



# PARENT ADVISORY COMMITTEE

Parent, Community and Student Services  
Auditorium  
1360 W. Temple Street, Los Angeles, CA 90026  
Thursday, December 17, 2015  
10:00am – 1:00 pm

## Meeting Agenda

- |       |   |   |
|-------|---|---|
| I.    | <b>Call to Order</b>  | Rachel Greene, Chairperson  |
| II.   | <b>Pledge of Allegiance</b>   | Member  |
| III.  | <b>Public Comment</b><br><i>Five speakers, two minutes each</i>                         | Paul Robak, Parliamentarian   |
| IV.   | <b>Parent, Community and Student Services Update</b>                                    | Rowena Lagrosa, Chief Executive Officer<br>Parent, Community and Student Services |
| V.    | <b>Chairperson’s Report</b>   | Rachel Greene, Chairperson  |
| VI.   | <b>Roll Call/Establish Quorum</b>   | Kathy Kantner, Secretary  |
| VII.  | <b>Minutes</b> (Action Item)<br><i>Review and approval of minutes November 19, 2015</i> | Kathy Kantner, Secretary  |
| VIII. | <b>District Legislative Priorities</b>  | Leilani Aguinaldo Yee, Director<br>Office of Government Relations                 |
| IX.   | <b>Smarter Balanced Assessments</b>   | Cynthia Lim Ph.D., Executive Director<br>Office of Data and Accountability        |
| X.    | <b>Parking Lot Review from September 17, 2015</b>                                       | Rachel Greene, Chairperson  |
| XI.   | <b>Announcements from Members and PCSS Staff</b>  | AmberMarie Irving-Elkins, Vice-Chairperson  |
| XII.  | <b>Adjournment</b> (Action Item)  | Rachel Greene, Chairperson  |

Visitors’ parking is limited. Please make plans to carpool or to arrive early. Childcare is not provided.

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](mailto:lisa.porter@lausd.net) at least 24 hours in advance. Individuals wishing to speak under Public Comment must sign up at the meeting and should plan to arrive early.

## Parent Advisory Committee Minutes

**Date:** November 19, 2015  
**Time:** 10:00 a.m. - 1:00 p.m.  
**Location:** PCSS Auditorium

### WELCOME/CALL TO ORDER

Rachel Greene, PAC Chair, called the meeting to order at 10:12 a.m.

### PLEDGE OF ALLEGIANCE

Mario Castillo, PAC Member, led the Flag salute.

### PUBLIC COMMENT

Paul Robak, PAC Parliamentarian, introduced three speakers for public comment.

1. Gemina Cueva is ELAC Chair at Bravo Magnet. She is disappointed that there are so few parents in attendance today. LAUSD is doing town halls on the LCAP but these presentations should also be given to SSCs at each school site.
2. Octavia Hernandez attended the convening and is disappointed not to see the representatives elected in attendance at the PAC meeting today. Also there is a meeting at Dorsey HS today about charters with the hope that parents will defend LAUSD schools and not go to charters. The speaker expressed some ambivalence about this.
3. Luz Montoya is also disappointed that PAC representatives are being elected then not attending meetings. She urged PAC members to share this information with our schools. She believes money intended for the schools is not getting to the schools.

### CHAIRPERSON'S REPORT

Ms. Greene asked if members participated in the Superintendent Focus Groups and urged members to participate in the calendar survey, online through Dec 1. Local District LCAP sessions are underway. She originally hoped to review 7 schools and their budgets, comparing their funding from former years through the present. Instead, we are covering budgets for 3 schools today. We are curious to know whether schools are receiving more money under LCFF, and to help PAC members understand the relation between the Equity Index and school budgets. Future topics will focus on the SBAC and a review of programs designed to assist our students and the metrics used to measure how they are working. Please continue to add comments to the whiteboards in the back of the room: one for the "Parking Lot" another for Future Topics. The PCSS update will be presented at the end of the meeting.

At the suggestion of CAC members, PAC members participated in a grounding activity where members stood in a circle and stated a particular quality they bring to this committee.

## **ROLL CALL/ESTABLISH QUORUM**

Kathy Kantner, PAC Secretary, conducted roll call. At 10:50 28 members were present, and quorum was achieved without alternates being seated.

## **LCAP UPDATE**

Pedro Salcido, External Affairs Officer, Office of Government Relations, provided a presentation. (See handout). Multiple (22-26) LCAP community forums have been held with stakeholders throughout the District within the last 2-3 weeks. He thanked PAC members who have attended these sessions for supporting these efforts.

LCFF has put a spotlight on how we do this work, set priorities, have conversations about our budget and how to support student success. We ask: what's the vision our community has for our schools, and how can we ensure that we are providing accountability?

Q: This presentation shows goals (100% graduation, 100% attendance, etc.) that do not seem realistic. A: These are aspirational goals that we are aiming for, and then we set year-to-year growth targets that we believe are achievable. Q: Parents know the District's proficiency rates; these goals are unrealistic.

Changes: The Local Control Accountability Scorecard replaces the Performance Meter. Feedback from the community last year advocated for supporting A-G, providing greater investment in the arts, addressing bullying, providing more counselors -- and this input was reflected in the current budget. Additional funding was also used to hire EL Coaches, support Early Education, Foster Youth, etc. Incremental investments are being made.

Q: We say the Special Education money is there, but it's not reaching my kids. Surrogate parent training/identification happened late this year. When the data comes out next year and students in Special Ed have failed, it's because we did this too late.

Q: Many 8th, 9th and 10th grade students won't meet A-G benchmarks. What are we going to do? A: We think 50% won't make it, so we are doing intercessions: offering credit recovery over winter break, which is available online at the school site. Q: Is this [asking students to give up their winter break for credit recovery] fair to parents and students? A: It's one of the things that, as we move forward, the investment will pay off. Q: We should prioritize investments in Kinder.

Q: What are the base, supplemental and concentration amounts for Elementary Schools? A: This is covered in the next presentation.

Q: Feedback from the LCAP community forums and from the PAC is that principals aren't always engaging their communities in budgeting decisions. This flies against the intent of LCFF. A: This year principals will have to be more transparent about how they are spending money at the school site. A new Targeted Student Population (TSP) form has been created and principals will use this to spell out how much of this funding a school receives, how they are spending it, and which outcomes they expect to meet.

Q: If the School Site Plan for Student Achievement is under the purview of SSC, don't they review this information there? A: No, this is separate. The TSP form is being introduced this year, to encourage these conversations.

Q: It sounds wonderful on paper, but students in SpED aren't receiving sufficient academic support. The support has to be provided in a timely manner, and if parents aren't on top of it and advocating, then nothing gets done for these students, which isn't right; they have the ability. A: I don't have all the information to walk you through what we are doing in Special Education. But LCFF put a spotlight on our students in Special Education, and we have put resources into identification -- proper identification, not simply referring a student to SpED when the real issue is that they are an English Language Learner.

#### **PRESENTATION: 2015-16 BUDGET**

Sam Gonzales and Tess Pineda of Budget Services provided an overview on school site budgets and how to find specific information online. (See handout.)

Q: LCFF brings us back to 20007/8 funding - it doesn't provide additional money. What is the State going to do to fund us going forward? A: LCFF is digging us out of the hole from the recession. We still need to think in terms of how California's State ranking compares -- we are 35th in the country -- and in terms of adequacy.

Affiliated Charters are pulled out of LCFF; each is considered its own LEA.

Q: When Affiliated Charters are listed in the Equity Index -- and receive funding for Assistant Principals, etc. -- this money comes from the set-aside for charter funding, not the LAUSD TSP share, correct? A: Yes.

When we talk about LCFF we have to take a holistic approach: are Title I funds, IDEA funds targeting the youth they need to reach and how can we provide equity to youth?

Q: How much of LCFF is going to school sites? A: About 70% of LCFF goes directly to schools, but when we add those resources that are administered centrally (Foster Youth Achievement programs, Restorative Justice, programs to support homeless youth, etc.) then about 90-93% of overall funding goes to schools.

Mr. Salcido requested that broader, more complex questions be held for the end of the presentation, but if there are quick, clarifying questions related to the Power Point slide on display, these can be addressed now.

Budget Spending reports are also available online and these provide greater detail.

Q: For Pilot schools, how is the funding calculated according to the new funding formula? A: The revenue LAUSD receives is divided up and given to those schools actually earning it -- this is revenue that a school would generate directly from the State, depending upon enrollment, unduplicated students, etc. Then we look at their expenditures. We calculate a share of these central costs. If their revenue is higher than what they are making we provide an additional allocation (the line item for this is 10397).

Q: When schools have students that meet multiple identified categories (FY, low income, ELL), does the District give the school what is actually needed to serve these students? A: We rank the schools based on these projections, and we give to the schools with the highest need.

Q: The "hold harmless" item for Title I appears in LAUSD investments to support targeted youth and also in the 2015/16 budget under Title I. These are the schools that fall just below the Title I cutoff, but why is this included as part of the total investments of LCFF when it's really Title I? A: In 2014/15 they swapped it out so it was cleaner. I'm not sure why it appears in both places, we will have to look into that. Q: Schools in the middling level of need come up short; is there an effort by Budget Services to look at the range in terms of highest and lowest per student allocations: does it change over time, and what can we do to avoid huge swings over time? A: That's impacted by enrollment. The Student Equity Index is a straight ranking, but based on enrollment these rankings can change from year to year. To prevent schools from losing positions one year to the next, we are using a three year averaging to minimize the swing. Pilot schools receive allocations based on projections; if enrollment changes, the District would have to take some funding back, unfortunately. That's not what we want to do: give and take away. Consistency is best.

Q: Special Services, OT: is this position funded centrally or by each school site? Most Elementary Schools don't have OT or PT onsite. A: This is centrally funded, yes. If the need for these services is generated through an IEP the District will send the OT or PT out as needed; It doesn't come out of the school's budget, unless there is a lot of need at a particular school, then they would have discretion.

Q: Are these school budgets representative examples or randomly selected? Is there a way to look at budgets and the performance information to see what impact the funding has on schools? A: We received a list of 10 schools the PAC was interested in, and from this list an ES, a MS and a HS were selected. We will also demonstrate how each of you can access this information for your schools online. Q: But if there's no master

index to compare funding to performance, how can we make sense of this data? A: There are multiple resources to help evaluate a school's performance: the School Report card, etc. A combination of strategies are used to help students: curriculum, the decisions made at schools -- it's hard to separate out the effects of one strategy. In some cases, you can see more clearly the impact of a particular program -- Restorative Justice, for example. In other cases, it's less clear: attendance doesn't always improve when a PSA position is funded. Multiple factors relate to student attendance: how the teachers are teaching, the school climate. This is a really good question.

A demonstration of how to find information online was provided. Go to [LAUSD.net](http://LAUSD.net), Find a School, Search page. Typing the name of a school directs the user to the District's portal page or the link to the school's standalone website. Select the portal page for Budget reports. Magnets are collapsed into each home school site. Demographic information is updated annually or more often, the budget information is updated monthly. Parent Engagement may be consolidated under materials and supplies, or it may appear on other line items, depending on how the school accounts for it.

A General Fund program manual (Estimated Rate Sheet) is available annually during budget season, and includes updated information for salaries.

Q: I don't see the LCFF codes in this budget? A: This is a rough summary. LCFF will fall in this unrestricted category; we will give you another report in greater detail.

Q: Is there a way to find the codes that link to this so we can talk with our principal? A: Refer to the School Spending Report listed on the school portal. Q: Can we track how much went to Professional Development? A: If a school pays for this from Title I funds, yes; otherwise this is centrally administered.

Q: Many positions can be paid for a variety of ways: a TA can be paid out of Title I or out of TSP, for example. A: Yes. Q: Is there an area we can refer to so that we know what a specific program is for? A: In this case it's best to ask the principal.

### **APPROVAL OF MINUTES**

AmberMarie Irving-Elkins made a motion to approve the Minutes of May 21, 2015 with any additions, deletions, or corrections. Rosa Andreson seconded the motion. There was no discussion. The vote was called: there were no objections and no abstentions. The motion carried.

AmberMarie Irving-Elkins made a motion to approve the Minutes of September 17, 2015 with any additions, deletions or corrections. Brent Anderson seconded the motion. There was no discussion. The vote was called. There were no objections and no abstentions. The motion carried.

### **PARENT COMMUNITY STUDENT SERVICES UPDATE**

Rowena Lagrosa, Director, PCSS noted that Michelle King, Chief Deputy Superintendent of Schools and Frances Gipson, Deputy Superintendent of Instruction plan to attend a future PAC meeting. Dr. Ruth Perez is leaving to become Superintendent of the Norwalk Unified School District. Mr. Jose Huerta is the new Local District East Superintendent. An OpEd in today's Los Angeles Times expresses how difficult the telephone survey for the instructional calendar is to understand. PAC members received a demonstration on how to complete the survey: visit the LAUSD Home page, select School Year calendars; enter your phone number and click on the link for calendar. Mrs. Lagrosa thanked everyone who attended the community forums for the LCAP and the Superintendent selection. Overall there was poor attendance at many of these forums, which shows that parents are more interested in what happens directly at their school sites. To this end PCSS has been providing a series of weekend trainings for SSC members. The last one will be held this Saturday at Roybal Learning Center; anyone is welcome to attend.

School Report cards will be distributed before Winter Break. The School Experience Survey will go out to families in January. Your input is important. While there are several report cards related to LCFF, SQI, etc., it is the School Report Card that provides the best picture of how school communities feel about their schools. PCSS is receiving many calls from principals, so the SRC has their attention and will provide great baseline data. The SSC trainings and the SRC address the two Parent Engagement goals established in the LCAP. Next month our Chair, Rachel Greene, will attend the Early Childhood Education and Parent Engagement Committee and will provide a report.

Q: How is MiSiS doing this year? A: Most issues with MiSiS have been resolved and it seems to be on-track. PCSS is involved with the new PASSPORT system, which is being piloted at 20 schools; the entry point through the grade book will be available through MISIS. Schoology is the vendor. We can't hold our families accountable, or our schools, unless we give them the data to do so. Contact Mr. Alvarenga if you have problems with PASSPORT logon.

Q: The information we receive here is valuable. Many people at our schools want to understand the budgeting breakdowns. As a representative of my Local District, how can I let other parents know this information? A: The role of PAC members is to comment on the LCAP. Our goal as PAC members is to understand how LAUSD's LCFF funding and categorical funding supports students. PAC members are a resource and can answer questions, however it's up to each principal to communicate with school communities about these issues. Principals have received a Toolkit to help with this.

## **ANNOUNCEMENTS**

AmberMarie Irving-Elkins, PAC Vice Chair, urged PAC members to try to spread the word about this last SSC training. Members were encouraged to fill out the evaluation form for today's presentations.

Rachel Greene acknowledged the new DELAC and CAC officers and hopes to coordinate efforts among the committees. Also, she announced on behalf of Brent Anderson, who had to leave, that there is an Anti-bullying Star Wars program available free of charge to schools. Contact Brent for more information.

**ADJOURNMENT**

The meeting adjourned at 12:57 p.m.

These notes are respectfully submitted by Kathy Kantner, PAC Secretary.

PENDING APPROVAL





# LOS ANGELES UNIFIED SCHOOL DISTRICT

## Board of Education Report

### 2016 Legislative Priorities

#### 1. **Maximum Funding for K-12 Adult Education Programs**

**Source: Division of Adult and Career Education**

Proposal: Identify state funding and legislative changes to ensure school districts receive maximum state funding for K-12 adult education programs. The State renewed funding for adult education in the 2015-16 state budget, but current funding levels still remain too low to meet the demands of adult learners who remain on waiting lists to access classes for English proficiency, high school diplomas, citizenship, and job training.

#### 2. **Adequate Funding for K-12 Education**

**Source: Board of Education**

Proposal: Advocate for additional funding sources for K-12 education to ensure every student receives a quality education. Even with the Local Control Funding Formula, California schools are still severely underfunded. The lack of funds hinders a district's ability to provide high-quality education and increase achievement for all students. Pursuing other sources of revenue will not only lead to a better education for students but also an increase in economic growth for the surrounding community.

#### 3. **KLCS Trust**

**Source: Chief Financial Officer**

Proposal: Allow school districts to set aside one-time special funds in a trust, for the benefit of a particular district program, in this case KLCS. The trust would allow KLCS to access revenues from interest earned in the trust, thus reducing reliance on District general funds.

#### 4. **Extension of State School Facilities Program**

**Source: Facilities Division**

Proposal: Extend the State School Facilities Program to ensure LAUSD can leverage its local bond dollars and address the multitude of facilities needs throughout the District. The current State School Facilities Program has exhausted all funding for school construction. Absent funding from the State, local school districts will be required to shoulder the burden of funding 100% of their school construction needs. For many school districts that do not have access to local bond funds, the state program is their only means of addressing their school facilities needs. To ensure equity for all school districts and all school children, the State School Facilities Program must be extended. This will require the Legislature to authorize a ballot initiative for the 2016 ballot.



# LOS ANGELES UNIFIED SCHOOL DISTRICT

## Board of Education Report

### 5. **Language Skills Assessment for Transitional Kindergarten** **Source: Early Childhood Education Division**

Proposal: Allow for the use of the Desired Results Developmental Profile (DRDP) or another more age appropriate assessment in place of the California English Learner Development Test (CELDT) to identify English Learner students in Transitional Kindergarten (TK) and Expanded Transitional Kindergarten (ETK). Current law requires that all students with a primary language other than English, including TK and ETK students, complete a language assessment within 30 days of enrollment.

### 6. **Charter School Governance** **Source: Board of Education**

Proposal: Seek legislation to require that all organizations or entities that are sole statutory members of a charter school board or otherwise exert control over the governance and operations of a charter school, including but not limited to fiscal and educational decisions, be subject to public accountability laws applicable to charter schools including the Brown Act, conflict of interest laws, California Public Records Act, and responding to reasonable inquiries from the charter authorizer.

### 7. **Charter School Reforms** **Source: Board of Education**

Proposal: Seek changes to the Education Code to strengthen the rules and regulations covering charter schools in order to ensure that charter schools are held to similar standards as school districts. Amendments to the Education Code could include Brown Act requirements or changes to Proposition 39 requirements.

### 8. **Districts of Choice** **Source: Board of Education**

Proposal: Add to the Districts of Choice statutes a requirement that a district of choice must inform families of their rights in the district of choice process, in particular that the district of choice may not discriminate against English Learner students or students with disabilities. Additionally, establish an appeal process for students who believe they were wrongly denied admission into a district of choice.



## LOS ANGELES UNIFIED SCHOOL DISTRICT Board of Education Report

### 9. **Organic Waste Recycling**

**Source: Office of Environmental Health and Safety**

Proposal: Seek a delay in a new law that requires that entities that generate a specified amount of organic waste arrange for recycling services for that organic waste. Allow school districts additional time for compliance with these requirements given that current federal law regarding school meal distribution leads to large amounts of organic waste. Additional time also would allow for training at school sites and food production facilities for proper sorting of waste and composting. The new requirements otherwise would represent new costs to the District to handle the organic waste appropriately.

### 10. **Refund of Employer Retirement Contributions**

**Source: Office of General Counsel**

Proposal: Amend the Government Code to require the return of a public employer's retirement contributions to the public employer when an employee forfeits retirement benefits due to conviction of a crime. Currently, District contributions are not returned to the District after an employee forfeits retirement benefits, but the employee is able to recoup their employee contributions.

### 11. **Paid Time Off for Certificated Employees**

**Source: Office of General Counsel**

Proposal: Allow districts to convert the provision of vacation and illness time to a combined paid time off for certificated employees that may be used for vacation, illness, or other personal reasons. Currently, classified employees are provided vacation and illness time while certificated employees are only provided illness time.

### 12. **Separation of Employment for AWOL Employees**

**Source: Office of General Counsel**

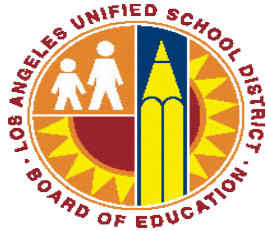
Proposal: Allow school districts to separate employment with certificated employees who have been absent without leave (AWOL) for more than one semester after reasonable notice. Currently, certificated employees who are absent without leave for several months or years must go through the formal separation process.



## LOS ANGELES UNIFIED SCHOOL DISTRICT Board of Education Report

### 13. **Public Notification Flexibility for Public Works Contracts** **Source: Facilities Division**

Proposal: Expand the public notification methodology for which a school district is required to give public notice of a project to potential bidders. Public Contract Code Section 20112 states for the purpose of securing bids, the governing board of a school district shall publish at least once a week for two weeks in some newspaper of general circulation published in the district, or if there is no such paper, then in some newspaper of general circulation, circulated in the county, and may post on the district's web site or through an electronic portal, a notice calling for bids, stating the work to be done or materials or supplies to be furnished and the time when and the place and the web site where bids will be opened. The amount of staff, time, and resources required to prepare a newspaper advertisement for each public works contract the District seeks is very consuming and costly. Over the past 4 years, the District has posted an average of 130 advertisements each year at a cost ranging from \$100 to \$2,500 per advertisement. In this age of technology, school districts should be afforded the flexibility to either post in a local newspaper or on the district's website.



# Smarter Balanced Assessments

Cynthia Lim

Office of Data and Accountability

December 17, 2015

# What's New about the Test

- Computer based
- Computer adaptive
- Assesses knowledge in a different way
- New performance bands and reporting

# Computer Adaptive Testing

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- What is CAT :
  - Answer Correctly → Harder Question
  - Answer Incorrectly → Easier Question
- Provides better information and increased accuracy
- More precise information about achievement vs “fixed form” where all students see the same questions

## How:

- Students get the questions in the appropriate range for them – up to 2 grade levels above or below grade level
- Before, for those at the top and the bottom we couldn't tell – How far ahead? How far behind?

# Assesses Different Skills

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- Problem Solving Perseverance
- Application of Knowledge
- Listening
- Reading Complex Texts
- Research
- Real-world Math Tasks



## Sample Mathematics Test Item: Old vs. New

Solve for  $x$ .

$$6\frac{2}{8} + 3\frac{5}{8} = x$$

(A)  $7\frac{2}{8}$

(B)  $9\frac{7}{8}$

(C)  $9\frac{2}{8}$

(D)  $18\frac{7}{8}$

VS

Jared is testing how much weight a bag can hold. He plans to put juice bottles into three bags. He wants each bag to have a total weight within the given range.

- Drag juice bottles into each bag so that the weight is within the given range.
- Leave the bag empty if the given range is not possible using juice bottles.

**Between 6 lb and 7 lb**      **Between 10 lb and 11 lb**      **Between 14 lb and 15 lb**

# Sample English Language Arts Test Item: Old vs. New

Which two words are synonyms for heap?

- (A) pile
- (B) row
- (C) corner
- (D) mound
- (E) pattern

VS

Read the sentences from the passage.

As he neared the hollow tree he heard a growing hum. He made a similar noise and he saw one or two bees land on his bear suit.

What does the use of the word similar suggest? Pick **two** choices.

- Coyote was surprised and made an unusual sound.
- The sound Coyote made was meant to calm the bees.
- Coyote made a sound like a bear growling to tease the bees.
- The sound Coyote made blended in with the sound of the bees.
- The sound Coyote made was very loud to scare away the bees.

# New Problem Types: Challenging Tasks – 5<sup>th</sup> Grade Math



## COMMUNITY GARDEN

Your class is going to plant vegetables in a section of the local community garden. The garden manager has provided an area to plant the vegetables as follows:

**The total area for the class to plant vegetables will be a rectangle 40 feet long and 30 feet wide.**

The class has decided to plant four rectangular sections of the class garden with vegetables according to this plan:

- **1/4 of the garden will be planted with carrots.**
- **1/6 of the garden will be planted with potatoes.**
- **1/8 of the garden will be planted with broccoli.**
- **1/12 of the garden will be planted with corn.**

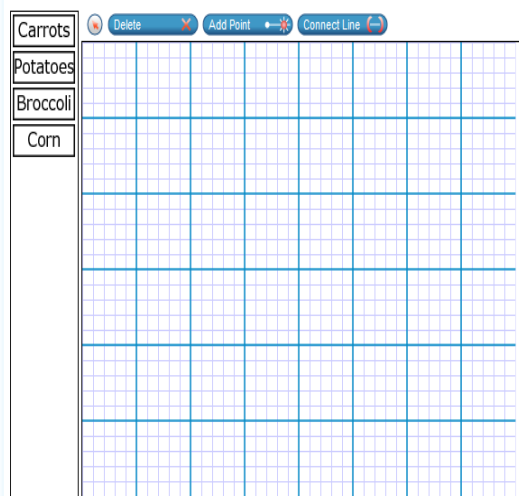
In this task, you will analyze the class plan and determine an alternate plan that will help make the most use of the available area.

“Analyze the class plan and determine an alternative that will help make the most of the available area “

1

Using the connect line tool, draw rectangles on this model of the garden to represent the four rectangular sections for planting vegetables according to the class plan. The garden model is divided into 5 feet by 5 feet sections.

- Use whole number side lengths.
- Each square on the model represents 1 square foot.
- Drag the correct label that shows the vegetable for each section.



- Drawn from real life
- Requires multiple steps
- No one right answer

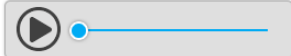
# New Problem Types: Listening Questions – 7<sup>th</sup> Grade ELA



Listen to the presentation

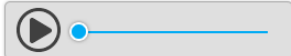
## A Human Wall for Baby Turtles

Listen to the presentation. Then answer the questions.



Click to hear the meaning of the word below.

Instinct



Audio glossaries for words above grade level

Asks students to provide evidence for answers

22

The following question has two parts. First, answer part A. Then, answer part B.

### Part A

What is the **most likely** reason the author made the presentation?

- Ⓐ to explain how animals' natural behavior can be harmful
- Ⓑ to give an example of humans helping animals
- Ⓒ to prove that city lights are harmful to turtles
- Ⓓ to teach a lesson on the life cycle of turtles

### Part B

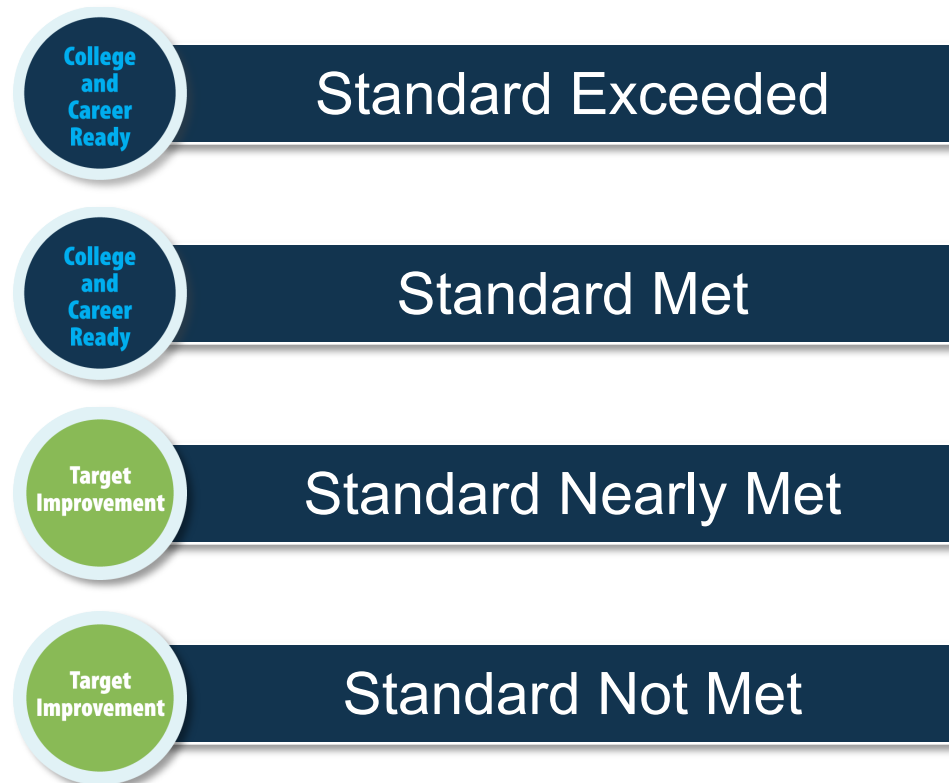
Which detail from the presentation **best** supports your answer in part A?

- Baby turtles are born on the same beach as their mothers.
- Baby turtles go towards bright light because of their instincts.
- The baby turtles were guided to the ocean by a wall of people.
- Lights from houses, hotels, and airports make turtles go the wrong way.

# New Performance Bands -- Overall Scores – 4 Levels

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## English Language Arts and Mathematics



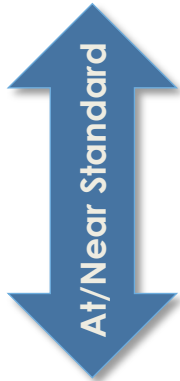
# New Details – Claim Level (subscores) – 3 levels of performance

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Above Standard

- English Language Arts
  - 1.Reading
  - 2.Writing
  - 3.Speaking & Listening
  - 4.Research/Inquiry



At/Near Standard

- Mathematics
  - 1.Concepts & Procedures
  - 2.Problem Solving & Modeling & Data Analysis
  - 3.Communicating Reasoning



Below Standard

# Results: Last Year's vs. This Year's

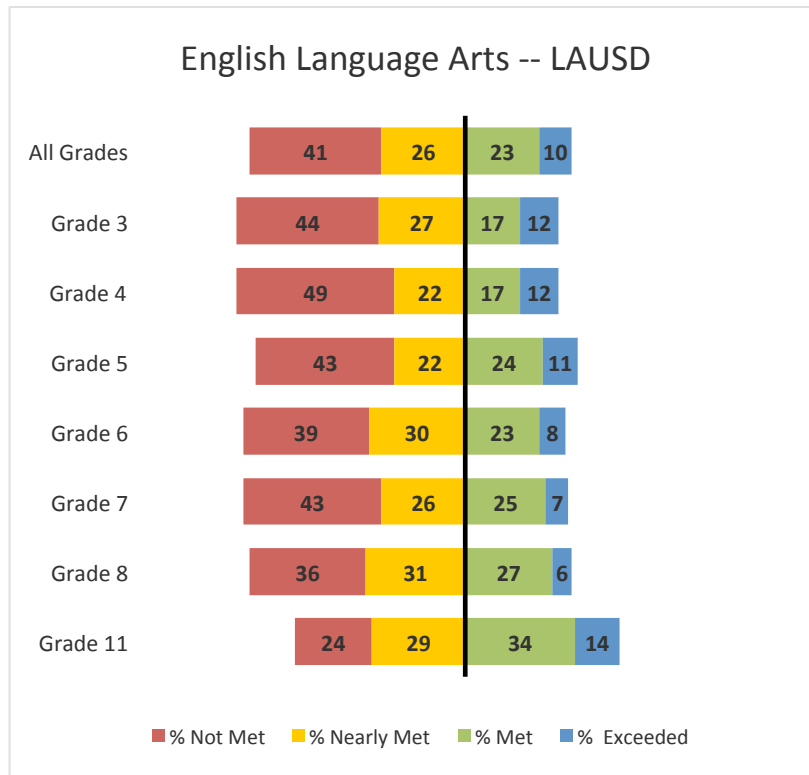
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- **Scores and achievement levels from the Smarter Balanced assessments **cannot and should not** be compared with data from STAR or CAHSEE.**
  - Different standards are assessed.
  - Different assessment methods and score scales are used.
  - Different levels of cognitive rigor are assessed.
- **It's Like Apples and Oranges – you can't compare**
- **The previous test measured different skills, in a different way**

# Smarter Balanced Assessment Results -- LAUSD Schools

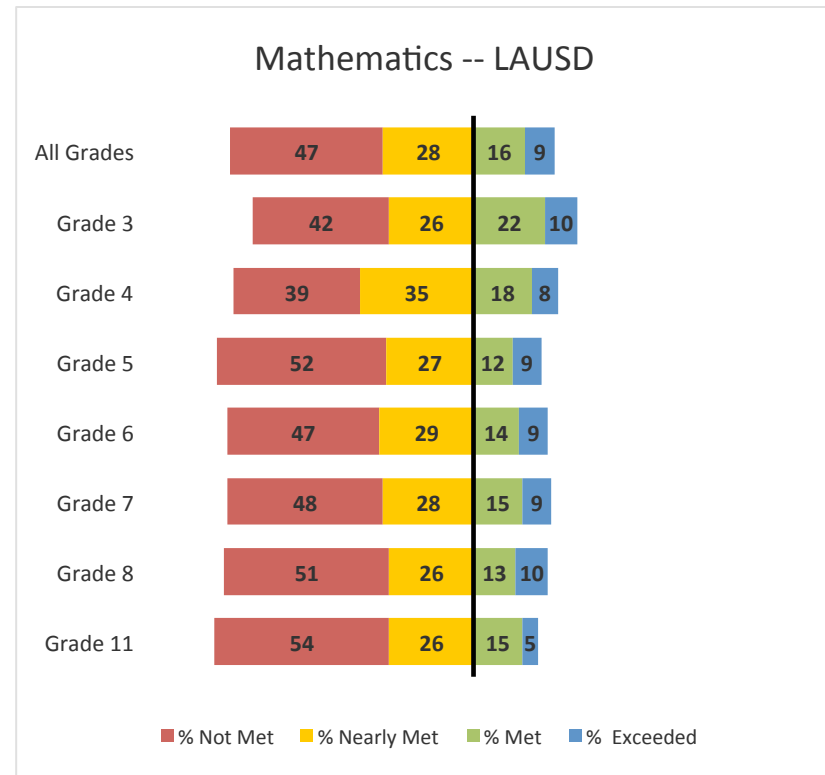
**33% Met or Exceeded Standards, All Grades**

**(State Average = 44%)**



**25% Met or Exceeded Standards, All Grades**

**(State Average = 33%)**

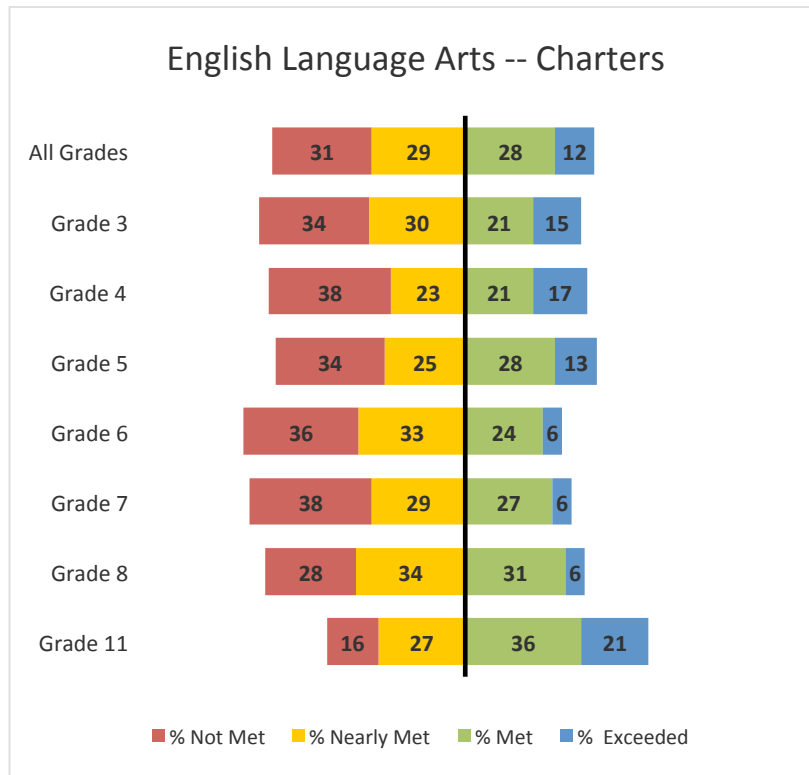




# Smarter Balanced Assessment Results --Independent Charter Schools

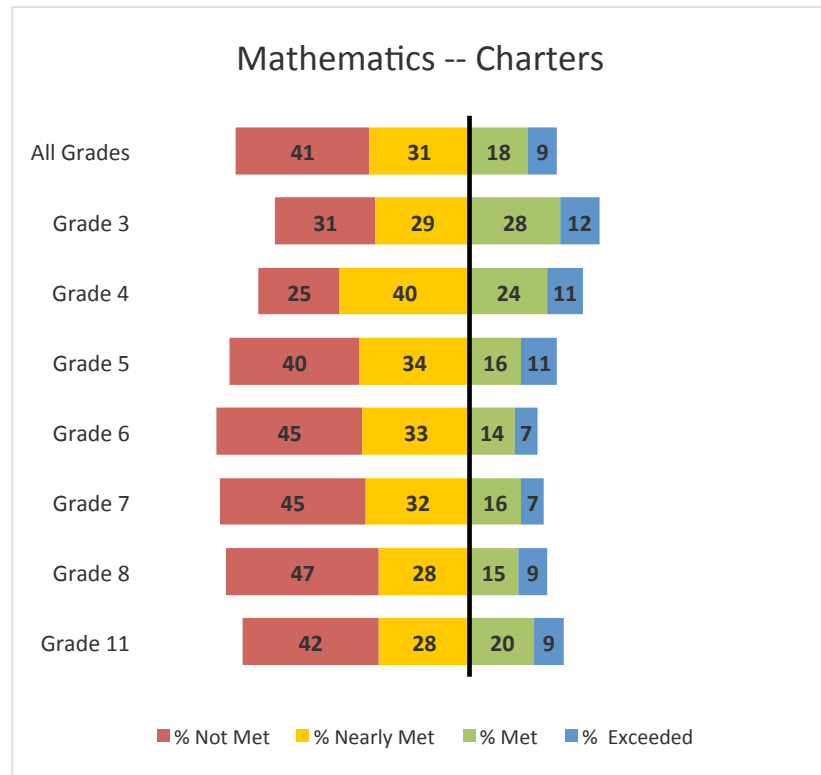
**39% Met or Exceeded Standards, All Grades**

**(State Average = 44%)**



**28% Met or Exceeded Standards, All Grades**

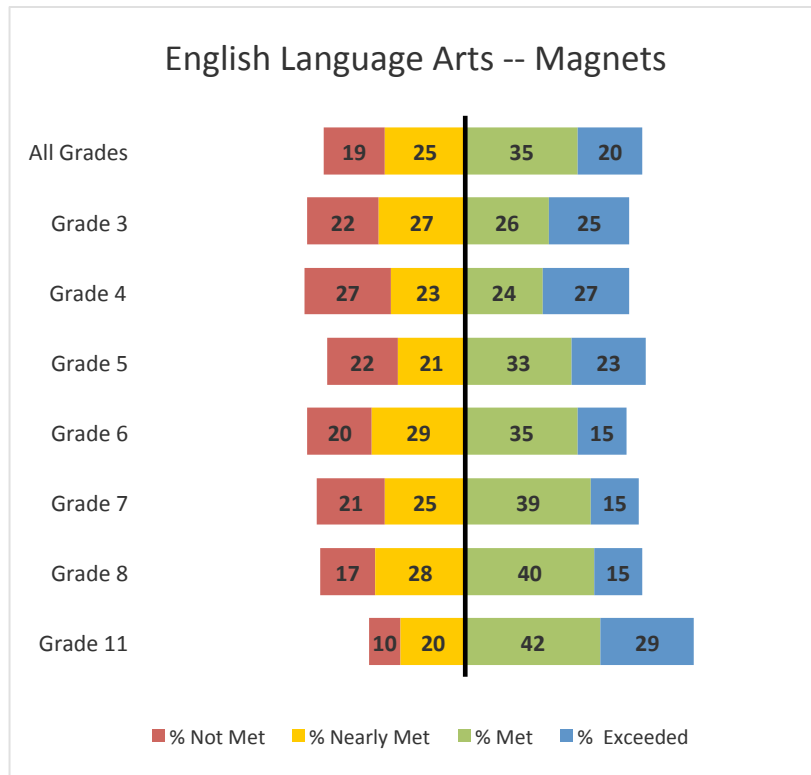
**(State Average = 33%)**



# Smarter Balanced Assessment Results -- Magnet Centers and Schools

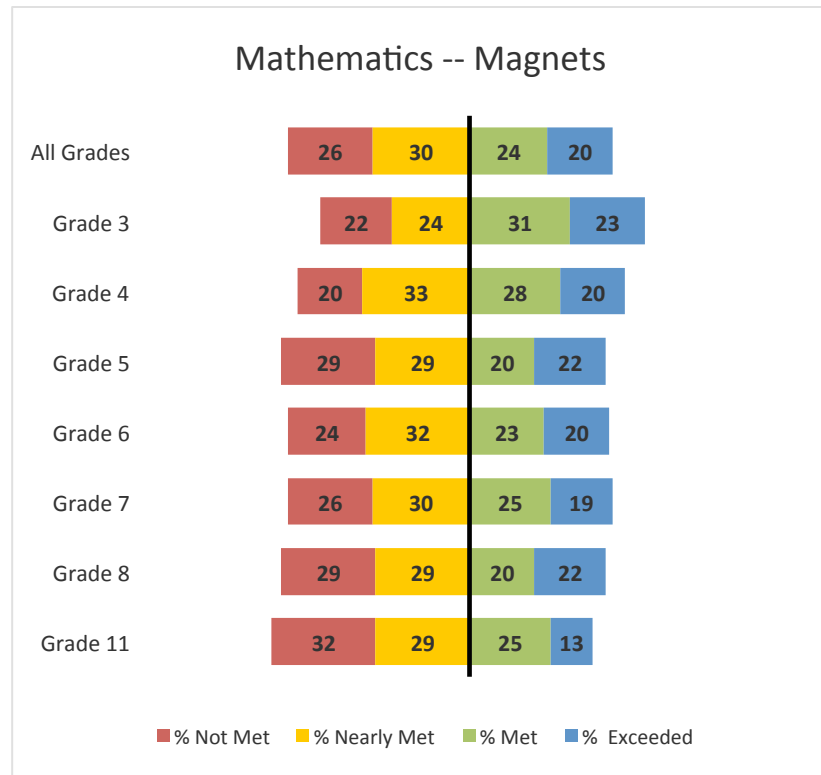
**55% Met or Exceeded Standards, All Grades**

**(State Average = 44%)**

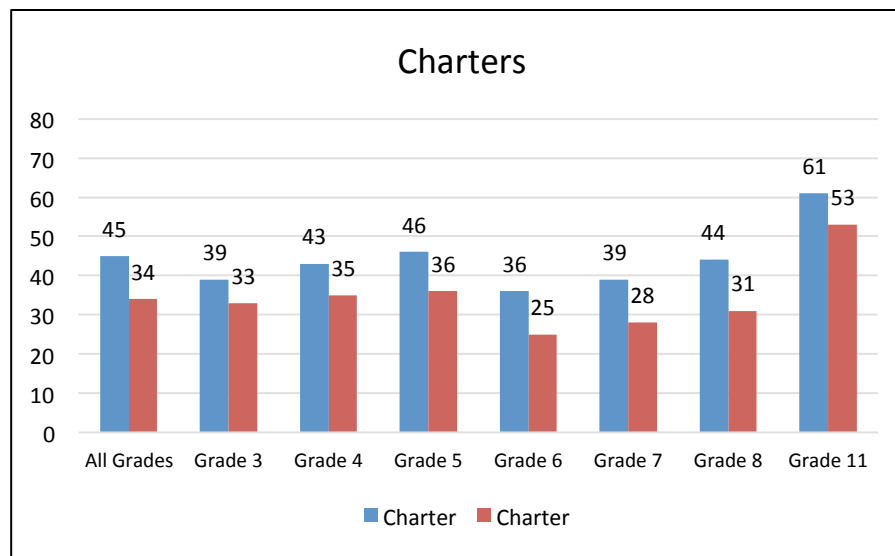
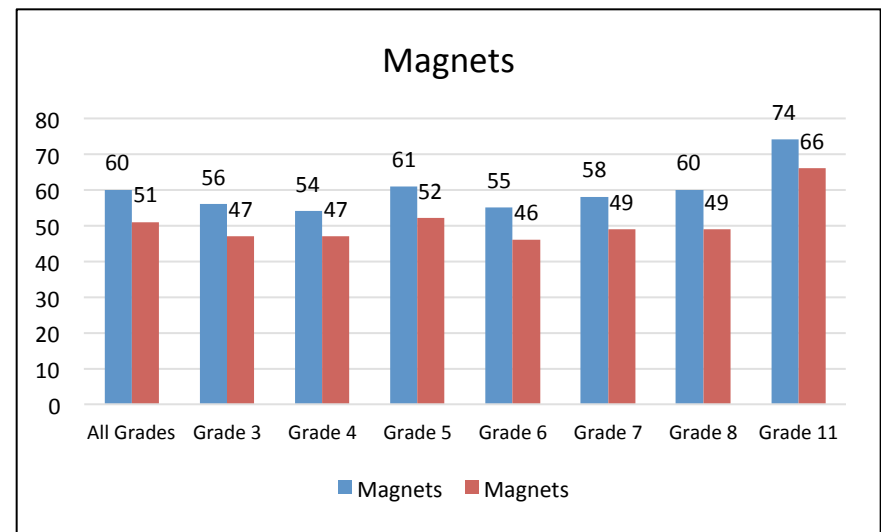
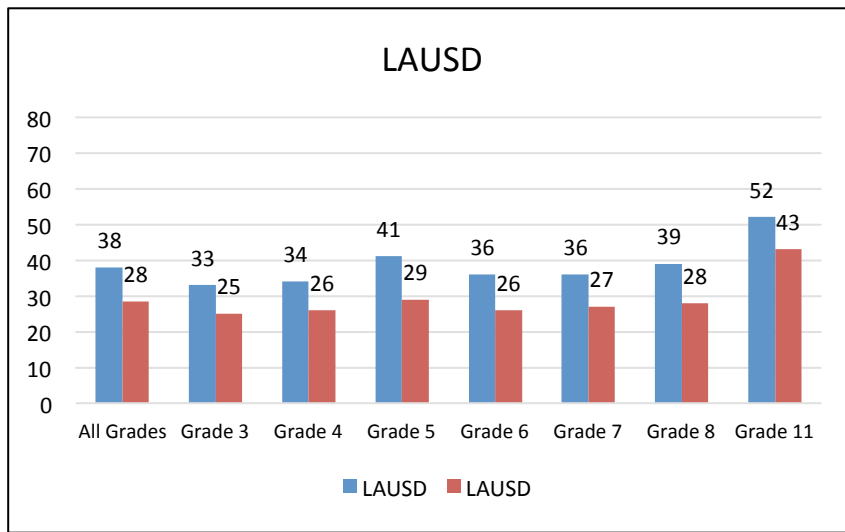


**44% Met or Exceeded Standards, All Grades**

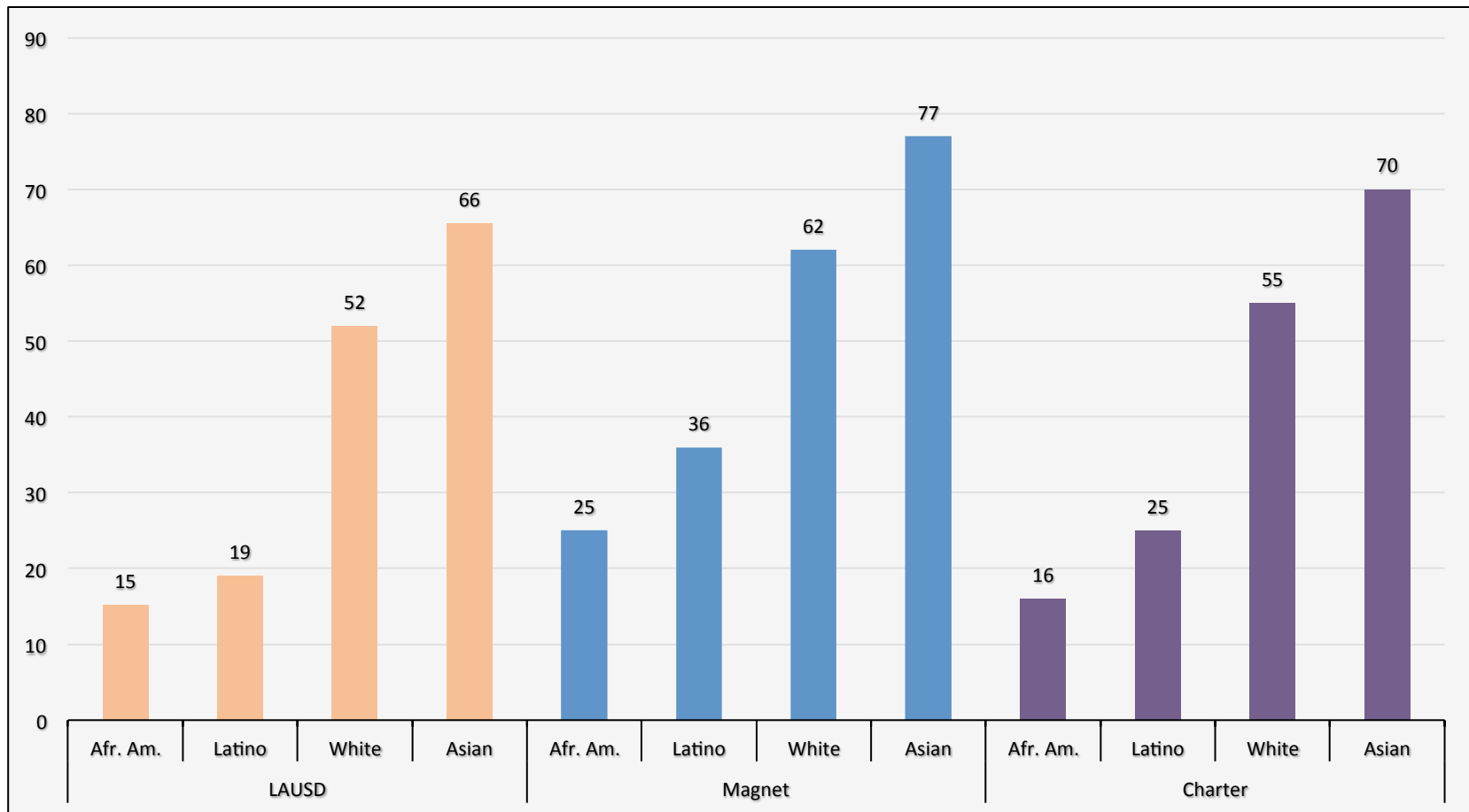
**(State Average = 33%)**



In English Language Arts, females scored higher than males, in Math – no difference

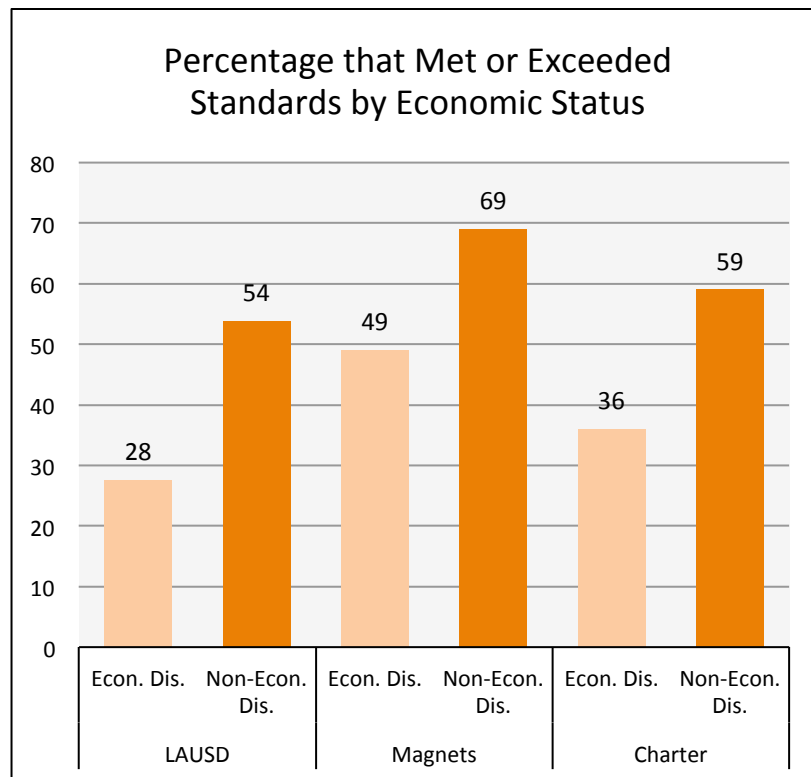


Across all types of schools, Asian and White students out-perform African-American and Latino students

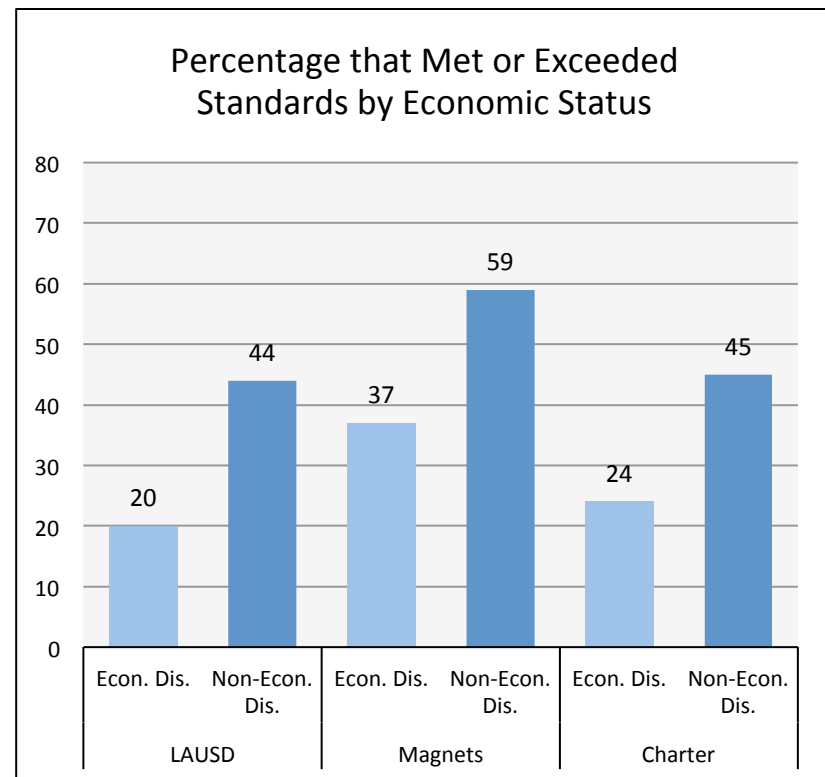


# Economically Disadvantaged Students scored lower than Non-Economically Disadvantaged

## English Language Arts

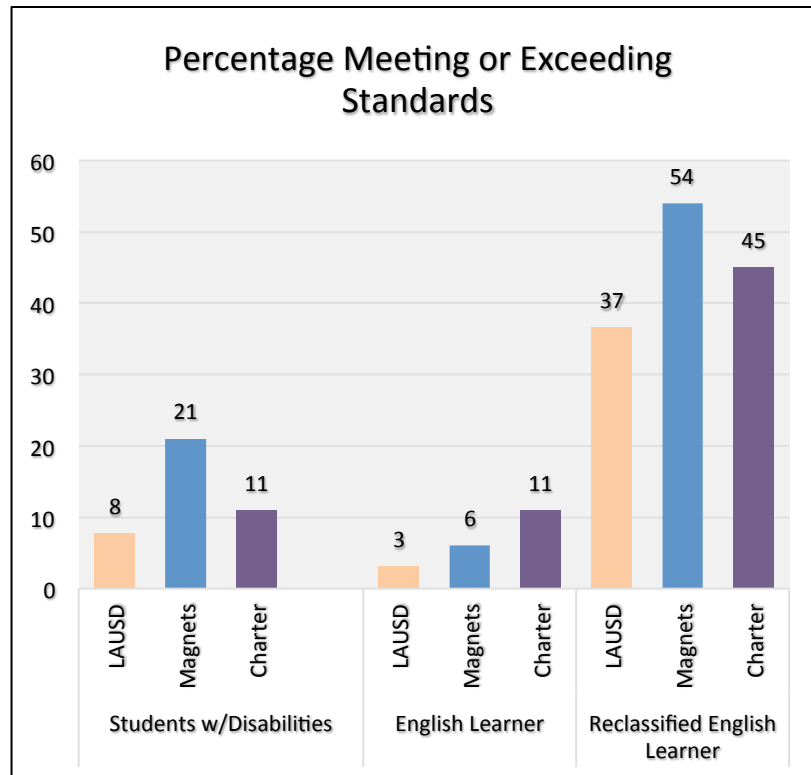


## Mathematics

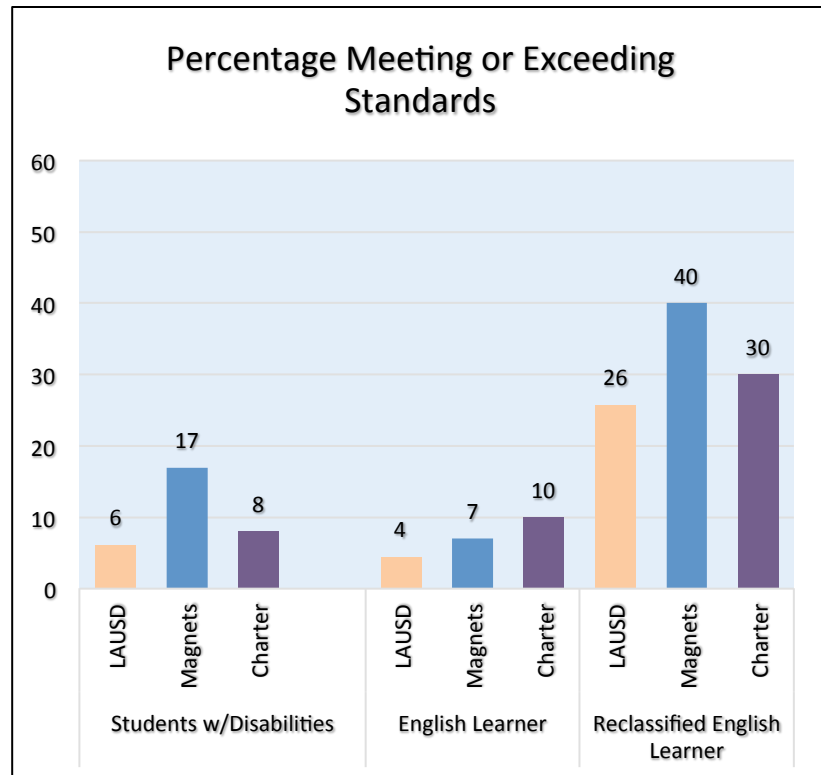


In both ELA and Math, lowest performing subgroups were Students with Disabilities and English Learners

### English Language Arts



### Mathematics



# PAC Calendar



## Los Angeles Unified School District

<b>September 17, 2015</b> Regular Meeting		<b>November 19, 2015</b> Regular Meeting		<b>December 17, 2015</b> Regular Meeting
10:00 am to 1:00 pm		10:00 am to 1:00 pm		10:00 am to 1:00 pm
<b>PARENT, COMMUNITY AND STUDENT SERVICES AUDITORIUM</b>		<b>PARENT, COMMUNITY AND STUDENT SERVICES AUDITORIUM</b>		<b>PARENT, COMMUNITY AND STUDENT SERVICES AUDITORIUM</b>
<i>1360 West Temple Street Los Angeles, CA 90026</i>		<i>1360 West Temple Street Los Angeles, CA 90026</i>		<i>1360 West Temple Street Los Angeles, CA 90026</i>

<b>January 21, 2016</b> Regular Meeting		<b>February 18, 2016</b> Regular Meeting		<b>March 17, 2016</b> Regular Meeting
10:00 am to 1:00 pm		10:00 am to 1:00 pm		9:00 am to 3:00 pm
<b>PARENT, COMMUNITY AND STUDENT SERVICES AUDITORIUM</b>		<b>PARENT, COMMUNITY AND STUDENT SERVICES AUDITORIUM</b>		<b>PARENT, COMMUNITY AND STUDENT SERVICES AUDITORIUM</b>
<i>1360 West Temple Street Los Angeles, CA 90026</i>		<i>1360 West Temple Street Los Angeles, CA 90026</i>		<i>1360 West Temple Street Los Angeles, CA 90026</i>

<b>April 21, 2016</b> <b>LCAP Session</b>		<b>April 22, 2016</b> <b>LCAP Session</b>		<b>May 19, 2016</b> <b>Regular Meeting</b>
9:00 am to 3:00 pm		9:00 am to 3:00 pm		10:00 am to 1:00 pm
<b>PARENT, COMMUNITY AND STUDENT SERVICES AUDITORIUM</b>		<b>PARENT, COMMUNITY AND STUDENT SERVICES AUDITORIUM</b>		<b>PARENT, COMMUNITY AND STUDENT SERVICES AUDITORIUM</b>
<i>1360 West Temple Street Los Angeles, CA 90026</i>		<i>1360 West Temple Street Los Angeles, CA 90026</i>		<i>1360 West Temple Street Los Angeles, CA 90026</i>