

**District English Learner Advisory Council
Local Control Accountability Plan Comments with District Responses**

#	LCAP Goal	Parent Comments	District Response	District Unit Name
1	100% Graduation	The focus of the counselor should not only be the credits, but to take into account the grades of all the classes, especially A-G courses.	<p>The District appreciates and agrees with this feedback.</p> <p>Counselors are, in fact, expected to work with students not just on credits but also on grades, especially those for A-G classes. Counselors are provided data files that allow them to easily monitor each student's college readiness and provide personalized support throughout the year. In addition, counselors work with students and parents on their Individualized Graduation Plan, which provides information about the student's college and career readiness, including grades.</p> <p>The District will continue to work with counselors to ensure that these important topics are covered with students and parents.</p>	P-12 Instruction - Counseling
2	100% Graduation	Reinforce the support for English learners to increase the graduation percentage.	<p>The District agrees that it is important to provide targeted support to English learners.</p> <p>For 2019-20, the District is exploring ways to expand trainings for teachers around the integration of English Language Development Standards with the California Content Standards.</p> <p>Also, this year, the District provided additional Title III newcomer coaches and Title III newcomer counselors at high schools with large numbers of newcomer students. These positions will again be offered in 2019-20.</p> <p>In addition, this year, the District expanded its Immigrant Newcomer Summer Program, which provides accelerated English Language Development instruction, to 6 middle schools, complementing the 42 high schools that already benefit from this program.</p>	MMED
3	100% Graduation	Inform the academic counselor about the credit recovery resources to support the student and give the information to the parents.	<p>The District will continue to provide training to counselors regarding the credit recovery resources that are offered in their local district and school, such as Edgenuity, APEX, and Star 17. The District will also continue to provide training around the importance of sharing this information with parents.</p> <p>In addition to providing resources that are personalized to the needs of the schools and local community, counselors will continue to meet with off-track students every ten weeks for progress monitoring and the development of updated credit recovery plans, which are shared with parents.</p>	P-12 Instruction - Counseling
4	100% Graduation	Give presentations on the different universities to motivate the students in 9th to 12th grade.	<p>The District agrees that it is important to inform students about the different universities, and the District will continue to do so.</p> <p>Every year, local districts hold a college fair where information is presented about specific universities.</p>	P-12 Instruction - A-G Intervention

			<p>Individual schools also hold college fairs. In addition, schools hold signing day events, where students announce which school they will attend and are recognized for their decision, which inspires and informs younger students about colleges.</p> <p>In 2018-19, the District held a districtwide “College Palooza” event that informed nearly 1,400 participants, including over 700 parents, about various colleges. The District will work to continue offering similar opportunities in the future.</p> <p>In addition, schools are expected to regularly share information about college and career readiness and postsecondary options with students in 9th to 12th grade. Numerous activities and lessons related to college and career readiness are also available in Schoology.</p>	
5	100% Graduation	Implement the Naviance program (navigation and guidance) and make it mandatory in middle and high school for interest in going to college and careers.	<p>The District encourages use of Naviance. Currently, about 65% of students in grades 6-12 (approximately 200,000 students) are using the program.</p> <p>Use of Naviance will remain voluntary for 2019-20, so that schools have flexibility in how they allocate limited instructional time to meet the unique needs of their students. Nonetheless, the District greatly appreciates the PAC’s feedback about the importance of Naviance and the suggestion to make it mandatory and will explore this suggestion for future years.</p> <p>The District is also exploring the possibility of including postsecondary plans as part of the Individualized Graduation Plan (IGP) process. This would make it mandatory for all high school students to think about and develop a plan for what they will do after high school, which is one of the main purposes of Naviance.</p>	P-12 Instruction - A-G Intervention
6	Proficiency for All	It was recommended that all the EL student coordinators are bilingual.	<p>Labor laws prevent the District from excluding applicants who are not bilingual.</p> <p>Nonetheless, the District agrees that there are many benefits to having EL coordinators and other school staff who are bilingual. In fact, the District considers bilingualism a desirable qualification for applicants to these positions. And, indeed, many of the District’s EL coordinators are bilingual.</p>	MMED
7	Proficiency for All	The District should finance the services for social emotional support (i.e. psychiatric social worker/psychologist)	<p>The District agrees that Psychiatric Social Worker (PSW) counselors provide an important service to students.</p> <p>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 their unique needs.</p> <p>In 2019-20, the District will continue to advocate for additional funds at the federal, state, and local level, which would enable the District to hire additional PSW counselors. The District will keep the DELAC’s feedback in mind as it continues to review its budget and refine its systems of support.</p>	P-12 Instruction - Middle Grades

			In addition, the District will continue to provide curricula and training around Second Step, a program that helps students develop social-emotional skills, to schools that have grades 6-8. A similar program called Sanford Harmony will continue to be made available to all elementary schools.	
8	Proficiency for All	Empower all parents and continue with the workshops and the conferences with that end (since one or more informed and empowered parents can make the difference.)	Workshops for parents will continue to be provided and monitored through the Principals' Portal.	Parent Community Services
9	Proficiency for All	Each school should administer a parent survey to get to know if the parents know what it means to be an EL student or if they know if they have one and based upon this, plan to inform the parents so that they participate in activities, school workshops, as well as its importance.	The Office of Parent and Community Services will collaborate with local districts and the Multilingual and Multicultural Education Department to use data to learn more about the current knowledge and needs of parents of English Learners. In addition, the District will design workshops to be used by schools to increase the participation of English Learners and their families in school activities.	Parent Community Services
10	Proficiency for All	The District needs to increase funds for the arts in all schools (all visual and performing arts, dance, theater and visual arts.)	The District appreciates this feedback and agrees that the arts are a critical part of a student's education. In 2019-20, the funding for arts will remain the same as in 2018-19 because of funding limitations. However, the District is actively engaged in efforts to advocate for additional funds at the federal, state, and local level, which would allow the District to expand arts and music programs. Even within current funding realities, the District has established itself as a model for comprehensive arts education throughout the nation. Every school in the District has an arts program staffed with highly credentialed arts teachers, as well as professional artists working as arts partners to supplement the District's arts education program. Also unique to LAUSD is the fact that the District provides musical instruments for students to use free of charge, which ensures that this opportunity is equitably offered to all students. LAUSD is also unique in that its Board of Education unanimously voted in 2012 to classify arts education as core learning. The District will continue to explore ways to expand access to the arts in future years.	Arts Education
11	100% Attendance	Teachers to use strategies to motivate students.	The District agrees that it is important for teachers to use a variety of strategies to motivate students. The District offers professional development for teachers to provide culturally relevant instruction	P-12 Instruction

			<p>and to create a positive and safe school environment, which motivates students.</p> <p>In addition, the District's adopted instructional materials provide a strong emphasis on critical thinking and include numerous project-based learning opportunities, which increase motivation. 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, which keeps them more engaged.</p> <p>Also, the District offers exciting pathways like Linked Learning that motivate students through the creation of interdisciplinary projects, where students apply what they are learning in their classes to solve real-world issues.</p>	
12	100% Attendance	A counselor in every school that monitors at least two days of attendance so that he/she can explain to students and parents and teachers about the importance of schools (this position paid with the general fund.)	<p>The District agrees that Pupil Services and Attendance (PSA) counselors provide an important service to students.</p> <p>The District will not be able to provide a PSA counselor in every school in 2019-20 due to funding limitations. However, the District is actively engaged in efforts to advocate for additional funds at the federal, state, and local level, which would allow the District to hire additional PSA counselors.</p> <p>For 2019-20, PSA counselors will remain categorically funded positions, which means that schools will have the option to purchase those positions based on the unique needs of their schools. In addition, the District will continue to provide PSA field coordinators and PSA counselors at the local district level to support schools' attendance efforts.</p> <p>Also, it should be noted that 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>	Student Health and Human Services
13	100% Attendance	Attendance to be compulsory since the child begins school. (TK, PK, K)	The California compulsory education law requires that everyone between that ages of six and eighteen attend school. The District encourages excellent school attendance at all grades.	Student Health and Human Services
14	100% Attendance	Chats with the teachers and the students in the classroom, to explain the importance of school attendance and motivate them to accomplish the goal.	<p>The District appreciates this feedback and agrees that teachers need to communicate the importance of school attendance and motivate them to accomplish that goal.</p> <p>For 2019-20, the LAUSD Attendance Improvement Plan will include the following components related to this suggestion:</p> <ul style="list-style-type: none"> -Every school will provide ongoing messaging to students and families about the importance of attendance. -Every school will make phone calls to targeted groups of students based on their attendance. -Every school will connect a targeted group of students with a staff member for mentoring. 	Student Health and Human Services

			<p>-Kindergarten Orientation will include the importance of student attendance.</p> <p>For 2019-20, the District also aims to have a toolkit with best practices for improving attendance.</p>	
15	100% Attendance	Schools should have a preventative plan that is monitored to reduce chronic absenteeism.	<p>The District's Attendance Improvement Plan for 2019-20 includes strategies to prevent and reduce chronic absenteeism, including:</p> <ul style="list-style-type: none"> -Schools will receive attendance data, including chronic absenteeism data, with comparisons to previous years' data, so school administrators can intervene where needed and prevent students from becoming chronically absent. -Schools will make phone calls to targeted groups of students to increase their attendance before they become chronically absent and to increase their attendance if they are already chronically absent. -Schools will connect targeted groups of students with staff members for mentoring, which will increase attendance before they are chronically absent and provide extra support to students who are chronically absent. 	Student Health and Human Services
16	100% Attendance	Motivate the students with incentives, age appropriate (with good attendance.)	<p>The District agrees that incentives are a great way to motivate students.</p> <p>In 2018-19, the District launched an Attendance Incentive Campaign, through which students who have perfect or improved attendance are eligible to receive Dodgers, Galaxy, and other sporting event tickets. The District will explore the continuation of this campaign, as well as other attendance incentives, in future years.</p>	Student Health and Human Services
17	- Parent, Community and Student Engagement	<p>1. Workshops: – Schools to receive incentives for parent engagement minimum of 10%. – Do it at correct times. – Interesting topics and beneficial to the parents. – Do a survey at the beginning of the year to determine interest areas.</p>	<p>The idea of providing an incentive to schools who engage at least 10 percent of parents is intriguing and worth exploring. The District would first need to develop an efficient way to track parent engagement at every school. The District will begin exploring new ways to track engagement and the possibility of incentives for future years.</p> <p>Also, for 2019-20, the District will develop a survey that principals can use to learn from their parents the workshop topics that they would find interesting and beneficial, and the times when it would be most helpful to hold workshops.</p>	Parent Community Services
18	- Parent, Community and Student Engagement	<p>2. Establish and monitor a standard regulation for all schools to implement and respect the parent engagement. Assigned classified staff so that they monitor and report to the district that the regulations and processes that the school needs to comply with in terms of data, supervision and workshops.</p>	<p>The Office of Parent and Community Services is currently working with central District parent leaders on the creation of a Parent Empowerment Rubric, which will be used to determine how schools are engaging and empowering their parents. The Rubric will be finalized this summer and introduced to the schools in late fall. This Parent Empowerment Rubric, created by parents and District staff, will establish a standard measure of parent engagement in all schools and a set of expectations for all schools to follow to ensure that respectful, empowering parent engagement is occurring.</p> <p>Also, in 2019-20, local district PACE teams will continue to monitor the level of parent engagement at schools and provide support where needed.</p>	Parent Community Services

19	– Parent, Community and Student Engagement	3. Instructional development for parents to increase academic achievement for English learners. – Comprehensive ELD (integrated and designated) – Master plan– ELPAC standards in California in all academic areas. – Training on the basic skills for the reclassification criteria (DIBELS, RI, SBA)	<p>In 2019-20, the District will offer trainings in Spanish and English to help parents increase the academic achievement of English Learners. The trainings will cover each of the topics mentioned, including Integrated/Designated ELD reclassification, the Master Plan, the ELPAC, DIBELS, Reading Inventory, foundational literacy skills, ways to support students' linguistic and academic achievement at home, and others.</p> <p>Also, in 2018-19, local district English Learner Advisory Committee (ELAC) Study Groups were established to provide ELAC parents with additional information regarding the purpose and structure of the ELAC; ELAC's role in developing the Single Plan for Student Achievement; how to understand school and District data and the Master Plan for English Learners and Standard English Learners; and parents' rights and responsibilities.</p>	Parent Community Services/MMED
20	– Parent, Community and Student Engagement	4. That in each school DASHBOARD the parent engagement data is included.	<p>The California School Dashboard is managed by the State and currently does not include parent engagement as a state indicator. The District will explore the possibility of including parent engagement on the District's local dashboard.</p> <p>The District is in the process of creating various tools which could help with measuring parent engagement. The District is developing a Parent Empowerment Rubric, which will be used to determine how schools are engaging and empowering their parents. The rubric will be finalized this summer and introduced to the schools in late fall. Also, information about parent engagement is collected as part of the School Experience Survey.</p>	Parent Community Services
21	– Parent, Community and Student Engagement	5. Train the students to empower their skills, talents and leadership.	<p>The Student Empowerment Unit will continue to help students develop their voice and leadership through trainings, empowerment opportunities, and platforms, including:</p> <ul style="list-style-type: none"> -The Village Movement, which exposes students to role models who have overcome their own challenges in order to be productive citizens -The Young Men of Color Conference, which provides students with encouragement, assistance, and inspiration -The opportunity to apply to become a Student Board Member <p>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.</p>	Parent Community Services; Student Empowerment Unit
22	– Parent, Community and Student Engagement	6. Train parents, families, staff and students on resources and support about mental health. – Workshops– Conferences– Retreats	<p>The District currently offers, and will continue to offer, trainings for families and employees around mental health.</p> <p>To expand access to these trainings, the District will develop a list of mental health trainings available in the District, as well as mental health trainings offered through other agencies, and will make this list available on the Office of Parent and Community Services website in 2019-20. This list of trainings will also be shared with the Parent and Family Center staff to share with families.</p>	Parent Community Services

			In addition, the school Parent and Family Center staff will be asked to search for and share local trainings available for parents in their community.	
23	School Safety	LAUSD to ensure that the school staff has professional training about Restorative Justice and respect when supporting all students including those in special education.	<p>The District is working to have all schools fully trained in Restorative Justice (RJ) by the conclusion of the 2019-20 school year. RJ promotes safe and healthy school environments for all student groups, including those in special education.</p> <p>In addition to receiving direct training on RJ, schools will continue to receive support from the local district RJ team. The support provided to school staff and parents includes:</p> <ul style="list-style-type: none"> -professional development in RJ practices (empathy, team building, diffusing disruptive classroom behavior, the circle process, etc.) -modeling of community building circles in classrooms -facilitation and co-facilitation of community building circles -training modules for parents 	Restorative Justice
24	School Safety	Implement 4 section workshop for parents about what Restorative Justice means and their rights.	<p>The District agrees with this recommendation and will continue to implement it in future years.</p> <p>This school year, the District developed four training modules for parents. Each module provides practical connections to how RJ practices can be utilized at home. The topics covered in the four modules are:</p> <ul style="list-style-type: none"> -Introduction to RJ -The Power of Empathy -Defusing Disruptive Behavior -Home Connections <p>This school year, the District provided these trainings in person at school sites. By 2021-21, the District aims to have these trainings available online through the Parent Portal.</p>	Restorative Justice
25	School Safety	Create an environment of positive relationships, clean and safe for the students, parents and school staff.	<p>The District is working to have all schools fully trained in Restorative Justice (RJ) by the conclusion of the 2019-20 school year.</p> <p>RJ supports the well-being of all students, school personnel, and parents by fostering safe and welcoming environments. Specifically, RJ promotes:</p> <ul style="list-style-type: none"> -positive relationships between students and students, adults and students, and adults and adults -trust among all stakeholder groups -problem-solving skills to support students with better decision-making skills -an environment where every voice is heard -a culture where everyone has a role in maintaining a safe school environment 	Restorative Justice
26	School Safety	The LAUSD school police give parent workshop where they give us information on policies	The District agrees that it is important for parents to be informed about polices related to school safety and campus officers. The Los Angeles School Police Department (LASPD) will continue to provide such presentations for parents in 2019-20.	School Police

		and procedures in different situations that happen in the schools. Contract more officers and police dogs to have safer schools.	<p>Budget realities impact the number of officers that are deployed to schools. For 2019-20, the LASPD will continue to deploy officers equally throughout the District, while ensuring that locations with emerging safety issues are given the police officer presence needed to maintain safe and positive campus environments.</p> <p>The LASPD currently provides, and will continue to provide, narcotic-trained canines and officers to secondary schools as requested by administrators to enforce a narcotic-free environment. All searches are done according to search and seizure laws and District policy and procedure.</p> <p>The District appreciates the DELAC's feedback regarding the importance of officers and police dogs. The District will keep this feedback in mind as it advocates for additional funds at the federal, state, and local level.</p>	
27	School Safety	Reinforce the safety plan for all students when it is recess and lunch time.	District Operations will work with the local districts to ensure that school sites have a current supervision schedule to ensure student safety during recess, lunch time, passing periods, and other times that students are walking around campus.	Operations
28	Basic Services	<p>Nutrition: Provide nutrition workshops for parents so that they know the importance of good nutrition. That the leftover food is not thrown away, but are shared with the community.</p> <p>Provide de students more time during their lunch time.</p>	<p>Nutrition Workshops: In 2019-20, the District will continue to provide nutrition workshops for parents at parent centers, in Spanish and English, upon request. To increase the number of parents that receive this training, the District will also explore partnerships with community organizations who can provide nutrition education to families. In addition, the District will explore the possibility of offering nutrition education online to parents.</p> <p>Share Leftovers with Community: The District has a food donation program, through which schools can partner with certain community organizations to pick up unopened and uneaten foods from school meals. More information about the District's food donation program is available on the following link: https://ca01000043.schoolwires.net/Page/847.</p> <p>Give Students More Time to Eat: The District agrees that it is important for students to have adequate time to eat their lunch. The Board of Education passed a resolution requiring students to have at least 20 minutes to eat after receiving their meal. This can be a challenge especially at secondary schools due to the large number of students and the long lines to get lunch. For 2019-20, the District will encourage schools to consider the needs of students when determining their bell schedules and, to the extent they can, incorporate multiple lunch periods, as this would improve students' access to meals and increase the time for students to eat.</p>	Food Services
29	Basic Services	<p>Teacher recruitment: – (a group) In each classroom has a limited number of substitutes per year.</p> <p>–Take into consideration parents through District surveys to</p>	Long-term substitutes, like other teachers, are evaluated using the Educator Development and Support: Teachers (EDST) process. Principals are trained to consider multiple measures of evaluation when using the EDST process. This includes how teachers interact with parents, which could include information from a parent survey. The District appreciates and will keep in mind the feedback from the DELAC as the District continues to refine its teacher evaluation process.	Human Resources

		compile information about each teacher's work and it is considered with the evaluations that the principals administers to his/her employees.	Also, while there is a teacher shortage in the nation and in the state of California, the District will continue to actively recruit substitute teachers to meet the needs of the District's classrooms.	
30	Basic Services	Maintenance: –District should not let schools know when they will evaluate so that this evaluations are sudden and without previous notice. – Administer a survey to students through the District, about school cleanliness.	<p>The District appreciates the feedback regarding evaluations and agrees that they need to be conducted in a way that allows all of the issues at a school site to be identified and resolved.</p> <p>There are, however, some important reasons why schools are notified in advance about the annual inspection. First, the purpose of the inspection is to correct problems, not to penalize schools. If a school is able to fix a problem in advance of an inspection, that is a good thing, because it means that students are able to enjoy a better facility for more of the year, and it means that there is one less issue to fix. Second, there is no way for schools to temporarily hide a problem if they know an inspection is coming. The inspectors conduct a very thorough investigation of the entire campus, which can take up to a week. If part of the facility needs repair, the inspectors will be able to find it. Third, notifying the principal in advance allows the District to coordinate the timing so that disruptions to student learning is minimized, since all classrooms are inspected.</p> <p>For these reasons, the District will continue to notify schools when they conduct the annual inspections for the 2019-20 school year. Nonetheless, the District will keep the DELAC's feedback in mind as it continues to refine its process for monitoring school facilities moving forward.</p> <p>Regarding the suggestion to administer a survey on school cleanliness, the District's former School Report Card included information on each school's facilities and provided a rating on the degree to which the site met health and safety standards. Due to budget limitations, the School Report Cards were discontinued. However, the District does undertake annual School Experience Surveys for every District school. The District will explore including the subject of school cleanliness as a part of that survey in order to capture student input.</p>	School Facilities