



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



Parent Advisory Committee (PAC)
LCAP Comments with Responses from the Superintendent
2018-2019

#	100% Graduation LCAP Goal Comments	Response from the LAUSD Superintendent
1	<p>Direct local school sites to develop career paths opportunities that reflect the Interest of students and their community.</p>	<p>The District agrees that students benefit greatly from career technical education (CTE) pathways, including Linked Learning (LL) pathways. (Linked Learning pathways are 3-4 year career pathway that help students understand the real-world application of their core classes through rigorous instruction and work-based learning that leads to internship and industry certifications prior to graduation).</p> <p>The District actively encourages and supports the development of CTE/LL. Over the past three years, the number of CTE pathways has grown from 326 to 411. Of the 411 CTE pathways, 72 are Linked Learning; next year, that number will grow to 78.</p> <p>Adoption of CTE/LL is voluntary for schools because it requires a great deal of additional effort to develop these pathways and because experience has shown that CTE/LL schools are most successful when they are authentically interested in this opportunity.</p> <p>Student and community interest should, and does, play a part in the school selection of a CTE/LL. Another important factor is employment forecasts in the area. For example, healthcare, engineering and biotech pathways have greatly increased in recent years to align with expanded employment opportunities in these fields.</p> <p>Another way the District helps students begin to move along a career pathway is by offering Naviance. Naviance is an internet-based program that assesses students' strengths, interests, and personality, and helps them identify potential career clusters that may be good matches. From there, students learn about careers within each cluster and identify the coursework needed in high school and beyond to thrive in those fields.</p>

<p>2</p>	<p>Expand Master Learning and Grading training and practice.</p>	<p>The District will continue to expand professional development and coaching around mastery learning and grading. In 2019-20, an estimated 60 additional schools will participate in training around mastery learning and grading. (At this time, 194 schools have participated).</p> <p>In 2019-20, an estimated 500 additional teachers will become certified in mastery learning and grading. This certification requires participation in 12 hours of in-person training and 8 hours of online training. (At this time, 1,282 teachers have been certified). In 2019-20, an anticipated 94 additional teachers will participate in the mastery learning and grading salary point classes, which involve 15 hours of in-person training and 30 hours of online training and prepares these teachers to train other educators in mastery learning and grading. (At this time, 298 teachers have completed the salary point classes).</p> <p>And, for the upcoming summer term, an estimated 1,000 teachers who are teaching this summer will be trained in mastery learning or grading.</p>
<p>3</p>	<p>Provide more frequent, personalize feedback and support to students and their parents, especially to students who are experiencing a decline in academic performance, regardless of their grade.</p>	<p>The District is developing, and expanding access to, a variety of tools that will enable more frequent and personalized feedback to students and parents, including those who are experiencing a decline in academic performance. This school year, the District is developing a Whole Child Data Integration Platform, which consolidates many data points around a student’s performance and needs (academics, behavior, attendance, etc.) into a single platform, and provides alerts around areas of concern (e.g., classes missing for graduation, absences, and many more). Users of this platform are able to get a real-time, comprehensive picture of each child, including any areas that need attention. The While Child Data Integration Platform is currently being tested by teachers and counselors and will be available to them in 2019-20. This will support more frequent, personalized support to students.</p> <p>Additionally, next school year, the District will begin discussions with parents and principals to get their feedback and develop a version of the platform that meets their unique needs. As part of this work, the District can explore the possibility of creating additional alerts when students experience a decline in academic performance, even if they are not failing or at risk of failing.</p>

		<p>Another tool being developed that informs secondary students and their parents whether they are on-track for graduation, their current GPA, their test scores, and other data that can be used during Individual Graduation Plan meetings with counselors. In addition, the LMS Gradebook has been expanded to elementary schools. This tool allows parents to see classroom assignments and grades as they are posted. Also, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) test has been enhanced to inform teachers which groups of students need support with specific literacy skills. Parents will also be able to access personalized information about their students through the Parent Portal.</p>
4	Expand Career Technical Education, including Link Learning to all middle schools.	<p>The District agrees that students benefit greatly from career technical education (CTE) and Linked Learning (LL) pathways, including at the middle school level. Recently, the District offered a CTE Incentive Grant to its middle schools. As a result, the District now has 24 middle schools with CTE pathways. Of these, 9 are Linked Learning. Next year, 3 additional middle schools will develop Linked Learning programs.</p> <p>While every middle school has the opportunity to develop CTE pathways, adoption of this model is voluntary, because it requires a great deal of additional effort to develop these pathways and because experience has shown that CTE/LL schools are most successful when they are authentically invested in the opportunity. In the years ahead, the District will continue encouraging middle schools to adopt career pathways that match those in their feeder high schools, as this will help students make an informed decision about which career pathway they would like to explore further in high school.</p>
5	Increase student access and 100% use of concurrent enrollment and Naviance so that students graduate college and career ready.	<p>All high school students have access to after-school concurrent enrollment opportunities, based on an agreement between the Los Angeles Community College District and the Los Angeles Unified School District. In addition, some high schools and a limited number of middle schools offer concurrent enrollment opportunities during the school day. The District will continue to encourage the expansion and use of concurrent enrollment opportunities. However, participation in these opportunities is voluntary for students, so that students can identify the pathway that best meets their interests and goals.</p> <p>Currently, about 65% of students in grades 6-12 (approximately 200,000 students) are using Naviance. The District will continue to explore ways to expand use of Naviance while balancing the instructional time available and will take into consideration the PAC's suggestion to require Naviance and the feedback about the importance of Naviance.</p>

<p>6</p>	<p>Provide parents training on supporting their students transitioning to postsecondary education, and to continue to fund counselors to work in the summer to combat “summer melt.”</p>	<p>This school year, the District developed two training modules, with ready-to-present videos, scripts, and other materials, on how parents can support the transition to postsecondary education. Topics include the CSU system, testing and test preparation, and financial aid. The District provided these training modules to parent center directors who presented to parents. For 2019-20, the District is developing two additional training modules on postsecondary education.</p> <p>In addition, the Division of Instruction will continue to fund counselors over the summer at every high school, including options schools, to help combat summer melt and help students transition to postsecondary institutions and careers.</p>
<p>7</p>	<p>Mandate that all students use Naviance lessons to support college and career readiness. This includes the senior course for seniors transitioning to post-secondary education and students who are transitioning to technical careers</p>	<p>Currently, about 65% of students in grades 6-12 (approximately 200,000 students) are using Naviance. The District will continue to explore ways to expand use of Naviance while balancing the instructional time available and will take into consideration the PAC’s suggestion to require Naviance and the feedback about the importance of Naviance.</p>
<p>8</p>	<p>Minimize testing, more interpersonal teaching</p>	<p>The District is exploring enhancements to assessments that minimize test administration time while providing more actionable information to support greater personalization of instruction. In 2019-20, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment will be modified so that students who demonstrate proficiency in two of the four literacy measures can stop taking the test. In addition, there will be fewer reading passages. The DIBELS will also be modified to inform teachers which groups of students need support with specific literacy skills, to make it easier for teachers to group by skill level and provide personalized instruction.</p> <p>Also, teachers will be able to provide more interpersonal teaching with the assistance of the Whole Child Data Integration Platform that the District is developing. This platform consolidates many data points around a student’s performance and needs (academics, behavior, attendance, etc.) into a single platform, and provides alerts around areas of concern (e.g., classes missing for graduation, absences, and many more). Teachers will be able to use this platform to get a real-time, comprehensive picture of each child, including any areas that need attention, so they can provide more personalized one-on-one support.</p>

9	Focus professional development for teachers, counselors, and parents on culturally responsive teaching, developing student voice and aspirations, using Mastery Learning and Grading	Every year, teachers participate in mandatory training around the delivery of culturally responsive instruction. The District also continues to provide professional development from the Quaglia Institute on student voice and aspirations. In the 2019-20 school year, 12 schools will develop into student voice and aspirations model schools. In addition, 15 teachers will be selected to be trained and become certified Student Voice and Aspirations facilitators in order to build capacity across the District. In addition, the District will continue to expand professional development and coaching around mastery learning and grading. In 2018-19, 194 schools participated in training around mastery learning and grading. In 2019-20, an estimated 60 additional schools will participate in the training.
10	Provide access to early education to all students regardless of income.	<p>The District agrees wholeheartedly that all students should have access to quality early education, given its proven impact on students’ long-term academic performance.</p> <p>Based on current California law, publicly subsidized early education is available only to individuals who meet income requirements. However, the District is advocating for changes to state law that would expand access to early education to certain parents above the income threshold. Changes in legislation are also being explored to provide fully funded universal preschool to all four-year-olds.</p> <p>It should also be noted that the District’s expanded transitional kindergarten (ETK) programs, which are offered in Title I schools, and transitional kindergarten (TK) programs, which are for children who have their 5th birthday between September 1st and December 1st of the current school year, are available to all students regardless of income.</p> <p>In total, the District offers 86 center-based programs, 92 state preschool programs, and 326 expanded transitional kindergarten programs. The District will continue to advocate for more students and parents to have access to these high-quality programs.</p>
11	Reduce class sizes. Reduce student/teacher ratio to 25:1	The class size is established by the LA Unified-UTLA Collective Bargaining Agreement. The District and UTLA recently reached an agreement that will reduce class size by 1 student in 2019-20, by an additional 1 in 2020-21, and by an additional 2 in 2021-22. In addition, at 75 targeted high needs elementary and 15 middle schools, class sizes will be reduced by a further 2, for an aggregate of 6 by 2021-22. While budget realities impact the amount that class sizes are reduced, the District is actively engaged in efforts to advocate for additional funds at the federal, state, and local level, which would enable the further reduction of

		class sizes. Schools may use their supplemental allocations to reduce class size further based on the needs and priorities of their school.
12	Increase # of College counselors in all high schools	<p>The District and UTLA recently reached an agreement that will add 17 counselors for secondary schools in 2019-20. The District will continue to train these and other counselors to develop their capacity and effectiveness as college counselors.</p> <p>In addition, through a GEAR UP grant, 11 new counselors will be provided next year to support the District's 21 GEAR UP schools. At these schools, there are currently 2 full-time academic advisors who perform academic counseling. The District is also actively engaged in efforts to advocate for additional funds at the federal, state, and local level, which would enable more counseling support. Also, the District will explore the prospect of additional partnerships with universities and other organizations to provide counseling support and training.</p>
13	Implement PSAT and KHAN academy in all Middle and High Schools	The Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT) is already currently offered in all high schools in the 10th grade. Beginning in 2019-20, the PSAT 8/9 will be offered in all middle schools in the 8th and 9th grades. Currently, all high school students can access the free, personalized SAT practice through the Khan Academy. Once a student takes the PSAT 8/9 or the PSAT/NMSQT, the College Board gives the student an account that enables the student to access Khan Academy's free, personalized SAT practice that is tailored to his/her strength and weaknesses. Also, for your information, an 11th grade Districtwide administration of the SAT School Day is scheduled in the spring of 2020.
#	Proficiency for All LCAP Goal Comments	Response from the LAUSD Superintendent
14	Parents must be given access to their child's Student Success and Progress Team data via Parent Portal and other platforms, including referral information, meeting notes, progress monitoring, and exit plan information, in order to track progress and make informed decisions about their child.	Per District policy, all parents shall be notified and encouraged to participate in Student Support and Progress Team (SSPT) meetings. Information regarding all matters shared, discussed, and developed within a SSPT meeting, including intervention plans, reclassification recommendations, and follow-up meetings dates are given to parents who participate in their child's SSPT meeting and should be made available to any parent, upon their request, by their child's school (regardless of their participation in the meeting). The District is working to make SSPT referrals and related information available on the Parent Portal.

<p>15</p>	<p>We must have ongoing training for parents regarding Schoology and Parent Portal. Parents are having difficulty navigating Schoology and Parent Portal and obtaining their child’s information and progress. In addition, they are having difficulty coming to school to attend training. To address this issue, school sites must accommodate parents in arranging training sessions on evenings and weekends.</p>	<p>The District agrees that it is important to provide parents with training around Schoology and Parent Portal at a time that is convenient for them. The District has created numerous parent resources in English and Spanish to support the use of Schoology and Parent Portal, for example at http://achieve.lausd.net/plsresources. The District has also provided direct parent support around the use of these tools at District-sponsored events, and will continue to do so.</p> <p>In addition, the District has developed materials and courses that can be used by local districts to train parents in these systems. The local districts and schools currently take lead in determining when and how these trainings occur, to be responsive to the needs of the local community. However, the District hears and appreciates the feedback that some parents are not able to attend the trainings, and the District commits to working with the local districts and schools to find ways to expand parents’ access to this important information.</p>
<p>16</p>	<p>Appropriate intervention and monitoring of progress of target student populations (English Learners, Foster Youth, African-American students, Students with Disabilities, etc.) must be provided along with regular accounting of provided supports, services, interventions, and progress made to parents via Parent Portal and other platforms/methods of communication, including the tracking of implementation of supports and services made by teachers, particularly for the students with disabilities when it comes to IEP implementation. Data must be regularly collected and be provided to parents in a clear and concise manner so that they may make informed decisions to address academic progress. Lastly, there must be assigned, credentialed personnel that can inform parents about the academic progress of their child at the school site and</p>	<p>The District agrees that it is important to monitor the progress of targeted student populations and share this information with parents. Teachers and counselors, in coordination with principals, are responsible at the school level for monitoring the progress of targeted student populations and keeping parents informed.</p> <p>This school year, the District is developing a Whole Child Data Integration Platform, which consolidates many data points around a student’s performance and needs into a single platform and provides alerts around areas of concern. This platform will give teachers and counselors more information to monitor the progress of targeted student populations in real-time and to immediately identify areas that need improvement. Additionally, next school year, the District will begin developing a version of the Whole Child Data Integration Platform for parents, so that this information is immediately available to them.</p> <p>In addition, the District will continue to make available other opportunities for parents to learn about the progress of their students. Per District policy, all parents will continue to be notified and encouraged to participate in all Student Support and Progress Team meetings. Information regarding all matters shared, discussed, and developed within an SSPT meeting, including intervention plans, reclassification recommendations, and follow-up meeting dates are given to parents who participate in their child’s SSPT meeting and</p>

	<p>the local district level. Currently, who is the professional at the school site and local district that oversees progress monitoring and informing parents?</p>	<p>should be made available to any parent, upon their request, by their child's school (regardless of their participation in the meeting).</p> <p>In addition, counselors will continue to meet with all students in grades 6-12 to conduct Individual Graduation Plan and Individual Culmination Plan meetings each year. Students who are off-track or in danger of being off-track (with a fail at the 10-week mark report) will have two meetings to identify needed interventions, supports, and credit recovery opportunities. Also, the District has developed a College Readiness Guide that will inform parents about their students' progress toward graduating college and career ready. The District will continue to explore additional opportunities to monitor the progress of the students of greatest need, provide appropriate interventions, and inform parents about these interventions.</p>
<p>17</p>	<p>Informational meetings regarding SBAC (what it is, the importance of reaching proficiency, how to read the test scores report, etc.) and achievement data (interim, report cards, DIBELS, etc.) in addition to parent conferences and SSPT meetings must be made mandatory to better inform parents on how to monitor progress. We recommend that dissemination of this critically needed information be made from the District to the Local Districts to all school sites.</p>	<p>While the District has no authority to compel parents to attend meetings, the District agrees wholeheartedly that it is important to involve parents in conferences and meetings about testing and their student's progress.</p> <p>For 2019-20, the District commits to holding informational meetings about standardized assessments in each region of the District. In addition, the District will continue to create content around standardized assessments and achievement data that can be used by local districts and school sites to train parents. Student Success and Progress Team (SSPT) meetings are held on a case-by-case basis for students who may need targeted support.</p> <p>All secondary students must have a meeting with their counselor to discuss their Individual Culmination Plan (ICP) in middle school and Individual Graduation Plan (IGP) in high school. Parents are invited to these meetings.</p> <p>The District will continue to explore additional ways to keep parents informed about their students' progress.</p>
<p>18</p>	<p>Academic targets for non-English Learners must be implemented along with progress monitoring. There are roughly 190,000 probable English Learners, the majority of which are Hispanic, that are not being targeted for interventions as their EL peers.</p>	<p>The District agrees that it is very important to meet the needs of probable English Learners and Standard English Learners (SELs) and is increasing supports for these students. The District has updated the Master Plan to embed information about SELs throughout. Also, Chapter 5 of the Master Plan is now dedicated to SELs, outlining the interventions and supports that SELs should receive, along with how probable English Learners are identified as SELs. Schools will implement this updated Master Plan in 2019-20. The District will also</p>

		offer the Master Plan Institute this summer, during which information about supporting SELs will be provided to staff from each school. In addition, the District has increased the number of Academic English Mastery Program (AEMP) schools from 90 to 115 for next school year.
19	Academic English Mastery Program for Standard English Learners (SELs) must be made available at all schools across the District. It is the recommendation of this group that the District provide an additional Standard English Learner coordinator for each of the Local School Districts to address the lack of progress in the English Language Arts SBAC scores across the district.	<p>The District appreciates the feedback about the benefits of the Academic English Mastery Program (AEMP), which addresses the language and literacy needs of African American, Mexican American, Hawaiian American, and American Indian students for whom Standard English is not native. The District makes the AEMP model available to all schools across the District and encourages use of this model. However, adoption of the model is voluntary for schools because experience has shown that AEMP schools are most successful when they are authentically invested in the opportunity. In 2019-20, the number of AEMP elementary and middle schools will grow from 90 to 115.</p> <p>Even those schools that are not AEMP schools will still receive training in supporting Standard English Learners (SELs). Guidance and support for SELs are more robust and are embedded within the District’s English Learner and Standard English Learner Master Plan. Additionally, training is being developed to support all schools on a monthly basis around how to identify and support SELs.</p> <p>The District appreciates the feedback regarding the SEL coordinator. As part of the District’s efforts to personalize supports at each level, local districts will have greater flexibility over their funds in 2019-20. All of the local districts have committed to using their funds to have at least one designated person within their local district who will focus on the needs of SELs.</p>
20	Based on the data regarding the LCAP Progress Indicators with regards to Foster Youth students, the implementation of the Foster Youth Achievement Program has had incremental progress. We recommend the expansion of this program to all school sites to address the Foster Youth achievement gaps that exists across the District.	The District appreciates the feedback regarding the benefits of the Foster Youth Achievement Program. The District will continue to ensure that all foster youth have an assigned counselor to advocate for their educational rights and to support their academic achievement. Every school with at least one foster youth will continue receiving the support of a counselor. If a student transfers schools, the services will follow the student to the new school to allow for uninterrupted support.

<p>21</p>	<p>The District needs to increase parent participation at all school sites. This includes informing parents of their right to observe in the classroom, as well actively recruiting parents to volunteer in the classroom and at the school site. We recommend including the application to volunteer as an addition to parent handbook that is distributed to all the school sites at the beginning of the school year as well as having Local Districts and school sites work in conjunction with school site community representatives to promote the parent volunteer program at school wide and local district events. In addition, there should be accountability of parent participation at school sites via incentives for both parent and student and recognition of volunteers made at the school site, local district, and central District offices.</p>	<p>The District agrees that schools, local districts, and Central Office staff should promote and recognize school volunteers. In 2019-20, the District will develop posters to be placed in all schools regarding the right for parents to volunteer and observe.</p> <p>In addition, the 2019 Parent and Student Handbook will include a section encouraging parents to complete the online application to volunteer: "Parents/guardians interested in volunteering should first speak with the school or office to learn about volunteer assignments available. Parents/guardians may access the Tier II and Tier III Online Volunteer Management System application by visiting https://volunteerapp.lausd.net. Parents/guardians needing assistance with the on-line application may request it from their school. Parents/guardians can also access the Online Volunteer Management System through the Parent Portal. For additional information on the volunteer program contact your local school or visit the PCS website at https://achieve.lausd.net/pcss." The District will explore also including a paper application for future parent handbooks.</p> <p>The District will also continue to promote the volunteer program, and actively recruit volunteers, at school events, local district events, districtwide events, and Board office events. In addition, the Office of Parent and Community Services will add a section on the importance of recognizing volunteers, including through the possibility of incentives, to the volunteer policy bulletin and the volunteer training for school staff and District offices. Also, the Office of Parent and Community Services will work with parents to compile a list of best practices of recognizing parent volunteers, and will share the findings with principals.</p>
<p>22</p>	<p>Consistent, effective communication must be made between school sites and parents/guardians. It is recommended that information should be disseminated via all available platforms (Parent Portal, Blackboard Connect, classroom parent volunteer, ClassDojo, Schoology), up to including mandatory yearly home visits by school site administrators to monitor need of students and reporting of academic progress.</p>	<p>The District agrees that schools need to maintain effective two-way communication with the parents and community. In 2019-20, the Office of Parent and Community Services will work with parents to compile a list of best school communication practices, including the dissemination of important information through multiple platforms. The Office of Parent and Community Services will release the findings by December of 2019 and share them with all principals via the principals' bimonthly communication. The District will also continue to encourage home visits by school staff as appropriate based on student need.</p>

23	LAUSD must finance, select, and provide math programs and resources that encourage project based learning and critical thinking to provide students with a hands-on curriculum that promotes them to become patient problem solvers.	The current math instructional materials used by the District provide a strong emphasis on critical thinking and include numerous project-based learning opportunities. Both the print and digital versions of adopted materials include simulations for students to apply the learning. Also, the District provides professional development to teachers to build capacity in teaching project-based learning, as well as teaching cognitively guided instruction that builds upon students' current knowledge.
24	LAUSD must provide and finance a highly qualified math coach at each school site to increase teacher capacity to provide students with a strong foundational understanding of mathematical concepts.	The District agrees that it is important to provide students with a strong foundation in math. The District's current structure for funding math coaches balances the importance of this position with current budget realities. Schools are given flexibility in the funds they receive to meet the unique needs of their community, and schools that identify a need for additional support in math are able to purchase a math coach. The District will keep the PAC's feedback in mind as it continues to review budget realities and refine its systems of support.
25	LAUSD must provide informational sheets containing personalized resources along with easier to understand standardized test results and interim assessment data to parents to support student learning at home. In addition, the district must offer trainings on how to decipher test results in order to increase the capacity of parents and families to provide additional pathways to academic achievement.	<p>The District agrees that it is important to help parents understand standardized test results.</p> <p>For 2019-20, the District commits to holding informational meetings about standardized assessments, including how to interpret the results, in each region of the District. In addition, the District will continue to create content and training around standardized assessments and interim assessments that can be used by local districts and school sites to educate parents.</p> <p>The District appreciates the PAC's feedback and will continue to explore additional ways to keep parents informed about their students' progress.</p>
26	We recommend updating the report card for middle and high school students to not only state the grade achieved in the subject, but also state the CA standards for the subject that the child is meeting and which they are not meeting for their respective grade level. This would be able to provide parents with much needed information about their child's achievement and how to better address the areas in which the student requires much	<p>The District appreciates the PAC's recommendations around including more information on the secondary report card. The District will explore this option, along with other ways to provide additional methods of communication to parents about their student's progress on California standards, as well as progress toward college and career readiness.</p> <p>One consideration in including standards mastery on report cards is that it would require teachers to implement mastery learning and grading. The District is continuing to expand mastery learning and grading across the District, with an additional 60 schools and more than 1,500 additional teachers engaged in mastery learning in 2019-20.</p>

	<p>needed support. High school students would be best assisted with having their progress toward college and career readiness, such as meeting A-G requirements, be stated on their report card as well. The report card is a timely form of communication that parents trust to monitor progress and it is beneficial that this document have as much information as possible to better inform parents when a lack of progress is initially displayed instead of later in the school year when interventions cannot be timely utilized.</p>	<p>Also, the District currently provides tools for parents to learn about their students' progress on the California standards. The grade book function in the Learning Management System, Schoology, currently has the capacity to connect assignments and marks to California Content Standards. Parents can view progress toward the standards through the Parent Portal. In addition, the Individual Graduation Plan tracks A-G progress for high school students. It is reviewed with parents and students at least once each semester. The Individual Culmination Plan tracks academic progress for middle school students. It is reviewed with parents and students once each semester.</p> <p>Also, a new tool is being developed that informs secondary students and their parents whether they are on-track for graduation, their current GPA, their test scores, and other data that can be used during Individual Graduation Plan meetings with counselors.</p>
<p>27</p>	<p>Parents must be informed of the professional development provided to the teachers at their child's school site, including the topics provided and the data that tracks who is attending. Parents must also be partaking in the decision making of the professional development topics that are selected at the school sites and local districts.</p>	<p>Parents have multiple opportunities to partake in decisions around what professional development is offered, for example by serving on the School Site Council and Local School Leadership Council. The list of professional development opportunities is currently available to parents. Every school has a professional development plan, as part of the School Single Plan, which lists all of the professional development opportunities. These plans are available for review at each school site.</p> <p>While there would be labor implications with providing data related to teacher attendance, the District appreciates the feedback regarding the importance of transparency and will examine ways to encourage additional sharing of information about professional development throughout the year.</p>
<p>28</p>	<p>Parents would like to comment that there is a disconnection between school sites and parents. There is no consistent teacher accountability. In addition, parents are being informed about their child struggling in school, often too late for parents to make informed decisions. How and when are parents supposed to be informed of their child struggling? We recommend that the district have a uniform policy of informing parents, particularly when a child is dropping</p>	<p>The District agrees that it is important to keep parents informed of their child's progress and provide early notification to parents whenever there is a decline in performance. This school year, the District is developing a Whole Child Data Integration Platform, which consolidates many data points around a student's performance and needs into a single platform, and provides alerts around areas of concern (e.g., classes missing for graduation, absences, and many more). In 2019-20, the District will begin discussions with parents and principals to get their feedback and develop a version of the platform that meets their unique needs. As part of this work, the District can explore the possibility of creating additional alerts when students experience any decline in academic performance, for example from a B to a C, and not waiting until a child is failing or near failing.</p>

	<p>from a B to a C and not waiting until a child is failing or near failing. In addition, school site leadership, teachers, and staff should participate in meetings with parents to discuss progress or lack thereof before beginning referral to SSPT or parent conference. Both parents and staff should be required to sign in at these meetings in order to verify attendance and to hold both parties accountable in the implementation of the goals, strategies, and supports agreed to in the meeting.</p>	<p>In addition, parents are currently able to go online and track their child’s real-time progress and grades through Parent Portal and the Schoology.</p> <p>Staff and parents are expected to sign in at SSPT meetings. Also, information regarding all matters shared, discussed, and developed within an SSPT meeting, including intervention plans, reclassification recommendations, and follow-up meetings dates are given to parents who participate in their child’s SSPT meeting and should be made available to any parent, upon their request, by their child’s school (regardless of their participation in the meeting). The District will continue to explore additional ways to make parents aware of how their child is performing before the child is failing or near failing.</p>
#	100% Attendance LCAP Goal Comments	Response from the LAUSD Superintendent
29	<p>PSA counselors paid by the district make it a requirement prefer multi language PAC counselors</p> <ul style="list-style-type: none"> • Norm for every 150 students PSA 1 day-larger # students 2-3 PSA • Every 2000 students add one PSA • Supports social emotional state of the students • Must be a master level mental help expert 	<p>The District agrees that Pupil Services and Attendance (PSA) counselors provide an important service to students. The District’s current structure for funding PSA counselors balances the importance of this position with current budget realities. PSA counselors are categorically funded positions, which means that schools have the option to purchase those positions based on the unique needs of their schools. In addition, PSA field coordinators and PSA counselors are funded at the local district level to support schools’ attendance efforts.</p> <p>Also, all schools may seek the support of the School Attendance Review Board, which is a panel of District and local government leaders that helps provide solutions to specific truancy, attendance, and behavior problems.</p> <p>All PSA Counselors have earned master’s degrees (Master of Social Work, Master’s in Marriage and Family Therapist, etc.). Also, all PSA Counselors support the social-emotional state of students to address students’ adversities in achieving their academic potential. While labor laws prevent the District from excluding applicants who are not bilingual, the District does consider bilingualism a desirable qualification for PSA counselor applicants. And, indeed, many of the District’s PSA counselors are bilingual.</p>

<p>30</p>	<p>Have a comprehensive plan for students and parents that have great attendance Comprehensive program at the end of the school year mandatory sites. Provide Incentives to students with perfect attendance</p> <ul style="list-style-type: none"> • Every 60 days • Perfect attendances-Certificate, gift cards • 5 &10 day attendance challenge • Weekly, monthly, semester, yearly <p>Recognition by incentives</p> <ul style="list-style-type: none"> • School wide attendance awareness assembly/event • Parent recognition ceremony* • As demonstrated by Stanley Harris, former student, now a parent in LD West who had perfect attendance from 1st – 12th grade received an award from the mayor, a Michael Jackson Thriller jacket as motivation. He continued his education and now has multiple college degrees. 	<p>The District appreciates and agrees with the PAC’s feedback around attendance incentives, and appreciates the many specific suggestions offered. These ideas will be kept in mind as the District continues to expand its strategies for improving attendance, which currently include, among others:</p> <ul style="list-style-type: none"> -An incentive of Dodgers, Galaxy, and other sporting event tickets for students with perfect or improved attendance -Phone calls made to targeted student groups -Targeted group intervention -Clear, consistent messaging around attendance. <p>For 2019-20, the District also aims to have a toolkit with best practices for improving attendance.</p>
<p>31</p>	<p>Better food quality and cultural/ethnic based menus on school sites</p> <ul style="list-style-type: none"> • Invite families school-wide to tasting events. 	<p>Food Quality: The District has high standards for food quality. There is a two-step process for identifying food items that meet all aspects of food quality, including flavor, appearance, texture: 1. Food Service personnel provide initial screening of potential food items being considered for the menu; 2. Items that pass the initial screening are then tested with students. Student food testing takes place throughout the school year throughout the district at elementary, middle, and high schools. Only those food items that receive a passing score of 80% or more are considered for menu placement.</p> <p>Ethnic/Cultural Menu Options: In acknowledgment of the diverse student population in the District, the Food Services Division incorporates cultural and ethnic preferences in the school menu. Each week, there are 1-2 ethnic choices on the breakfast menu, and 2-3 on the lunch menu. These choices include items such as Beef Chorizo and Cheese Wrap, Beef</p>

		<p>Chalupa, Teriyaki Beef and Rice Bowl, Tangerine Chicken and Fried Rice Bowl, Bean and Cheese Pupusa. Most menu items are pork free, which provide ample options for our many students that do not eat pork. In addition, we provide options daily for our vegan and vegetarian students.</p> <p>Tasting Events: Food Services Division has made a concerted effort to reach out to parents of our school community by partnering with our parent centers to provide opportunities for parents to taste foods on our menu. Parent food testing have taken place in all parts of the District. In addition, when student food testings take place, parents are invited to attend. Recent parent food testings have been very successful as parents were able to taste and experience first-hand the food we have to offer. After this experience, parents were more motivated to encourage their children to eat in the cafeteria consistently.</p>
#	Parent, Community and Student LCAP Goal Comments	Response from the LAUSD Superintendent
32	Professional development for school teams Administrators, teachers, and school staff), parents and families of low-Income students (SBAC, science, history, intervention and supports, college counseling, scholarships and financial aid etc. frequently, timely and precise.	The Office of Parent and Community Services will coordinate with Local Districts and schools to provide school teams who serve low-income students with professional development topics (standards-based academic intervention and college and career ready supports) that are relevant, timely, and purposeful.
33	Professional development for parents of students with exceptional needs focused on the IEP process and resources available to students, for example: RSP, extended time to take exams projects what is that? A-G Requirements, transition plan and opportunities after graduation, such as college, technical careers. Parents need to know their rights!	<p>The District agrees that it is critical for parents of students with exceptional needs to know their rights. In 2018-19, the District offered 17 different trainings on a variety of topics related to: the IEP process, resources available to students with exceptional needs, opportunities for such students after graduation, and other areas mentioned by the PAC. Each of these trainings was presented five times in different regions of the District to facilitate parents' participation. Over 500 parents participated in these trainings in 2018-19. These trainings will again be offered in 2019-20.</p> <p>A calendar of trainings for the Fall 2019 semester should be available by September of 2019. This calendar will be provided to each school to share with families. In addition, parents can access the schedule for the 2019-2020 school year once it becomes available on the LAUSD Special Education Division website at https://achieve.lausd.net/Page/643.</p>

		<p>(Also, the Special Education Division main website, https://achieve.lausd.net/sped, includes a parent guide to special education services, procedural rights, and safeguards).</p> <p>The trainings that will be offered again in 2019-2020 school year include, among others:</p> <ul style="list-style-type: none"> -Parent Participation at IEP Team Meetings -Tips and Tools for Positive Communication and Collaboration at IEP Meetings -Graduation and Completion Requirements for Students with Disabilities -Career and Transition Centers -Adult Transition Options for Students on the Alternate Curriculum -Technology for Reading and Written Expression at your Local Assistive Technology Lending Library (ATLL) -Understanding the Least Restrictive Environment for Your Child -Inclusion into General Education -Supporting my Child at Home and at School -Parents as Leaders
34	Professional development for parents, families, and communities with English Learners. (Reclassification, ELPAC, DIBELS, RL, master plan, A-G requirements and graduation, etc. frequently, timely and precise at flexible hours and in an understandable format and practical for parents.	In 2019-20, the District will offer parent trainings in Spanish and English on each chapter of the Master Plan, which will cover many of the topics mentioned, including reclassification, the ELPAC, DIBELS, and Reading Inventory. The District will make every effort to provide these trainings at a time that is convenient and accessible to parents, and to convey the information in a format that is understandable and practical. In addition, this school year, the District developed two training modules, with ready-to-present videos, scripts, and other materials, on how parents can support the transition to postsecondary education. The District provided these training modules to Parent Center Staff who presented to parents. For 2019-20, the District is developing two additional training modules on postsecondary education. The District has also developed a video that explains the District's graduation requirements, which is available on the Division of Instruction website at achieve.lausd.net/instruction .
35	Restructure the district, central, local, schools, and centralize local district pages, the community representatives and the parent centers with monitoring, implementation and evaluation of the services that are provided monthly.	The District appreciates the PAC's suggestions regarding the organization of parent support units. For 2019-20, the Local District Parent and Community Engagement (PACE) teams will continue to work with schools under the supervision of the Local District Superintendent, to provide support that is localized and personalized to the needs of the community. The Office of Parent and Community Services (PCS) will continue to support and meet monthly with the PACE teams to ensure implementation of District initiatives.

		<p>And, the District will keep the PAC’s recommendations in mind as it continues to refine its systems of parent support.</p> <p>Currently, there is a tool available to schools for monitoring the services provided in the Parent and Family Center. It is found in the Parent and Family Center Resource Guide checklist, <i>Assessing Parent Education Workshops & Activities</i>. Principals will be informed of this resource in the Principal Communication. Parents can also share feedback about services provided to parents through the School Experience Survey.</p> <p>The District will share and explore with Parent and Family Center staff these and other ways that monthly review of the Parent and Family Center activities can be established and monitored.</p>
36	To provide monthly information about the trainings that the community representatives receive and how their performance, work and services are monitored. That the trainings are mandatory the attendance of all community representatives.	The Office of Parent and Community Services will gather information about the meetings and trainings held in the Local District for Parent and Family Center Staff and establish ways to share this information with parents. The site administrator is in charge of evaluating the performance and services of the Parent and Family Center Staff. The District will explore the idea of making the Parent and Family Center trainings mandatory.
37	That all schools are able to train 10% of the parents, through conferences, workshops and by being trained receive a scholarship paid for with TSP funds.	The District will explore adding the goal of training 10% of the parents at each school to the Parent Empowerment Rubric. Targeted Student Population (TSP) funds are to be used to support English learners, foster youth, and students on the free and reduced meal program and the families of such students. The District will explore if individual parents can receive a scholarship for attending parent trainings paid with TSP funds.
38	Consider the school data when determining (50%) the Parent Center workshops. Do not limit to 4 workshops, but implement according to student’s needs.	<p>While the LCAP accountability determined that a minimum of four workshops are required, schools are not limited to this amount and can provide additional trainings. As the District develops the LCAP for the next three years, the minimum number of workshops required can be reevaluated.</p> <p>The District agrees that school data and parent data need to be reviewed in order for schools to provide parents with the necessary workshops. Principals and coordinators will be encouraged to review this data as the new school year is being planned.</p>

39	At schools, train the parents in the beginning of each school year and form a committee (data, budget development, school plan, SSC, ELAC, etc.)	The District agrees that it is important for parents to receive training toward the beginning of the school year. On July 6, 2017, the Board of Education passed the Los Angeles Unified Learning, Leading, and Succeeding for Students (Res-001-17/18) Resolution which stated that by the first day of school "all Parent Centers are up and running with a schedule of fall workshops," indicating that workshops are expected to occur in the fall. In addition, principals will be informed in June that they need to make available the calendar of parent workshops by the first day of school and to ensure that the trainings include workshops on data and budget development. Also, parents have opportunities to partake in decisions around what professional development is offered, for example by serving on the School Site Council and Local School Leadership Council.
#	School Safety LCAP Goal Comments	Response from the LAUSD Superintendent
40	What training is required of the officers? (customer service, RJ) Build a positive relationship with school police and schools (Ex: School police are called to respond to a negative situations have them come to greet staff and students, such as school events, etc...	Campus officers receive training on Restorative Justice, Behavior Safety Emergency Training (B-SET), and Implicit Bias, and other topics to further build positive relationships with students, families, and schools. Officers are also trained to interact with students on a daily basis during arrival and dismissal, nutrition, and lunch, and to ensure the safety and well-being of students. In addition, campus officers work collaboratively with principals, local district operations coordinators, youth relations/crime prevention personnel, students, and parents to build positive school environments. Officers engage in student mentoring programs, study sessions with at-risk students, and anti-gang lecture/seminars. Officers also build relationships with students through the Anger Management Program for Students (AMPS) and Ready and Able for Middle School (RAMs). In addition, the Los Angeles School Police Department has a robust youth services component that includes the Police Explorers and Police Academy Magnet Schools (PAMS).
41	Provide more RJ coordinators/school counselors to prevent and address situations to reduce suspensions, consider differential for RJ, maybe pilot in 19-20?	For the 2019-20 school year, all local districts are purchasing either Restorative Justice (RJ) counselors or Systems of Support Advisers to help implement a Multi-Tiered System of Supports for School-wide Positive Behavior Intervention and Support (SWPBIS). These staff members will be cross-trained by the Divisions of Instruction, Student Health and Human Services, and Special Education to use a trauma-resilience informed lens to understand and address behavior, as well as implement community building and restorative practices, social emotional learning curriculum and strategies, and behavior supports. These staff members will assist the teachers, school site teams, and caregivers to support the whole child academically, behaviorally, and social-emotionally.

		The District appreciates the suggestion of providing a differential (paid stipend) to a classroom teacher or a certificated out-of-class staff member to establish and maintain systems of social-emotional and behavioral support and use of restorative practices are continued. The District will explore the possibility of implementing this practice for 2020-21. Also, the District is on track to fully train all schools in Restorative Justice (RJ) by the end of the 2019-20 school year.
42	Monitor and implement strict visitor protocols at all local school sites during school hours consider posting policies.	All schools have adopted clearly defined visitor protocols, aligned with the District’s visitor policy bulletin, to ensure student and staff safety. These protocols include a requirement that visitors get a visitor’s badge, sign in at the entrance of the school, check in with the main office for assistance, and show identification if picking up a child; as well as a requirement that there be only one entrance and exit to the campus once the instructional day has begun; among other requirements. Each school’s visitor policy is expected to be displayed in the main office or where visitors sign into the school. District administrators regularly visit campuses to verify that the protocols are being implemented and to provide guidance and support if needed. Parents who have concerns about the implementation of visitor protocols at a particular school can contact that school’s local district for support.
43	Have a national school safety standard (to have federally funded)	This is an intriguing idea worth exploring. The District’s Office of Government Relations will work with the Los Angeles School Police Department to discuss this idea further and explore the possibility of advocacy to legislators around a national school safety standard.
44	To inject into the parent handbook one pager, online training for officers/principal the consequences of education code violations specifically to student behavior and safety. Train parents on social media use.	The District offers online trainings to all employees on the consequences of various CA Education Code violations, such as training related to child abuse, harassment, and suicide prevention. The District will explore the possibility of expanding trainings to include additional adult behaviors that impact student safety, as well as the possibility of including language in the handbook to notify parents about District safety measures. The District agrees with the recommendation to train parents on social media use and will work to provide such trainings in the 2019-2020 school year.
45	Have a PSW at every high school, 1 for every 2 middle schools 1. For every 4 elementary schools for student treatment and PD’s 2. Consider trauma-informed instructional training for teachers.	The District agrees that Psychiatric Social Worker (PSW) counselors provide an important service to students. The District’s current structure for funding PSW counselors balances the importance of this position with current budget realities. PSW counselors are categorically funded positions, which means that schools have the option to purchase those positions based on the unique needs of their schools. The District will keep the PAC’s feedback in mind as it continues to review budget realities and refine its systems of support.

		The District agrees that trauma-informed instructional training is very important. The District is currently developing a 60-minute presentation on the topic of trauma-resilient informed practices that can be used at all schools during teachers' Tuesday professional development. The presentation will provide PreK-12 educators with a common understanding of trauma-resilience informed practices, including the impact of trauma on learning and classroom behavior and instructional strategies that foster resilient learners.
#	Basic Services LCAP Goal Comments	Response from the LAUSD Superintendent
46	(Comments generated for the LCAP scorecard measurable outcomes) Percentage of teachers that are appropriately credentialed for the students they are assigned to teach: Fine (no comment required)	Based on the Williams and Annual Assignment Monitoring reporting during the 2017-2018 academic year, the District was 99% compliant.
47	Percentage of early Education Centers and Pre-K through 12 classroom teachers who have a final Educator Development and Support: Teacher (EDST) performance evaluation by the end of the school year: More frequent and high quality evaluations of teachers are important for professional development and student performance Action Items: <ul style="list-style-type: none"> • We recommend every teacher is evaluated once each school year. • We realize teaching union contacts may have something to say about this so bring them into alignment 	For the 2018-2019 school year, approximately 7,700 (31%) of all teachers were evaluated, which exceeds the current LCAP goal. The District appreciates the recommendation regarding the frequency of formal evaluations. Currently, in accordance with the District's frequency of evaluation policy, the following personnel are to be evaluated on an annual basis: <ul style="list-style-type: none"> -Non-permanent personnel -Personnel who received an overall "Below Standard" evaluation -Personnel who received a Notice of Unsatisfactory Service or Act The above-mentioned personnel are automatically rostered for evaluation in My Professional Growth System (MyPGS), the District's evaluation platform, based on their current year status. District policy also states that permanent personnel shall be evaluated at least every other year. However, principals are given some flexibility with the frequency that they formally evaluate these teachers, so that they can align how they spend their time with the unique needs of their school community. Nevertheless, all principals are encouraged and trained to provide regular, ongoing feedback to teachers beyond the formal evaluation period. There is an expectation that principals regularly visit classrooms, sit down with teachers, and provide specific actionable feedback using the Teaching and

		Learning Framework (TLF) as a guide. The District will keep the PAC's feedback in mind as it continues to refine its teacher evaluation policies and practice.
48	<p>Percentage of schools providing students with Standards-Based Instructional Materials by Meeting Williams Act Requirements: We know that all students in all classrooms do not have standards-based instructional materials.</p> <p>Action Items:</p> <ul style="list-style-type: none"> • Provide textbooks, technology and support materials for every student in every classroom every day. • Change rubric/measure to reflect action item...change the way they measure how their goal is met • Include copies of classroom materials available to parents (e.g., at parent center, library etc...) 	<p>For 2018-19, 100 percent of teachers and 100 percent of schools certified at the beginning of the year that their students received standards-based core instructional materials. Also, each year, schools are given a surplus of core instructional materials available for students who may need another copy.</p> <p>The District is aware that there may be instances when individual students do not have instructional materials for a period of time, for example if they transfer classes or schools and do not immediately receive the materials they need. Because schools have a surplus of core instructional materials, schools can ensure that students in these instances still have access to the materials. The student or parent simply needs to inform the school.</p> <p>That being said, the District greatly appreciates the PAC's feedback and advocacy around the importance of all students having standards-based instructional materials. The District will explore ways to support better coordination of core instructional materials in schools to minimize instances where individual students do not have those materials.</p> <p>The District also appreciates the PAC's feedback regarding the importance of supplemental materials and technology. In 2018-19, the District purchased over \$2 million worth of instructional devices, which enabled 67 additional schools to become 1:1 schools. These schools all submitted Instructional Technology Plans to support the effective use of their instructional devices.</p> <p>The District will continue to invest in instructional technology and supplemental materials to the extent possible within budget realities. Beyond those investments, schools are also able to purchase instructional technology and supplemental materials using flexible dollars in their budget based on local funding priorities.</p>
49	<p>Percentage of facilities that are in good repair: The 99% statistic re: facilities in Good Repair does not reflect reality</p>	<p>The District appreciates the feedback from the PAC regarding the status of school facilities. The District will use this feedback as it strives to always get better at keeping schools clean, safe, and functional. To provide more information about the process of inspecting and evaluating schools: First, the District conducts a thorough investigation of the entire campus, which can take a whole week, and identifies a detailed list of items to be addressed. Then, the District conducts all of the necessary maintenance and repairs.</p>

	<ul style="list-style-type: none"> • AP should accompany inspector when they evaluate student accountability inspection • School could keep ongoing binder • AP should communicate results to parents of the school 	<p>Once everything on the list is fixed, the school is labeled as being in “good repair” on the School Accountability Report Card (SARC).</p> <p>The District appreciates the suggestion for a school administrator to accompany the inspector. The District does, in fact, notify principals about upcoming inspections, makes every effort to schedule the inspection at a time when a school administrator would be available to participate in the inspection, and welcomes the principal’s participation. However, participation by the principal is voluntary, so that principals can decide whether to accompany the inspector or to focus on other priorities, based on the needs of their school at that time.</p> <p>The District also appreciates the PAC’s ideas on ways to inform parents about the results of the SARC. Currently, every school’s SARC results are available online, at https://achieve.lausd.net/Page/8027, as this is the easiest way for most members of the public to access this information. Parents who are unable to access the SARC online and require a printed copy can request a copy from their school. The District will explore adding a component to the parent handbook that explains to parents how to access the results of the SARC, as well as other methods of communicating the results to the parent community.</p>
50	<p>Percentage of children whose eligibility for special education services were determined within 60 days of guidelines: That LCAP scorecard goal needs to be 100%:</p> <ul style="list-style-type: none"> • More school psychologist time at school sites pay for more days or increase #'s of school sites psychologist. • Training administrator to prioritize this 	<p>As of May 15, 2019, the percentage of evaluations completed and IEP team meetings convened within 60 days of receiving signed parental consent to assess was approximately 80%. While the District works toward 100%, as required by state and federal requirements, it has set a 2019-20 LCAP target of at least 90%. This aligns with the District’s current work on the Modified Consent Decree (MCD) Outcome 10, Timely Completion of Evaluations, which requires a minimum of 90% of all initial evaluations to be completed and the corresponding IEP team meetings convened within 60 days of receipt of signed parental consent for assessment. Rest assured, once the goal of 90% is reached, the District will continue to set and reach more ambitious goals and continuously strive to provide better support for students.</p> <p>The District agrees that it is important to continue providing information and training to administrators regarding ways to achieve the timely completion of evaluations. In 2019-2020, the District will provide additional support in this area by hosting performance dialogues with local district administrators to review their schools’ performance on special</p>

		<p>education indicators, including the timeliness of evaluations, and to develop plans for improvement. In addition, the District will continue providing information and training on strategies for the timely completion of evaluations during regular meetings with principals, through the District’s professional learning platform (MyPLN), and in other forums.</p> <p>Regarding the time psychologists spend at schools, the Division of Special Education currently funds psychologists based on the number of students with IEPs at that school. However, schools can purchase additional time for psychologists to serve on their campuses, if needed, using flexible dollars in the school’s budget.</p>
51	<p>Students with disabilities receive services for specified in their Individualized Education Programs (IEPs): That LCAP scorecard goal needs to be 100%:</p> <ul style="list-style-type: none"> • Training (e.g., professional development, etc...for general teachers in special education • Have more special education specialists • Support paraprofessionals w/special education training 	<p>While the District works toward all students with disabilities receiving 100% of their prescribed service, as required by state and federal requirements, it has set a 2019-20 LCAP target of at least 90%. This aligns with the District’s current work on the Modified Consent Decree (MCD) Outcome 13. Rest assured, once the goal of 90% is reached, the District will continue to set and reach more ambitious goals and continuously strive to provide better support for students.</p> <p>The District offers a variety of trainings that support schools in being compliant. The District is currently developing a pilot training program to build the capacity of our special education assistant workforce. Generally, there are enough special education specialists provided by the District to implement all of the services specified in students’ IEPs. However, the District will continue to look at this and other areas to identify the root cause of why services may sometimes not be received and make adjustments where needed to progress toward 100%.</p>

Number of LCAP Comments per Goal	Goal 1 13	Goal 2 15	Goal 3 3	Goal 4 8	Goal 5 6	Goal 6 6	Total Number of Comments 51
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