

Los Angeles Unified School District  
Office of the Parent and Community Services (PCS)

Parent Advisory Committee  
1360 West Temple Street, Los Angeles, CA 90026  
PCS Auditorium  
Thursday, March 15, 2018  
10:00 a.m. – 1:00 p.m.

**LCAP Comment Development Process**

**Welcome:** Dr. Rosalinda Lugo, Administrator of PCS welcomed the group and gave the purpose of the meeting. She explained that the committee moved a motion to look into a different process of developing the LCAP comments. She stated the six priority areas as followed:

- 100% Attendance
- 100% Graduation
- Proficiency for All
- Parent & Community Engagement
- School Safety
- Basic Services

A handout was presented in behalf of Denise Grande-Harris

**Ice Breaker:** Leah Brackins engaged the participants in a fun exercise.

**Review of Current LCAP Comment Process:** Mr. Alvaro Alvarenga explained to the group how the LCAP comments were conducted. The committee worked in groups with one LCAP goal and brainstormed suggestions. Each group then prioritized their top five comments and posted them for display. The other groups working on their goal also posted them for display. The committee conducted a gallery walk and placed a “dot” on the comments that they felt were important to them. The top five comments for each priority area were then given to the Superintendent for review and feedback. He also stated that the LCAP focuses on three subgroups, Low-Income, English Learners and Foster-Youth. He also stated that we can make the LCAP process better this year, by coming up with ideas, suggestions and ways to make it work for parents.

**Develop/Revise LCAP Comment Process:** Yolande Beckles begun the dialog about how and why we should change the process. We have a lack of information that is needed to make informed comments. We need to see data and the funding that is attached to each priority area. We need to make intelligent suggestions and develop comments for each subgroup including all the data. She asked the participants if they had a chance to read or receive the LCAP Annual Updated for 2018. She said that as a committee we need to see this document, she has read and reviewed the document and the suggestions that have been made in the previous year by this committee have not made an impact. At our last Superintendent’s meeting we were given data that did not correlate with the LCAP document. We should have been presented data, so that we can make comments with or based on information we have studied and analyzed before we make any recommendations. She said that we need to look at the funding for LCAP, that has been invested and how effective it has been. She stated that we need to see the details and in the law it states that we can see the funding, it is part of our role. She also suggested that we need to speak with Pedro Salcido regarding the funding for LCAP, and that it should have been part of the process from the beginning. She said we also need to look at the intervention programs and see how effective they have been.

Roberto Fonseca presented a proposal on how to give a deeper understanding of the LCAP process. He suggested that we need to focus on those students that are struggling in each category. His proposal is to look at the data by subgroup, then by ethnicity. He suggested that we can still give five comments regarding the subgroups, but that the information

will be more informed and meaningful. He suggested that we look at our English learners and our African-American students and focus on them and ask for data, so that we can give comments that reflect what we have learned, to see a change or see our comments valued, instead of the old practice where there is no follow-up on the committee's comments. He also stated that the information we receive will help us to help our children with the appropriate intervention programs or additional support for them to succeed. He demonstrated this chart:

Subgroups	Standard not met	Standard nearly met	
Low Income <ul style="list-style-type: none"> <li>• African-American</li> <li>• English Learner</li> <li>• Other groups</li> </ul>	# of % percentage # of % percentage # of % percentage	# of % percentage # of % percentage # of % percentage	Comments:
English Learners <ul style="list-style-type: none"> <li>• African-American</li> <li>• English Learner</li> <li>• Other groups</li> </ul>	# of % percentage # of % percentage # of % percentage	# of % percentage # of % percentage # of % percentage	Comments:
Foster Youth <ul style="list-style-type: none"> <li>• African-American</li> <li>• English Learner</li> <li>• Other groups</li> </ul>	# of % percentage # of % percentage # of % percentage	# of % percentage # of % percentage # of % percentage	Comments:

The following are comments made from the committee:

- We need to capture and tackle the data for all subgroups
- We also need to look at other cultures, such as the children who are Armenian, Asian and others
- We need to know the amount of funding that comes with each program and how it is being utilized and has it been effective, has it brought success to these subgroups
- We need to know if these programs have been evaluated, we need to see the LCAP funding
- We as parents need to have training before decisions are made
- How is it that some of our Magnet schools are failing?
- Our past recommendations, do not match to the LCAP document
- We would like to see the LCAP addendum, we have a right to see this document
- We need to understand or be presented the lawsuit brought by 50 schools and was awarded 150 million, we need to see the complete picture and what it detailed
- Our district needs to give us full disclosure of all current data
- In the beginning, we were told from the district that our role as PAC members is to give recommendations only
- We look solely at the priority areas and gave comments
- We now know that there are mandated statues in the law
- The district has to train parents
- Ed Code 52062 states what we are suppose to do, the law states we must be informed, and actions are taken
- The law states that notices must be sent to the public, have any one of you received such a notice?
- The Superintendent should present all the information about the LCAP
- It can not be done correctly in a two-hour presentation and then give comments, it has to be broken down piece by piece, analyzing data and giving informed comments

Suggestion/ Ideas:

- We need to receive information before hand, read it and come informed
- We need to have training before giving comments
- We need to bring together parents, not pin knowledgeable parents against new parents

- We need to look at the current practices and make changes
- We need to ask questions at our local schools
- We need to involve the public or let them be aware of our LCAP comments and responses
- Equity has to be present
- We do not want to see the same questions year after year with the same response, there has to be an outcome
- We need to see the follow-up on our comments, we do not have an evaluation process in place

#### **FINAL RECOMMENDATIONS:**

#1 – Have Mrs. Yolande Beckles to present her motion and explain why it is important to the committee and allow her to give clarification about the motion

#2 – Have Mr. Robert Fonseca present his proposal on how to better the LCAP process focusing on the three subgroups who do not meet or nearly met the standards and eliminate the current practice of giving the top five comments, using the ‘dot’ system

#3 - Remove barriers that do not bridge parents together, some come with a level of expertise and some come at a different level, but that all parents are seen with equal values.

#4 - Submit to the Superintendent all generated comments, no voting for the top five comments

#5 – Send to the PAC members all documents related the LCAP goals, prior to the presentations (10 working days)

#5.5 – At the first meeting to review a specific goal, members will generate questions on the goal. These questions will be submitted to the district staff presenting on the goal prior to the second meeting. At the second meeting to review the goal, district staff will present the District’s programs on the goal included in the LCAP, and the staff will answer the questions generated at the first meeting.

#6 – All PowerPoints presented should include:

- Data for all subgroups
- Previous years recommendations and responses
- Funding attached for each subgroup

\*Make sure that the information in the PowerPoints is accurate and very clear to understand

#7- Evaluation on the LCAP Comment Development Process

#### **TRAINING: (Mandatory)**

- Provide a training presented by AALA and UTLA
- Roles and responsibilities of PAC members and officers
- Training for the PAC Executive Board
- Receive or purchase Ed. Code Books and Parliamentary Procedures (Robert’s Rule of Order) for all members
- Obtain all necessary resources as stated in the law
- Communicate with the staff of PCS to help carry-out the PAC responsibilities

#### **Ad Hoc Committee Members Present:**

Yolande Beckles  
 Roberto Fonseca  
 Paul Robak  
 Lilian Ramos  
 Jacquelyn Smith Conkleton  
 Raquel Toscano  
 Maria Daisy Ortiz

#### **Guest**

Juan Godinez

