



PARENT ADVISORY COMMITTEE

Parent, Community and Student Services
1360 W. Temple Street, Los Angeles, CA 90026
(213) 481-3350

PCSS Auditorium
Friday, January 30, 2015
10:00 a.m. – 1:00 p.m.

Meeting

AGENDA

- | | | |
|-------|---|---|
| I. | Opening and Welcome | Rowena Lagrosa, Chief Executive Officer
Parent, Community and Student Services |
| II. | Pledge of Allegiance | Member |
| III. | Public Comment
<i>Five speakers, two minutes each</i> | PCSS Staff |
| IV. | Roll Call/Establish Quorum
<i>Action item</i> | PCSS Staff |
| V. | Minutes
<i>Review and approval of minutes</i> | PCSS Staff |
| I. | Program and Data Review <ul style="list-style-type: none">Local Control Funding Formula (LCFF)
and Local Control and Accountability Plan (LCAP) | Pedro Salcido, Coordinator
Office of Government Relations

Hilda Maldonado, Director
Multilingual and Multicultural Education
Erika Torres, Director
Pupil Services

Kenneth Barker, Coordinator
Office Curriculum, Instruction
and Student Support |
| VII. | PAC Officers' Election <ul style="list-style-type: none">ChairpersonVice-ChairpersonSecretaryParliamentarian | PCSS Staff |
| VIII. | Agenda Recommendations | PCSS Staff |
| IV. | Announcements from members and PCSS Staff
<i>Action item</i> | PCSS Staff |
| X. | Adjournment | PCSS Staff |

Visitors' parking is limited; please make plans to carpool or arrive early.

To review or obtain copies of materials, please visit the Parent, Community and Student Services office. To request a disability-related accommodation under the Americans with Disabilities Act (ADA), please call Lisa Porter at (213) 481-3350 or email her at lisa.porter@lausd.net at least 24 hours in advance.

Childcare is not provided.



**Parent, Community and Student Services
Parent Advisory Committee (PAC)
Minutes of January 16, 2015
10 a.m. - 1 p.m.**

Opening and Welcome

Rowena Lagrosa called the meeting to order at 10:00 a.m. and welcomed all members.

Pledge of Allegiance

The Flag Salute was led by Paul Robak.

Public Comment

There was no public comment.

Roll Call

Lisa Porter of PCSS led the roll call at 10:10. The following members were present: Ambermarie Irving-Elkins, Mary Lee, John Gonzales, Maribel Hernandez, Hooshik Bayliss-Nazarian, Rachel Greene, Jacquelyn Smith Conkleton, Jeff Fischbach, Paul Robak, Kathy Kantner, Martha Martinez, Roberto Fonseca, Andrew Thomas, Brent Anderson, Anita Evans, Maria Baroza, Evelyn Aleman, Diana Guillen, Rosa Andreson, Maria Daisy Ortiz, Alternates seated: Constance Boukadis, Susuki Figueroa, Geo Cable, Amador Ponce (alt).

Members were as to review the minutes and that we would continue and seat the alternates at 10:30am.

Presentations: Program and Data Review

Pedro Salcido, Coordinator, Office of Government Relations explained that today's presentation will focus on student supports. The goals of the LCAP have been broken out into multiple goals and targets. Today's focus is on three areas:

- 1) Foster Youth
- 2) Positive and Safe School Environments
- 3) Parent Engagement

Alvaro Alvarenga of PCSS reviewed the procedures to be followed.

An update on MISIS was requested, which Mr. Salcido provided. The data required for submission to the State is retrievable. Other problems are ongoing, such as attendance. Superintendent Cortines is committed to fixing the problems.

A point of clarification was requested: is this a regular meeting, or training? It is a regular meeting with a training component added. The first meeting to count towards attendance will be the meeting of January 30, 2015.

Foster Youth Presentation

Erika Torres, Director of Pupil Services, provided the overview and update of what the district is doing to support Foster Youth. See blue handout.

La Shona Jenkins, Coordinator, Foster Youth Achievement Program, spoke about the design of the program and how staffing has increased due to LCFF funding.

LCAP Goals 1 and 2 relate to providing Foster Youth with comprehensive assessments and increasing the graduation rates of all youth. It is notable that between 2010-2013 only 30% of Foster Youth graduated. Last year only 187 graduated, out of a total of 311 Foster Youth who were seniors.

Ms. Jenkins encouraged PAC members to call her office if there are further questions. Her telephone number is: (213) 241-3552

Questions:

1) How are problems with MISIS impacting the ability to track Foster Youth? Also, many students in continuation school have been socially promoted but are now unable to pass the exit exam; what is being done for them? A: We are matching info against MISIS, and against information from the Department of Children and Family Services to identify students in foster and group homes. All students receive a comprehensive plan to assess their needs and link them to services.

2) The lack of baseline data related to graduation rates for previous years is of concern. This makes it difficult to gage the effectiveness of the program. When will baseline data be provided? A: Ms. Torres explained that data from the 2012/13 school year is the baseline; the program didn't exist last year. The Foster Youth program has been tracking data since March 2014. Accurate pre-program data will continue to be requested.

3) Is resource mapping available online? A: It is. Also, how is the information about trainings communicated to students and parents? A: Letters are being mailed directly to parents and guardians; Connect ED messages are used, and foster youth counselors at the schools send fliers home in student backpacks.

4) Graduation metrics show what seems to be an arbitrary 2% increase each year, but this doesn't seem to be a valuable metric. Instead, it would be more helpful to know what the obstacles are at each school site, with goals set more specifically to address these obstacles, which will vary from school to school. A: Ms. Torres agreed that they are exploring other ways to present the data more meaningfully. Collaborating with community partners and other agencies helps address specific barriers, one of which has been the lack of accurate information about Foster Youth in the system. This data is now received weekly, a vast improvement.

5) Once a student starts school when are they evaluated? If they are an English Learner or in Special Education, who can we contact? Also, when collecting data for Foster Youth, it would be useful to also know which students are dual designated (how many in Special Education, how many English Learners, how many low income). A: Counselors talk to everyone involved with the Foster Youth, to get a snapshot of where the student is. It takes 3 hours to complete a more comprehensive evaluation. They have been trying to hire someone since October to analyze data.

Establishment of Quorum

At 11:00 the PAC achieved quorum.

Motion to Accept the Minutes

Ambermarie Irving-Elkins made a motion to approve the minutes. The motion was seconded by Evelyn Aleman.

Discussion: Susuki Figueroa requested time to review the Minutes. It was noted that this request was not made as a motion or seconded, therefore it was considered part of discussion. Susuki requested that it be noted that she feels rushed. Lisa Porter observed that the meeting started at ten a.m. which was sufficient time for review.

As a point of discussion, Mr. Fonseca noted that the cutoff to achieve quorum should be at 10:30 on the mark, to be in compliance procedurally, and that at 10:30 a.m., the presentation and speakers should be interrupted, as settling quorum takes priority.

Paul Robak requests that the spelling of his name be corrected.

The vote was called: 15 voted to approve, none abstained, 7 opposed. The motion passed.

Positive and Safe School Environments Presentation

Mr. Earl Perkins, Assistant Superintendent, School Operations. He has served in this role since Jan 1, 2006 and has extensive history in the district. See beige handout.

His office's involvement in the LCAP focuses on goals 7 and 8: decrease the number of suspensions for all students and ensure fair and effective handling of student behavior by promoting positive solutions through the reform of student discipline practices.

Many staff members were present and were introduced.

Monthly reports are reviewed at each ESC; parents can look online at school data.

Questions:

1) How do you work with administrators on this issue? A: Administrators at ESCs work with school site principals who in turn deliver information to their school communities.

- 2) Please let Superintendent Cortines know we would like him to attend a PAC meeting? A: Mr. Perkins agreed to do so.
- 3) The word discipline connotes punishment, and should be removed from all communications. LAUSD should provide "customer service" training to every staff member.
- 4) How will you bring in the Restorative Justice teacher advisors? So many counselors have been removed, will this position return to the schools? A: Mr. Perkins noted that the LCAP/LCFF provided us with the ability to hire 25 people this year. They are almost like "climate behavior experts" looking at the whole school and staff, not individual incidents. Counselors are not under the jurisdiction of this program, but more are needed.
- 5) Shouldn't the Parent Bill Of Rights and School Climate Bill of Rights be posted in each classroom? Sometimes parents who bring issues to the attention of school administration feel repercussions. Some have received a Disruptive Person letter, and there is no appeal process. What options does a parent have when they are blocked from their schools? Does restorative justice apply to parents as well as students? A: Yes, Mr. Perkins agrees that Restorative Justice belongs to everybody, and staff are being trained accordingly. The School Climate Bill of Rights should be posted in each classroom. An appeal process is being put into place for when Disruptive Person letters are issued; this didn't exist before. The Administrator of Operations must respond, and Mr. Perkins' office must be notified.

Parent Involvement and Student Engagement Presentation:

Rowena Lagrosa, Chief Executive Officer, Parent, Community and Student Services provided an overview. See yellow handout.

Goal 12: of the LCAP calls for increasing the number of parents who complete the School Experience Survey (SES); Goal 13 seeks to increase the number of parents trained on academic initiatives.

Dr. Brenda Manuel, Director, Parent, Community and Student Services, spoke about Student Engagement.

The Student Unit, operative for three years, involves students on a range of advisory groups and projects. Information is sent to student council presidents, principals, and posted on our website. Further questions to: brenda.manuel@lausd.net

Questions

- 1) Are the SES results shared with ESC Instructional Supervisors? A: Yes, they are, with the goal of helping staff become more effective at what they do. Are the results included as part of a principal's Performance Evaluation? A: No.

2) Why do some schools have Parent Centers and others do not? A: The problem is funding as well as a lack of space at some schools. Schools are not required to fund a Family Center Director or Community Representative. In 2011, the Bond Oversight Committee designated \$20 Million for the renovation of parent centers; unfortunately, this was insufficient to address the need. Now 28 schools have been identified for these renovations; previously, 40 schools were renovated.

3) Parents should also have a group that meets with the superintendent. Also, what is the budget allocated for parent and student projects? When will parents be receiving the leadership trainings that students receive? A: At yesterday's DELAC meeting, Edgar Zazueta informed us that Superintendent Cortines will meet with every district parent group. The PCSS budget supports every activity; funding is from LCFF, the general fund and Federal Title 1 funds designated for parent involvement. Parent college programs are available to provide leadership training to parents.

4) Why have we not received training on the new budget allocation for the LCAP so we understand it line by line? Who is going to sign the LCAP for the year? A: The LCAP was approved by the LAUSD Board of Education in June, and signed by the Superintendent. Governor Brown just released the updated budget information three days ago. It is under review and the budget is being developed with a focus on goals and targets, programs, supports and implementation. The information is preliminary; we will share budgetary information as it is confirmed.

5) How is information at the central level communicated to the school site level? Some middle school student members of School Site Councils have not been trained; high school students cannot be trained because the time isn't convenient for them. A: Training is important; we wish resources were sufficient to provide more. There is no more important role as a Local District Superintendent than to ensure that the principal at a school is meeting the needs of the school. Every school should have a respectful, clear, public conversation about how parents want to work collaboratively at their schools and with staff. As an advocate for your school and for your parents, help work with the principal to understand what parents want.

PCSS now falls under Instruction with oversight by Judith Perez, and they are meeting routinely with each ESC Superintendent.

Two parents requested help with issues at their school sites related to Parent Center Directors; Ms. Lagrosa agreed to follow up after the meeting to address the problems.

The Passport program will not debut until MISIS data is 100% reliable.

PAC Bylaws

Ms. Lagrosa summarized the progress to date. A copy of the Bylaws was included with the email notification for today's meeting. PCSS took as much of our language as possible into consideration in the development of the Bylaws. They determined that four officers (Chairperson, Vice-Chairperson, secretary and Parliamentarian) members

maintains consistency across all committees. A review of case law did not indicate that providing childcare to members is necessary. The Bylaws were reviewed by OGC to ensure that they are not in violation of any case law. Committees are an appendage of the district and so the district is responsible for ensuring that they conduct themselves according to state and district laws and policies.

Elections will take place at the meeting scheduled for January 30, 2015. Officers will provide input into the Agendas, into how to organize the Review and Comment sessions, etc. It is time to focus on the LCAP.

It was noted that the PAC is not being asked to vote, and could not do so in any case, as there is no longer a quorum.

It was confirmed that the Bylaws presented to us are considered implemented by PCSS as of today.

Can changes be made? Ms. Lagrosa replied that as changes are needed, revisions will be considered, the same as for any other committee. Bylaws are indeed revised from time to time.

Vacancies will be filled by alternates and elections; Bylaws are in place, as of today.

Several members expressed frustration with the process.

Ms. Lagrosa will not be present at the January 30th meeting.


Recommendations for the Agenda

- Elections for Executive Board positions will be included.
- Discussion and Approval of the Bylaws by the committee was suggested. However, it was reiterated that in order to hold elections we need to have a final set of Bylaws and these are final.
- Information on the Dream Act that is neutral and unbiased.
- A request was made for a lawyer to attend the meeting for guidance; PCSS will invite an attorney from the Office of General Counsel.

The meeting adjourned at 1:17 p.m.

Announcements

A Volunteer Fair will be held in ESC North on February 7, 2015; fliers were distributed.




ENGLISH LEARNERS

MULTILINGUAL AND MULTICULTURAL EDUCATION DEPARTMENT

LCAP- PROGRAM & GOAL UPDATE


Page 1 of 11 - From 1/30/2015



Multilingual and Multicultural Education Dept.

Background on Department and Program Efforts in LAUSD

2



- 1970 Lau v Nichols
- 1981 Castaneda v Pickard
- 2000 NCLB
- 2011 OCR/LAUSD Voluntary Agreement
- 2012 English Learner Master Plan
- 2012 NEW CA ELD Standards
- 2014 State Adopts ELA/ELD Framework

LCAP Related Goals/Metrics



3

LCAP GOAL 2) Increase the number of English Learners making annual progress in learning English and who reclassify as Fluent English Proficient (Page 7-8)

□ AMAO 1

LCAP GOAL 3) Increase performance in basic skills assessment demonstrating proficiency in English to participate in curriculum designed for native English speakers (Page 8)

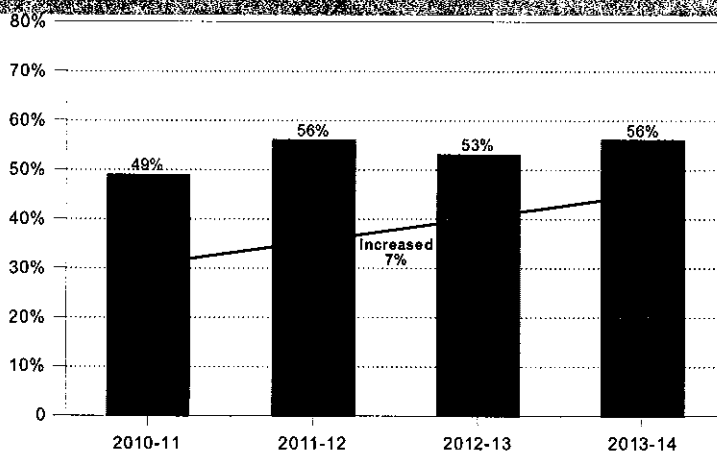
□ AMAO 2

LCAP GOAL 4) Decrease the number of Long Term English Learners (LTEL) (Page 8)

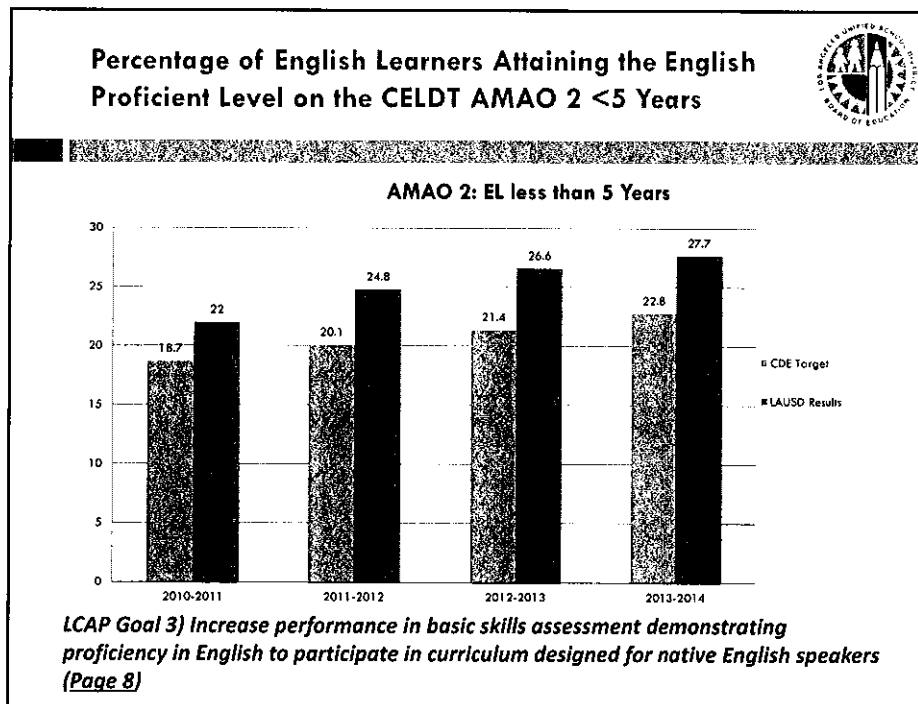
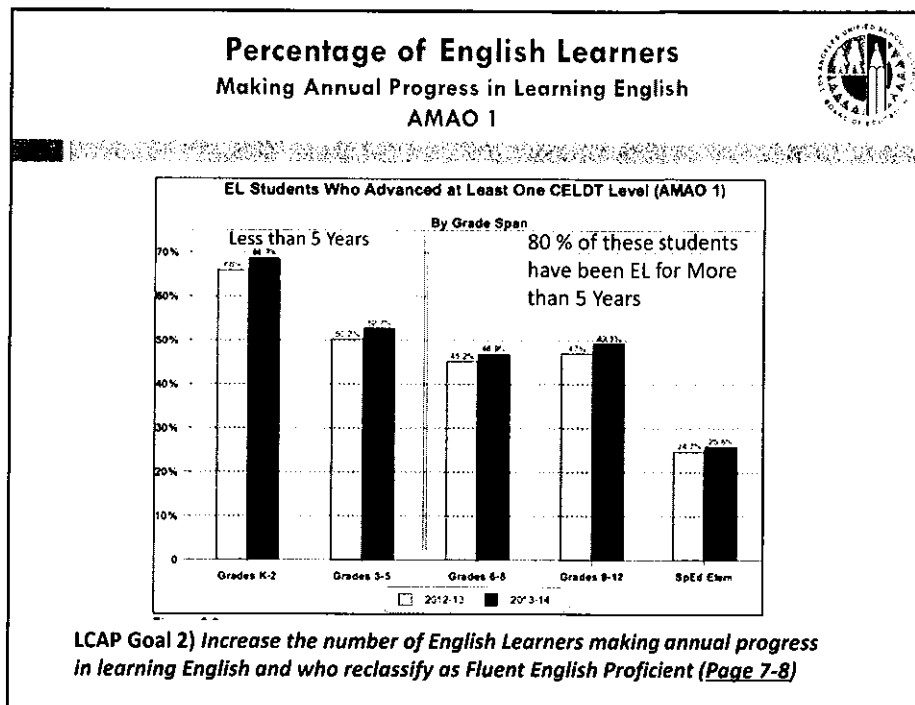
□ Long Term English Learner

□ Reclassification Rate

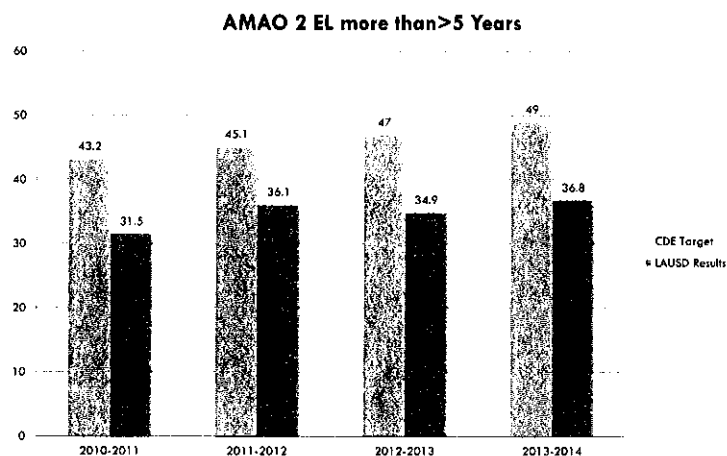
Percentage of English Learners Making Annual Progress in Learning English AMAO 1



LCAP Goal 2) Increase the number of English Learners making annual progress in learning English and who reclassify as Fluent English Proficient (Page 7-8)

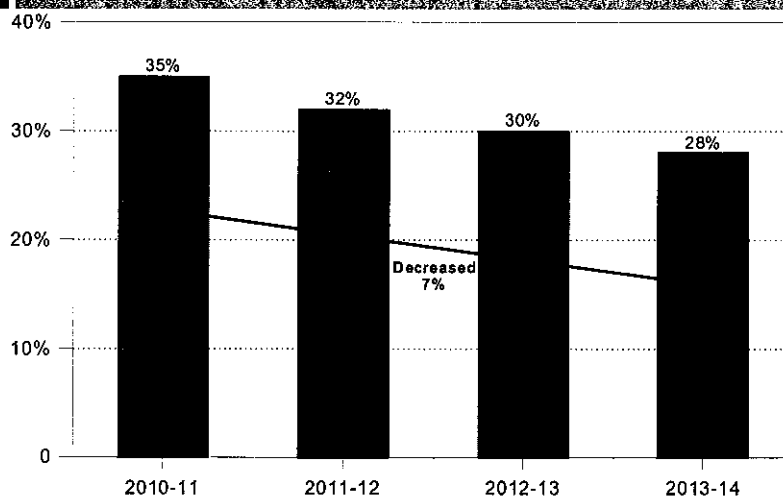


Percentage of English Learners Attaining the English Proficient Level on the CELDT AMAO 2 >5 Years

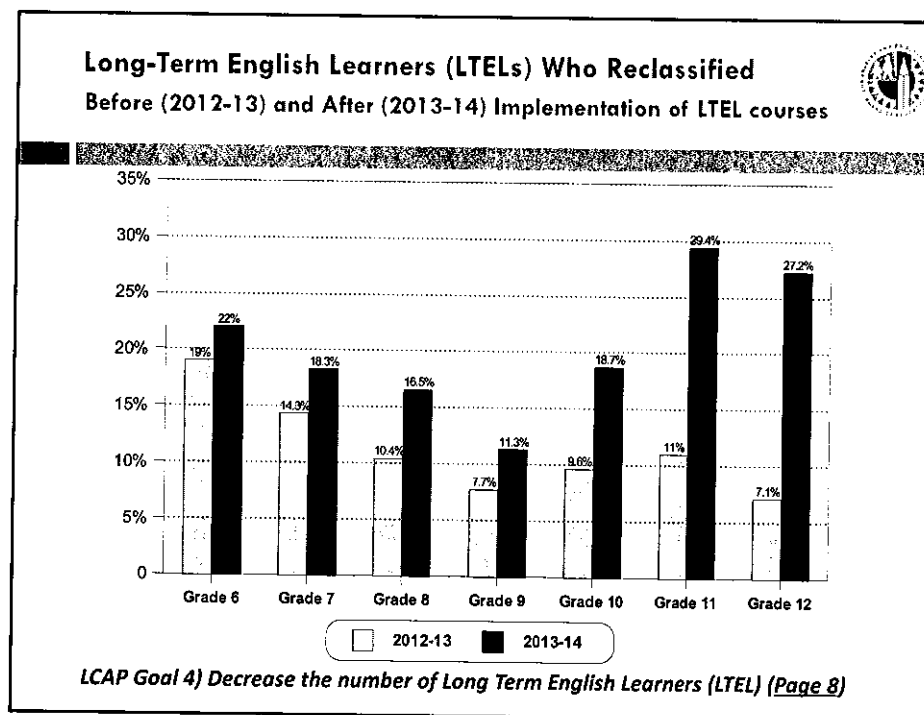
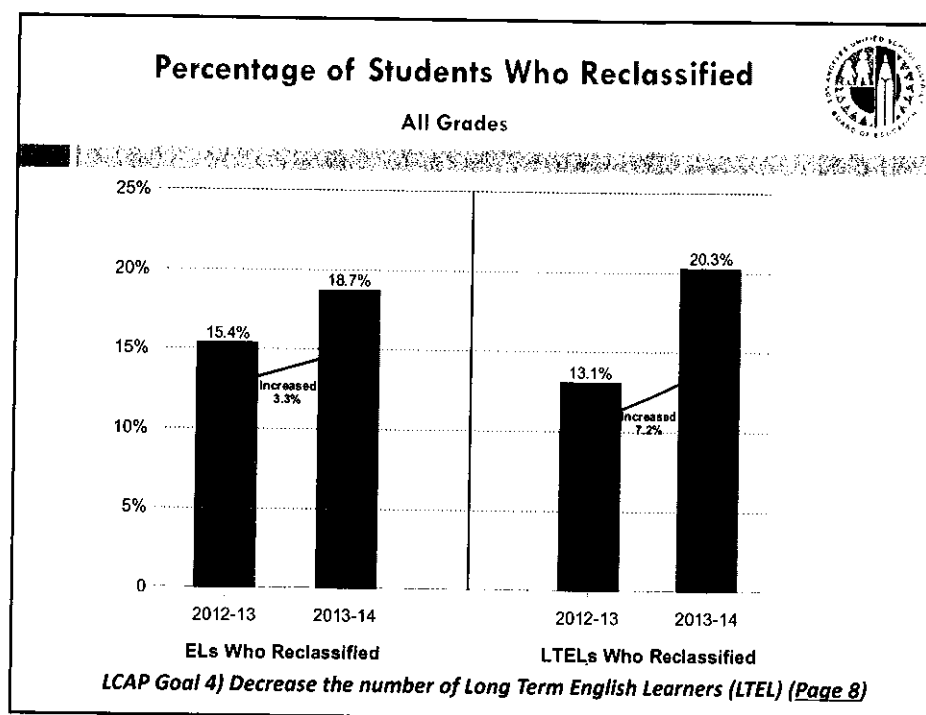


LCAP Goal 3) Increase performance in basic skills assessment demonstrating proficiency in English to participate in curriculum designed for native English speakers (Page 8)

Decrease in percentage of Students Not Reclassified in 5 Years - Long-Term English Learners (LTELs)



LCAP Goal 4) Decrease the number of Long Term English Learners (LTEL) (Page 8)



English Learner Master Plan



Elementary Strategy

PREVENTION

- Set a benchmark of reasonable acquisition of proficiency
- LAUSD- at the end of 5 consistent years of instruction students should be able to meet the reclassification criteria
- Monitor Literacy Development
- Monitor Teacher Marking Practices

INTERVENTION

- Remove Barriers and create new pathways
- Identify the placement, progress and instructional practices for all English Learners
- Establish the difference between the instructional needs of a newcomer and a Long Term English Learner

FEDERAL OFFICIALS STATEMENT ON LAUSD



"We're pleased with the progress we see so far and obviously there's continuing work to be done," Lhamon said about LAUSD's effort. "And that's what we would expect at this stage in monitoring that resolution agreement."

Catherine Lhamon, assistant secretary with the U.S. Department of Education's Office of Civil Rights



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Questions?

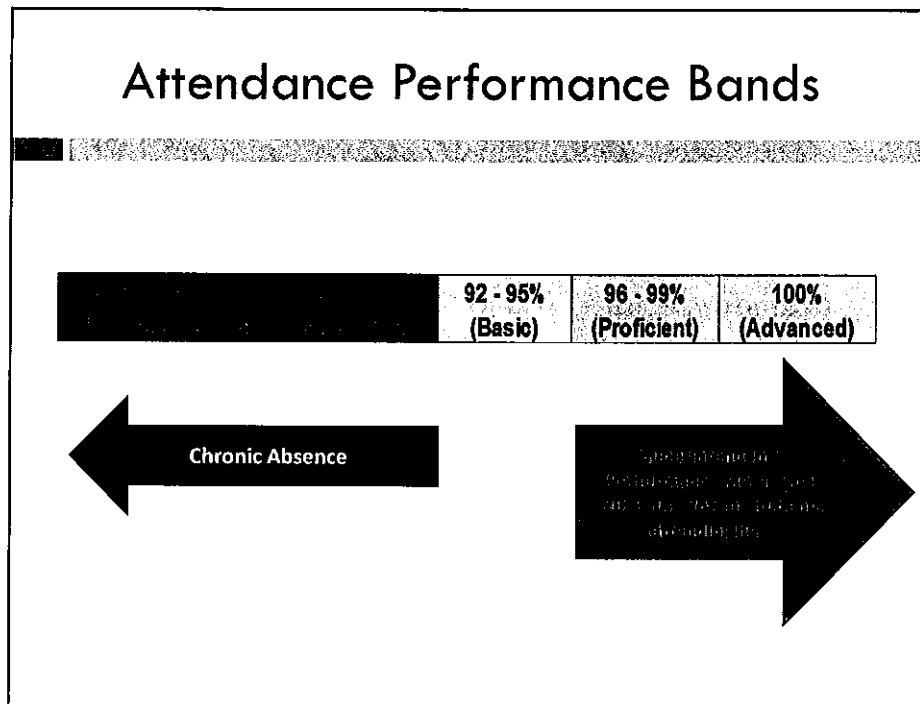
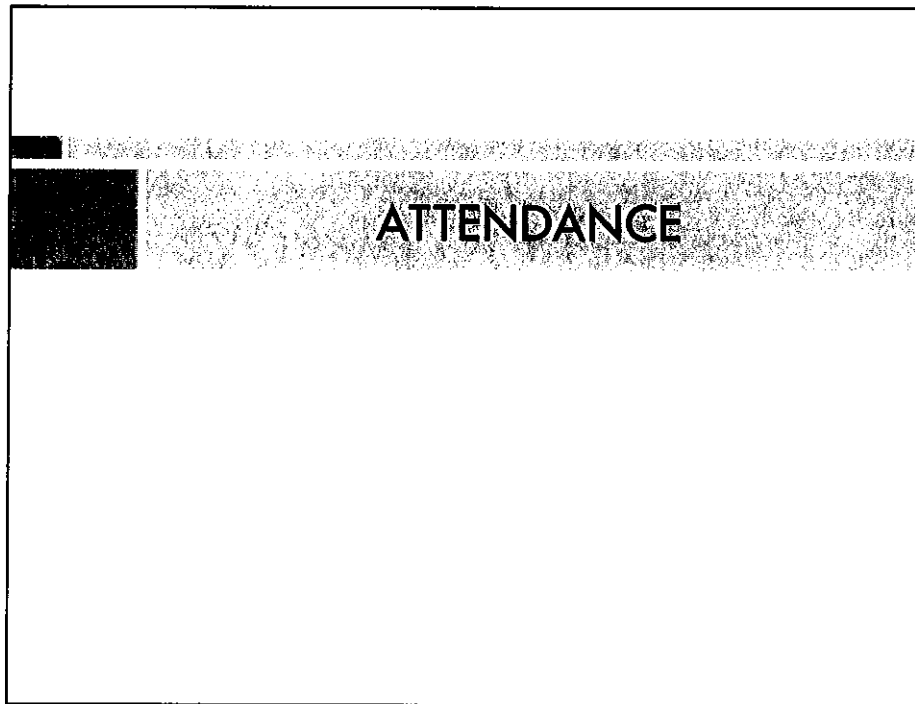


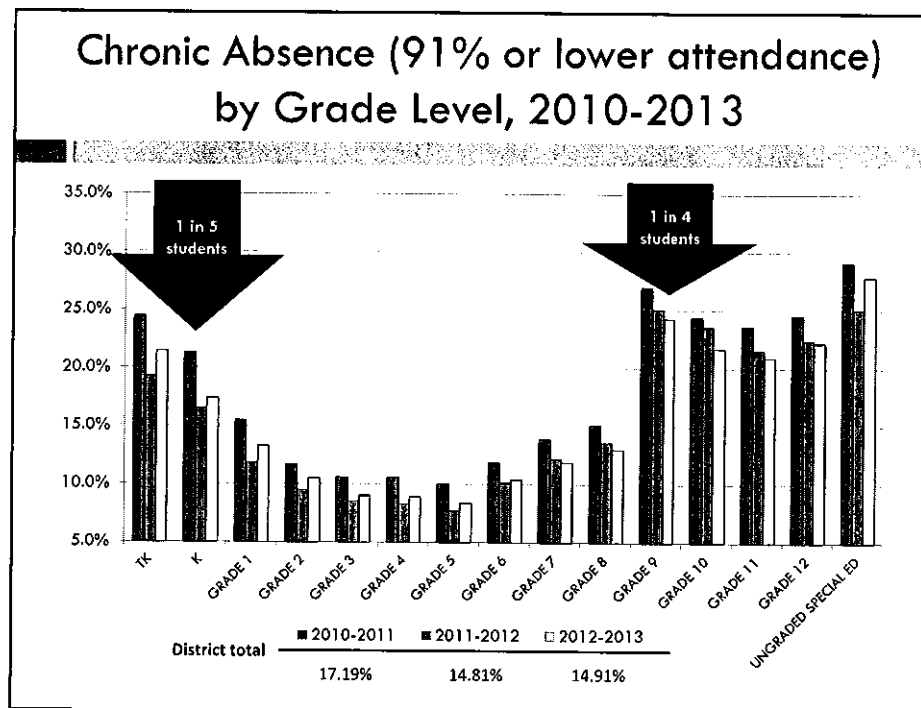
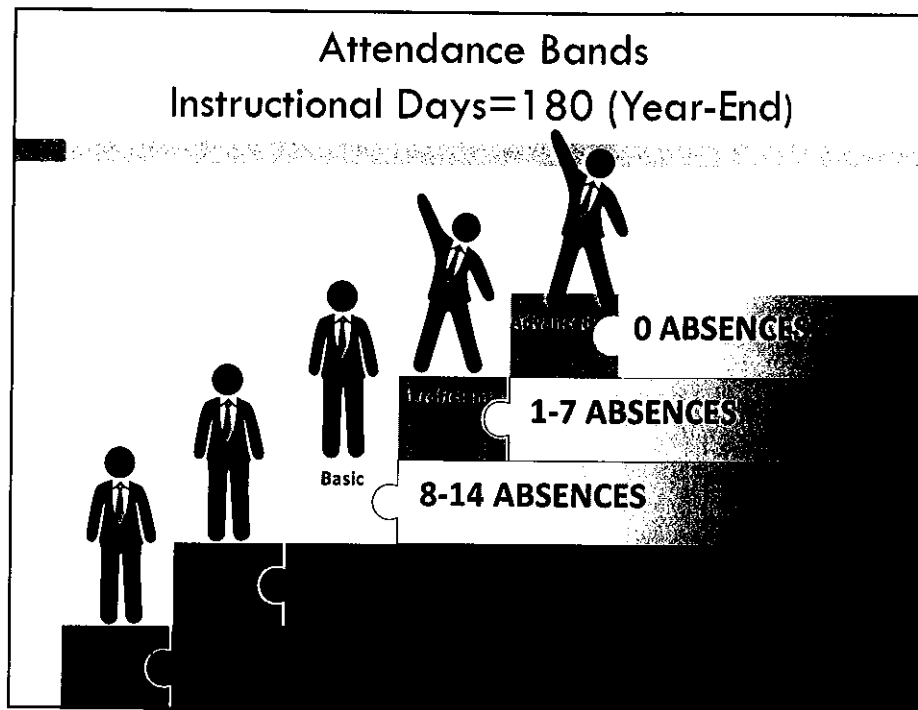
EFFORTS TO IMPROVE ATTENDANCE AND GRADUATION RATES

PAC MEETING
January 30, 2015

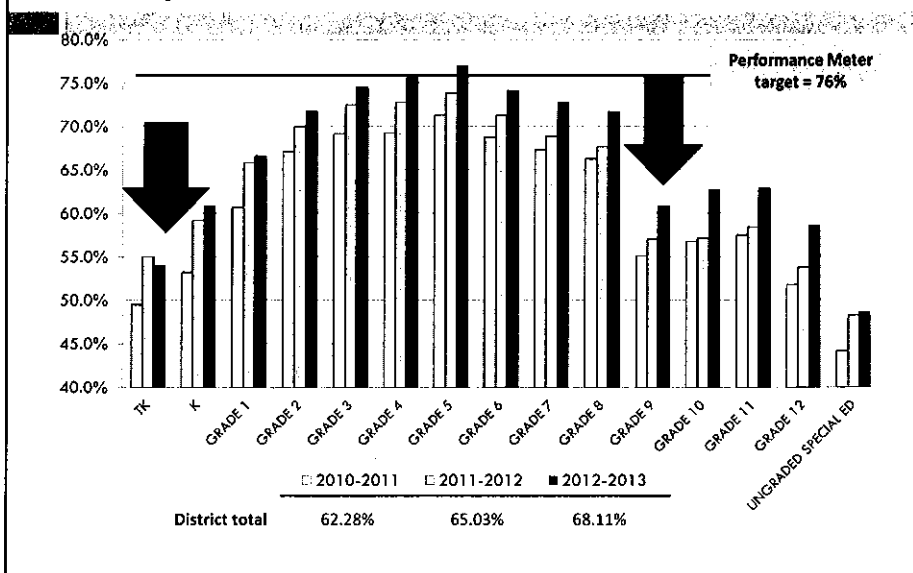
LCAP Metrics

- ***Increase the percent of students attending 173-180 days each school year (96% attendance rate) (Page 9)***
- ***Decrease students missing 16 days or more each school year (Page 9)***
- ***Increase graduation rate for all students (Page 13-14)***

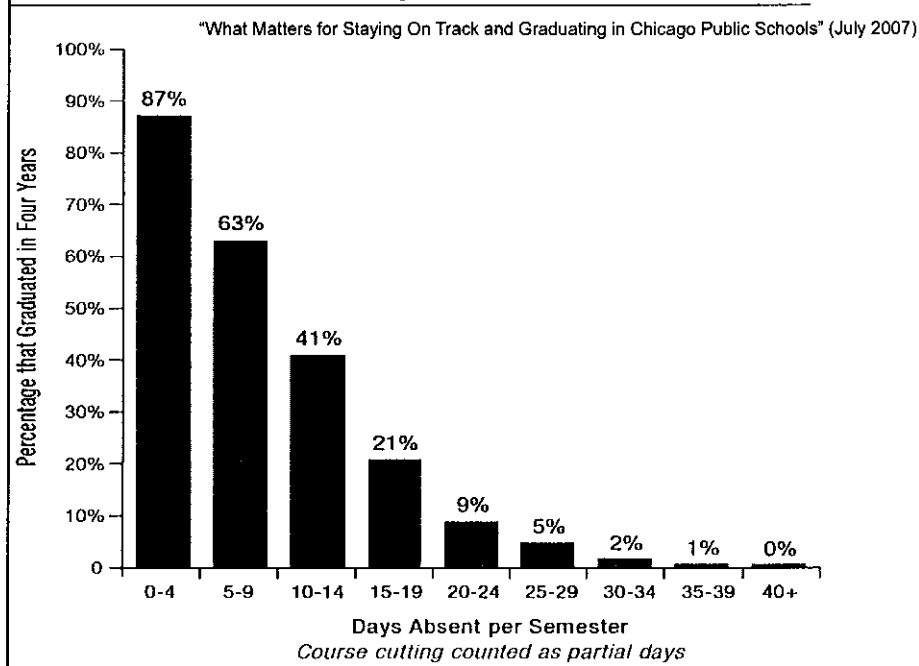




96% or higher (Proficient/Advanced) by Grade Level, 2010-13

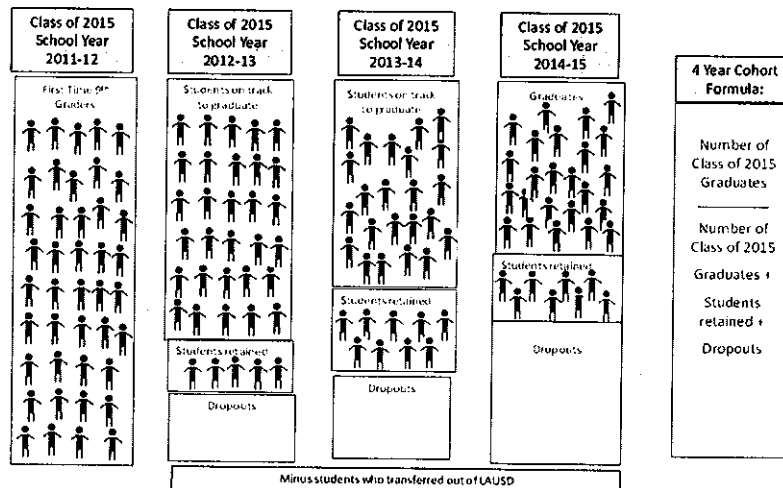


Four-Year Graduation Rates by Freshman Absence Rates



GRADUATION

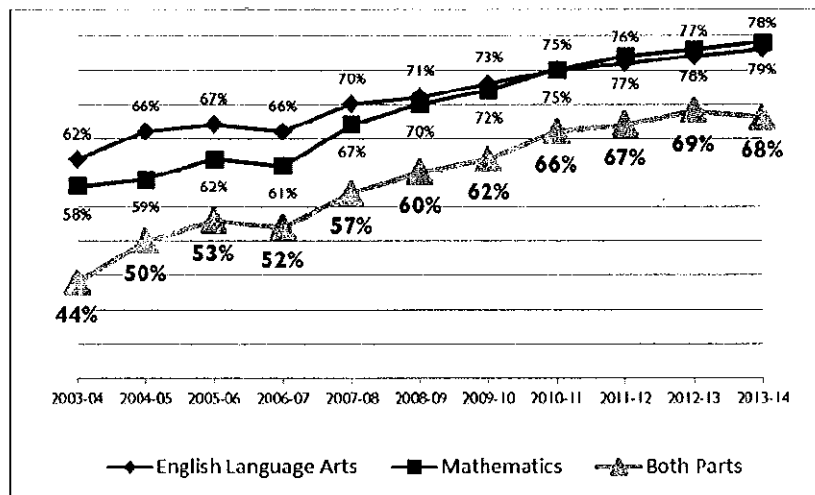
4 Year Cohort Graduation Rate (Follows Same Students Over Time)



Cohort Graduation Rates

2012-13	2013-14	Difference
65%	77%	↑ 12%

10th Grade CAHSEE Pass Rates



A-G Progress Report by Ethnicity

Ethnicity	A-G ON TRACK 2013-2014	A-G ON TRACK 2012-2013	% Difference
AMERICAN INDIAN/ALASKA NATIVE	31.6%	28.0%	↑ 3.60%
ASIAN	65.1%	64.0%	↑ 1.10%
BLACK	29.2%	26.8%	↑ 2.40%
HISPANIC	34.6%	31.8%	↑ 2.80%
WHITE	52.0%	49.7%	↑ 2.30%
FILIPINO	59.3%	58.9%	↑ 0.40%
PACIFIC ISLANDER	37.8%	38.6%	↓ -0.80%

Student Health and Human Services



Nursing Services



Planning, Health
Education Programs, &
Special Projects



School Mental Health



Community Partnership
and Medi-Cal Programs



Pupil Services



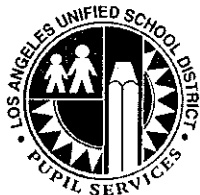
PUPIL SERVICES

Erika Torres, Director

January 8, 2015

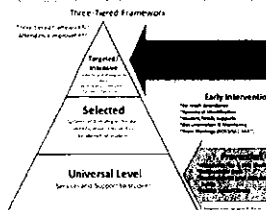
Pupil Services Mission Statement

*"To ensure that all LAUSD students are enrolled,
attending, engaged and on-track to graduate"*



Pupil Services and Attendance Counselors

- Master's Degree and/or a Doctoral degree
- Pupil Personnel Services and Child Welfare and Attendance credential
- Child welfare and attendance advocates
- Utilize a three-tiered model
 - Prevention
 - Early intervention
 - Intensive intervention
- Improve individual and system-wide student attendance, engagement, achievement and graduation
- Work directly with students who experience difficulties in achieving their academic potential due to social/emotional, home and community barriers
- Specialized units provide additional support services that are needed by the specific populations they serve.



Pupil Services and Attendance Counselors Early Outreach and Targeted Support

Implement Absence Prevention and Intervention Programs

- Analyze and address barriers to attendance
 - ▣ Academic issues, family dynamics, bullying, drugs and alcohol, gangs, mental health issues, community factors of violence, etc.
 - ▣ Link students and families to community resources



Pupil Services and Attendance

Chronic Absence: A Hidden National Crisis

- ☐ Nationwide, as many as 10-15% of students (7.5 million) miss nearly a month of school every year. That's 135 million days of lost time in the classroom.
- ☐ In some cities, as many as one in four students are missing that much school.
- ☐ Chronic absenteeism is a red alert that students are headed for academic trouble and eventually for dropping out of high school.
- ☐ Poor attendance isn't just a problem in high school. It can start as early as kindergarten and pre-kindergarten.

Chronic Absence



- ☐ Chronic absence is particularly detrimental to our youngest students and those growing up in poverty:
 - ☐ Early Literacy skills
 - ☐ Disrupts instruction for all students
 - ☐ Lower ELA & Math test scores in later grades
 - ☐ Higher risk for dropping out

Chronic absence reduction has been identified as a key area for focus in California's new Local Control and Accountability Plan (LCAP) and by the Campaign for Grade Level Reading.

Attendance Improvement (AI)

- Supports selected, high-need LAUSD schools to increase the percentage of students attending school at a rate of 96% or higher in Transitional Kindergarten, Kindergarten and Grade 9
- Committed to engaging parents, students, school staff, and community members in a common vision of graduation for all students
- AIP Schools have consistently demonstrated significant gains in Proficient/Advanced attendance rates and declines in chronic absence rates outpacing district-wide improvements in both Kinder and Grade 9

Attendance Improvement Program

- District focus on **increasing student attendance**
 - Launched in September 2011
 - Focused child welfare and attendance support for TK/Kinder/Ninth Grade
- Strategically **improve Performance Meter rates** of student attendance in lowest grade levels
- **Prevent and address** Chronic Absence
- **Currently, Attendance Improvement Counselors (AICs)** serve over **9,800** TK, Kindergarten, and Ninth Grade students
 - 70 Elementary Schools and 9 high schools throughout the District

Attendance
Improvement
Program

Pupil Services and Attendance

Attendance Improvement Counselors Implement Prevention and Intervention Programs

- *Create incentive programs using universal and tiered strategies (attendance incentives, events, campaigns, and challenges)*

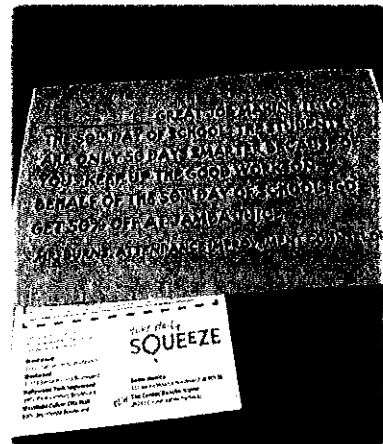


Incentive and Recognition Programs

Attendance Improvement Program

Main components

- ❑ Recognition of students
- ❑ Recognition of parents
- ❑ Recognition of staff
- ❑ 25 instructional day activities/events
- ❑ Attendance challenges (5 days, 10 days, 25 days, etc.)



Incentives and Recognition Programs

Attendance Improvement Program

□ Types of Rewards

- ▣ Parent and student recognition letters, certificates, gift cards, meal coupons, game tickets, and other donated prizes
- ▣ Recognition assembly for students and their parents/families
- ▣ Field trips
 - Finance Park, Aquarium of the Pacific, LACMA, etc.
- ▣ Movie and Popcorn Party

Pupil Services and Attendance

Incentive and Recognition Programs

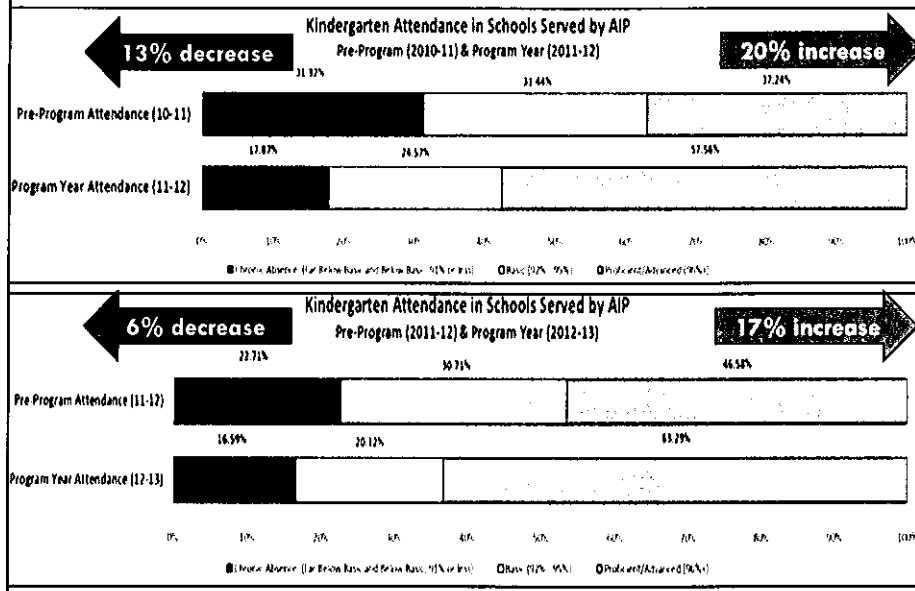
Recognizing all Stakeholders

- Students with Proficient/Advanced attendance each month/year
- Students who pass all classes the first/second semester
 - ▣ Smaller goals can be set every 5 weeks (progress reports)
- Students who meet small goals set with counselor (e.g., attendance, credits, and or behavior)
- Most improved certificates for the above categories
- Parents/caregivers of students who meet specific goals
- Classrooms with excellent/improved attendance
- School staff who directly support students (to show appreciation)

Attendance
Improvement
Program

Pupil Services and Attendance

AIP Year-End Outcome Data: Years 1 and 2



Juvenile Hall/Camp Returnee

- In L.A. County, approximately 180 juvenile offenders are sent home from a detention facility each month (LA County Dept. of Probation)
- Two-thirds of all youth released from LA County correctional facilities reside within LA Unified School District, making it the highest population of probation students in the nation
- Provide early intervention, dropout prevention & recovery services to students returning from juvenile detention facilities
- Enhanced case management is utilized to ensure timely enrollment, increased school attendance and academic achievement, school stability, and access to resources.
- 11 Juvenile Hall/Camp Returnee counselors serve LAUSD

YouthSource Centers

- PSA Counselor is co-located at 16 YouthSource Centers
- Provide support services such as needs assessments, case management and follow-up, linkages, resources and referrals through the YouthSource system.
- Targets youth between the ages of 16-21
- Focus on re-engaging students in the educational process and providing opportunities to develop employment skills
- Serve as a deterrent, intervention and alternative for all students dealing with citations for daytime curfew violations as part of their Truancy Diversion Program

FamilySource Centers

- PSA Counselors co-located at 13 FamilySource Centers
- Provide support services such as:
 - Outreach to local schools
 - Collaboration with LAUSD departments/services and FamilySource System Partners
 - Psychosocial Assessments
 - Linkage for families to FamilySource Services
 - Volunteer Income Tax Assistance (VITA)
 - Cash for College
 - FAFSA Workshops
 - Arrest Diversion Program
 - Parent Education

2013-2014 Accomplishments

Grad Van

- Staffed by PSA Counselors who provide information on:
 - Enrollment and registration support
 - Graduation information, credits earned, A-G requirements
 - Education Options
 - Importance of Attendance
 - Identifying resources needed for student success
- The goals of the Grad Van are to:
 - Promote & inform parents about LAUSD and Pupil Services
 - Highlight importance of attendance to academic achievement
 - Promote and explain Superintendent's performance meter
 - Provide information on post secondary options

Student Recovery Day

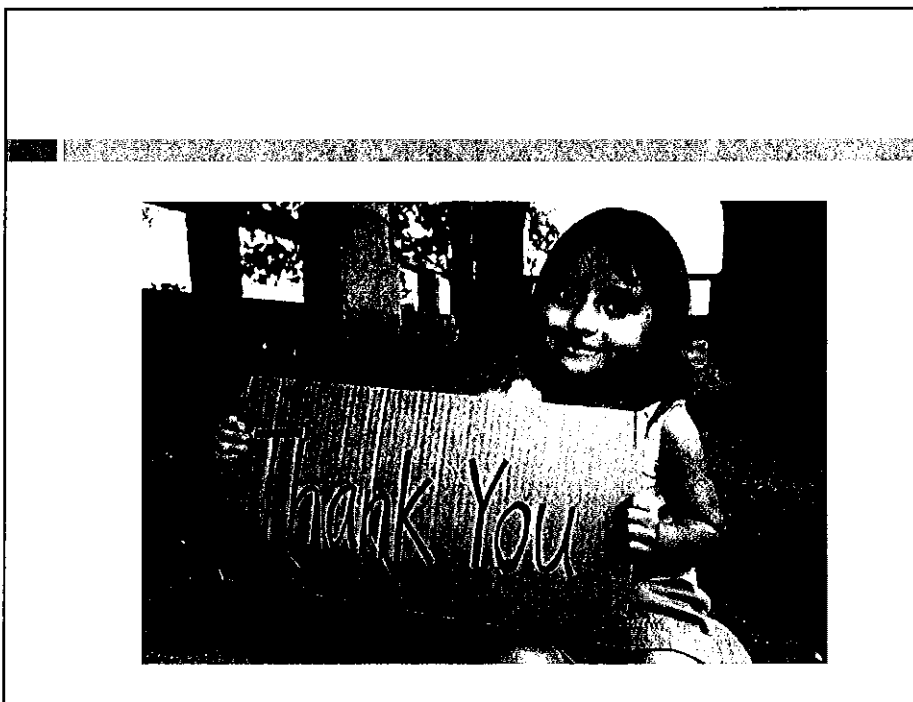


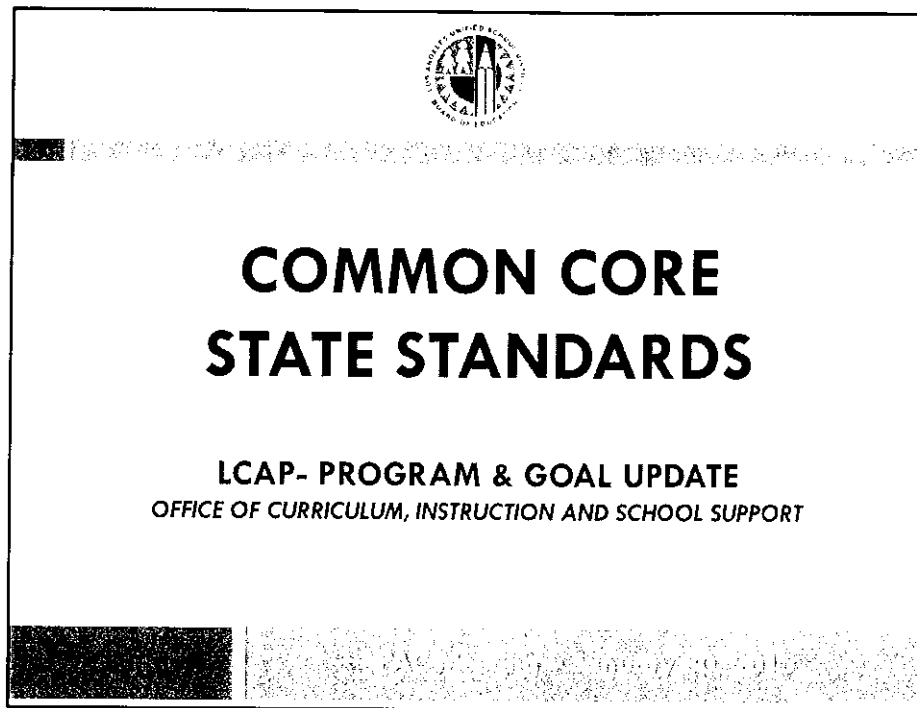
PURPOSE


- R**e-engage students and families and provide resources and support to transition youth back into school
- E**ducate the community about compulsory education laws and the impact of chronic absenteeism
- A**ssist schools with recovering out of school youth with the ultimate goal of decreasing the dropout rate
- C**reate a sense of ownership in bringing students back to school
- H**eighten district/community awareness of the number of students missing from our schools

2013-2014 Accomplishments SRD Outcomes (2008-2013)

Volunteers	3,617
Phone Calls	14,808
Home Visits	9,561
Business Visited	3,151
Students Recovered	4,598







**State Priority Area:
Implementation of the CCSS**

2

LAUSD LCAP Goals #10 and #11 (Page 12-13)

- Increase students scoring Proficient and above on the CCSS/SBAC Baseline **English language arts** and **mathematics** scores established in 2014-2015

<ul style="list-style-type: none"> - All Students - Students w/ Disabilities - Latino Students - English Learners 	<ul style="list-style-type: none"> - Low Income Students - Foster Youth - African American Students - Reclassified Fluent English Proficient Students
---	---

State Priority Area Implementation of the CCSS



LAUSD LCAP Goals #10 and #11 (Page 12-13)

SBAC TARGETS in ELA and Math

All Students	Establish Baseline	Baseline + 1%	Baseline + 2%
Each Subgroup	Establish Baseline	Baseline + 1%	Baseline + 3%

CCSS - Monitoring Student Progress



- CCSS Aligned **Interim Assessments** inform teachers of student progress (Grades K-11, English, Math, Science and History)
- **Foundational Literacy/Reading Assessments** in grades K-5 (DIBLES, Text Reading Comprehension)
- End of Year **CCSS Math assessments** in Grade 6 and Grade 8 Algebra 1 – used for placement
- English Learner progress is monitored through the **Scholastic Reading Inventory, CELDT and LAS Links**

LAUSD Implementation of the Common Core



5

2012/2013
Awareness

2013/2014
Transition

2014/2015
Implementation



- ✓ 3-year plan with continued sustainability
- ✓ Year 3 – Implementation
- ✓ All schools are actively teaching using the CCSS standards

Teacher Professional Development



6

- Approximately **10,000 teachers** have received **direct CCSS training** through the Office of Curriculum and Instruction attending approximately **17,000 CCSS opportunities**
- Schools are provided **Professional Development time** (Banked-Time Tuesdays, Pupil Free Days, Shortened Days) to engage in CCSS Professional Development
- **Fellows** - Approximately **1,500 teachers** have received **“deeper dive”** CCSS Professional Development in order to provide additional school level teacher trainers and support

Teacher Professional Development



7

- ESCs provide **additional CCSS Professional Development**
- Second year of State of California **CCSS funding provided directly to schools** to spend on school-determined CCSS needs. \$70 per student over a 2 year period for instructional materials, PD or technology.
- **Literacy Design Collaborative (LDC)** grant to provide CCSS professional development to grades 4-12 over 5 years. Currently at 12 schools with plans to bring to scale.

Teacher CCSS Resources



8

- PD on alignment of existing curriculum and textbooks to the Common Core
- PD on using CCSS adopted textbooks
- CCSS curriculum maps for grades TK-12 –
 - ELA, Math, Science and History
- CCSS aligned Assessment Blueprints/Interim Assessments

achieve.lausd.net

>> Resources >> Instruction >> Curriculum (Prek – 12)

CCSS Implementation Monitoring



9

- Track Teacher Professional Development/LDC
- Monitor teacher need through the Teaching and Learning Framework
 - (LCAP Goal # 18 - Basic Services 2: Maintain an effective employee workforce, Page 15)
- District & ESC visits and supports to schools
- *Coming Soon* - Online CCSS implementation self-assessment tool for schools

Outcomes 2014-2015



10

2014-2015 is our **Baseline Year** for the Smarter Balanced Assessment Consortium (**SBAC**) state testing in ELA and Math (LCAP Goals #11 and #12 – pages 12-13)

- Summative assessment Grades 3-8 and 11

Considerations



11

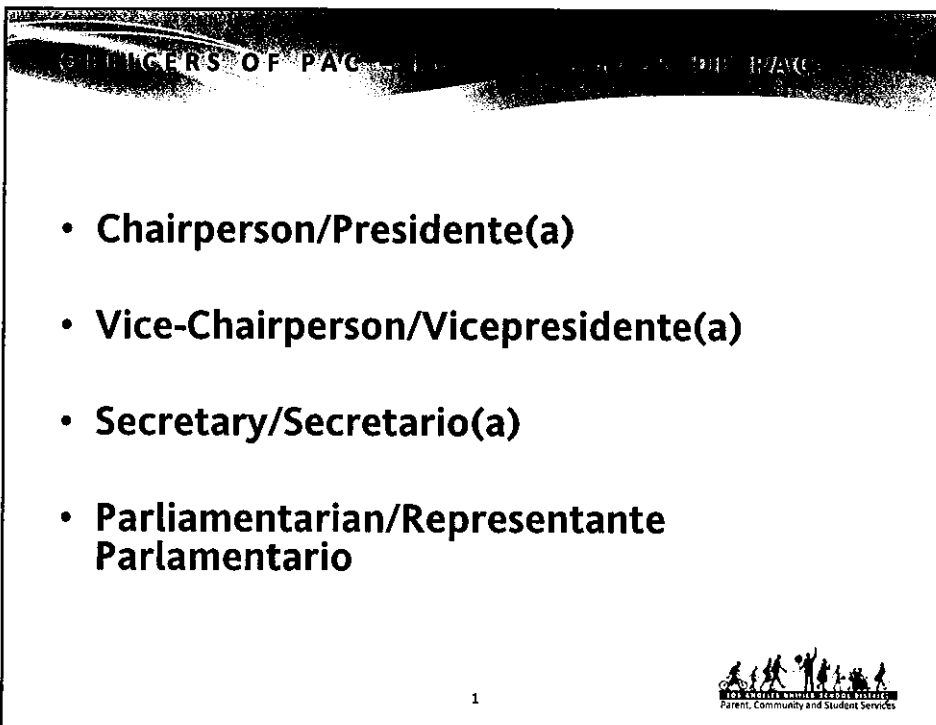
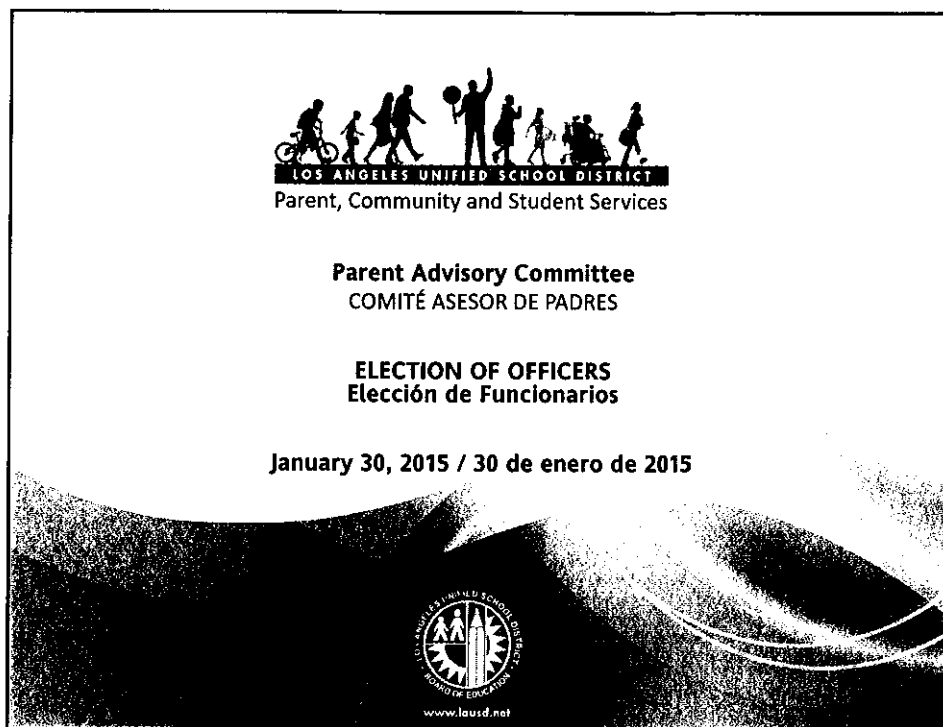
Expect that students will receive lower scores on SBAC than they did on CST.

This reflects a realignment of assessment, not that your child is learning less.



12

Questions?



ROLE OF PAC OFFICER

DUTIES & RESPONSIBILITIES OF OFFICERS

The PAC officers will become familiar with the content of these Bylaws, the process to develop the Local Control and Accountability Plan, and relevant state and District regulations and guidelines, in order to assist with the following:

- a. Obtain necessary resource materials for members;
- b. Communicate with PCSS and other District staff prior to regularly scheduled meetings to recommend resources that will benefit the PAC membership;
- c. Provide input into the structure of LCAP review sessions;
- d. Provide input into the structure of LCAP comment sessions;
- e. Recommend formation of ad hoc committees and/or subcommittees, as appropriate;

No officer shall represent PAC at any event without prior authorization from PCSS.

No officer shall participate in closed-session, substantive trainings on the subject matter jurisdiction of the PAC nor submit comments on the LCAP other than the comments generated in the Comment Sessions and ratified by the general membership.

DEBERES Y RESPONSABILIDADES DE LOS FUNCIONARIOS

Los funcionarios del PAC se familiarizarán con el contenidos de estos Estatutos, el proceso para desarrollar el Plan Local de Rendición de Cuentas y Asumir Responsabilidades y pertinentes disposiciones y directrices estatales y del Distrito para ayudar con los siguientes:

- a. Obtener los materiales de recursos necesarios para los miembros;
- b. Comunicarse con PCSS y otro personal del Distrito antes de las reuniones ordinarias programas para recomendar recursos que son de beneficio para la membresía del PAC;
- c. Proveer sugerencias referentes a la estructura de las sesiones de repaso del LCAP;
- d. Proveer sugerencias referentes a la estructura de las sesiones de comentario de LCAP;
- e. Recomendar la formación de comités/subcomités temporales (ad hoc), según sea apropiado;

Ningún funcionario debe representar al PAC en ningún evento sin la previa autorización de PCSS.

Ningún funcionario participará en una sesión a puertas cerradas, capacitaciones que aborden significativamente la materia dentro de la jurisdicción del PAC o entregar comentarios al LCAP además de los comentarios que se generen en las Sesiones de Comentarios y que sean aprobados por la membresía general.

PAC OFFICERS/ FUNCIONARIOS DE PAC

SERVE AS ROLE MODELS FOR OTHER MEMBERS OF THE COMMITTEE

- Punctual
- Ready to learn
- Non-judgmental
- Respectful of the opinions of others
- Exhibit good human relations

SERVIR COMO MODELOS PARA OTROS MIEMBROS DEL COMITÉ


- Ser puntuales
- Listos para aprender
- No juzgar
- Ser respetuosos/a de las opiniones de los demás
- Mostrar buenas relaciones humanas

PAC OFFICERS, TERMS, AND ELECTIONS
MIEMBROS, TÉRMINOS Y ELECCIONES

- PAC officers will serve for the term of one school year until new officers are elected.
- Only members are eligible to become elected as officers.
- All officers will be duly and democratically elected by vote of the PAC membership using nominees and electors physically present at the election meeting.
- A run-off election is held among the top two vote-getters when no one receives a majority vote.
- Officers will assume their positions following the conclusion of elections.

- Los funcionarios del PAC servirán por un término de un año escolar hasta que se elijan nuevos funcionarios.
- Solamente los miembros son elegibles para ser funcionarios electos.
- Todos los funcionarios serán debidamente y democráticamente electos mediante una votación de la membresía del PAC, la cual se realizará con candidatos y votantes que están físicamente presentes durante la reunión de elección.
- Se llevará a cabo una elección de segunda vuelta entre los dos candidatos con más votos en casos cuando nadie reciba una mayoría de los votos.
- Los funcionarios tomarán su cargo después de la conclusión de las elecciones.

4



CHAIRPERSON/PRESIDENTE(A)


The Chairperson shall:

- Preside over PAC meetings;
- Finalize the PAC recommendations for the agenda and submit to PCSS for approval;
- Be fair and impartial at all times;
- Sign reports and other communications as requested;
- Ensure that minutes are properly recorded;
- Present PAC Comments to the Board of Education;
- Perform additional duties appropriate to the office of the Chairperson as prescribed by the PCSS.

El Presidente(a) deberá:

- Presidir en las reuniones del PAC;
- Finalizar las recomendaciones del PAC para la agenda y entregarlas a PCSS para su aprobación.
- Ser justo e imparcial en todo momento;
- Firmar los informes y otros comunicados del PAC según sea solicitado;
- Asegurarse que el acta de la reunión se realice debidamente;
- Presentar los comentarios del PAC a la Junta de Educación;
- Desempeñar otros deberes apropiados para el cargo de Presidente como los asigne PCSS.

5



VICE-CHAIRPERSON/VICE-PRESIDENTE(A)

The Vice-Chairperson shall:

- Represent the Chairperson in his/her absence or in assigned duties as prescribed by PCSS;
- Assist the Chairperson as requested.

El Vice-presidente(a) deberá:

- Representar al Presidente en su ausencia o en los deberes que PCSS le asignen;
- Ayudar al Presidente si lo solicita.

6



SECRETARY/SECRETARIA(O)

The Secretary shall:

- Keep minutes of all regular and special meetings of the PAC;
- Provide the original meeting minutes to the PCSS and a copy to the Chairperson;
- Perform other duties as assigned by the PCSS.

La Secretaria(o) deberá:

- Llevar el acta de todas las reuniones ordinarias y extraordinarias del PAC;
- Proveer la copia original del acta a PCSS y una copia al Presidente;
- Desempeñar otros deberes como los asigne PCSS.

7



PARLIAMENTARIAN/PARLAMENTARIO

The Parliamentarian shall:

- Assist the Chairperson in ensuring all rules and Bylaws are followed;
- Be knowledgeable about Bylaws of the committee, parliamentary procedures as prescribed by the PCSS, and the Brown Act.

El Parlamentario(a) deberá:

- Ayudar al Presidente en asegurar que se siguen todas las normas y los Estatutos;
- Tener conocimiento de los Estatutos del comité, los procedimientos parlamentarios como los asigne PCSS, y la Ley Brown.

8



Arabic: shoukran

Dutch: dank

Hebrew: todah

Spanish: gracias

Italian: grazie

Czech: děkuji

Greek: efchariso

Polish: dziekuje

French: merci

Japanese: arigato

Parent, Community and Student Services
1360 W. Temple Street
Los Angeles, CA 90026
(213) 481-3350

10



LOS ANGELES UNIFIED SCHOOL DISTRICT POLICY BULLETIN

Attachment E

PROCEDURES FOR NOMINATION AND ELECTION OF OFFICERS FOR SCHOOL AND CENTRAL ADVISORY COMMITTEES AND SCHOOL SITE COUNCILS

- Membership on the committee/council must first be established.
- A quorum of members must be present at the start of the process to elect officers. The quorum is 50% plus 1 member.
- Members are to sit in a designated area, separated from the public and/or guests, and must remain in their seats during the voting.
- If a member leaves the room, the person must turn in all ballots. If a member returns during the voting process, the member will not be seated in the designated area until voting is completed.
- Nominees must be physically present to be nominated and/or elected.
- Separate ballots must be provided for each member to be elected to office and must be counted and recorded in view of all members. Ballots may be numbered to ensure valid results. For committees operating under the Brown Act, there is no secret voting. Each vote must take place through a member raising his/her hand.
- A run-off election is held among the top two vote-getters when no one receives a majority vote.
- Any member who arrives after voting has begun for an officer vacancy may not participate in that election. He/she may participate in the election of subsequent officers.
- All electronic devices including iPads, laptops, iBooks, and cell phones must be turned off during the election. No texting is permitted.
- All members must be attentive to the person facilitating the election (electioneer). Sidebar conversations are not permitted.
- No campaigning or soliciting of votes will be permitted.
- If a member chooses not to vote, the ballot must still be submitted and is marked "void".
- Each candidate will have one minute to speak before the election.
- Any irregularities during the process may result in the participant being disqualified from voting.

PAC AGENDA RECOMMENDATIONS

PAC PURPOSE AND RESPONSIBILITY

The PAC may review, advise, and comment on the following, as it relates to the LAUSD LCAP. Training will be provided to members of the Parent Advisory Committee on the following topics:

1. District services, proposed actions, and student achievement goals;
2. How proposed services and actions address the academic, emotional, social developmental, and physical needs of students, especially pupils identified in Ed. Code section 42238.01 (Low Income, English Learner and Foster Youth);
3. Recommendations regarding the prioritization of services to students; and
4. Recommendations regarding the expenditure of base, supplemental, and concentration funds needed to meet the stated goals and priorities as outlined in the LCAP.

We would like your agenda recommendation on additional LCAP-related topics to be considered for future PAC meetings.

1. _____

2. _____

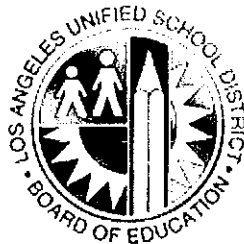
3. _____



Smarter Balanced Assessments

Next generation Assessments

SMARTER BALANCED Assessments



Parent Resources

Dear Parents and Guardians:

At LAUSD, our focus is on graduating all students college-prepared and career-ready. To help achieve that goal, California is one of many states that transitioned to new tests called the Smarter Balanced Assessments. These next-generation assessments are taken on electronic devices and will measure the full understanding of the Common Core State Standards in math and English language arts/literacy. Students in grades 3-8 and grade 11 will take the assessments.

As a partner in your child's education, we want to keep you informed about the changes we are making to help prepare our students for their future. Enclosed, please find resources that will help you understand the shift to these new assessments: What they are, how they are different from previous tests, and what's expected of you and your child.

Supports will be provided for all students, including those who are English learners and students with disabilities, to ensure the assessments meet the needs of each student. For more information about the assessments, please visit LAUSD's Smarter Balanced website at achieve.lausd.net/SmarterBalanced.

Throughout the District, we believe that our students deserve the best education we can offer. The results of these new assessments will be setting a new baseline, so let's learn, grow and adapt together.

Sincerely,

Ramon C. Cortines

Ramon C. Cortines
LAUSD Superintendent



Smarter Balanced Online Learning Tutorials and Videos

*Coming soon



Background Info on Smarter Balanced Assessments



Informational Flyer on Smarter Balanced Assessments



Frequently Asked Questions (FAQ)



Student and Parent Testing Tips



Additional Resources For Parents (important links)

SBA: Overview

Next-Generation Assessments

Smarter Balanced Assessments: Updated Device Set-up Guide (tutorial)

Smarter Balanced Assessments: Using the Online Practice Test

Smarter Balanced Assessment Technology

Smarter Balanced

Device

COMING SOON



NEXT >

SBA: Overview

Next-Generation Assessments

Background Info

California is one of many states transitioning to new, next-generation assessments as part of the new educational benchmarks set by the Common Core State Standards.



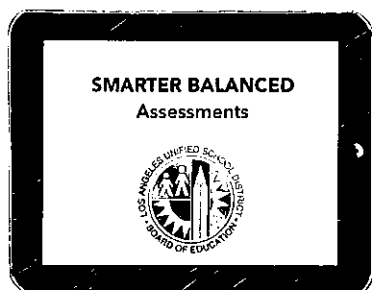
- The Smarter Balanced Assessments will measure the full understanding of the Common Core State Standards in math and English language arts/literacy.
- Students in grades 3-8 and grade 11 will take the new assessments — all online, on electronic devices.
- The Smarter Balanced Assessments will offer yearly, as well as interim assessments, based on the Common Core State Standards to monitor student learning throughout the year and ensure all students are on-track for college and career.

The results of these new assessments will serve as a baseline for measuring our students' understanding of the new Common Core State Standards.

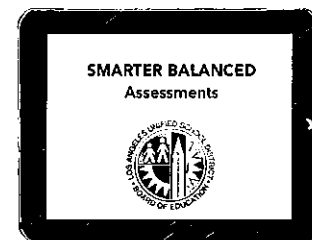
- As with any major shift, we should be prepared for our scores to look different from the previous state tests in English language arts and math, since our standards in these subjects have changed along with the shift to Common Core.
- We must remember that this is a starting point — a baseline. We will learn, adapt and grow together as we move forward.

The new Smarter Balanced Assessments will be given electronically, which provides multiple benefits to students, teachers, and the broader education system as a whole.

- Our students will take the un-timed assessments using electronic devices, instead of the old paper-and-pencil approach.
 - This reduces testing time, and allows teachers to follow-up with targeted instruction to ensure all students are on track for college and career.
 - The assessments will be given using “computer adaptive testing,” which means that test questions become harder or easier, depending on a student’s previous answers. The goal is to measure what students know, which provides a more accurate measure of a student’s achievement level.



Next-Generation Assessments: Spring 2015



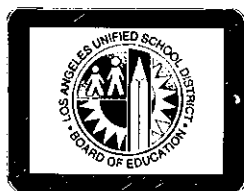
All LAUSD students deserve an education that prepares them for their next step in life — whether that's going on to college or starting their career.

To provide our students with a strong foundation of skills, the District, along with all public schools in California, has transitioned to Common Core State Standards (CCSS). These new standards are designed to prepare students for real-life knowledge and 21st century skills to succeed.

The Smarter Balanced Assessments are new, next-generation assessments LAUSD and the state are using to measure our students' understanding of Common Core in math and English languages arts/literacy. The Smarter Balanced Assessments give parents, students and teachers accurate information about whether students are on-track to graduate college-prepared and career-ready.

Instead of the old paper-and-pencil approach, the new assessments are taken on electronic devices — allowing students to go beyond multiple-choice questions and demonstrate analytical skills and real-world problem solving.

As with any new major shift, we will **learn, grow** and **adapt** together as we move forward.



**SMARTER
BALANCED
ASSESSMENTS**



**Common Core
State Standards**
*Instructional
Foundation*

**Instructional
Technology Initiative**
Our Tools for Success

**Smarter Balanced
Assessments**
Our Knowledge Check

**All Youth
Achieving**

Testing 411

LAUSD and school districts across the country are leading the way with the new CCSS-aligned Smarter Balanced Assessments in math and English language arts!

Which students will be taking the new assessments this spring?
Students in grades 3-8, and grade 11.

When will LAUSD students take the assessments?

Students in grades 3-8 will be testing between March 4 - June 4, 2015.

Students in grade 11 will be testing between April 15 and June 4.

Schools will select their own testing dates during these windows, depending on the needs of their school.

What can students do to prepare?

Practice, practice, practice! Take the Practice Test at: caaspp.org/practice-and-training/index.html

SBA: Overview

Next-Generation Assessments

Frequently Asked Questions (FAQ)

What are the Smarter Balanced Assessments?

The Smarter Balanced Assessments are next-generation assessments aligned to the Common Core State Standards that accurately measure student progress toward college and career readiness in math and English language arts/literacy.

Which students will take the Smarter Balanced Assessments?

Students in grades 3-8 and grade 11 will take these new assessments.

When are the assessments taking place?

Students in grades 3-8 will be testing between March 4 - June 4, 2015, and students in grade 11 will be testing between April 15 and June 4.

Schools will select their own testing dates during these windows, depending on the needs of their school.

How will these new assessments contribute to my child's success?

All students deserve an education that prepares them for their next step in life—whether going on to college or career. The Smarter Balanced Assessments will give parents and students accurate information about whether students are on track to graduate college-prepared and career-ready.

The assessment system also provides teachers with resources to tailor instruction to fit student needs through a digital library of instructional best practices.

As a parent or guardian, what can I expect the scores of these new assessments to be?

Since LAUSD will be receiving scores for these new assessments for the first time in 2015, we can expect to learn, grow and adapt together. We are setting a new baseline and paving the way for an exciting future of a more accurate measure of our students' proficiency levels.

We must remember that along with the new assessments, LAUSD shifted to the new Common Core State Standards (CCSS) as well, which means that it is going to take a while to adjust to how we measure what our students learn through these new standards. Although the assessments and standards are new, we know that we are better-preparing our students for their futures — whether college or career.

SBA: Overview

Next-Generation Assessments

Frequently Asked Questions (FAQ) - Continued

Will students who need extra support — such as students with special needs and English learners — also participate in the Smarter Balanced Assessments?

Yes. Through the use of universal tools, designated supports, and accommodations, the assessments will be accessible by all students, including students with special needs and English learners.

What will the questions on the assessments be like?

Smarter Balanced assessments will go beyond multiple-choice questions and include short constructed response (in-depth short answers), extended constructed response (in-depth long answers), and performance tasks that allow students to complete an in-depth project to demonstrate analytical skills and problem solving.

- See what the Smarter Balanced Assessments will be like at:
caaspp.org/practice-and-training/index.html

Will students use paper-and-pencils for the new assessments?

No, students will take the assessments using an LAUSD-provided electronic device, instead of the old, paper-and-pencil approach. (Note: Students in grades 5, 8 and 10 will take paper-and-pencil science assessments as well.)

Why will the Smarter Balanced Assessments be given on electronic devices?

Taking the assessments online using an electronic device offers multiple benefits, including giving our students hands-on experience with the type of technology they will be expected to use in college and career. This approach also reduces testing time, and allows for specific, timely, meaningful information so teachers can follow-up with targeted instruction.

Also, the assessments are given using “computer adaptive testing,” which means that the test adjusts to a student’s ability by basing the difficulty of future questions on the student’s previous answers. You can’t do that with paper and pencils.

What are some additional benefits to the new assessments?

The assessments will be taken annually, as well as on an interim (or periodic) basis, to measure progress throughout the school year. Also, teachers, principals, and parents will be able to receive results from computerized assessments more quickly.

More progress measures and faster results mean that teachers can use the information from optional interim assessments throughout the school year to individualize instruction and better meet the unique needs of their students.

Student Test-Taking Tips



Before the test:

- ✓ Mark the testing day(s) on your calendar.
- ✓ Get enough sleep the night before the test. Your brain and body need rest to perform at their best!
- ✓ Eat a healthy breakfast to ensure your brain is working at its best.
- ✓ Wake up early and get to school on time.
- ✓ When getting ready, wear comfortable clothing appropriate for the day's weather.

During the test:

- ✓ Relax and do your best.
- ✓ Have a positive attitude – this goes a long way toward being successful.
- ✓ Read and pay careful attention to all directions.
- ✓ Read each passage and accompanying questions thoroughly.
- ✓ Keep your eyes focused on your own device.
- ✓ Don't change an answer unless absolutely necessary. Your first choice is usually correct.
- ✓ Don't get upset or frustrated if stuck on a question. Reread the question again, and then solve it as best you can. Take your best educated guess if need be.
- ✓ Use the process of elimination to help you choose the correct answer in multiple-choice questions.
- ✓ Don't worry if others finish before you. Instead, focus on the test in front of you.
- ✓ Go back and review your answers before completing the test. Make sure that you didn't make any careless mistakes.

Testing Prep Tips for Parents

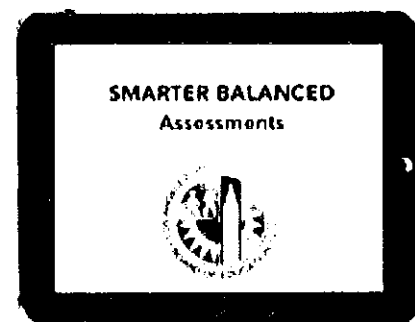


- ✓Tip #1: Get your child to school on time the day of the test. Make attendance a priority, especially on days that you know Smarter Balanced tests will be administered. Making sure your child is there when the test is taken helps to ensure your child won't lose more learning time because he/she has to make up a test during school.
- ✓Tip #2: Make a note of test days on your calendar – This will help remind you and your child when testing will take place and plan your preparation accordingly.
- ✓Tip #3: If you have a concern about the test or testing situation, talk to your child's teacher. Confirm that your child will be receiving any pre-determined accommodations and supports during tests. These accommodations and supports are detailed in your child's IEP or 504 Plan. If your child does not have an IEP or a 504 Plan but needs assistance, make sure you've communicated with your child's teachers about child's needs.
- ✓Tip #4: Make sure your child gets a good night's sleep the night before the test. Your child will probably perform better if well rested. Tired children have difficulty focusing and are easily flustered by challenges.
- ✓Tip #5: Make sure your child has enough time to wake up fully before going to school. Just as rest is important, so is having enough time to get your child's brain engaged and in gear. If the test is first thing in the morning, your child can't afford to spend the first hour of school groggy and unfocused.

Testing Prep Tips for Parents, Cont.



- ✓Tip #6: Make sure your child eats a healthy breakfast. Your child should eat a nutritious breakfast. Avoid high sugar cereals. Provide a high-protein, healthy breakfast for your child. Kids learn better on full stomachs, but if their stomachs are full of sugary, heavy foods that will make them sleepy or slightly queasy, it's not much better than an empty stomach.
- ✓Tip #7: Talk to your child about how the test went. Keep in mind that your child may have to test over several days. Talk to your child about what he/she did well and what he/she would have done differently. Think of it as a mini-debriefing or brainstorming session. You can talk about test-taking strategies after the fact as easily as beforehand.
- ✓Tip #8: Give your child a chance to practice. If you have a computer with internet access at home, set aside time for several weeks before the test to access the practice tests with your child. Ensure your child becomes familiar with the test delivery system and how to answer different types of questions. If you don't have a computer with internet access, consider going to your local library or the schools.
- ✓Tip #9: Attend any meeting your school schedules before the test. Call your child's school and find out when they are holding informational meetings about the test. You may be able to get additional resources and/or recommendations to help your child succeed.
- ✓Tip #10: Ensure your child wears comfortable clothing for longer than normal test-taking periods.

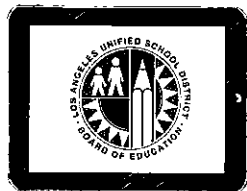


SBA: Overview

Next-Generation Assessments

Additional Resources

You can access these online resources from home, your local public library or your school's Parent Center.



Smarter Balanced — Student Testing Branch **LAUSD**

<http://achieve.lausd.net/SmarterBalanced>



Instructional Technology Initiative

LAUSD (formerly Common Core Technology Project, or CCTP)

<http://achieve.lausd.net/iti>



Smarter Balanced Assessment Consortium

Smarter Balanced Assessment Consortium

- [Click here for Students & Parents Page](#)
- [Click here for Teachers Page](#)
- [Click here for the Spanish Page](#)

<http://www.smarterbalanced.org/>



California Assessment of
Student Performance and Progress

Smarter Balanced Assessment Practice Test

*California Assessment of Student
Performance and Progress (CAASPP)*

<http://caaspp.org/practice-and-training/index.html>

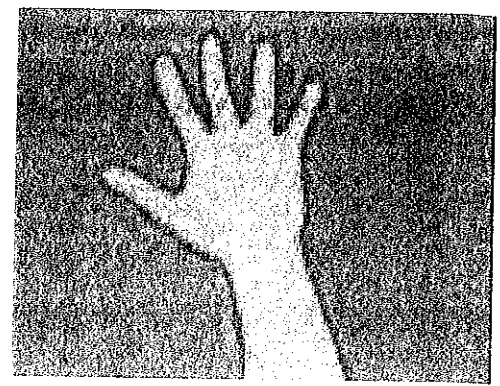
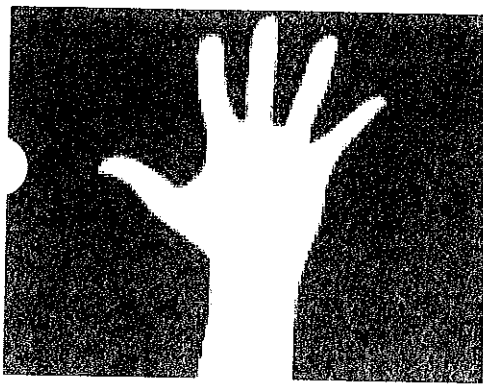


California Department of
EDUCATION

Smarter Balanced Assessment System

California Department of Education

<http://www.cde.ca.gov/ta/tg/sa/index.asp>



Volunteer Fair

Educational Service Center North

Our students need you!
Parents, Guardians, and Community Members:
Please come and join us for a day of fun and inspiration as you
learn how to become a part of your school's volunteer
program!

How to Register as a
School Volunteer

Local Control Funding
Formula

Free
TB
testing



Date: Saturday, February 7, 2015

Time: 8:30 a.m. - 12:30 p.m.

Location: Byrd Middle School
8501 Arleta Ave.
Sun Valley, CA 91352

Community Resources

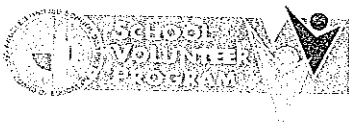
Door Prizes

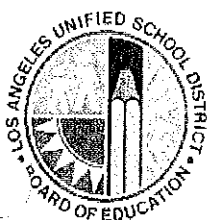
Special Education

Common Core

A-G
Requirements

Continental breakfast and child care will be provided. For more information please contact
Shakeh Ayvazian, Parent Community Facilitator, Educational Service Center North at (818) 654-3634.





LOS ANGELES UNIFIED SCHOOL DISTRICT
PARENT, COMMUNITY AND STUDENT SERVICES



Educational Service Center Community Briefings

ESC	Date	Time	Location
ESC- North	March 10, 2015	6-7:30 pm	Monroe High School 9229 Haskell Avenue North Hills, CA 91343
ESC- East	February 25, 2015	6-7:30 pm	Garfield High School 5101 E Sixth Street Los Angeles, CA 90022
ESC-South	March 5, 2015	6-7:30 pm	Bell High School 4328 Bell Avenue Bell, CA 90201
ESC- West	February 18, 2015	6-7:30 pm	Cochran Middle School 4066 W Johnnie Cochran Vista Los Angeles, CA 90019

L.A. City Attorney Mike Feuer
Invites You to a FREE Community Forum on
IMMIGRATION
Saturday, January 31 at 10am



I want to help protect you. If you've been ripped off due to an immigration scam, I want to know about it. If you want to be connected to legitimate immigration legal services, I will help you. I look forward to meeting you.

- Mike Feuer, L.A. City Attorney



Checklist - Here's What We'll Do:

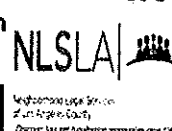
- Connect you to the County of L.A. Department of Consumer Affairs to file a report if you've been the victim of an immigration scam;
- Connect you with low cost or free immigration legal services who will answer questions, provide resources and help you;
- Provide tips so that you and your family can avoid expensive and illegal immigration scams;

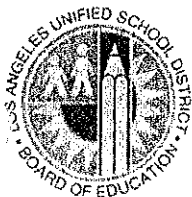
Community Partners:

County of L.A. Department of Consumer Affairs
Advancing Justice
Los Angeles County Bar Association
Coalition for Humane Immigrant Rights of L.A.
Consulate General of Mexico
Central American Resource Center
Neighborhood Legal Services

Saturday, 1/31 at 10am
Mount St. Mary's University
(Doheny Campus, South L.A.)
10 Chester Place, L.A. 90007
Free Parking

For more info, call
Alma Lujan-Castro
at 213-978-2239





LOS ANGELES UNIFIED SCHOOL DISTRICT
Parent, Community and Student Services
1360 W. Temple Street
Los Angeles, CA 90026
(213) 481-3350



Parent Advisory Committee

10:00 am – 1:00 pm

Friday, January 30, 2015

Questions/Comments

Presenter: Hilda Maldonado, Director Multilingual and Multicultural Education

Presentation Number: 1

[illegible]



Presentation Number: 2



Presentation Number: 3



Los Angeles Unified School District
Parent, Community and Student Services
Parent Advisory Committee (PAC)

Friday, January 30, 2015

Evaluation Form

Please answer the following question.

Which part of the meeting was **most** helpful?

I would like more information about:

Suggestions on how we can improve:

Additional comments, suggestions, or ideas for future training?

PAC VACANCY

District Parent Advisory Committee (PAC) Composition

**Board
District
Representatives**

BD1 - Anita Evans

BD2 - Elizabeth Lugo

BD3 - Hooshik Bayliss-Nazarian

BD4 - Maribel Hernandez

BD5 -- Rosa Andersen

BD6 -- Martha Martinez

BD7 - Kathy Weatherford

Foster Youth: Amanda Staten, Deann Dantignac, Rudy Lima, Jacquelyn Smith Conkleton, Maya Osborne, Mary Lee, Mamie Nelson,
Dr. Gladys Cormier, Robin Winston, Mary M. Baker, Peggy Scott (Alt.), Latoya Lewis (Alt.)

NORTH

Eligible for free or
reduced-price
meals
Alma Salazar
April Munoz
(NEED ALT)

English Learners
(elected from the
ESC/ISIC DELAC
members)
Merquisedet Absalon
Alondra Merida
Mario Castillo (Alt.)

Selected at large
Evelyn Aleman
Kathy Kantner
Jeff Fischback (Alt.)

EAST

Eligible for free or
reduced-price
meals
Adan Prieto
Carmen Rios
Maria Baroza (Alt.)

English Learners
(elected from the
ESC/ISIC DELAC
members)
Diana Guillen
Karina Lopez
Susuki Figueroa (Alt.)

Selected at large
Rachel Green
Andrew Thomas
Michelle Corzantes (Alt.)

WEST

Eligible for free or
reduced-price
meals
Ulises Henderson
Geo Cable
(NEED Alt.)

English Learners
(elected from the
ESC/ISIC DELAC
members)
Donacio Perez
Carlos Avelar
Patricia Luna (Alt.)

Selected at large
AmberMarie Irving-Elkns
Constance Boukidis
(NEED Alt.)

SOUTH

Eligible for free or
reduced-price
meals
Denise Lambert
John Gonzales
(NEED Alt.)

English Learners
(elected from the
ESC/ISIC DELAC
members)
Jorge Hernandez
Brent Andersen
Jeannette Godina (Alt.)

Selected at large
Cesar Morales
Paul Robak
Luz Flores (Alt.)

ISIC

Eligible for free or
reduced-price
meals
Kahid Al-Aflm
Maria Daisy Ortiz
Berenice Perez (Alt.)

English Learners
(elected from the
ESC/ISIC DELAC
members)
Alejandra Ayala
Claudia Jacobo
(NEED Alt.)

Selected at large
Virginia Fowler
(NEED REP AND
Alt.)

