

Parent Advisory Committee Minutes

Date: February 18, 2016
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 10:07 a.m.

PLEDGE OF ALLEGIANCE

Rosa Andresen, PAC Member, led the Flag salute.

PUBLIC COMMENT

Paul Robak, PAC Parliamentarian, confirmed that there were no speakers.

CHAIRPERSON'S REPORT

Ms. Greene addressed the circumstances of last Wednesday when the PAC elections could not proceed due to lack of quorum. She provided an overview of the day's agenda.

ROLL CALL/ESTABLISH QUORUM

Kathy Kantner, PAC Secretary, conducted roll call. With 27 members present at 10:17, there is quorum. One more member arrived, and at 10:54 two alternates were seated, bringing the count to bringing the count to 30.

Brent Andersen made a motion to postpone the elections until the PAC comments and recommendations are completed in April. Denise Lambert seconded the motion.

During discussion, Mr. Andersen suggested that we make a motion to amend the Agenda, however Ms. Greene felt this wasn't necessary.

Alvaro Alvarenga, Administrator, Parent, Community, Student Services, clarified that the motion under discussion was for elections be held after the PAC makes its recommendations in April. Jacquelyn Smith Conkleton asked that we hold them earlier. Anita Evans discussed postponing them. Mr. Robak discussed the wisdom of having an election at the very end of the term; Ms. Greene noted that we don't need to decide that now but our focus should be doing our best to get informed comments. Deann Dantignac asked to place elections on the Agenda for March. Mr. Alvarenga noted that the first step is to vote on the current motion, then members are free to make additional motions if they so choose.

The vote was called: 24 members voted yes, none voted no, and there were 2 abstentions. The motion passed.

PRESENTATION: FOSTER YOUTH

LaShona Jenkins, Coordinator, Foster Youth and Achievement Program provided a presentation on Foster Youth. A form on the projector noted the numbers of students and breakdown by program, ethnicity and geographic location; this is being translated and will be provided to members at the next meeting. The program launched last year with 55 school based counselors providing assessments and case management. This year with LCAP funding and extra funding from EL and Student Health and Human Services, there are now 72 counselors with caseloads of 100 students each. 21% of Foster Youth receive Special Education services; 25% are English Learners, so staff receive training. State standardized test results compared to other demographics and ethnic breakdowns, etc. will be provided soon. A letter provided to caregivers was distributed as a handout. Legislation promotes school stability: Foster Youth, students with juvenile justice involvement, and homeless students who transfer High Schools only need to meet State requirements of 130 credits to graduate, as compared to 210 credits as per LAUSD graduation requirements.

Ms. Greene requested additional information related to investment, changes in attendance patterns and decrease in school transfers relative to placement transfers, and whether there is a way to know if students are being referred for conduct related issues. Ms. Jenkins said that Probation is very guarded with this information. They don't even tell us which students are on probation. We don't always get info from the Department of Children and Family Services when a student's residential placement changes.

PRESENTATION: HOMELESS EDUCATION

Nancy Gutierrez, Program Coordinator, Homeless Education Program Pupil Services & Tammy Wood, Sr. Parent Community Facilitator, provided a presentation on Homeless Education. (See handouts.)

One in five shelter users are youth; the highest number growing in this population are children 0-5. Only one in three homeless children end up graduating; nationwide 9 out of 10 housed youth do. Twenty percent of homeless students are held back in multiple grades. Their SBAC results are lower, and they have many other challenges, so it is important that we are able to identify these children and provide support. Federal laws, including the new ESSA legislation, continue to mandate the assistance provided to homeless youth.

Sometimes families don't consider themselves homeless, so other language is used to assess this: are you in transition, having trouble with housing, etc.? Most of the homeless youth within LAUSD are doubled up and living with another family temporarily. Federal law defines homelessness, which applies to families who are: paying rent

living in a hotel
in a garage with no plumbing
in a trailer that is not hooked up
unaccompanied youth are considered homeless (runaway, throwaway, teen parent living with another family).
assessment is via Student Residency Questionnaire - SRQ.

Assessment considers whether accommodations are fixed, adequate, and permanent. Homeless students are permitted to attend any school they feel most connected to where they attended within the last 15 months. TSP funding was provided to the Homeless Education Program: 7 staff serving 16,000 homeless students at the height of the recession. Now there are approximately 8,000 homeless students identified, most in the South and Central districts. Due to this program's expansion, one PSA counselor and one aide are provided to each Local District. Program investment goal is to staff 10 PSA Aides total at the end of this school year, 7 counselors, 1 PSA counselor to serve district-wide alternative school sites; one PSA counselor per Local District also 7 PSA counselors to serve as liaisons to targeted schools and homeless shelters. Let us know if your schools need presentations on homelessness. PAC members were invited to attend Homeless Advocate trainings.

APPROVAL OF MINUTES

Brent Andersen made a motion to accept the Minutes of January 21, 2016. Jacquelyn Smith Conkleton seconded the motion. There was no discussion. Members voting yes: 25, voting no: zero, and there were no abstentions. The motion carried.

PRESENTATION: STANDARD ENGLISH LEARNERS

Kandice McLurkin, Coordinator, Academic English Mastery Programs, Multilingual Multicultural Education Department, provided a presentation and update on the Supports and Outcomes for Standard English Learners (SELs). Members participated in an experiential exercise, then it was noted that most of us recorded positive memories, while others have negative memories. We want to make sure we use our power to support students, not to make them feel less capable at school because they haven't mastered the language of instruction.

A categorization of IFEP means that a child has taken a test that indicates that although they hear another language spoken at home they are fluent in English, however this does not mean they have mastered academic language. When we look at levels of proficiency, English Learners score the lowest, and our students with disabilities are next lowest. The SEL Resolution called for placing a SEL coordinator at each Local District; also SEL coaches are placed strategically at schools. This program also collaborates with UCLA Center X. Next year the goal is to identify a system that captures those students who need extra help so we can monitor their progress. Lost Links is a new program being piloted; it predicts how well a student will do on the Smarter Balanced As-

sessments. Intensive training is provided at 28 secondary schools. 76 schools are AEMP (Academic English Mastery Programs) schools and 25,000 SEL students have been identified. This program is identifying best practices for LAUSD and these schools are serving as demonstration sites. It was noted that in the past this work was handled by the Closing The Achievement Gap branch, but that this department was then closed for several years. Dr. Sylvia Rousseau and Ms. McLurkin were instrumental in re-launching AEMP.

PRESENTATION: PARENT ENGAGEMENT

Rowena Lagrosa, Chief Executive Officer, Parent, Community, Student Services, provided a presentation on parent engagement. Research shows that when parents are engaged with their schools and involved in their children's education, student achievement improves. However, when parents are asked what meaningful parent engagement looks like, and why it's important, it varies throughout the district. There is no one way of engaging parents. (See handout.)

Jacquelyn Smith Conkleton made a motion to extend the meeting by ten minutes. This was seconded by AmberMarie Irving-Elkins. Ms. Greene called for a consensus vote; all members present voted to approve the extension, there were no votes against the motion and no abstentions. The motion carried. The presentation and questions and answers continued.

ANNOUNCEMENTS

AmberMarie Irving-Elkins, PAC Vice Chairperson, asked for announcements.

Lisa Porter, Senior Parent Facilitator, Parent, Community, Student Services, noted that, as requested by members, there is now a summary report of PAC attendance in today's packets. P = Present, A=Absence.

Volunteers were selected to attend the Conference of Black Administrators and the Association of Mexican American Educators conference. Five members may attend AMAE and 10 to COBA.

The meeting ended at 1:16. p.m.

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