

A close-up, low-angle shot of a yellow school bus. The bus's body is painted a bright yellow with black rivets along the seams. Large black-framed windows are visible. In the bottom right corner, a young child with light brown hair and a teal shirt is looking out of a window, their face partially visible. The background is a soft-focus view of trees and sky.

Learning
Rights

Law Center

2017 ANNUAL REPORT

Giving voice to invisible students

This page: (from left to right): Inés Kuperschmit, Co-Executive Director and Co-Founder, Lily Corzo, Board Chair, and Janeen Steel, Co-Executive Director and Co-Founder. Photo by Azra Variscic.



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DEAR FRIENDS OF LEARNING RIGHTS LAW CENTER,

Since 2005, Learning Rights Law Center has been devoted to the mission of seeking lasting and compelling solutions to some of our community's greatest challenges – finding justice and voice for thousands of disadvantaged students in Southern California. Overlooked by their schools, these students are denied equitable access to a public education due to their disabilities, race, ethnicity, or because of their status in the juvenile justice and foster care systems. When they ask for help, they are turned away. Their needs are disregarded and ignored in the classroom. They are not heard nor seen by their schools. As a result, these invisible students don't reach their full potential.

Thanks to your support, thousands of students and family members we served last year will receive access to education and a shot at attaining economic self-sufficiency later in life. Together, we gave those students a real chance to succeed. We connected with more than 7,000 students, their families and other stakeholders through our outreach activities at more than 200 community events; over 1,700 were positively impacted through our award-winning TIGER (Training Individuals for Grassroots Education Reform) program; and 1,700 were helped through our Education Rights Clinics. Additionally, we helped over 100 families enforce their right to communicate violations of education law to key school administrators as well as state and federal government agencies. Thanks to you, 100 percent of these students have experienced increased school-based programs and services.

This Annual Report is a snapshot of some of the work we have done together. We hope you will enjoy reading about students like Camila, Valeria, Daryus and Destiny. We share their victories and hope that they inspire you to connect even more deeply with us and even more broadly with our community, so that together we can grow the movement for a just and sustainable future for disadvantaged students, one child at a time, until we give a voice to all invisible students.

Thank you for your support.

Lily Corzo
Board Chair

Inés Kuperschmit
Co-Executive Director
& Co-Founder

Janeen Steel
Co-Executive Director
& Co-Founder



WHO WE ARE

MISSION

Learning Rights Law Center seeks to achieve education equity for low income and disadvantaged students in the public education system in Southern California. We change the lives of at risk students who have disabilities, face discrimination or are involved in the foster or juvenile justice systems by providing free legal services, education advocacy, and community training.

VISION

We believe that every child has a right to learn. Since 2005, Learning Rights Law Center has been promoting and protecting the individual right to education for children in Southern California. The focus of our direct legal representation and education advocacy is to get low income and disadvantaged children the education services and support they need to succeed in school. The purpose of our education training and community outreach programs is to empower families and provide a basis for true grassroots education reform. Our vision is a world in which all children may pursue a meaningful and equitable education that provides them with a brighter future and the means to become successful adults.

Sophia Loulakis (second from the left). Learning Rights client, with her family. Photo by David Hinden.

Children of TIGER Parents at last year's TIGER Graduation, at Loyola Marymount University, Los Angeles, on December 2, 2017. Photo by Aaron Bicart.

PROGRAMS GIVING VOICE TO INVISIBLE STUDENTS



Learning Rights' **OUTREACH** activities connect families of students with education-access issues to the necessary programs and services. In 2017, we attended more than 200 community fairs and events, reaching more than 7,000 individuals, students, parents and stakeholders throughout Southern California.

Learning Rights staff at Grandparents as Parents Conference, Los Angeles, November 3, 2017. Photo by Mina Poppius.



Learning Rights' chief training and organizing program - **TIGER** (Training Individuals for Grassroots Education Reform) - is a year-long program that helps low-income parents and other caretakers advocate for their children with disabilities, while also bringing about social change within the education system. Last year, we helped 1,785 students and family members through this award-winning program.

TIGER graduates, Loyola Marymount University, December 2, 2017. Photo by Aaron Bicart.



Through the **EDUCATION RIGHTS CLINICS**, Learning Rights counsels and advises parents and develops individualized action plans that parents can use to address their child's education issues. Last year, we helped 1,759 low-income parents, children with education-access issues and other family members via this program.

Tzung Lin Fu and Eugene Lin Chao from Gibson Dunn & Crutcher following their pro bono work at Learning Rights' Education Rights Clinics. Tzung Lin interviewed clients who were monolingual Mandarin speakers. Photo by Azra Variscic.



Through the **ADVOCATING FOR CHILDREN WITH AUTISM** program Learning Rights offers counsel, advice and direct representation to students with autism. In 2017, more than 40% of Learning Rights' students had autism.

James, Learning Rights' client with autism with his mom, Jessica. Photo by David Hinden.



LAMCE (Los Angeles Medical-Legal Collaborative for Education) is Learning Rights' partnership with Children's Hospital Los Angeles (CHLA), which assists young patients with education-access issues and trains health care providers to identify and connect them to the services they need to return to school safely. In 2017, we helped 138 children with life-long and life-threatening illnesses get equal access to public education.

Daryus, Learning Rights' client, and his mom, showcase how he measures his blood glucose levels. Photo by Bryan Beasley.



COURT-INVOLVED YOUTH program ensures that youth hailing from the foster-care or juvenile-justice systems are provided with equal access to a public education through advocacy and direct representation. Approximately 10% of the children we represented in 2017 were court-involved.

More than 45% of children hailing from the foster care system will end up in jail if not helped. Photo via Open Society Foundation.



SCHOOL ACCESS program ensures that children who face discrimination due to language barriers, sexual orientation, gender identity, race, homelessness or other special physical or mental health needs receive an equal access to a public education. In 2017, we provided legal consultations and advice to 261 children who did not have adequate access to school-based services.

Javier and Irma, parents of Learning Rights' client, Monica. Photo by David Hinden.



SPECIAL EDUCATION ADVOCACY helps families enforce their right to directly communicate violations of education law to key school district administrators, or to state and federal government agencies. In 2017, Learning Rights filed a total of 105 Requests for Administrative Hearings resulting in \$3.1 million worth of education services being granted to students.

Xander, Learning Rights client, and his mom smiling for the camera. Photo by David Hinden.



Learning Rights employs **CIVIL RIGHTS LITIGATION** as a strategy when issues are systemic or cannot be solved locally.

United States Courthouse, Los Angeles

Together we reached more than **10,000** low-income students, their families and other stakeholders in 2017!

THANK YOU!



WE SEE YOU CAMILA AND VALERIA

If you asked Isabel just last year what her biggest wish was, she'd tell you it was to see her two ten-year old girls, Camila and Valeria*, learn how to write and read. Little kids ask for pet fish, doll houses and toys for Christmas. When Isabel, the twins girls' mother, asked Camila two years ago what she wanted from Santa, Camila took a card, drew a stick figure and a book, placed it in an envelope and gave it to her mom. The message was clear: Camila wanted to be able to read and write more than anything in the world. This broke Isabel's heart. She recalls telling her daughter, "Everything will be all right. You will learn how to read, I promise you." But Camila started crying: "You're lying! I've been in school for five years and I still don't know how to read and write!" To a ten-year old, five years is half her life.

Isabel, a beautician, always took great pride in making sure her girls looked put together and today was no exception. The girls' long brown hair was neatly combed and styled with a pretty white bow. They wore matching baby blue summer dresses and brown sandals. Add books and backpacks to the picture and to the casual observer, they appear like two perfect schoolgirls. Except Valeria and her sister began to learn how to read and write just a few months ago.

The mom suspected her daughters might have learning disabilities and autism based on family history. Valeria has pica, repeated eating of non-food items - an eating disorder most often displayed by children with autism. Isabel had to watch her very carefully as she would eat paper, wall paint, even hand sanitizer. Camila would bite her nails so hard that they often bled and she could not hold a pencil. The girls had a lot of trouble in all areas including academically, socially and behaviorally. Both daughters struggled to learn basic words, letters and even basic addition. Isabel knew something was going on, so she went to the teachers in kindergarten and told them she was concerned her daughters had learning disabilities and autism. However, their school failed to conduct a complete and thorough evaluation.

For the next five years, Isabel would ask the school officials for help explaining that her daughters were diagnosed with attention deficit hyperactivity disorder, but even after this diagnosis no evaluation took place. They both had trouble focusing on basic tasks. The simple act of teaching her daughters how to eat with a fork was a struggle as Camila and Valeria continued to use their fingers rather than hold a utensil to eat their meals. Even though Camila and Valeria had not made any progress, the school kept denying them the proper and thorough evaluations and special education services that could have made a whole world of difference in their young lives.

WHO WE SERVE

Isabel could not remember all the times she had felt helpless, sad and angry at how the school had treated her daughters. Once, she attended a school board meeting asking for help, but to no avail. Another time, she found out that Camila was placed in the corner by one of her teachers on a daily basis. While other children participated in class, Camila would play with papers, usually shuffling them around until the class would end. Both girls were functioning at the level of a pre-kindergartner, yet their school continued to fully ignore and neglect them. On top of all this, the girls were also bullied in school and felt scared and isolated. Even after this, the school did not do much to help the girls - as if Isabel's daughters were invisible in the classroom, not seen nor heard by their school. Desperate for help, Isabel started talking to other parents - one of whom told her about Learning Rights Law Center.

Learning Rights, together with co-counselors, Shawna Parks and Stuart Seaborn, advocated on Camila's and Valeria's behalf requesting that the school stop neglecting the girls and provide them with the special education services they were entitled to by law. As a result of our advocacy, the girls' disabilities - including a final diagnosis of autism, language disorders and attention issues - have been finally recognized by their school. They have begun to receive life-changing services, including speech therapy, mental health counseling, behavioral and in-home therapy. When the school agreed on paper to provide these services but failed to implement them in reality, Learning Rights advocated on their behalf again. Learning Rights continues to advocate for them and other students.

The significance of our advocacy efforts for Camila and Valeria goes beyond helping them access their education. As part of our advocacy, we requested that their school make systemic changes to their special education policies. These changes included a request that the teachers and school officials be trained on special education law. In addition, Learning Rights and our co-counselors filed a class action lawsuit claiming widespread and systemic failure by the School District to provide dozens of other students with access to meaningful education. These efforts will help eliminate future discrimination against students like Camila and Valeria.

As the girls write their name on the paper and proudly show us their achievement, Isabel tells us how happy she is with the progress her girls are making today: "Learning Rights, Stuart and Shawna accomplished more in one month than the school did in the past five years. My girls can read up to entire sentences. They are learning to write and know all their colors now! It's going to make a whole world of difference!"

Camila and Valeria. photo by Azra Variscic.
** Students' and their family's names have been changed to protect their privacy.*



WE SEE YOU DESTINY

"I answer to Fontana Unified School District. Not to you," a school nurse told Helen Neri a week after Helen's daughter Destiny had come home from school with a bloody lip and swollen eye. The nurse was Destiny's one-on-one care provider. Her job was to work with Destiny every minute of the day, to ensure she was learning in a safe environment. After Destiny came home twice with different injuries, Helen went to the school to find out who was letting this happen to her daughter.

Destiny, now 10 years old, was born with cerebral palsy, a neurological disorder that can occur if a child suffers brain damage while their brain is still developing. Cerebral palsy, or CP, affects body movement, muscle control, and motor skills. As a result of her CP, Destiny uses a wheelchair and cannot always control her limbs.

Helen observed at school as Destiny's arm repeatedly smacked into her own eye, causing it to swell and Destiny to cry out in pain. The nurse, whom Helen had seen leave Destiny alone for long periods at a time, said she could not intervene. The school was failing to take into account Destiny's unique needs though the law requires it. Helen refused to accept this, and called for an emergency IEP meeting with Destiny's school. An IEP, or Individualized Education Plan, is how a school lays out the services and programs that a child needs to succeed.

Helen first learned about IEPs from Learning Rights' TIGER Downey Community Group. The Community Group, which is led by experienced education advocates and offers support to parents like Helen, exposed her to a new world of education advocacy. Realizing that she needed to learn the special education laws applicable to Destiny's journey through the Fontana Unified School District, she enrolled in Learning Rights' TIGER Classes.

The only program of its kind on the West Coast, TIGER is an intensive, year-long, hands-on program that helps parents become better education advocates on behalf of their children. Parents learn special education law, their child's rights in and out of the classroom, and the subtleties of engaging with school administration.

Using the knowledge and training she got from TIGER classes, Helen successfully advocated on Destiny's behalf

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to ensure that Destiny was getting what she needed. Thanks to TIGER, Helen felt empowered to walk into her emergency IEP meeting with written notes of every injury and anxiety that Destiny had showed over the previous months. She even prepared a formal complaint that she was ready to send the School Board in case the IEP meeting did not get Destiny the services she needed. The school responded by giving Destiny everything that Helen had asked for and more.

As a result of TIGER and Helen's advocacy, Destiny now has daily Home Hospital and Home Instruction. This means that the variety of specialists and teachers involved in Destiny's education come to her home to provide services, such as physical therapy and a functional skills curriculum. This has significantly reduced Destiny's stress, and made it easier and safer for her to learn.

The flexibility of the in-home services has not only significantly improved Destiny's quality of life, but also her education. Helen has seen dramatic improvements in Destiny's academics and behavior. Destiny can now eat on her own, and has even demonstrated reading comprehension skills. Destiny loves to read and be read to, and Helen hopes that they will one day be able to work together to help other students like Destiny. Thanks to the knowledge gleaned from the TIGER trainings and her experience taking care of Destiny, Helen now leads her own Community Group in Fontana, through which she teaches and empowers other parents to successfully advocate on behalf of their children with disabilities.

Parents want what is best and necessary for their child. To be denied services is disappointing to parents, as they feel the service is necessary for our kids to have an appropriate education.

- Helen Neri

Destiny and Helen, photo by David Hinden.



WE SEE YOU DARYUS

WHO WE SERVE

Daryus was diagnosed with Type 1 Diabetes when he was eight. He has to monitor his blood glucose levels throughout the day, including before meal time as Type 1 Diabetes can be deadly if not managed properly. Despite his doctor's order clearly stating the importance of assisting him in administering his insulin, Daryus' school often failed to do this. For years, despite his mother's pleas to the school officials for help, Daryus risked his own life each day he went to school.

Because the school did not employ a nurse full-time, they did not always show up. Daryus' mom would have to put caring for her infant daughter on hold to go to Daryus' school and help him with administering his insulin. When nurses did show up to school, they were unfamiliar with the treatment they were providing to Daryus, giving him contradicting instructions about what needed to be done. This further halted Daryus' learning on how to administer his own tests.

The problems increased when Daryus' school introduced a Breakfast in the Classroom program. The program aimed to provide breakfast to students living in low-income neighborhoods, but foods like fruit juice or muffins with high sugar content only increased Daryus' blood glucose levels. In addition, there was no nurse to administer tests or insulin during the early morning school hours, which left Daryus' mother with only one option - bringing Daryus to school 15-30 minutes late to avoid the breakfast program. On top of all this, he was bullied by his peers and called names such as "diabetes boy." This caused him to be incredibly distressed and start avoiding school.

Unfortunately, those weren't the only problems Daryus and mom had to face. Two months into his fifth grade, school officials had told Daryus' mom that he could no longer be late to school. Because he now had to be present for the Breakfast in the Classroom program, Daryus' glucose levels went out of control. The nursing staff and school officials, however, blamed his mother for this. They filed a report with the Department of Children and Family Services (DCFS) which investigated her for child neglect. One of the false claims included that Daryus had not seen a doctor in more than a year despite there being a doctor's note on file that was dated in the previous months. DCFS showed up to Daryus' home to speak with him and his family at 1 am, which traumatized both Daryus and his mother. After investigating the matter, DCFS closed the case a month later finding the report's allegations were unfounded.

Following that incident, Daryus began to excessively wet his bed, have nightmares, and got scared when hearing police sirens. From that night on, Daryus had the tremendous fear of being taken away from his mom and his baby sister, Kaitlyn. He was also fearful when talking with school staff and nurses about his food choices, thinking if he said the wrong thing, someone would come and take him away from his home.

After that night, Daryus' mother, desperate to help her child, turned to Learning Rights Law Center. Learning Rights advocated on his behalf through our Los Angeles Medical-Legal Collaborative for Education (LAMCE) Program. The program delivers an integrated medical-legal approach to ensure the health of patients from birth to 22 years who are receiving medical care at Children's Hospital of Los Angeles (CHLA). Thanks to Learning Rights' advocacy, Daryus now receives adequate school-based health services, academic accommodations when his diabetes requires him to miss class, and tutoring help. He is also allowed to always carry his diabetes testing supplies - something his school did not allow previously.

The advocacy Learning Rights and co-counsel, Shawna Parks, provided for Daryus went beyond just helping him. With insistence from his mother, there will be school district-wide policy changes and training for their staff regarding children with diabetes. This will help eliminate any future discrimination towards children like Daryus. In addition, the district will be updating protocols for blood glucose testing, glucagon injection, and hypoglycemic reaction for trained personnel.

Today, Daryus administers insulin on his own with the supervision from his mother. She is no longer worried about whether her son is receiving adequate services to treat his diabetes since there is nurse properly trained for his condition available when needed. She tells us: "I would like all kids - not just Daryus- to be safe in schools. I want adequate assistance for all of them. Learning Rights did an amazing job in ensuring the school district implements these new policies and procedures which will help children like Daryus. I'm glad this is a start."

School should be a safe place for all children, regardless of who they are, where they come from or what kinds of disabilities or other challenges they may have. I am incredibly lucky that I get to fight for the rights of children like Daryus and that organizations like Learning Rights are there to fight alongside me.



Shawna Parks,
Learning Rights Co-Counsel

Daryus, photo by David Hinden.

IMPACTING INVISIBLE STUDENTS

In 2017, Learning Rights' advocacy resulted in thousands of hours of compensatory education services and therapies – and more than

\$3.1 MILLION

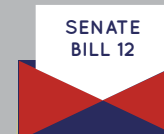
worth of free services – being awarded to low-income and disabled students.



Systemic Justice Achievements HELPING INVISIBLE CHILDREN



Learning Rights Law Center believes that all children have the right to educational equity. In 2017, we worked tirelessly to change lives of those students who might be overlooked or fall through the cracks of the system.



Learning Rights sent letters of support to the California Assembly, Senate, various Education Committees and the Governor Jerry Brown. SB 12 sought to provide more college financial assistance to foster youth. The bill was approved by both houses and the governor signed it into law.



(Partnership for Equitable Access to Public Schools Los Angeles) – Learning Rights forged the PEAPS-LA coalition along with four other organizations to ensure every child in Los Angeles has access to high quality public schools through an equitable enrollment process. We engaged with the Los Angeles Unified School District (LAUSD) School Board and LAUSD Superintendent through letters and in-person meetings. Our work is gaining momentum and interest of different stakeholders in Southern California.



Learning Rights sent letters of support to the California Assembly and Senate. We believe this is necessary because parents are waiting months for translation of IEPs and they cannot participate in their child's education meanwhile. The bill did not get passed, but we will continue advocacy in 2018.



Learning Rights campaigned for Assembly Bill 959 which aimed at Regional Center transparency and providing culturally and linguistically appropriate information. We urged our constituents and parents to call Governor Jerry Brown and advocate for the passage of the bill. The Bill was approved by both houses and the governor signed it into law.

THE SEXUAL AND CYBER CRIMES PROJECT LAUNCH

In order to educate students about their rights around bullying, Learning Rights has partnered with Skadden, Arps, Meagher & Flom LLP to form The Sexual and Cyber Crimes Project. The Project's main goal is to prevent cyberbullying in California, by training students in public schools how to recognize and respond to it. The training combines an interactive quiz and polling element, plain language education on the law, and case examples through news features.



Pictured: Mina Poppius, from Learning Rights Law Center, and Sherin Nosrati, from Skadden, giving a training to high school students at Simon Tech School in Maywood, on November 1, 2017.

WE SEE PARENTS WHO ARE STRUGGLING TO FIND THE BEST PUBLIC SCHOOL OPTION



In 2017, Learning Rights partnered with some of California's leading school-options advocates to launch The Partnership for Equitable Access to Public Schools in Los Angeles (PEAPS-LA). PEAPS-LA works to ensure every child in Los Angeles has access to high-quality public schools through an equitable enrollment process. Equity in education is a big part of Learning Rights' mission and PEAPS-LA will enable us to continue fulfilling it in an even more productive way.

The Los Angeles Unified School District (LAUSD) is home to ten different public school choice programs and one of the nation's most robust charter sectors. Nearly 300,000 of Los Angeles' 664,600 students are exercising some type of public school choice. While this expansion of options has benefitted many families, there are still roughly 160,000 students – mostly low-income students and students of color – attending persistently low-performing schools in Los Angeles.

Several aspects of the current public school choice landscape pose significant barriers that prevent many low-income families from accessing higher performing public school options:

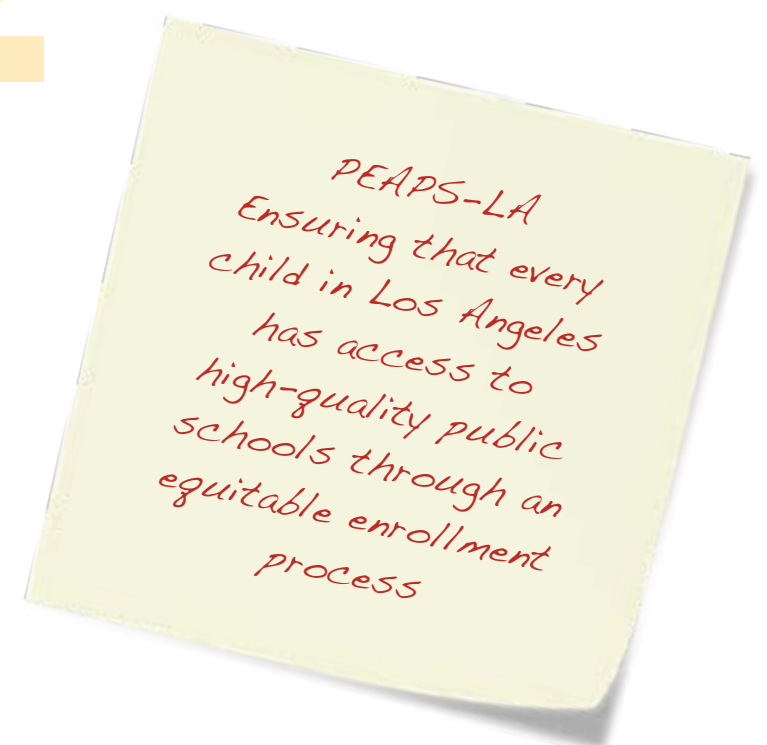
- Lack of official centralized information system inclusive of comparable information on all public school quality and options available to families
- Over 200 distinct applications, deadlines, and enrollment spanning across 8 months of the year
- Lack of transportation for most public school choice options
- The highest quality schools are in short supply in many communities

PEAPS-LA believes that public schools should be accessible to every child and all families should be able to choose the public schools best for their children, but the complexity of the current public school choice landscape erects significant and unnecessary barriers preventing many families from accessing quality public school options. As such, the coalition is eager to work with education and community leaders to improve:

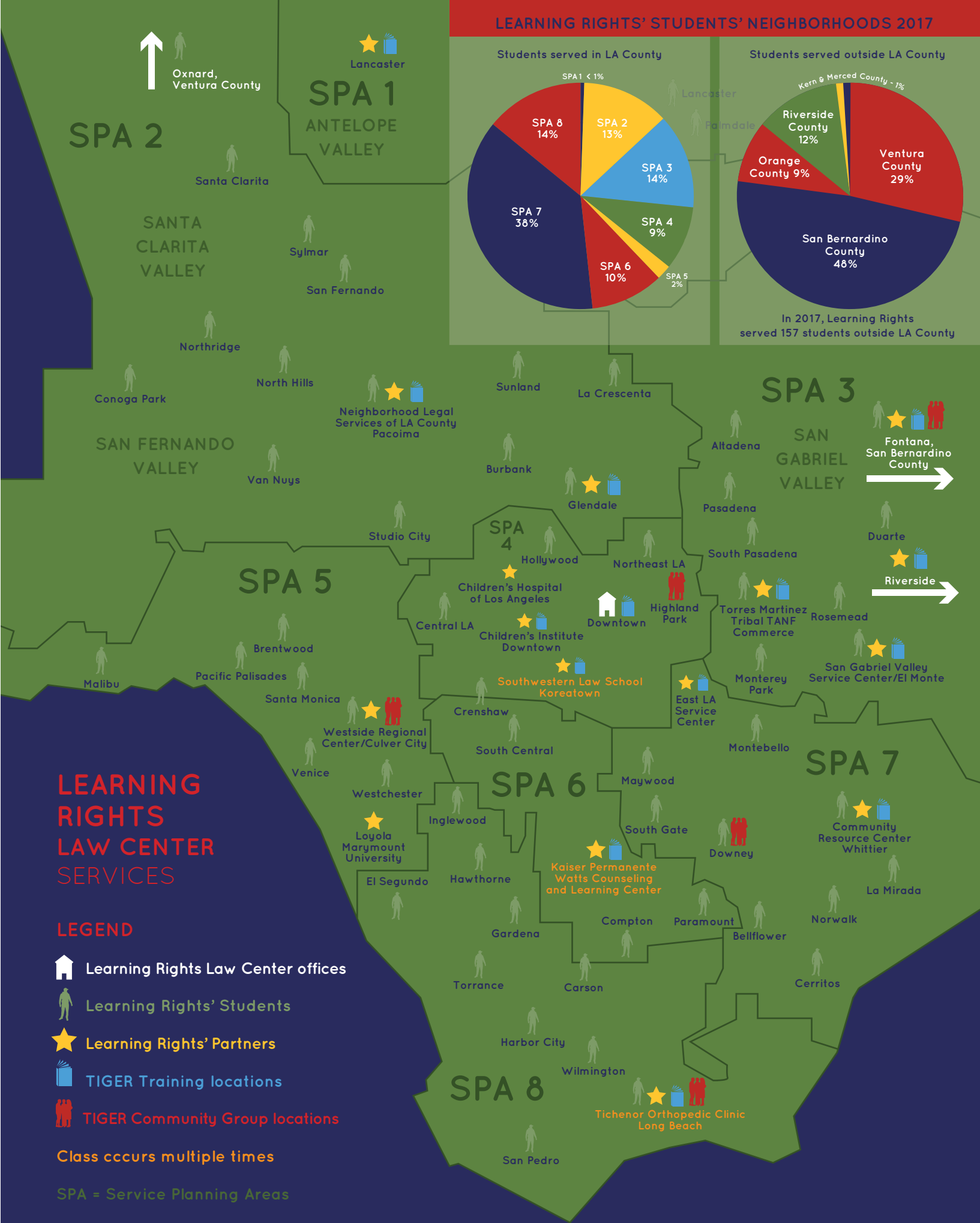
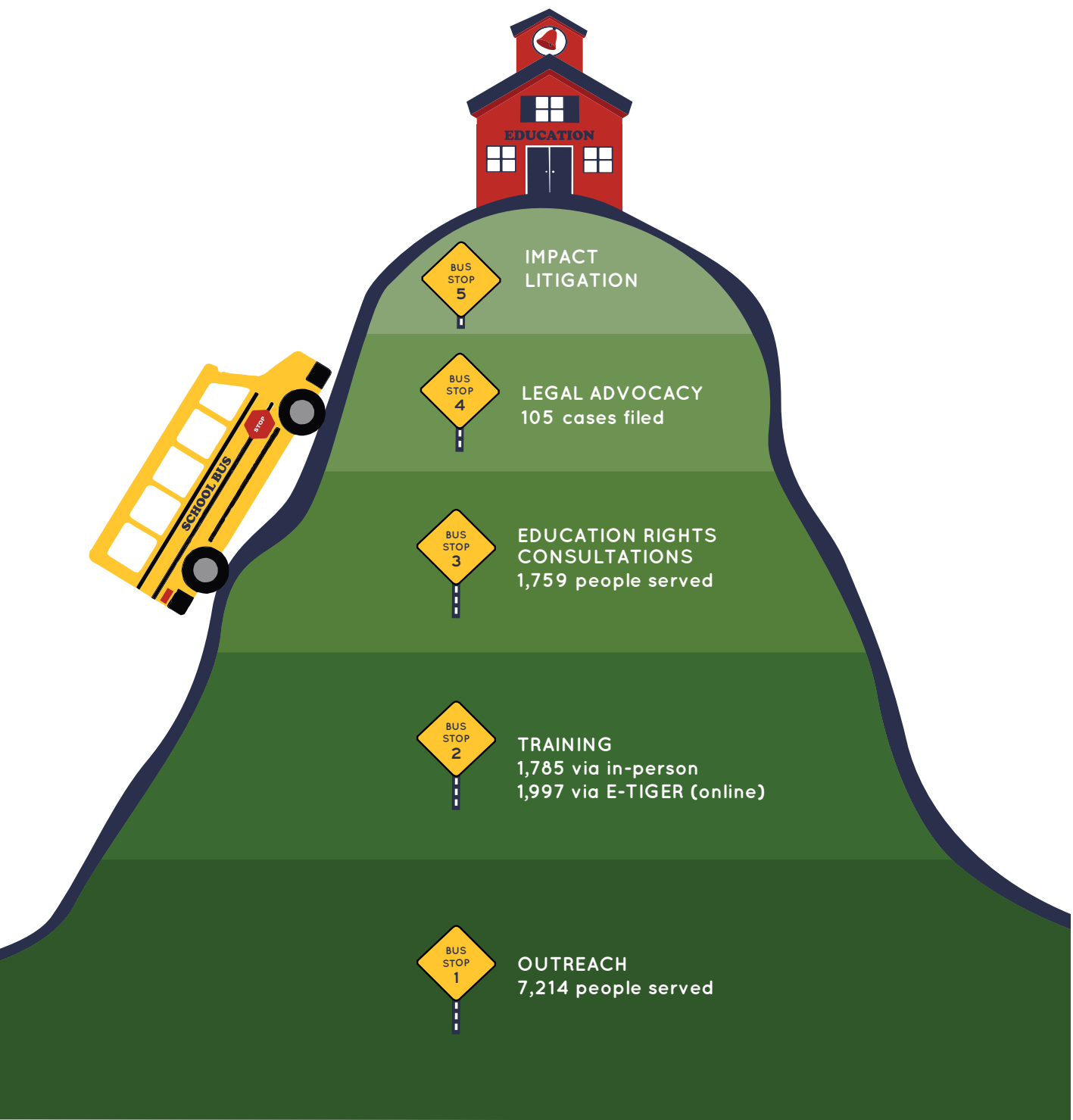
Rodolfo Estrada, Learning Rights Director of Policy and Community Engagement, at a PEAPS-LA meeting.

- Access to Information: Ensuring families in Los Angeles have access to on and offline resources where they can easily compare all of their public school options, whether published by LAUSD or a third party
- Application Process: Reducing the number of separate applications and processes that families must navigate, leading to a single application process for all public school options
- Enrollment Process: Ensuring enrollment policies, practices and timelines maximize equitable access to quality schools and support the ability of schools to accurately budget and hire staff
- Access to Quality Public Schools: Ensuring quality public schools are accessible to all families in Los Angeles by supporting the improvement of existing schools, a needs-based expansion of quality school options and improved school transportation availability.

PEAPS-LA is working to reduce and ultimately eliminate the barriers that prevent families from having equitable access to great public school options. The coalition is eager to work with LAUSD and charter schools in improving systems and practices to ensure the public school choice system is inclusive and useful for all Los Angeles families. Our PEAPS-LA Partners include Alliance for A Better Community, Parent Revolution, Families in Schools and Partnership for Los Angeles Schools.



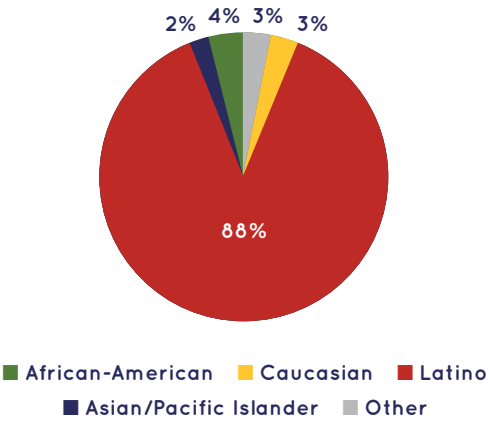
The Road to Education Equity 2017



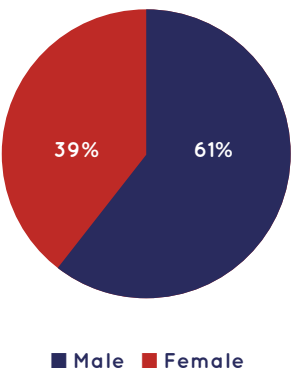
Learning Rights Clients

Learning Rights includes among its constituents the students (birth through age 22), as well as parents or other family members, service providers, educators and legal professionals who impact the lives of these young people.

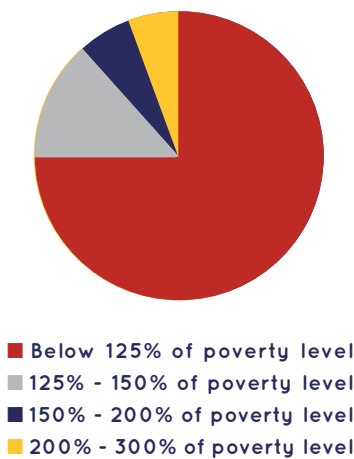
LEARNING RIGHTS CLIENTS
ETHNICITY 2017



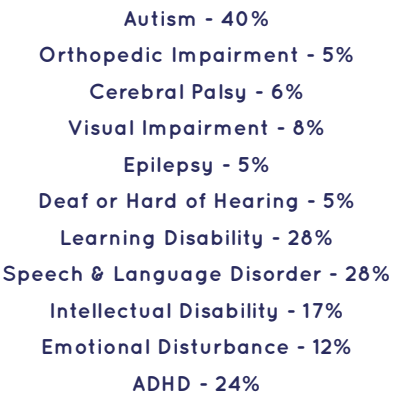
LEARNING RIGHTS CLIENTS
GENDER 2017



LEARNING RIGHTS CLIENTS
INCOME LEVEL 2017



LEARNING RIGHTS CLIENTS
DISABILITIES 2017



* Majority of the clients have one or more disabilities

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Together, we raised
\$2.4M which helped
more than 10,000
students, their
families and other
stakeholders.
Thank you!

OUR VOLUNTEERS

JANE LORD

*Thank you to the 183
volunteers who in 2017
contributed more than
\$250,000 worth of free
legal and administrative
services to Learning
Rights families!*

We met Jane three years ago at the home of Lily Corzo, our Board Chair. Lily was holding a small dinner in honor of Learning Rights and while Lily's famous Mole dinner was served, we got to know the inestimable Jane.

As a mother of two sons with Dyslexia – Isaiah, ten, and Jude, thirteen – and an attorney, Jane easily understood the kind of positive impact Learning Rights was making in the community. However, as a recent Los Angeles transplant, and as someone who had lived in England her entire life, Jane was astounded to find out just how dire the need for our services was here in Southern California. Healthcare in England is mainly provided by England's public health service, which is free and paid for from general taxation. This means that disadvantaged children, particularly those with disabilities, have better access to healthcare. In addition, she thought that the educational system in the United Kingdom was set up in a way that identifies children with disabilities sooner – a huge advantage over their low-income peers in the U.S. On top of it all, Jane remarked that while Americans referred to children with Dyslexia as those who have “learning disabilities”, in Britain, they are referred to as “children with learning differences” – as the later term is considered to be more empowering to the children.

Jane's own children attended the best schools in Los Angeles and she still had to work hard to ensure they received a proper education. She wondered what it was like for low-income parents who had no knowledge of special education or their children's rights in the States? “It must be terrible for them,” she thought.

Three weeks later, Jane was in Learning Rights' offices, receiving a training on how to help our families through our Education Rights Clinics program. Since then, Jane has donated hundreds of hours of her time and has also joined Learning Right's Advisory Council. Learning Rights' staff admire her work ethic, exuberance, her warm and generous spirit, while the families she helps respect her passion for justice and her attention to every single detail they share.

Every Tuesday, Jane meets with a parent and a student and gets to know them. After she gathers important information from the parent, she thoroughly

evaluates the issues they are facing with a supervising attorney from Learning Rights. From there, she recommends an appropriate course of action. Each client leaves with a detailed, written plan of action. With Jane's help, these students' education improves and as a result, so does their chance at achieving economic self-sufficiency later in life. Thanks to volunteers like Jane, in 2017 alone, Learning Rights helped more than 500 disadvantaged children through Education Rights Clinics.

Jane grew up in an industrial mining town of Middlesbrough, England. After her two-year apprenticeship, Jane worked as a Barrister for Clifford Chance – one of England's top law firms. Jane likes to joke: “Not very many people from Middlesbrough will graduate from law school and work at one of the world's top law firms!” Indeed BBC rates Middlesbrough as one of the “worst places to live in Great Britain” – due to the low wages, high crime, drug problems and poor education of its residents. It's this humble beginning that gives Jane the innate and acute understanding of our families' plight. Jane was trained as an Entertainment and Media lawyer, which eventually brought her to an international media and communications firm, where she worked for fourteen years. When Jane's husband, David Ellender, a TV producer, got a job at Sonar Entertainment, Jane and the family moved to Los Angeles.

When asked about her work at Learning Rights, Jane is very modest: “You know, I'm a rubbish tech person and sometimes need help with my computer, but I'll happily do whatever I am offered. I'm constantly amazed how Learning Rights operates and how much the staff accomplish on so little. I love the immediacy of the effect we have on people who come for help. Once the family leaves, you get this genuine feeling that you have just accomplished something great and that they are so much better off than when they first came in!”

When she is not taking care of her children or working at Learning Rights, Jane likes to swim (she used to be a Junior English International Swimmer), cheering on her son's hockey games and visiting local Japanese restaurants. She recently took up figure skating, and since she has received a pair of hockey skates for her birthday, says she will try playing hockey as well. Thank you Jane for all your hard work!

Jane Lord photographed at her Santa Monica home by Azra Variscic.

LEARNING RIGHTS LAW CENTER FINANCIAL STATEMENT 2017

PROJECT TEAM
Inés Kuperschmit, Project Director
Azra Variscic, Project Manager
Kristen Gara, Project Graphic Designer
Printing, Americas Printers

TIGER parent, with her son. Photo by David Hinden.

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Own your numbers: NONPROFITS NEED PROFITS

Like any corporation, nonprofits and social enterprises need to cover the fully loaded cost of doing business. Full costs include:

PROGRAM EXPENSES \$1,866,656
ADMINISTRATIVE & FUNDRAISING COST \$309,377
FIXED ASSETS \$14,381
WORKING CAPITAL (OPERATING RESERVES) \$248,297.96



\$2,417,065 IN REVENUES

FOUNDATION GRANTS \$252,662	GOVERNMENT GRANTS \$808,960	SPECIAL EVENTS (NET) & BUSINESS INCOME \$189,971
INDIVIDUAL CONTRIBUTIONS \$45,201	ATTORNEY FEES \$1,065,366	OTHER/MISCELLANEOUS INCOME \$54,905

\$1,868,656 IN EXPENSES

PROGRAMS \$1,559,279	ADMINISTRATIVE \$117,145	FUNDRAISING \$192,232
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UNTIL WE GET EQUALITY
IN EDUCATION **WE WON'T**
GET AN EQUAL SOCIETY

- Sonya Sotomayor

Justice of the Supreme Court
of the United States



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