Los Angeles Unified School District
Office of the Parent and Community Services

Parent Advisory Committee (PAC)
LCAP Comments
2018-2019

#	LCAP Comments	GOAL
1	Direct local school sites to develop career paths opportunities that reflect the Interest of students and their community.	**100% Graduation**
2	Expand Master Learning and Grading training and practice.	**100% Graduation**
3	Provide more frequent, personalize feedback and support to students and their parents, especially to students who are experiencing a decline in academic performance, regardless of their grade.	**100% Graduation**
4	Expand Career Technical Education, including Link Learning to all middle schools.	**100% Graduation**
5	Increase student access and 100% use of concurrent enrollment and Naviance so that students graduate college and career ready.	**100% Graduation**
6	Provide parents training on supporting their students transitioning to postsecondary education, and to continue to fund counselors to work in the summer to combat "summer melt."	**100% Graduation**
7	Mandate that all students use Naviance lessons to support college and career readiness. This includes the senior course for seniors transitioning to post-secondary education and students who are transitioning to technical careers	**100% Graduation**
8	Minimize testing, more interpersonal teaching	**100% Graduation**
9	Focus professional development for teachers, counselors, and parents on culturally responsive teaching, developing student voice and aspirations, using Mastery Learning and Grading	**100% Graduation**
10	Provide access to early education to all students regardless of income.	**100% Graduation**

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All LCAP comments were received by April 30, 2019.

#	LCAP Comments	GOAL
11	Reduce class sizes. Reduce student/teacher ratio to 25:1	**100% Graduation**
12	Increase # of College counselors in all high schools	**100% Graduation**
13	Implement PSAT and KHAN academy in all Middle and High Schools	**100% Graduation**
14	Parents must be given access to their child's Student Success and Progress Team data via Parent Portal and other platforms, including referral information, meeting notes, progress monitoring, and exit plan information, in order to track progress and make informed decisions about their child.	**Proficiency For All**
15	We must have ongoing training for parents regarding Schoology and Parent Portal. Parents are having difficulty navigating Schoology and Parent Portal and obtaining their child's information and progress. In addition, they are having difficulty coming to school to attend training. To address this issue, school sites must accommodate parents in arranging training sessions on evenings and weekends.	**Proficiency For All**
16	Appropriate intervention and monitoring of progress of target student populations (English Learners, Foster Youth, African-American students, Students with Disabilities, etc.) must be provided along with regular accounting of provided supports, services, interventions, and progress made to parents via Parent Portal and other platforms/methods of communication, including the tracking of implementation of supports and services made by teachers, particularly for the students with disabilities when it comes to IEP implementation. Data must be regularly collected and be provided to parents in a clear and concise manner so that they may make informed decisions to address academic progress. Lastly, there must be assigned, credentialed personnel that can inform parents about the academic progress of their child at the school site and the local district level. Currently, who is the professional at the school site and local district that oversees progress monitoring and informing parents?	**Proficiency For All**
17	Informational meetings regarding SBAC (what it is, the importance of reaching proficiency, how to read the test scores report, etc.) and achievement data (interim, report cards, DIBELS, etc.) in addition to parent conferences and SSPT meetings must be made mandatory to better inform parents on how to monitor progress. We recommend that dissemination of this critically needed information be made from the District to the Local Districts to all school sites.	**Proficiency For All**

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18	Academic targets for non-English Learners must be implemented along with progress monitoring. There are roughly 190,000 probable English Learners, the majority of which are Hispanic, that are not being targeted for interventions as their EL peers.	**Proficiency For All**
19	Academic English Mastery Program for Standard English Learners (SELs) must be made available at all schools across the District. It is the recommendation of this group that the District provide an additional Standard English Learner coordinator for each of the Local School Districts to address the lack of progress in the English Language Arts SBAC scores across the district.	**Proficiency For All**
20	Based on the data regarding the LCAP Progress Indicators with regards to Foster Youth students, the implementation of the Foster Youth Achievement Program has had incremental progress. We recommend the expansion of this program to all school sites to address the Foster Youth achievement gaps that exists across the District.	**Proficiency For All**
21	The District needs to increase parent participation at all school sites. This includes informing parents of their right to observe in the classroom, as well actively recruiting parents to volunteer in the classroom and at the school site. We recommend including the application to volunteer as an addition to parent handbook that is distributed to all the school sites at the beginning of the school year as well as having Local Districts and school sites work in conjunction with school site community representatives to promote the parent volunteer program at school wide and local district events. In addition, there should be accountability of parent participation at school sites via incentives for both parent and student and recognition of volunteers made at the school site, local district, and central District offices.	**Proficiency For All**
22	Consistent, effective communication must be made between school sites and parents/guardians. It is recommended that information should be disseminated via all available platforms (Parent Portal, Blackboard Connect, classroom parent volunteer, ClassDojo, Schoology), up to including mandatory yearly home visits by school site administrators to monitor need of students and reporting of academic progress.	**Proficiency For All**
23	LAUSD must finance, select, and provide math programs and resources that encourage project based learning and critical thinking to provide students with a hands-on curriculum that promotes them to become patient problem solvers.	**Proficiency For All**

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24	LAUSD must provide and finance a highly qualified math coach at each school site to increase teacher capacity to provide students with a strong foundational understanding of mathematical concepts.	**Proficiency For All**
25	LAUSD must provide informational sheets containing personalized resources along with easier to understand standardized test results and interim assessment data to parents to support student learning at home. In addition, the district must offer trainings on how to decipher test results in order to increase the capacity of parents and families to provide additional pathways to academic achievement.	**Proficiency For All**
26	We recommend updating the report card for middle and high school students to not only state the grade achieved in the subject, but also state the CA standards for the subject that the child is meeting and which they are not meeting for their respective grade level. This would be able to provide parents with much needed information about their child's achievement and how to better address the areas in which the student requires much needed support. High school students would be best assisted with having their progress toward college and career readiness, such as meeting A-G requirements, be stated on their report card as well. The report card is a timely form of communication that parents trust to monitor progress and it is beneficial that this document have as much information as possible to better inform parents when a lack of progress is initially displayed instead of later in the school year when interventions cannot be timely utilized.	**Proficiency For All**
27	Parents must be informed of the professional development provided to the teachers at their child's school site, including the topics provided and the data that tracks who is attending. Parents must also be partaking in the decision making of the professional development topics that are selected at the school sites and local districts.	**Proficiency For All**
28	Parents would like to comment that there is a disconnection between school sites and parents. There is no consistent teacher accountability. In addition, parents are being informed about their child struggling in school, often too late for parents to make informed decisions. How and when are parents supposed to be informed of their child struggling? We recommend that the district have a uniform policy of informing parents, particularly when a child is dropping from a B to a C and not waiting until a child is failing or near failing. In addition, school site leadership, teachers, and staff should participate in meetings with parents to discuss progress or lack thereof before beginning referral to SSPT or parent conference. Both parents and staff should be required to sign in at these meetings in order to verify attendance and to hold both parties accountable in the implementation of the goals, strategies, and supports agreed to in the meeting.	**Proficiency For All**

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29	PSA counselors paid by the district make it a requirement prefer multi language PAC counselors • Norm for every 150 students PSA 1 day-larger # students 2-3 PSA • Every 2000 students add one PSA • Supports social emotional state of the students • Must be a master level mental help expert	100% Attendance
30	Have a comprehensive plan for students and parents that have great attendance Comprehensive program at the end of the school year mandatory sites. Provide Incentives to students with perfect attendance • Every 60 days • Perfect attendances-Certificate, gift cards • 5 &10 day attendance challenge • Weekly, monthly, semester, yearly Recognition by incentives • School wide attendance awareness assembly/event • Parent recognition ceremony* • As demonstrated by Stanley Harris, former student, now a parent in LD West who had perfect attendance from 1st – 12th grade received an award from the mayor, a Michael Jackson Thriller jacket as motivation. He continued his education and now has multiple college degrees.	100% Attendance
31	Better food quality and cultural/ethnic based menus on school sites • Invite families school-wide to tasting events.	100% Attendance
32	Professional development for school teams Administrators, teachers, and school staff), parents and families of low-Income students (SBAC, science, history, intervention and supports, college counseling, scholarships and financial aid etc. frequently, timely and precise.	Parent, Community and Student Engagement
33	Professional development for parents of students with exceptional needs focused on the IEP process and resources available to students, for example: RSP, extended time to take exams projects what is that? A-G Requirements, transition plan and opportunities after graduation, such as college, technical careers. Parents need to know their rights!	Parent, Community and Student Engagement

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34	Professional development for parents, families, and communities with English Learners. (Reclassification, ELPAC, DIBELS, RL, master plan, A-G requirements and graduation, etc. frequently, timely and precise at flexible hours and in an understandable format and practical for parents.	**Parent, Community and Student Engagement**
35	Restructure the district, central, local, schools, and centralize local district pages, the community representatives and the parent centers with monitoring, implementation and evaluation of the services that are provided monthly.	**Parent, Community and Student Engagement**
36	To provide monthly information about the trainings that the community representatives receive and how their performance, work and services are monitored. That the trainings are mandatory the attendance of all community representatives.	**Parent, Community and Student Engagement**
37	That all schools are able to train 10% of the parents, through conferences, workshops and by being trained receive a scholarship paid for with TSP funds.	**Parent, Community and Student Engagement**
38	Consider the school data when determining (50%) the Parent Center workshops. Do not limit to 4 workshops, but implement according to student's needs.	**Parent, Community and Student Engagement**
39	At schools, train the parents in the beginning of each school year and form a committee (data, budget development, school plan, SSC, ELAC, etc.)	**Parent, Community and Student Engagement**

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40	What training is required of the officers? (customer service, RJ) Build a positive relationship with school police and schools (Ex: School police are called to respond to a negative situations have them come to greet staff and students, such as school events, etc...	**School Safety**
41	Provide more RJ coordinators/school counselors to prevent and address situations to reduce suspensions, consider differential for RJ, maybe pilot in 19-20?	**School Safety**
42	Monitor and implement strict visitor protocols at all local school sites during school hours consider posting policies.	**School Safety**
43	Have a national school safety standard (to have federally funded)	**School Safety**
44	To inject into the parent handbook one pager, online training for officers/principal the consequences of education code violations specifically to student behavior and safety. Train parents on social media use.	**School Safety**

45	Have a PSW at every high school, 1 for every 2 middle schools
	    1. For every 4 elementary schools for student treatment and PD's
	    2. Consider trauma-informed instructional training for teachers.
		School Safety

46	(Comments generated for the LCAP scorecard measurable outcomes)Percentage of teachers that are appropriately credentialed for the students they are assigned to teach: Fine (no comment required)	**Basic Services**

47	Percentage of early Education Centers and Pre-K through 12 classroom teachers who have a final Educator Development and Support: Teacher (EDST) performance evaluation by the end of the school year:
	More frequent and high quality evaluations of teachers are important for professional development and student performance
	Action Items:
	    • We recommend every teacher is evaluated once each school year.
	    • We realize teaching union contacts may have something to say about this so bring them into alignment
		Basic Services

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48	Percentage of schools providing students with Standards-Based Instructional Materials by Meeting Williams Act Requirements: We know that all students in all classrooms do not have standards-based instructional materials. Action Items: • Provide textbooks, technology and support materials for every student in every classroom every day. • Change rubric/measure to reflect action item…change the way they measure how their goal is met • Include copies of classroom materials available to parents (e.g., at parent center, library etc...)	**Basic Services**
49	Percentage of facilities that are in good repair: The 99% statistic re: facilities in Good Repair does not reflect reality • AP should accompany inspector when they evaluate student accountability inspection • School could keep ongoing binder • AP should communicate results to parents of the school	**Basic Services**
50	Percentage of children whose eligibility for special education services were determined within 60 days of guidelines: That LCAP scorecard goal needs to be 100%: • More school psychologist time at school sites pay for more days or increase #'s of school sites psychologist. • Training administrator to prioritize this	**Basic Services**
51	Students with disabilities receive services for specified in their Individualized Education Programs (IEPs): That LCAP scorecard goal needs to be 100%: • Training (e.g., professional development, etc…for general teachers in special education • Have more special education specialists • Support paraprofessionals w/special education training	**Basic Services**

Number of LCAP Comments per goal	Goal 1 13	Goal 2 15	Goal 3 3	Goal 4 8	Goal 5 6	Goal 6 6	**Total number of Comments** **51**

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