

Los Angeles Unified School District's English Learner Advisory Committee

Summary of Priority LCAP Comments and Formal Responses from Superintendent Michelle King

Over the course of several months, the Los Angeles Unified School District's (LAUSD) Parent, Community and Student Services (PCSS) Division engaged with two groups of stakeholders representing parents and families of LAUSD students. The Parent Advisory Committee (PAC) and the District English Learner Advisory Committee (DELAC) were convened to review progress towards Local Control and Accountability Plan (LCAP) targets and assess the implementation of key programs supported by the new investments in the LCAP. Furthermore, the committees engaged in a "data review" training and were given a walk-through presentation on how the Local Control and Funding Formula (LCFF) and the LCAP organized goals, targets and expenditures in the District. In April 2016, both committees had an opportunity to review and provide comment on the District's LCAP, which is a requirement established in the State's LCFF provisions. Each committee established a priority set of 30 comments to be submitted to the District's Superintendent for formal review and response. Below you will find responses to the 30 Informal* Priority Comments submitted by the DELAC on April 15, 2016.

I greatly appreciate all of the parents who have demonstrated a high level of commitment and interest in ensuring that the District develops an LCAP that puts parents, employees and students at the forefront of change. Your valued perspective is vital in supporting the development of, and update to, the District's LCAP. I am incredibly optimistic about the impacts of the LCFF and the LCAP on our highest need students. While new funding is appreciated, our needs at the District and State level still outpace our budget, and as a result, we must prioritize the investments we make over the coming years to have the most significant academic impact for our students. I believe the commitments and expectations outlined in our LCAP address the multiple priorities highlighted by our community over the last several months. This LCAP continues to prioritize student engagement and provides for additional academic and whole-child supports, while emphasizing greater local decision-making at our schools. By working together, we can help all schools maintain environments where students flourish.

Sincerely,

Michelle King

Superintendent of Schools

Los Angeles Unified School District

** Although the DELAC did not establish quorum on April 15, 2016, the District will provide responses to the comments submitted by the committee.*

Comment Priority	District English Learner Advisory Committee Comment	Related LCAP Goal	Superintendent's Response
1	Sustain funding for intervention programs on Saturdays and afterschool.	100% Graduation	<i>It is critical that we sustain and look for opportunities to grow programs that provide for enrichment and intervention for our students. Our afterschool programs are supported by federal, state and local funding, which allows for greater access and strong partnerships with community providers. For example, this summer our students will be able to access YMCA's throughout the District as part of the "Get Summer" program, which offers free memberships to teens aged 12-17. We will continue to seek opportunities to expand programs and realign existing programs to support students after school.</i>
2	Use the funding for parent training and engagement.	100% Graduation	<i>LCFF funding both at the Central offices and at school-sites is allocated to support parent engagement. All schools are required to present four academic workshops, which is one of the LCAP metrics monitored in the LCAP. The workshops focus on A-G completion, utilizing the School Report Card, Common Core, and many other important topics parents should be informed of in order to effectively engage in their student's academic career.</i>
3	Create interactive programs among parents, teachers and students.	100% Graduation	<i>PCSS is working with a targeted number of schools to pilot a school/home compact which will involve the input of all stakeholders. Partnership Action Teams have also been established at targeted schools in order to involve the input of multiple stakeholders in the planning, delivering and implementation of school-site events.</i>
4	Create advertising campaigns to emphasize graduation goals.	100% Graduation	<i>The District has embarked on implementing a College and Career Readiness Plan, which has been presented to the Board of Education. As part of the implementation phase there are a number of practices our schools are utilizing to engage students and families in the District's graduation goals and graduation requirements. For example, this year all schools were required to hold a parent workshop to review the A-G graduation requirements and the other requirements. This report</i>

			<i>describes how Los Angeles Unified School District plans to prepare students for life after high school. http://home.lausd.net/apps/news/article/504614</i>
5	Use funds for technology and computer training, including educational material.	100% Graduation	<i>The Instructional Technology Initiative Task Force was convened in April 2015 to identify ways the District can move forward towards a sustainable model of instructional technology integration. One of the charges of the task force was to research funding options that would support digital learning in a district our size. Options reviewed included leasing devices, collaborating with external partners, and working toward providing matching grants similar to the Education Technology Grant effort. Due to the nature of our large district, a subset of the task force continues to research funding models to best inform funding decisions moving forward. Our mission is to prepare all students to be digital learners who use technology as a tool to graduate ready for success in college and careers: http://achieve.lausd.net/Page/5960#spn-content Also, please see the response to comment #7 for additional information.</i>
6	LAUSD needs to increase funding to provide Transitional Kindergarten (TK) and Expanded Transitional Kindergarten (ETK) programs for all children that need it by providing more classrooms at each school. The District also needs to develop a TK handbook or guide coordinating and detailing skilled development programs.	Proficiency for All	<i>As we grow and expand in the number of transitional kindergarten (TK) and expanded transitional kindergarten (ETK) classes, we intend to develop teacher capacity and providing resources. For TK we will have as many classrooms as students enroll as it proportionately grows with enrollment numbers. ETK served as a replacement preschool program for the School Readiness and Language Development Programs (SRLDP). Hence, we were able to offer ETK at almost all of schools that had the SRLDP program in the 2014-2015 school year. For the upcoming 2016-17 school year, there will be 286 ETK programs. In order for the ETK program to offer instruction to more four-year-olds (June 30th age cut-off) the District would need to agree to fund it until students turn 5 years of age and ADA is activated. We</i>

			<i>currently provide a TK implementation guide, which is Reference Guide 5777.4</i>
7	Have competent and highly qualified teachers so that they are able to assist their students in developing their skills using academic technology, being inclusive of the different subgroups (GATE, EL and Special Education).	Proficiency for All	<i>The Division of Instruction is currently training cohorts of teachers and school leaders on instructional technology practices.. For example, we are currently developing a summer institute for elementary and secondary school leaders. This work is done through the collaboration of multiple departments within the Division of Instruction to ensure that professional learning opportunities are coherent and comprehensive.</i>
8	Assign a permanent Intervention Coordinator specifically for English Learners, according to the school's need, to monitor and intervene in the English Learner students' academic development.	Proficiency for All	<i>Each school is allocated a per pupil amount of supplemental and concentration funds known as Targeted Student Population funds under the District's effort to decentralize decision-making. These resources can be utilized to purchase coordinators based on their school's English Learner population and needs.</i>
9	To increase the reclassification of English Learners, an opportunity to have a second CELDT (non-official CELDT) administered must be offered annually.	Proficiency for All	<i>We currently do provide a non-official CELDT; however, the availability is contingent upon the accessibility of resources to purchase the assessment. We will continue to purchase a non-official CELDT pending budget availability.</i>
10	Create a study guide that will help parents support their English Learner students during summer break (in the areas of language, math, science) with readiness for the CELDT exam. Provide training for parents so they can use the study guide adequately.	Proficiency for All	<i>The Multilingual and Multicultural Education department has committed to working with Parent Community and Student Services (PCSS) to create a study guide to assist parents in helping their child in the summer to improve language and literacy skills by the spring of 2017.</i>
11	Tardies should not be counted against students when arriving 30 minutes late. It affects the schools Average Daily Attendance (ADA) budget.	100% Attendance	<i>By law, absence and attendance must be recorded. Tardies are periods of absence, and as such must be recorded under CA Education Code 44809. Tardies do not actually have any impact on ADA reimbursement, because ADA is awarded fully for students who are present for any part of the school day. Additionally, it is important to keep track of a student's tardies because the tardies amount to lost instructional time, which can hinder students' academic progress.</i>
12	Offer more workshops to parents regarding school attendance so they become aware of their	100% Attendance	<i>School attendance is one of the mandated topics to be presented to each ELAC. PCSS in conjunction with Pupil</i>

	responsibility.		<i>Services has developed an attendance toolkit, which is being presented to each parent/family center director with the expectation that training be provided to parents.</i>
13	The District needs to make changes in decision-making. The best decision is to have a parent advisory and decision-making committee about attendance according to the funds that each school receives; but we do not recommend that this be the SSC or the leadership committee.	100% Attendance	<i>School governance varies from school to school. We support parent participation in the decision-making process and this is why we have attendance and dropout prevention plans that are expected to be aligned with the school's single plan for student achievement.</i>
14	The District needs to hire Pupil Services and Attendance (PSA) employees that have high expectations for school attendance that are innovative, creative, consistent and use strategies to motivate, ie. raffles and prizes. Provide families with resources and intervention when it is necessary. Work with teacher attendance because the substitutes do not teach the same and hinder the students.	100% Attendance	<i>Pupil Services strives to recruit highly qualified employees. Pupil Services provides comprehensive training and support to all employees. Regarding staff attendance: LAUSD has offered incentives to teachers with excellent attendance and schools have an opportunity to implement such programs. Teachers are important role models for students with respect to regular daily attendance. In addition please see response to comment #12</i>
15	Identify the students immediately before having 3 or 4 absences and intervene immediately, implementing constantly the recovery days, working as a team, guiding families and holding the school principal responsible for the work of the person in charge of attendance.	100% Attendance	<i>Automated calls go out daily for all students who are marked absent or tardy. There are multiple tiered interventions that are triggered by the number of days a student is absent. Each school has developed an attendance and dropout prevention plan that describes the specific programs and strategies to improve attendance and intervene as necessary.</i>
16	Evaluate and monitor the parent center's efficacy; and if necessary, train the community representatives in the area of public relations and make necessary changes for efficacy.	Parent, Community and student Engagement	<i>As part of the LCAP we currently measure the effectiveness of parent centers through the District's School Experience Survey. We expect this information will be available in the fall of 2016. In addition, Parent Family Center directors are invited to monthly meetings within each Local District. The agenda in each Local District includes training for staff regarding the topics that are to be presented to parents in the following months. Parent and Community Engagement staff assist all parent centers and provide additional training and support as necessary. A toolkit focused upon customer service is being developed for use at all Parent Family Centers.</i>

17	Provide training and materials for the parent center staff to support parents of students with special needs and other student subgroups (English Learners and Gifted and Talented Education).	Parent, Community and student Engagement	<i>Parent training and materials supporting English Learner subgroups has been developed and PCSS is working with the Advanced Learning Options office to provide a toolkit regarding Gifted and Talented services. The Master Plan Parent Trainings also address several topics related to EL students.</i>
18	That in the District's parent engagement goals, it is added, <i>percentage of parents engaged as volunteers on committees</i> , and that it increase every year.	Parent, Community and student Engagement	<i>The number of parents serving on the School Site Council is determined by California Education Code requirements and cannot increase unless approved by the council. Also, the number of parents who serve on the English Learner Advisory Committee is fixed by each school's bylaws and would only increase in proportion to the number of English learner students in a school.</i>
19	Local Districts should hold monthly meetings in which the DELAC representatives share information that they received with other English Learner Advisory Committee (ELAC) chairpersons from their Local District.	Parent, Community and student Engagement	<i>Local districts have been discussing how to implement structures for holding quarterly meetings with representatives of the English Learner Advisory Committee and parent representatives of the School Site Council, among other stakeholders. The purpose of these meetings will be to update parents and other stakeholders on current District matters and initiatives. The intent of disseminating such information is so that school councils and committees become a vehicle to inform school parents of important issues to increase student achievement.</i>
20	Provide and/or increase the number of parent training opportunities made possible through workshops, trainings and other means.	Parent, Community and student Engagement	<i>Each year a database regarding the number and topics of workshops is collected from each local district. Each year the number of workshops has increased with the majority of trainings in support of academic initiatives.</i>
21	Provide workshops at the elementary level by school psychologists regarding student behavior to all parents. Provide parents with strategies to better educate their children at home to avoid having problems at school in the future.	School Safety	<i>Parent workshops are an excellent type of intervention that Student Health and Human Services staff provides at locations throughout the district. In addition please see response to #2 and #22</i>
22	Inform and update parents about their children's behavior. Find a way so that parents are required to attend workshops so that they can help their children reach their goals in regards to graduation.	School Safety	<i>The District does provide a suspension notice with the date and time of the suspension conference. Parents also can obtain information regarding their children's behavior through the MiSiS Social Adjustment Report. Through the District's School Climate Bill of Rights week</i>

			<i>and in collaboration with the PCSS and the local districts, School Operations provides parents and guardians with information on the District's Discipline Foundation Policy and efforts to create positive school climates. Teachers cover citizenship and behavior as part of the Student Progress Report and mandated Parent-Teacher Conference meetings. The Diploma Project and other similar District efforts provide information to parents and guardians related to graduation requirements and how students can meet those requirements.</i>
23	Student behavior needs to be supported by the District's Discipline Foundation Policy which includes the School Wide Positive Behavior Intervention Support (SWPBIS).	School Safety	<i>Through the District's School Climate Bill of Rights Resolution, the District is working on the full implementation of the Discipline Foundation Policy (DFP) and Restorative Justice practices in the District by 2020. The DFP is a large umbrella that covers positive behavior support, alternatives to suspension and Restorative Justice practices. The DFP has provided a strong framework to support positive behavior in District schools. As one example, the District has made significant progress in reducing days lost to suspension over the past seven years.</i>
24	Provide more funding for school police and security around the school campus before and after school.	School Safety	<i>In January 2012, the District provided two campus aides to every school in order to support campus security and safety. The District maintains a commitment to funding its School Police at a level commensurate with available resources.</i>
25	Make it mandatory for all persons to provide identification when entering and visiting a school campus.	School Safety	<i>Current policy allows schools to require visitors to provide identification. School Operations will take this feedback into consideration when it reviews the District-wide policy on school visitors.</i>
26	Need to be inclusive of independent contracts for innovative and successful programs to support parent engagement and recruitment so that they develop strategies on how to support their students. Parents need to be included in the decision-making according to the school's need.	Basic Services	<i>Parents are included in the decisions made to support independent contracts for parent engagement. Schools receiving categorical funds meet regularly throughout the year to discuss the needs of students and the parents supported by categorical funds. At those meetings, principals are present and hear the voices and needs of parents to assist them in decision-making around general funds.</i>

27	Contract innovative independent program services for newcomer students to give them the support to integrate themselves in a new country.	Basic Services	<i>Currently, the School Enrollment Placement Assessment (S.E.P.A.) Center provides a number of services to support newcomer students, such immunizations, school registration assistance, and social services. Also, Student Health and Human Services staff (PSWs and PSA Counselors) sites provide acculturation support for newcomers.</i>
28	Transportation: More students should have access to schools outside their area. The District needs to increase the budget for these services and reduce the minimum distance requirement of 2.5 miles.	Basic Services	<i>The Office of Educational Services will use this valuable feedback as it works with other offices and divisions in making recommendations to the Board and Superintendent on expanding Zones of Choice, magnet programs and the funding that would be required to change the minimum distances now required for bus transportation.</i>
29	Establish high standards for teacher credentials that are aligned to student needs.	Basic Services	<i>Although the State sets standards for teacher credentials, our district provides support in the establishment of high standards for teaching, which are aligned to student needs. This is done in a variety of ways which includes: - Assigning National Board Certified Teachers as mentors to teachers who are enrolled in teacher credentialing program - Utilizing the “grow our own” District Intern Program, which provides free access to an accredited (State of California) pathway to obtain a credential in shortage field areas, and offers a curriculum that meets State standards and is aligned to the needs of students with LAUSD. - Our newly created “STEP UP” Program recruits Education Aides and Teacher Assistants to become credentialed teachers within LAUSD and allows those with experience as paraprofessionals within the Special Education fields to better meet the needs of LAUSD students with special needs.</i>

30	Parents at all schools need to be informed and trained on the William's Law.	Basic Services	<i>Principals certify in the Administrator Certification in the fall that Williams notices are posted and are available to the public. Additionally, principals must certify online that their school is in compliance with the Williams textbook sufficiency. PCSS collaborates with the Office of School Operations and the local district administrators of operations to explore ways to increase parental awareness of the Williams requirements.</i>
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