early in the year, we modeled STEAM instruction, moving gradually into STEAM activity co-planning and co-facilitation with the teachers. We also developed STEAM labs on campus to introduce students, teachers, and school leaders to a variety of tools that can be used to support STEAM learning.

Reflecting on the results of LAEP's STEAM programming, Ms. Allen, a 5th grade teacher at 118th Street Elementary School, said:

"This is the first student group that I'm hearing actually discuss science outside of being in the science lab or doing science lessons. They're making connections, like looking at sunlight and talking about shadows or measuring things on the wall. Things they've done in the STEAM lab, they're carrying on. I feel like it's that building block they're going to need when they go to middle school, and they're going to keep it with them because it was real for them and it was engaging."





SUPPORTING NEW TEACHERS

Returning to campus post-pandemic, one of our Teaching & Learning partner schools had many teachers who were brand new to teaching or who had not yet taught in person. To support the new teachers at this particularly challenging time, we conducted several workshops for this large demographic, highlighting day-to-day skills as well as sharing strategies and tips to support their longevity in the teaching profession. There was also a lot of support, for both new and veteran teachers, around wellness to help school staff take care of themselves so they could be there for the students.

2,587

students served at our four Teaching & Learning partner schools

94

teachers supported by Teaching & Learning coordinators and STEAM specialists

93%

of students at Teaching & Learning partner schools qualify for free and reduced lunch

SNAPSHOTS

SHOWCASING OUR COMMUNITY SCHOOLS WORK ON A NATIONAL STAGE

LAEP was honored to participate in the Institute for Educational Leadership's National Community Schools & Family Engagement Conference. LAEP's President & CEO moderated a plenary session on the California community schools story. Our Director of Community Schools presented a breakout session highlighting innovative youth engagement and empowerment strategies. Our coordinators hosted site visits for 200 conference attendees at four of our partner schools. Plus, LAEP partner school Griffith STEAM Magnet Middle School was selected for a special **visit by the U.S. Deputy Secretary of Education, Dr. Cindy Marten** (pictured with the Griffith Mindful Gardeners)!

EMPOWERING PARENTS TO SUPPORT THEIR CHILDREN'S LITERACY

At Belvedere Middle School, LAEP's community school coordinator started a parent book club to inspire a love for reading and support parents in using literacy techniques at home with their children. The club also gave parents a safe space to share personal experiences from their own educational journey and as parent educators. It was so successful that it expanded to parents in our other East LA partner elementary and middle schools. Participating parents have increased their tools and sense of efficacy to engage their children in dialogue about literacy and how their cultural identity can be found and captured in books and conversations.



“ We [parents] are the example. If we read, our children will read. If they see us on the phone, our kids are going to be on the phone. I learned that I can inspire my children. I was able to meet with my daughter and have conversations about the book. The club also helped me to share with other parents from other schools, exchange ideas, and see what works and what doesn't.”

– MARIA
PARENT AT BELVEDERE MIDDLE SCHOOL &
BOOK CLUB PARTICIPANT



REAL-WORLD WORK EXPERIENCE

LAEP connected three students demonstrating a keen interest in literature, law, and professional development with six-week summer law library internships.

Audrey shared that the internship set her up with an advantage in law and the other branches she learned about. She appreciated the skills she developed, like professional networking.

Delila grew her understanding of workplace professionalism and believes the experience will bring her more opportunities.

Raphael learned how to navigate communication in the workplace, heard about his coworkers' professional experiences, and gained professional connections.

DEVELOPING POSITIVE RELATIONSHIPS WITH FOOD

At 109th Street Elementary School, students wanted to learn more about nutrition. So, our community school coordinator created a weekly health and nutrition club. Interested students in 3rd through 5th grade eagerly tasted new fruits, learned about vitamins and minerals, created their own healthy and balanced food plate, learned to understand nutritional labels and serving sizes, and made their own healthy snacks.



WORKFORCE READINESS AT SAN FERNANDO HIGH SCHOOL

Spring 2022 was busy with work preparedness programming at San Fernando High! More than 200 students heard from industry professionals at a career panel and fair. Then, the senior class participated in resume and cover letter workshops, interview skills workshops, and mock interviews.



CORE CULTIVATING ORGANIZATIONAL RESILIENCE & EMPOWERMENT

TRAUMA-INFORMED PRACTICES.
THRIVING EDUCATORS.
COLLECTIVE WELL-BEING.





CORE CULTIVATING ORGANIZATIONAL RESILIENCE & EMPOWERMENT

When the school year began, educational leaders were pulled in too many directions. COVID testing and protocols, staffing shortages, new and deepened student behavioral and social-emotional challenges, trauma experienced by leaders and their staff...the list went on.

The myriad demands on educators in the 2021-2022 school year made it difficult for educators to take the time to pause and work on creating more equitable school systems. Burning fires took priority. So, we needed to help educational leaders find space to work on improving equity at their school sites, space to create a new normal.

The pandemic had also highlighted the incredible need for school staff well-being to be a focus. Educators were leaving the profession in droves, and at-risk students were hit the hardest. We had to make sure that educational leaders were taking care of themselves and their staff to ensure they would be able to continue to be there for their students. That's where LAEP's CORE (Cultivating Organizational Resilience & Empowerment) comes in.

CORE programming addressed all of these elements through coaching and professional learning in two forms:

Fee-for-service offerings individualized for schools and districts

Free offerings for educational leaders in Imperial, Orange, Riverside, San Bernardino, and San Diego Counties, made possible for the second year by funding through 21st Century California School Leadership Academy (21CSLA)

We adapted to the immediate challenges schools faced upon their return to in-person learning. For example, in response to an increase in student behavioral challenges (some exacerbated by TikTok inspiration), we hosted a 21CSLA workshop called "Responding to Behavior in a TikTok World." Participants reflected on their school's disciplinary practices and devised action plans to make their responses more equitable and disrupt the school-to-prison pipeline.

21CSLA professional learning workshops and communities of practice topics included:

- Beyond Gift Cards and Yoga Class: Sustainable Practices to Support School Staff with Burn-Out
- Leadership Lounge for Pandemic Woes
- Centering Equity in Instructional Coaching
- Leading with Equity and English Learners at the Heart
- Spotlight on Culturally and Linguistically Responsive Teaching and Learning
- Responding to Behavior in a TikTok World

This school year, we had the opportunity to conduct coaching both virtually and in person. When in person, coaches were able to build more authentic relationships with coachees and witness leaders' learning in action.

In fiscal year 2021-2022, LAEP's CORE-based 21st Century California School Leadership Academy (21CSLA) offerings served 430 educators – a **187% increase over the previous year!**



“ My coach consistently pushes me to rethink, question, and face challenging topics and leadership opportunities.”

- 21CSLA COACHING PARTICIPANT

608

educators received CORE coaching and workshops through 21CSLA and fee-for-service offerings

32

LAEP early childhood educators (100% of the team) participated in CORE training to ensure that well-being is woven into the team's work and culture

95%

of 21CSLA coaching participants believed their coach helped them to critically think through and implement change within their leadership that has had a direct impact on their campus

98%

of localized professional learning participants implemented new strategies in their daily work due to participation in these sessions

98%

of community of practice participants reported deepening their understanding of equity issues

166

schools were served by LAEP's 21CSLA programming

SNAPSHOTS

ENGLISH LEARNER SYMPOSIUM: SPOTLIGHT ON CULTURALLY AND LINGUISTICALLY RESPONSIVE TEACHING AND LEARNING

In partnership with the Riverside County Office of Education, LAEP delivered a popular 21CSLA series facilitated by Dr. Sharroky Hollie. 147 leaders in the region attended and worked toward developing more equitable practices for multilingual learners.

Participants shared that, as a result of the workshops:

“My response to the behaviors of my students has changed. Before I react, I validate, affirm, and attempt to build and bridge. I have a new perspective.”

“I am fighting for more culturally responsive literature and considerations in schools.”

“By becoming more knowledgeable about myself, I have become more sensitive about the cultural, linguistic, and emotional needs of others.”

“I am more intentional in the way I reflect on my actions towards students and possible causes of their actions.”

100%

OF PARTICIPANTS SAID THE SESSION DEEPENED THEIR UNDERSTANDING OF EQUITY ISSUES

94%

ARE IMPLEMENTING NEW STRATEGIES IN THEIR DAILY WORK DUE TO THEIR PARTICIPATION IN THESE SESSIONS



“ I now know more strategies to try and suggest to teachers when they come to me with specific issues. These sessions have also helped my team and I be more proactive in getting strategies out there to teachers, and we are planning professional development sessions for the next school year.”

- 21CSLA COACHING PARTICIPANT



SUPPORT ACROSS A NETWORK OF SCHOOL SITES

This year, we engaged with four Scholarship Prep sites to provide workshops and small team coaching focused on building equity mindsets. For many staff members, it was the first time doing identity work and understanding how the education system can be oppressive. Workshops helped staff understand how to sustain themselves in this work, and small team coaching supported sites as they worked through a dilemma and implemented actions to create change, going through improvement cycles.

For example, the Scholarship Prep Oceanside team took a team equity assessment. They focused on curriculum and instruction, particularly wanting to make sure they prioritized the voices and experiences of people who have been historically marginalized, even if those groups are not among their student population. Their small team participated in a series of empathy interviews and shared staff identity autobiographies, and the leadership team began drafting their equity statement and planning out future professional development opportunities on equity mindedness to continue this work on their campus.

CHANGING PRACTICE

For the last two years, LAEP has worked with the Juvenile Court Community Schools in San Diego County through 21CSLA. As a result, teachers have adjusted their student discipline practices, ensuring students are no longer excluded from learning in response to behavior challenges.

“ I am very grateful for this program. [My coach] has helped me so much this year. Her guidance and leadership supported me through one of the hardest years of my career.”

– 21CSLA COACHING PARTICIPANT

“ I feel more empowered to do identity work with my staff as a result of these sessions.”

– 21CSLA LOCALIZED PROFESSIONAL LEARNING PARTICIPANT



BLACK MINDS STILL MATTER

ENSURING BLACK CHILDREN
AND FAMILIES THRIVE
IN OUR COMMUNITIES





BLACK MINDS STILL MATTER

In early 2020, LAEP reflected on our practices and renewed our organizational commitment to racial justice and awareness. Through ongoing professional development, we deepened our own racial understanding and focused the needs of Black children at the forefront of our work.

We carried that work into the 2021-2022 fiscal year. Over the course of the year, we hosted a second virtual community event, grew intentional partnerships to meet the needs of Black students, continued to learn individually and collectively, continued our internal committee focused on the Black community, examined our organizational logic model to ensure Black children are intentionally and explicitly included, and kicked off a strategic planning process that would formalize this commitment to better serving Black children and families.

Because we refuse to return to a normal where Black children and their families continue to face inequities that create barriers in their educational journeys, we commit to creating a new normal where Black children thrive.

“ I am inspired to continue to work harder than ever to engage with our community leaders NOW. This is the time.”

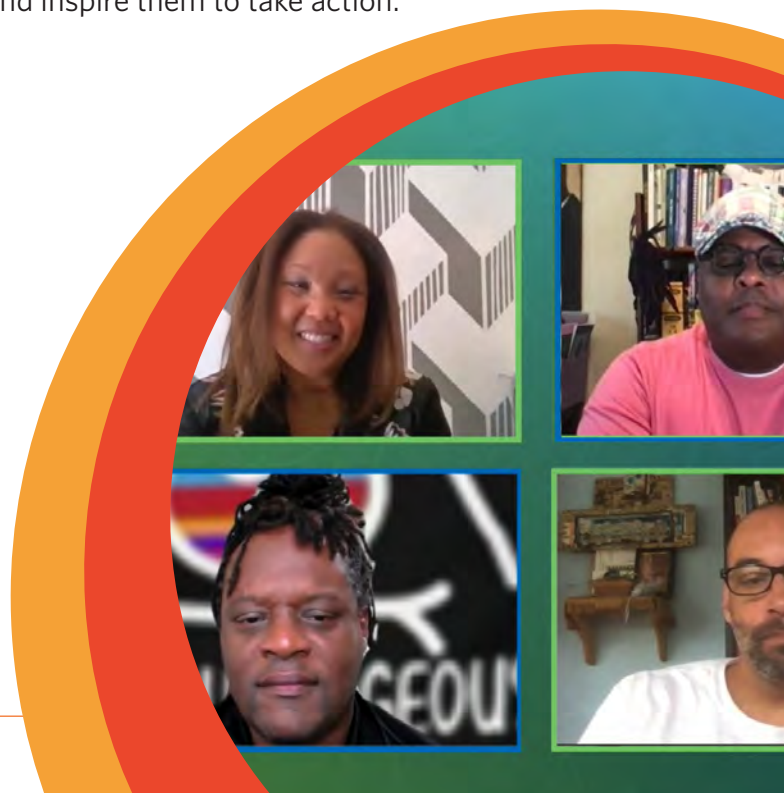
- TRANSFORM EDUCATION FOR BLACK LIVES
EVENT ATTENDEE

TRANSFORM EDUCATION FOR BLACK LIVES

Building on the success of the 2020 virtual event centering Black students and families, in 2021 we hosted “Transform Education for Black Lives: Turning Knowledge into Action, from Diapers to Diplomas.”

This virtual forum, supported by funding from 21CSLA, brought together 127 educators, systems change practitioners, parents, and LAEP staff members committed to better supporting Black students and families.

After opening remarks from LAEP’s President & CEO as well as a video showcasing student and parent voices, Doctors Jeff Duncan-Andrade, Sharroky Hollie, Taharee Jackson, and Brian L. Wright participated in a dynamic panel discussion and led topical breakout sessions. Then, Dr. Martha Rivas delivered closing remarks to galvanize attendees and inspire them to take action.



“ Dr. Jackson’s guidance on how to reflect on our identities, both privilege and disadvantages, was an eye-opening experience.”

- TRANSFORM EDUCATION FOR BLACK LIVES
EVENT ATTENDEE



“ I will take the vocabulary and strategies that I learned to my team so that we are able to train our staff to be allies to marginalized students.”

- TRANSFORM EDUCATION FOR BLACK LIVES
EVENT ATTENDEE



OUR FINANCIALS

STATEMENTS OF FINANCIAL POSITION

2021

2022

Cash and cash equivalents	\$806,135	\$904,362
Other assets	\$2,141,006	\$2,822,457
Total Assets	\$2,947,141	\$3,726,819
Liabilities		
Accounts payable and other liabilities	\$771,507	\$1,048,008
PPP loan payable	\$123,550	\$0
Total Liabilities	\$895,057	\$1,048,008
Net Assets		
Without donor restrictions	\$1,368,171	\$1,270,435
With donor restrictions	\$836,913	\$1,408,376
Total Net Assets	\$2,205,084	\$2,678,811

STATEMENTS OF ACTIVITIES

Support and Revenue Fiscal Year Ending June 30

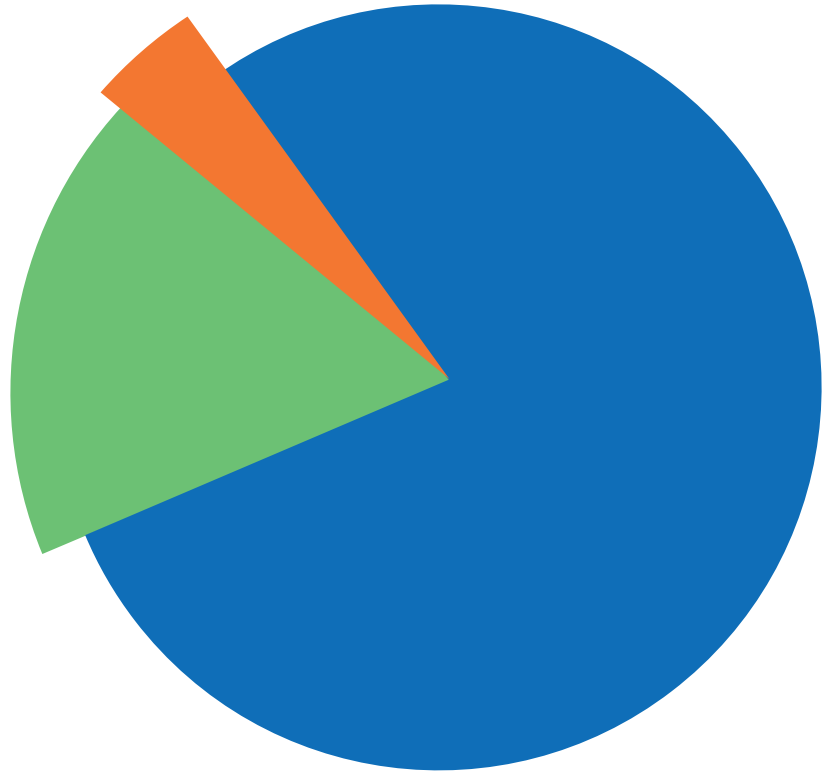
2021

2022

Corporate	\$ 44,150	\$ 74,500
Fee-for-Service	\$ 1,098,891	\$ 1,024,054
Foundation	\$ 923,036	\$ 1,598,500
Government	\$ 4,683,412	\$ 4,664,032
Individual	\$ 14,056	\$ 30,021
Interest Income	\$ 1,034	\$ 150
Other/PPP/In-Kind	\$ 856,132	\$ 204,143
TOTAL SUPPORT & REVENUE	\$ 7,620,711	\$ 7,595,401
TOTAL FUNCTIONAL EXPENSES	\$ 7,182,427	\$ 7,121,674
CHANGE IN NET ASSETS	\$ 438,284	\$ 473,727
NET ASSETS, BEGINNING OF YEAR	\$ 1,766,800	\$ 2,205,084
NET ASSETS, END OF YEAR	\$ 2,205,084	\$ 2,678,811

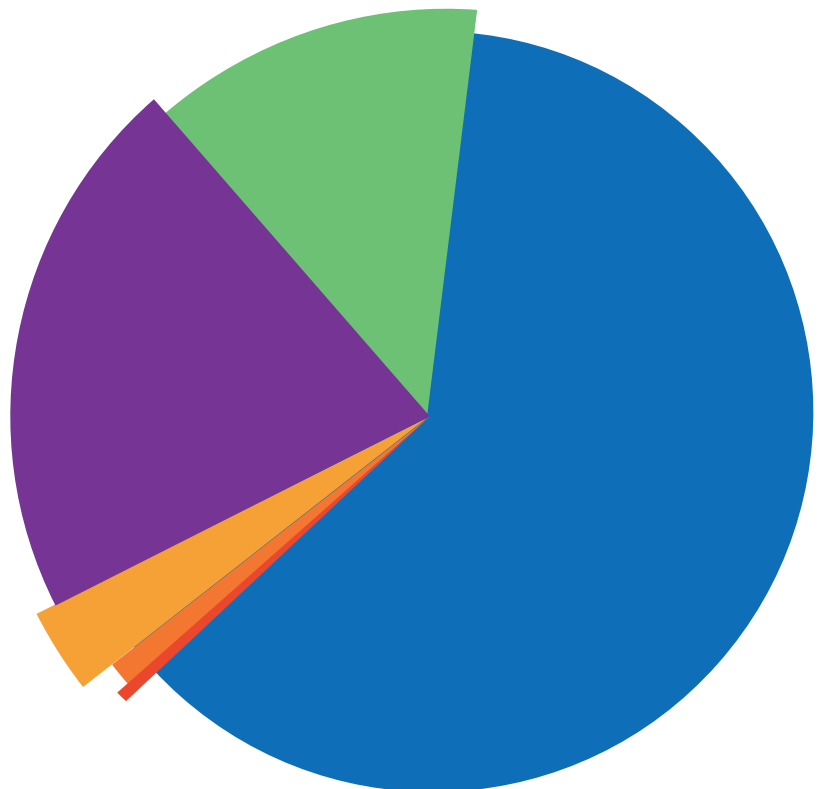
FUNCTIONAL EXPENSES

- Program Services - 82%
- Management & General - 16%
- Fundraising - 2%



SUPPORT AND REVENUE

- Government - 61%
- Fee-for-service - 13%
- Foundations - 21%
- Other/PPP/In-Kind - 3%
- Corporations - 1%
- Individuals - 0.4%



OUR SUPPORTERS

THANK YOU FOR BEING CHAMPIONS OF EDUCATIONAL EQUITY!

Generosity is powerful. With your help, LAEP can support the whole child on their whole educational journey. **THANK YOU.**

FOUNDATIONS

Ahmanson Foundation
Annenberg Foundation
Audrey & Sydney Irmas Charitable Foundation
Carol & James Collins Foundation
Cynthia & George Mitchell Foundation
Dwight Stuart Youth Fund
FEDCO Charitable Foundation
Green Foundation
Joseph Drown Foundation
just keep livin foundation
Ralph M. Parsons Foundation
Sidney Stern Memorial Trust
Snave Foundation
Stuart Foundation
Whole Kids Foundation

CORPORATIONS

Anonymous
Angeles Investments
Anthem Blue Cross
First Foundation Bank
GBC International Bank Foundation
LA Care Health Plan
MUFG Union Bank
Nuveen
Royal Business Bank
State Bank of India (California)

GOVERNMENT

California Department of Education
U.S. Department of Health & Human Services Office of Head Start

U.S. Department of Education
Full-Service Community Schools
El Nido Family Centers
(First Five Los Angeles Best Start)

INDIVIDUALS

Ana Sheila Victorino
Caroline Kino-Noji
Christopher Ball
David Chernof
Elsa Luna
Elvia De La Torre
Greg Durkin
Haci Alkanli
Jennifer Dausey
Keith Stolzenbach
Keith White
Luis Ixta
Lupe Vela
Marcia Gonzales-Kimbrough
Michael Saphier
Michele Broadnax
Paul Gaffner
Perry Bankston
Rafael Gaeta
Rod Hamilton
Rodney Stone
Rosie Alvarez and
Netflix Employees
Sandra Rygel
Suresh Kumar
Sylvia Rousseau
Tamra Dickerson
Yadira Perez

IN-KIND

Baby2Baby
Beyond the Bell
CanAm Dental
Cazares Nursery
Corporation for National and Community Service - VISTA
Harbor Freight
Hilda Solis' Office
LA Care
LAFC (Los Angeles Football Club)
Los Angeles Dodgers
Metro
MLS
Netflix
Northgate Market
Sanyo Nursery
Shoes that Fit
So Cal Gas
Superior
Target
Valley Presbyterian Hospital
WIN
YMCA

SUPPORT TRANSFORMATION

A financial donation to LAEP provides direct and structural supports to empower educators, children, and families in their educational journeys.

TO DONATE:

Return the enclosed envelope or visit laep.org/donate.

Gifts listed were received 7/1/2021 - 6/30/2022

MOVING FORWARD

SUSTAINING A NEW NORMAL: CONTINUED COMMITMENT TO COMMUNITY-POWERED EDUCATION

As we near our 40th year as an organization, LAEP is growing to deepen our impact across Southern California. We are expanding our early childhood work, coaching others to support their implementation of community schools, building partnerships with new schools and educators to deliver our CORE and Transform Schools programming, and bringing our community-centered model to new regions. We are not stopping.

Supporters and partners like you make it all possible.

Visit laep.org to donate, volunteer, or enlist our services.

Together, we can foster educational access and liberation for every child.



TRANSFORMING EDUCATION FOR THE COMMUNITY, WITH THE COMMUNITY, FROM DIAPERS TO DIPLOMAS



Los Angeles Education Partnership

1541 Wilshire Blvd., Ste. 200

Los Angeles, CA 90017

p. 213-622-5237

e. info@laep.org

LAEP.ORG

 @LAEPCommunity

 @PartnerWithLAEP

 @PartnerWithLAEP

 Los Angeles Education Partnership

