2020-2021 Parent Advisory Committee Comments on the Local Control and Accountability Plan

	LCAP Goal	Please share your comment and suggest outcome. What is your recommendation for the District's LCAP?	Please describe the need or evidence to support your comment.
1	Goal 1: 100% Graduation	One of the ingredients for achieving 100% graduation is increasing the number of students and percentage of students in the AP classes, increasing, as well, those who score a 3 or higher on AP exams. To meet this objective, the District must provide incoming AP students with a college-level curriculum, test-taking strategies, and time-management skills, a weeklong, intensive AP orientation and practice type of course, either the week prior to the beginning of the semester or for the first one or two weeks of class. Second, AP students should have to agree to a requirement to meet with an assigned group of peers at least twice a week, outside of class. They should meet at the beginning of the week to coordinate who will be responsible for presenting their replies to which questions on the homework due on Friday. Everyone would be responsible for working on all the problems throughout the week but come Thursday each would know they better have their answers to their assigned questions ready and correct. Study groups like these are how students in the hard sciences thrive at elite colleges. High schools should have more programs, including Upward Bound and International Baccalaureate (IB) for all secondary students. *(Comment 1)*	A parent reflects on their first day of Calculus BC, trying to do the homework, and getting the reality check that they just jumped two or three levels of difficulty and intensity. It hit them like a bucket of cold water from which they never recovered. Their daughter is now taking AP History and AP Spanish. She, too, went through the same level of shock, and has struggled in both classes since. A recent article in the UC Berkeley *Daily Californian* addressed the matter of why Asian students performed better in hard science courses than students from other races. Central to their success was that they worked on assignments together. This is a practice which was encouraged in their homes since high school. By the time they got to college, this practice was part of their routine. The article went on to further explain how non-Asian students, especially students of color who came from schools predominantly attended by other students of color, not only didn't learn to employ this practice, but in many cases were discouraged by their peers from being "studious." So it was a double whammy for the few who dared to at least give it a try. For them it was a lonely road to academic excellence. At least that's what the article stated. It was recently confirmed for this parent by two former students who attended the same alma mater. They were fortunate enough to attend a summer bridge program where this practice was encouraged and required. Both graduated with engineering degrees, and now enjoy prosperous careers — one in Silicon Valley and the other in Silicon Beach working for SpaceX. They stated that they would not have been able to make it as far as they did without the support they enjoyed by making it a point to partner up with their peers and form study groups.
2	Goal 1: 100% Graduation	Connect specific elementary-level subject areas with their A-G counterparts to achieve college-readiness goals, including setting objectives, developing skills, and experiential learning (such as field trips to local universities, as a way to create a college-going culture) to motivate elementary students to persevere toward high school graduation, and encouraging them to continue on to college. *(Comment 2)*	This goal has been given higher priority at the middle school and high school level. However, if it were taken up from elementary school, it would provide continuity as students progress through the grade levels, so they would be familiar with this objective and prepared to achieve it by graduating from high school.

	LCAP Goal	Please share your comment and suggest outcome. What is your recommendation for the District's LCAP?	Please describe the need or evidence to support your comment.
3	Goal 1: 100% Graduation	The main thing, number 1 is the focus on student attendance, number 2 student parent and community participation, and number 3 is graduation. This is true because students go to school to learn and to achieve. Parents and family are checking that everything is going well with students' studies so that they attain 100% graduation. We must all work as a team so that everything goes well — students, teachers, parents, and community partners. *(Comment 4)*	These 3 points of attendance, along with participation of parents, students, and community, and 100% graduation, are the most important for successfully meeting the Goal of 100% Graduation.
4	Goal 1: 100% Graduation	Use existing resources, such as Foster Youth counselors, and partnerships with local nonprofits to reach out to students who disengaged during COVID. *(Comment 5)*	Many students lost connection to school during the pandemic, and we need to be trauma informed and intentional in our outreach to re-engage them.
5	Goal 1: 100% Graduation	Provide specific college counselors assigned to support English learners, beginning in middle school, to ensure each EL student develops a plan for themselves to be accepted to a university. *(Comment 10)*	To increase the university admission rate for EL students.
6	Goal 1: 100% Graduation	To achieve 100% graduation, additional resources must be provided to elementary schools to support college and career awareness for high-needs subgroups, including English Learners, students with exceptional needs, and Foster Youth. Suggested activities include field trips to local community colleges, universities, and businesses; holding twice-yearly Career Day events with school parents as special guests; inviting school alumnae who are currently in college or recently graduated to give presentation on their experiences; scheduling parent workshops with college counselors from local high schools; asking university admissions staff to get elementary parents truly excited about the possibility of their children actually attending college. *(Comments 3, 6, 9, 12)*	By having accurate information, teachers can be informed and needs can be addressed.
7	Goal 1: 100% Graduation	The District should establish programs that help increase academic proficiency for specific subgroups, including English learners, Black students, foster youth, homeless students, and students with disabilities, to improve their graduation rates. Achievement data demonstrating the effectiveness of these programs must be made publicly available. *(Comments 8, 20)*	
8	Goal 1: 100% Graduation	Increase access to credit recovery opportunities and direct strategic intervention for students struggling to meet graduation requirements. *(Comment 21)*	To increase the graduation rate.
9	Goal 1: 100% Graduation	Increase awareness, actively promote and provide access to CTE pathways for all students and alternate diploma options for students with disabilities. *(Comment 22)*	To increase the graduation rate of students with disabilities by providing options other than a certificate of completion.

	LCAP Goal	Please share your comment and suggest outcome. What is your recommendation for the District's LCAP?	Please describe the need or evidence to support your comment.
10	Goal 2: Proficiency for All	To increase academic English fluency for English Learner students and connect instruction to the home, all schools with English Learner Advisory Committees must provide training on the ELPAC, SBAC, reclassification, designated English Language Development (dELD) strategies, integrated English Language Development (iELD) strategies, and other topics. *(Comment 30)*	
11	Goal 2: Proficiency for All	Monitor and evaluate the implementation of the Academic English Mastery Program (AEMP) throughout the school year to increase academic achievement for Standard English Learner (SEL) students, ensure that SEL students are meeting grade-level standards, and to develop best practices. Parents must be made aware of students' reading levels at the beginning of the year and at regular intervals. In general, with all students, SEL and otherwise, at many school sites parents don't get information from teachers about how their children are progressing in their classes. *(Comments 38, 54)*	
12	Goal 2: Proficiency for All	To promote literacy and increase students at grade-level, the District should provide access to online resources and enrichment materials for parents and families to support learning at home and reinforce daily classroom instruction. *(Comments 26, 43)*	
13	Goal 2: Proficiency for All	Monitor and evaluate program outcomes to increase proficiency and address inequities in resources and program availability, address achievement gaps, and establish district-wide best practices. *(Comments 34, 41)*	
14	Goal 2: Proficiency for All	Allocate additional funding to support Gifted and Talented Education (GATE) and Schools for Advanced Studies (SAS) programs, particularly in low-income areas, to support advanced learning options for Latinx and African-American students. For instance, historically GATE identification rates for Black and Latinx students have been significantly lower than for other student populations. This fact has been documented in data previously presented to the PAC. Also, funding for advanced learning options must be made available in an equitable manner, rather than what many low-income parents see as programs and supports being offered in more affluent areas of the District while Black and Latinx communities often are ignored. *(Comment 44)*	
15	Goal 2: Proficiency for All	LAUSD must implement District-wide prep courses for all standardized testing, including but not limited to, SAT, PSAT, ACT, SBAC, OLSAT, and Edulastic. Parents need to be informed of these courses and related information at appropriate times during the year by principals, COSAs, Local District superintendents, and the Superintendent. *(Comment 45)*	
16	Goal 2: Proficiency for All	Reduce standardized testing and prioritize wraparound supports to meet the socio-emotional needs of students and to re-engage them as they return to in-person instruction. *(Comments 23, 46)*	
17	Goal 2: Proficiency for All	Transition to a grade-level standards-based report card for secondary students in order to align with master-based learning and grading, increase academic proficiency, and inform parents in planning for intervention. *(Comment 35)*	
18	Goal 2: Proficiency for All	Increase proficiency, address achievement gaps, and measure growth by developing individualized education plans to address student academic needs identified through evaluations and data to provide targeted intervention and support and outline individualized goals. *(Comments 39, 48)*	

	LCAP Goal	Please share your comment and suggest outcome. What is your recommendation for the District's LCAP?	Please describe the need or evidence to support your comment.
19	Goal 2: Proficiency for All	Address achievement gaps of students transitioning from elementary school to middle school and middle school to high school by providing a gap closing intensive course prior to the beginning of the school year. *(Comments 27, 39)*	
20	Goal 3: 100% Attendance	Improving campus facilities, *i.e.*, making "selfie murals" every school year that are noticeable and make the school feel welcoming and inviting. Facilities are 40 years old. *(Comment 55)*	Children would want to come to school when their facilities are welcoming and fun.
21	Goal 3: 100% Attendance	Have social media campaigns for middle and high school kids, and encourage students to generate TikTok and other multimedia platforms to create their own videos to motivate their peers, to improve attendance and school wins a prize, *i.e.*, a celebrity visit, or students choose the prize. *(Comment 56)*	If the children understand the importance or get an incentivize, they will make an effort not to miss school.
22	Goal 3: 100% Attendance	Progress toward this Goal can be incentivized by partnering with local resources of the entertainment capital of the world, such as box seats for Lakers or Dodgers games, "Meet and Greet" celebrity events, "Principal for a Day" designation, gift cards, and award certificates. All schools should use attendance incentives from the very start of the school year and throughout the year, as a proven method for attracting the attention of students with low attendance, as well as their parents and families. Awards exclusively for "perfect attendance" are counterproductive and ignore the numerous factors which prevent many students from showing up at school every day. Rather, students must also be recognized, congratulated, and supported for demonstrating "improved attendance." *(Comments 57, 63, 66)*	There seems to be a lack of PR of the importance of attendance and how kids can be rewarded. Kids/teens are and can be goal driven.
23	Goal 3: 100% Attendance	All principals must be encouraged to offer incentives to increase student attendance, including recognition both at the individual and the classroom level. This might be funded through PTA, PTO, booster organizations, or donations. *(Comment 58)*	LAUSD must be creative in coming up with new incentives.
24	Goal 3: 100% Attendance	LAUSD must be much more proactive in publicizing the "why" of good attendance. We all know that attendance is important. What is not so widely publicized are the reasons why students should do their best to attend school every day. For instance, consider highlighting examples of celebrities or other well-known public figures who demonstrated good attendance despite their circumstances, through public-service announcements on KLCS and social media platforms, as a way of motivating students who may be struggling under similar circumstances. In-person visits by celebrities to school sites would be very popular, as would a "DJ party" at the end of a grading period or semester. *(Comment 59)*	An attendance campaign which is no more than a "thermometer poster "showing daily or weekly attendance rates, is ineffective because it does not address the many reasons behind absenteeism.

	LCAP Goal	Please share your comment and suggest outcome. What is your recommendation for the District's LCAP?	Please describe the need or evidence to support your comment.
25	Goal 3: 100% Attendance	Focus attendance efforts on the youngest students and earliest grades to promote good attendance habits. *(Comment 60)*	If younger students are already starting to be absent from school, they develop the belief that school isn't important.
26	Goal 3: 100% Attendance	Require school sites to develop a tiered attendance outreach plan, which may include home visits, phone calls, and meetings with families. The plan should be shared with all parents via the school's website, marquee, newsletters, and PTA using multiple methods including text, phone message and email, frequently, not just once throughout the year, showing current data with regular updates that should be reviewed in a parent workshop. *(Comment 61)*	
27	Goal 3: 100% Attendance	Schools should streamline the process for parents and families to communicate attendance marking practices explained in the form of a school-level policy and steps, which can be provided through a workshop at the beginning of the year. *(Comment 62)*	School attendance staff must do their job properly because sometimes students are marked absent by mistake, and then parents are not aware of these errors until report cards come out, at which point it is nearly impossible to correct mistakes.
28	Goal 3: 100% Attendance	Through quarterly workshops and promotional materials, schools must educate parents and students of the importance of attendance and being at school on time and ready to learn, connecting this to future life outcomes, while setting realistic goals for attendance, depending on student needs. *(Comments 68, 69)*	The majority of parents do not understand that schools lose money when students have unexcused absences.
29	Goal 3: 100% Attendance	The chronic absentee rates for K-8 students being 18.2% and for 9-12 students being at 19.9% are far too high. Identify targets which will take into account the specific needs of students, which may include medical necessities. Pilot a program to identify parent ambassadors who can partner with school staff to support outreach to families of chronically absent students. *(Comment 70)*	Parents and students can help with programs, resources, and incentives.
30	Goal 4: Parent, Student & Community Engagement	Please consolidate the dissemination of information directed to parents and families to one or two sources, directly from the school principal and possibly one other District source, to avoid overwhelming parents and the learning community with a multitude of communications, many of which often are either duplicative or annoying to recipients, particularly when several Blackboard Connect phone messages, for example, arrive within minutes of each other on a peaceful Sunday evening. *(Comments 72, 80)*	There are countless points of contact for the dissemination of information coming from the Superintendent, Local Superintendent, Community of Schools, PCS staff, Board Member, school principal, etc. A huge amount of duplicative information is received from multiple sources, causing parents to become overwhelmed by phone calls, text messages and e-mails. Consolidating this information to come from one or two known, trusted sources will encourage parents and the community to stay engaged and not disregard this important information.

	LCAP Goal	Please share your comment and suggest outcome. What is your recommendation for the District's LCAP?	Please describe the need or evidence to support your comment.
31	Goal 4: Parent, Student & Community Engagement	To share resources and workshops at the District level with all Title I school sites, augment the opportunities available for Title I stakeholders to learn of District initiatives, workshops, and resources, and increase participation of Title I schools in District PAC, CAC, and DELAC to 45% of all 717 Title I schools (or 322 sites) by the end of 2021-2022. The District must update LAUSD policy bulletin, *BUL-6745.3* to include that all SSCs and ELACs will each elect or appoint one member to attend PAC, CAC, and DELAC meetings via Zoom; school site SSC members will elect, or the Chairperson will appoint, a representative to attend PAC and CAC meetings, and then report out at their school site SSC meeting; and school site ELAC members will elect, or the Chairperson will appoint, a representative to attend DELAC meetings, and then report out at school site ELAC meetings. *(Comments 74, 76, 82, 87)*	There is a need for more stakeholder engagement to disseminate information from the District-level committees to the school site committees. Being that we have 717 Title I schools, this initiative is very inexpensive, very practical, and very doable.
32	Goal 4: Parent, Student & Community Engagement	In order to strengthen parent engagement, partnership and collaboration, all facility and fundraising fees, along with LiveScan fees for volunteers, should be permanently waived. Each year, principals identify and approve PTA, PTO, and/or booster organizations to be partnering with school sites in raising funds and building parent, family, and community engagement. Also, fees are a disincentive to parents who want to serve as school volunteers. *(Comments 79, 106)*	Each year, PTAs, PTOs, and booster clubs are required to submit permit requests. These organizations are being charged exorbitant fees, up to $20,000 in some cases, for facility rental to host after-school enrichment programs and fundraising events which directly benefit the school. Also, permanently waiving the cost of LiveScan fees for all volunteer applicants will promote increased parent and family engagement.
33	Goal 4: Parent, Student & Community Engagement	Each questionnaire or survey proposed by the District or any department thereof, including Communities of Schools and Local Districts, for distribution to parents and families, must first be reviewed by a group of parent leaders, to ensure that this outreach is presented in as "parent-friendly" a format as possible. *(Comment 83)*	Questionnaires and surveys, such as those regarding school reopening, often do not contain enough information to fully inform parents and families. This results in frustration and inaccurate or incomplete responses, severely limiting the usefulness of any data taken from such communications. Parents are eager to assist LAUSD in helping the District understand our thoughts and needs, though we also need to be respected and valued in the process.
34	Goal 4: Parent, Student & Community Engagement	Develop a steering committee to review and provide feedback on all proposed technology applications to be used by parents or students. This committee must include parents and students chosen from each Local District, along with staff from PCS and ITD. *(Comments 78, 85)*	The composition requested here will ensure that the voices of parents and students are heard, valued, and incorporated into all Board deliberations leading to adoption of potential technology applications for use by parents and/or students.
35	Goal 4: Parent, Student & Community Engagement	The school's registration and emergency contact forms for students should include a checkbox for the parent or guardian to give permission each year for their name, e-mail address, and primary phone number to be shared with officers of the school's PTA, PTO, and/or booster organization, strictly for the purpose of providing information to families on activities of these groups. *(Comment 89)*	At present, it is very difficult for PTA, PTO, and booster organizations to contact parents and guardians directly with information on programs, activities, and events which these groups sponsor and hold. Adding a checkbox to the registration and emergency contact forms would provide a simple "opt in" way for parents and families to facilitate this contact.

	LCAP Goal	Please share your comment and suggest outcome. What is your recommendation for the District's LCAP?	Please describe the need or evidence to support your comment.
36	Goal 4: Parent, Student & Community Engagement	LAUSD should establish a parent committee at each Title I school site, composed of parents of identified Title I students, to advise on federal Title I requirements in Section 1116 of the Every Student Succeeds Act (ESSA). *(Comment 90)*	The creation of a parent committee at each school site to advise on Title I requirements is needed in order for LAUSD to be in full compliance with existing federal law, which mandates "meaningful consultation" with ***parents of identified Title I students*** on Title I programs in schools. As laid out in ESSA at Section 1116(e)(12): "BUILDING CAPACITY FOR INVOLVEMENT - To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under this part … may establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section …" Despite previous statements from the District that this function is now being handled by the School Site Council, at present there is no such parent advisory board or other body within LAUSD, whether PAC, DELAC, CAC, SSC, LSLC, or ELAC, which meets the above definition of ESSA Section 1116(e)(12). Neither the Local District Title I Study Groups nor the Title I Focus Group, facilitated by PCS, serves as an advisory council in the manner contemplated by this federal law.
37	Goal 4: Parent, Student & Community Engagement	All school sites must offer informational sessions to all parents each year, explaining the process of becoming a school volunteer, and the many benefits of volunteering at their child's school. Parents and family must be proactively encouraged to submit volunteer applications at their children's school site, and supported in completing these. All school sites must be required to report the number of registered school volunteers each year. *(Comments 91, 94, 96)*	As we know, some schools have many volunteers on campus, some have a few, and others have none, largely at the discretion of the principal. This situation is inequitable and grossly unfair to parents. Parents and family need to know that their child's school is a "volunteer-friendly" place in order to feel comfortable in asking how to volunteer. It's not enough for a principal to SAY they welcome volunteers. They must DEMONSTRATE welcoming volunteers, be these parents, family, or community.
38	Goal 4: Parent, Student &	Disruptive Person Letters (DPLs) must be properly tracked per District policy bulletin BUL-6826.0. The District is violating its own policy by failing to upload all DPLs to the iSTAR database. *(Comment 92)*	In order to track Disruptive Person Letters and aid in determining whether a DPL was legitimately issued, it must be uploaded to iSTAR along with the associated incident report, to ensure proper documentation and allow for a possible appeal by the

	LCAP Goal	Please share your comment and suggest outcome. What is your recommendation for the District's LCAP?	Please describe the need or evidence to support your comment.
	Community Engagement		recipient. Data on the number of DPLs issued each year, disaggregated by Local District, Board District, Community of Schools, and school site, should be published at regular intervals on the District website, in a transparently accessible manner.
39	Goal 4: Parent, Student & Community Engagement	Parents at all school sites must be informed each year by the principal that they may schedule an observation in their child's classroom, and then encouraged to do so. According to LAUSD policy bulletin, *BUL-6492.2*, "The law prohibits schools from setting arbitrary time limits regarding frequency and duration of visits." Yet at many school sites, parents are regularly being misinformed and actively discouraged from exercising their legal rights to be involved in their children's education, including the right to observe their child's classroom. Parents are often wrongly denied these requests. This far-too-common situation is outrageous, inexcusable, and insulting to parents, who rarely come onto campus knowing they have this right and may use it as needed, not only to look for a specific behavior problem or other classroom issue, but merely to watch and listen. A principal may not limit a parent's right to observe a classroom by decreeing otherwise. Principals and school site staff must be trained on the law, and not given the false impression that a site administrator has the "discretion" to make up their own rules on classroom observations. This would be false, discriminatory, and unfriendly to parents. *(Comment 95)*	When a parent requests a classroom observation, often they are discouraged from doing so, or even given misinformation. There is NO specific time limit of 20 minutes or any other arbitrary time period; a teacher does NOT need to give prior approval; this process is NOT governed by a union contract; an administrator does NOT need to escort the parent to and from the classroom or remain in the classroom with the parent. These and other excuses which a principal or staffer may wrongly state to a parent wishing to schedule an observation of their child's classroom are false and impermissible. Stating, "We do things differently here," or, "The principal said no," is inappropriate. Also, per *BUL-6492.2*, "Permission to visit must be given at the time requested, if at all possible, or within a reasonable period of time following the request. This does not preclude visits occurring the same day as requested." Therefore, a school principal does NOT have the discretion to violate District policy or state law in this matter. Note that use of the word "reasonable" here refers specifically to the time following a request before it is approved, and not to a so-called "reasonable" time period for the observation itself. School site staff must be trained on the law.
40	Goal 4: Parent, Student & Community Engagement	All principals, APs, and other administrators who interact with parents must complete an annual professional development (PD) session to stay abreast of current research on the link between parent engagement and student achievement. These administrators must then complete a course evaluation to reflect on what they have learned, and how this new learning will benefit their practice as school leaders. Also, principals and APs must be evaluated using Standard 5 of the School Leadership Framework: "Family and Community Engagement." Even though decades of research shows a strong link between a parent's involvement at their child's school and that student's academic achievement, this fact is ignored by the current evaluation policy for school principals, which allows them to choose whether to include Standard 5 in their evaluations.	To keep current with best practices in parent and family engagement, principals and APs need annual PD in this area of research. What was known as "parent involvement" has transformed into "parent and family engagement" though even this term may soon become outdated, replacing "engagement" with "empowerment." It is critically important that site administrators incorporate the latest research into their practice of parent and family engagement and into the culture. Framework Standard 5 is now OPTIONAL for a principal's annual performance evaluation. This is unacceptable. Standard 5 MUST be a required component of the annual performance evaluation for all principals and other administrators who

	LCAP Goal	Please share your comment and suggest outcome. What is your recommendation for the District's LCAP?	Please describe the need or evidence to support your comment.
		(Comments 77, 97, 98)	regularly interact with parents or who, as part of their regular job duties, are expected to do so. It is understood that implementing this important change would require negotiation with AALA, the administrators' association. Even so, that fact must not, in and of itself, be a reason to avoid pursuing this change.
41	Goal 4: Parent, Student & Community Engagement	Office staff are the "face" of a school site, and typically provide the first impression parents and family have of the site upon entering. For this reason, all office staff must receive annual "Welcoming Environment" training which is not optional but rather mandatory. If implementation of this policy requires negotiation with a "labor partner," then so be it — parents and families are worth the effort. *(Comment 99)*	If a parent receives a friendly greeting at their child's school site, he or she will feel welcomed and inclined to return, possibly even to become a volunteer at the site. If, on the other hand, he or she is forced to stand at an office counter for several minutes, as staff ignores them or does not notice they are waiting to be served, this is also a first impression, though certainly not one which any principal would want parents to have. In or around 2010, the LAUSD Parent Engagement Task Force was instrumental in creating a DVD-based "Welcoming Environment" training course. Why was this training never required, and it is now even used at all?
42	Goal 4: Parent, Student & Community Engagement	All schools should offer a minimum of one parent workshop each year to assist parents and families in learning strategies to engage in their children's education and stages of social-emotional development. In this way, parents may help to guide their children to academic success and a better future. *(Comments 100, 101, 102, 103)*	Because it is always a team effort between parents, teachers, and students to monitor homework assignments and grades, parents and families must be involved in what goes on in their children's schools. A parent's engagement at school, and their monitoring of academic progress, ensures that their student is prepared for success in school and in life.
43	Goal 4: Parent, Student & Community Engagement	Schools should develop an outreach plan to engage parents. Community of School Administrators (COSAs) should utilize their parent leaders from the central committees to serve as resources within the COS to support parents at schools. *(Split off from Comment 42)*	
44	Goal 5: School Safety	Promote a safe and welcoming environment by providing ongoing training to school police officers and increasing the number of officers and campus staff trained in restorative justice, mental health support, and positive behavior interventions and support. *(Comments 108, 112, 117)*	
45	Goal 5: School Safety	Conduct a more robust recruitment of school safety staff and provide increased professional development for school administrators and staff to reduce unsafe parent behavior on campus and promote a safe and welcoming environment. *(Comments 116, 119)*	

	LCAP Goal	Please share your comment and suggest outcome. What is your recommendation for the District's LCAP?	Please describe the need or evidence to support your comment.
46	Goal 5: School Safety	Provide professional development for school site administrators and staff on de-escalation and positive behavior interventions and support to maintain a welcoming and safe school environment. *(Comment 109)*	
47	Goal 5: School Safety	Increase school safety by providing training for parents and families on restorative justice and positive behavior interventions and support in order to support these practices at school sites. *(Comment 111)*	
48	Goal 6: Basic Services	Reduce the risk of COVID-19 transmission through the 2021-2022 school year by providing outdoor classrooms as well as outdoor eating areas during meal times, regularly replacing and maintaining high quality air filtration systems in classrooms, and ensuring that every school site has essential supplies such as hand sanitizer, directional signs and proper social-distancing stickers, and anti-microbial wipes. Increase the number of staff trained in COVID-19 safety protocols and increase protocol compliance by providing professional development to staff and workshops for approved parent volunteers on how to support students on campus and at home, particularly our youngest students and students with disabilities, in adhering to safety procedures. Compliance MUST be monitored by Local or Central District staff, since asking school sites to certify their own compliance may present a conflict of interest. *(Comments 107, 114, 120, 123, 124)*	
49	Goal 6: Basic Services	Maintain school facilities in good order by prioritizing any deficiencies stated in facility inspection reports, providing detailed explanations for a rating less than "Good" given, and making all facility inspection reports public. *(Comment 115)*	