

**100% GRADUATION**

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<b>What data is being collected to evaluate whether credit recovery programs (such a Apex, Edgenuity, etc.) are enabling students to graduate college and career ready? What metrics are being used to track this?</b>	DOI	The Division of Instruction has been collaborating with the Instructional Technology Division and the MISIS team to ensure that student credit recovery progress is tracked. Counselors in schools are expected to note what types of credit recovery that students are taking. These metrics will assist the district in tracking student progress. In addition, the district has partnered with American Institutes of Research to conduct a study of online credit recovery effectiveness.
PAC	<b>How are we equipping students in credit recovery program with skills (problem solving, study skills, collaboration, etc.) in addition to content acquisition?</b>	DOI	All of the new state standards require curriculum and instruction aligned with the skills mentioned. The district-wide Teaching and Learning Framework used for evaluating teachers reinforces the expectations of the new state standards.
PAC	<b>LCFF base Grant is no enough for dual identified students who need supplemental resources.</b>	FINANCE	We agree. The Local Control Funding Formula did not focus on achieving adequate funding in California, rather it redistributed funds under a new formula. Most recently reports have ranked California per student spending in the bottom 3rd of all states. This is why the LAUSD has joined the effort to call upon our state legislature and Governor to adequately fund education. We will be asking our parents to join us in this advocacy in the coming legislative year.
PAC	<b>All students need “elective” courses for parity, over identified students, have “no” or “low” moral due to remedial redundant courses.</b>	DOI	This statement is aligned with the findings from the Middle Grades Framework for Action. Engagement is a key element to ensuring students are successful. The Division of Instruction is redesigning intervention courses to ensure that they are engaging, connected to the real-world, and support student social-emotional development.

**100% GRADUATION**

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<b>Non punitive environment; encourage and promote positive incentives and activities, we know problems and consequences.</b>	SHHS	SHHS is working on revising the Discipline Foundation Policy which includes the integration of multi-tiered supports and cross departmental collaboration to support positive school climate
PAC	<b>Declining enrollment; charters/magnets schools and programs have selective enrollment. Not all students have the same opportunity (ies).</b>	DOI	The implementation of the unified enrollment system will support parents and students in making choices regarding their school. The Division of Instruction is also supporting the development of pathways that are not selective enrollment (e.g., Linked Learning, dual language).
PAC	<b>Diversify opportunities to attend adult education courses and interventions to recover credits for struggling, at risk students needed to increase graduation rate and volume/ratio.</b>	DOI	The Division of Instruction, including the Division of Adult Education, has supported high schools in partnering with adult schools to offer students opportunities to recover credits.
PAC	<b>Many schools still lack or is missing art programs.</b>	DOI	All schools across the district now have arts programs. The district continues to expand the arts program offerings for schools.
PAC	<b>Allocate more time for tutoring for under achieving students</b>	DOI	Academic support for students is offered by Beyond the Bell and by schools that wish to fund those opportunities for students.
PAC	<b>Parents, teachers, staff and counselors, need to work together following an effective process that is going to help them to be able to identify the students that are in risk in/for not graduating from any school level.</b>	DOI	The Division of Instruction and Local Districts have coordinated their approaches to ensure that a graduation on-track dashboard is being utilized by all high schools to identify students who are at risk of not graduating. In addition, counselors conduct annual Individual Graduation Plan meetings to communicate student progress toward success at every middle and high school grade level.

## 100% GRADUATION

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<b>In order to reach 100% graduation we need to implement programs (art and music) that maintain high student engagement through middle and high school</b>	DOI	The Division of Instruction has ensured that every school has an arts program. High student engagement is a key finding from the Middle Grades Framework for Action, and the Division of Instruction has been revising intervention courses to ensure student engagement when they fall behind.
PAC	<b>Require training for all parents about the A-G requirements, GPA at all levels: elementary, middle and high school.</b>	PCS	The schools are required to provide training for parents on A-G along with 3 other topics. While we can mandate making the training available to parents, we are unable to require parents to attend the training.
PAC	<b>Promote college fair and university trips with parents and students at all levels: elementary, middle and high.</b>	PCS	Schools and Local Districts do promote college and university attendance through fairs, trips, and career days in all levels of schools. We will continue to encourage this type of activity for our students and parents.
PAC	<b>More student monitoring on the A-G classes required for meeting the goal of 100% graduation.</b>	DOI	The district now utilizes an on-track graduation dashboard to track student progress on a-g courses.
PAC	<b>Monitor grades and attendance. Implement smaller group tutoring and credit recovery classes with equity and quality.</b>	DOI	Local Districts work closely with schools to monitor grades and attendance on a regular basis using district-wide data dashboards. Schools have the autonomy to determine how to tailor supports and credit recovery for students depending on student needs.
PAC	<b>Inform students and parents about credit recovery courses when a student fails a course.</b>	DOI	The district currently requires an annual Individual Graduation Plan meeting between students and counselors at every middle and high school grade level to communicate student progress. The current grade notifications at the mid-semester and end of semester report cards are also communicated with parents.

## 100% GRADUATION

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<b>Make credit recovery course available to all schools.</b>	DOI	All high schools currently receive support for credit recovery opportunities for students.
PAC	<b>Make individual graduation plans available to students at 3rd grade.</b>	DOI	The Division of Instruction is collaborating with the Los Angeles Educational Research Institute to identify predictive indicators of student success at the elementary, middle and high school levels. This data may be used to develop an individual graduation plan at the elementary level.
PAC	<b>Have before and after school remedial reading and writing classes available at all schools</b>	DOI	Schools have the autonomy to offer academic supports themselves or in partnership with Beyond the Bell before and after school. The determination about specific supports is dependent on the needs of each school.
PAC	<b>Include technology workforce readiness programs as part of graduation.</b>	DOI	The Division of Instruction has been expanding Career Technical Education and Linked Learning programs that focus on teaching students to be workforce-ready. The state accountability dashboard now recognizes the importance of career readiness by including CTE course pathway completion as an indicator of student success.

**PROFICIENCY FOR ALL**

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<b>Analyze periodically reading and math programs and how effectiveness is measure?</b>	DOI	The Division of Instruction and Local Districts coordinate at least monthly to review reading and math programs. These reviews include analysis of formative data (e.g., grade distributions, feedback and observations from schools). Annual reviews of reading and math programs are conducted using the Smarter Balanced Assessment data as well as other summative data (e.g., grades, feedback and observations from schools) to determine the extent of implementation and the effectiveness of curricular and instructional approaches.
PAC	<b>Data monitoring on professional development for teachers and how frequent is carried out. Specific professional development is needed.</b>	HR	Currently the district uses MyPLN as a vehicle to announce and monitor completion of PD sessions. We are able to provide data regarding face-to-face and online training. There is a district committee, a partnership between HR and DOI, which is currently conducting a study as to how to enhance and expand its applications.
PAC	<b>Establish academic monthly goals and provide incentives for progress.</b>	DOI	Local District directors provide individualized support to schools as they establish annual school goals. These directors are responsible for monitoring school progress toward those goals.
PAC	<b>Provide weekly consistently progress report (ex: tests and/or graded assignment sent home requesting parent signature)</b>	DOI/ITD	<p>Parents can access their student's grades through an application called Schoology. Schoology can be accessed through the Schoology App (available for download through the app store) or through the LAUSD's Parent Access and Support System Portal, also know as the Parent Portal (<a href="https://passportapp.lausd.net/parentaccess/">https://passportapp.lausd.net/parentaccess/</a>). Within Schoology, parents have the ability to view their child's progress in real-time. Parents can monitor grades and assignments and sign up to receive a daily or weekly email digest of all their child's activity.</p> <p>Furthermore, the My Integrated Student Information System (MiSiS) is configured per policy to support the reporting of marks every 5 weeks for secondary schools and 3 times a year for elementary schools. Schools can generate report cards from MiSiS.</p> <p>At this time, requiring parent signatures for an assignment and/or test is left to the teacher's discretion.</p>
PAC	<b>Data on students who have received intervention; follow-up on student progress</b>	DOI	The district is currently organizing for implementation of multi-tiered systems of support that will provide updated policies on identifying students who need intervention and what those interventions should be. The current policy on Student Support and Progress Teams is the approach that schools are engaging in to identify and monitor students who need intervention. In addition, the current district information system includes the ability to track students in high schools who need credit recovery and to identify which interventions those students have received.
PAC	<b>Provide Online resources for parents and students to support higher education (mathematics, and reading).</b>	PCS	
PAC	<b>Make resources available for student data and summarize so that parents can understand</b> <ul style="list-style-type: none"> <li>• What is LAUSD doing to communicate which kids aren't meeting the standards?</li> <li>• How does LAUSD facilitate teaching accountability/smooth state data?</li> <li>• Can the District use the PASSport model to communicate state data about growth targets to parents?</li> </ul>	ODA/PCS	PCS and the Office of Data and Accountability will work to make available to parents data regarding student progress, school progress and District progress toward meeting growth targets. The Division of Instruction will review how parents are communicated with regarding students that are not meeting standards. Parents get their child's SBAC report from the State, including recommendations for parents on implementing strategies to support student achievement. The State will be developing video links for parents with ideas on how to support their child's academic progress. These links will be available through the Parent Portal. In addition, the State will not be mailing written SBAC reports next year and is requiring Districts to use their Parent Portal systems to communicate this information. The District is working to ensure the Parent Portal system is available for parents.

**PROFICIENCY FOR ALL**

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<p>Parent education should rely on language and content base.</p> <ul style="list-style-type: none"> <li>• LAUSD needs to identify resources/training to help parents assist their children at home with common core standards, especially ELA and math</li> <li>• Parent should know how to connect language to materials</li> </ul> <p>– Theory and practice (so that parents know how to implement what they've been taught)</p>	PCS	<p>The PCS website has a lot of materials for parents to use including helpful booklets around academic and social-emotional learning. PCS will provide a review of the website for parents so that they understand where and how to access the materials. In addition, we will make sure that theory and practice are clearly linked so that parents are able to take advantage of the new learning provided in trainings by being given practical hands-on activities.</p>
PAC	<p>District should provide a model for parents to help their children with homework in their home language</p>	PCS	<p>This is a great idea about providing a model for parents to know what the expectations are for homework. This can be done by providing parents with rubrics, checklists and sample completed assignments. Creating a model for parents on how homework can be supported at home will be a task for PCS and the Division of Instruction. (In reading the comment...is the concern about this having a model or having a model in their home language, or both? Assuming it's both to be safe, I reco adding in language around the model being available in other languages...being specific about which languages.)</p>
PAC	<p>District needs to raise further awareness about MMED and its updates</p> <ul style="list-style-type: none"> <li>• Reduce the number of students needed in each Dual Language Class so that it increases the chances of expanding these programs throughout the District</li> </ul>	MMED	<p>The district will work on creating an improved communication plan to raise awareness about instructional program options, services and the students who qualify for them. It is not financially feasible to lower class sizes for dual language programs. The norm is consistent with the district established norm policy.</p>
PAC	<p>Reading Coaches and Intervention</p> <p>Continue to strive for better student outcomes via additional funding and supports</p> <ul style="list-style-type: none"> <li>• Provide parents with better data breakdown in this area to see student progress</li> <li>• Trainings/PD should also be made accessible to teachers, not just coaches, as they have direct contact with students</li> <li>• Provide an intervention and reading coach for parents beginning in Elementary school; and funds</li> <li>• Designate reading coaches by having local districts do a needs assessment</li> </ul>	DOI	<p>The district's Early Language and Literacy Plan is designed to provide training and support to schools to ensure data from formative literacy assessments are being utilized to support small group instruction that is targeted to student needs. While only teams from schools were trained, the Division of Instruction is planning to open training for more teachers and may also coordinate with Parent and Community Services to develop trainings for parents.</p>
PAC	<p>Proficiency beyond ELA and Math</p> <p>Recommendation to monitor student progress in these areas closely and make this data accessible to parents</p> <ul style="list-style-type: none"> <li>• Specify/identify multiple data measuring levels and how they are applied</li> <li>• Implement student test-evaluations- throughout each high school grade level</li> </ul>	DOI	<p>Beyond ELA and math, the district has been in the process of implementing the new state standards and frameworks for History/Social Studies and science. The Division of Instruction has provided schools with optional formative assessments that may be used throughout the year to gauge student progress on these standards. At the high school level, schools are encouraged to engage students in periodic reviews of student grades and progress toward graduation (as required in the annual individualized graduation plan), and schools have access to a graduation progress dashboard for their students so students can be identified if they are not meeting benchmarks each year.</p>

**PROFICIENCY FOR ALL**

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<b>We want a life skills curriculum defined by the district and offered to all LAUSD students from Kinder-High School. Principals trained in outreach to support school in providing these opportunities and training to all students.</b>	DOI	The district has begun implementing social-emotional learning curriculum and strategies in schools over the past two years. Curricula such as Second Step and Sanford Harmony are being utilized in elementary and secondary schools to engage students in developing their skills in the areas of self-awareness, self-management, social awareness, responsible decision-making and relationship skills. Trainings around social-emotional learning have included both teachers and administrators from school sites.
PAC	<b>We think 100%graduation goal is unrealistic Students with C and above in A to G categories and student with lower grades should be offered different styles of support for career choices or high achievers college support/linked learning</b>	DOI	LA Unified believes that students should have equitable access to programs and necessary supports. The Division of Instruction is committed to expanding various pathway options (e.g., magnet, Linked Learning, dual language) across the district to offer parents and students choices for their education.
PAC	<b>Senate bill 48. Why has our grading system been changed yet teachers in the neediest schools have no new instructional materials to support them in implementing the curriculum./</b>	DOI	Senate Bill 48 expanded language in the education code to include “a study of the role and contributions of both men and women, Native Americans, African Americans, Mexican <b>Americans</b> , Asian <b>Americans</b> , Pacific Islanders, <b>European Americans</b> , <b>lesbian, gay, bisexual, and transgender Americans</b> , <b>persons with disabilities</b> , and members of other ethnic <b>and cultural</b> groups, to the economic, political, and social development of California and the United States of America, with particular emphasis on portraying the role of these groups in contemporary society.” This shift is primarily important in the new History-Social Studies framework that was approved in 2016 that provided guidance to teachers and districts on how instruction should change - this has been a focus of professional development for teachers. The adoption of new History-Social Studies texts begins with high school texts in 2018-19 and middle/elementary texts in 2017-18.

**PROFICIENCY FOR ALL**

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<p><b>MiSiS Data: Confirm services and identification Please provide data on these additional subgroups: -Foster youth -Transient -Homeless</b></p>	ITD	<p>MiSiS identifies students as Homeless and Foster Youth based on criteria and processes defined by LAUSD's Student Health and Human Services division.</p> <p>MiSiS does not explicitly identify Transient students. Instead, an analysis of withdrawal records can help with identifying students that may qualify as transient students. Schools and offices can check the FOCUS ""Demographics"" report and review the data for Withdrawals from Schools records.</p> <p>Below are items related to providing services and tracking homeless and foster youth students:</p> <ul style="list-style-type: none"> <li>- Homeless Schools enter data from the Student Residency Questionnaire on the MiSiS Homeless screen. Data includes nighttime residence information and dates of homelessness. The screen also allows the Homeless Education Office to record program assistance, case notes, and transportation services. Schools and the Homeless Education office may run several reports. The Homeless Student Roster generates a list of all homeless student by school or local district. The District Homeless Report is a list of all homeless students in the District. The Homeless Transportation Report is generated by schools to determine which students receive transportation services such as TAP cards.</li> <li>- Foster Youth A daily interface with Los Angeles Department of Children and Family Services and CALPADS populates the Out of Home Care screen in MiSiS. The screen provides schools and central office staff with Case Start and End Dates, Placement Type, Educational Rights Holder Name, and contact information for the student's Social Worker. Foster Youth program staff also use the screen to record completion of the Comprehensive Academic Assessment. Schools and Central Office may generate the Foster Youth Summary Report Elementary and Foster Youth Summary Report Secondary. The reports may be generated to included active and inactive foster youth. Academic information such as test scores and graduation progress are included on the reports along with data about students English Learner, Special Education, and GATE status.</li> <li>- Special Population Alert MiSiS displays an SP in the student profile and walk in scheduler for students who were Homeless or Foster Youth in the last four calendar years. This alert helps schools identify students who may be eligible for services or a waiver from graduation requirements.</li> </ul>
PAC	<p><b>Overlapped data: Provide single identification</b></p>	ODA	<p>The Office of Data and Accountability will provide group and subgroup data when available.</p>
PAC	<p><b>Can we see data re: Effectiveness of PSA</b></p>	SHHS	<p>In Student Health and Human Services is implementing an infrastructure that supports the development and evaluation of all programs within the Division. In addition, we are implementing strategies, supports, and campaigns highlighting the importance that everyone plays in increasing attendance rates such as creating safe and welcoming school environments, supportive leadership, data driven decision-making, and creating collaboration with community partners.</p>
PAC	<p><b>Proficiency for all: Not all students get electives, teacher effectiveness/accountable</b></p>	DOI	<p>Programming of students is dependent on student needs and availability of courses/teachers at school sites. The Division of Instruction counseling team collaborates with Local District counseling coordinators to support schools in ensuring elective offerings are available to students.</p>

**PROFICIENCY FOR ALL**

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<b>The District for special education students different standards for proficiency especially those that are very severely or they been diagnosed in their disability. They need to monitor that they are on the most appropriate placement as FAPE</b>	SPED	<p>For students who are eligible for Special Education Services, the IEP Team reviews Present levels of Performance and determines the necessary supports and services as well as the setting in the least restrictive environment (LRE) in which the instruction will take place. It is the responsibility of the IEP team to ensure that FAPE (free, appropriate public education) is provided and the responsibility of the school site to ensure that the IEP is implemented.</p> <p>FAPE is mandated for all students including those who are receiving instruction using the Alternate Curriculum that is aligned to the Core standards regardless of the severity of their disability.</p> <p>The information used to develop the Present Level of Performance is collected by the case carrier and service providers using a variety of informal methods including: student work samples, skills checklists and teacher/ staff observations. As well as commercially produced sources such as: UNIQUE checkpoints, SANDI checklists and Brigance Inventory of Skills. All of this information is used to make an offer of a free appropriate public education (FAPE). Additionally progress toward achievement of goals is considered when the team is determining if the supports and services provided are meeting the student’s needs and are reasonably calculated to provide the student with educational benefit.</p>
PAC	<b>District to develop evaluation for different interventions that schools have and report their groups. Each intervention carried and to be monitored every three months and report progress and make changes, if no progress.</b>	DOI	<p>The district is currently organizing for implementation of multi-tiered systems of support that will provide updated policies on identifying students who need intervention and what those interventions should be. The current policy on Student Support and Progress Teams is the approach that schools are engaging in to identify and monitor students who need intervention. In addition, the current district information system includes the ability to track students in high schools who need credit recovery and to identify which interventions those students have received.</p>
PAC	<b>African American Parent Advisory committee at the Central Level, equivalent to ELAC.</b>	DOI	<p>The district continues to convene an African American advisory committee that will be making recommendations to the Board about how to ensure parent voice.</p>
PAC	<b>AEMP Parent Coordinators in every school helping teach African American Students math differently and more effectively</b>	DOI	<p>Current AEMP staff continue to collaborate with Parent Community Services to communicate with parents.</p>
PAC	<b>Please provide overview/presentation on how resources allocated to improve outcome for African American youth are being used AND what impact these strategies are making?</b>	DOI	<p>LCFF funding is currently allocated based on students who are identified as low income, English learners or foster youth. The LCAP outlines specific programs that support these African American students including the Academic English Mastery Program, social-emotional learning programs, and credit recovery programs.</p>
PAC	<b>Flat line data for EL and African American students</b>	ODA	<p>The Office of Data and Accountability is collaborating with various divisions to make data sets available to parents through the new Open Data Portal. The first phase of the open data portal is scheduled to be released over the summer and will include academic performance, suspension, and attendance data, and plans to expand the availability of data sets based on parent requests.</p>
PAC	<b>More Specific data is needed on subgroups to determine the effectiveness of programs. For African Americans, Foster Youth, English Learners.</b>	ODA	<p>The data sets that will be available through the Open Data Portal will provide parents information on by Local District, Board District, School and student subgroups.</p>

**100% ATTENDANCE**

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<p><b>More counselors available for foster and homeless youth and families helping with guidance and support on the importance of attendance.</b></p>	SHHS	<p>The Foster Youth Achievement Program provides individualized support to foster youth in order to address their unique needs and barriers. The Homeless Education Program has expanded to ensure that LAUSD is collaborating with the efforts of the Los Angeles Homeless Service Authority and City of Los Angeles to address the needs of homeless students and families. There are over 7,000 students in care at any given time that require additional services and supports so that their overall academic performance is successful. The Division of Student Health and Human Services, Pupil Services, in collaboration with community partners, has developed an infrastructure that provides multi-tiered support for our students in foster care.</p>
PAC	<p><b>“Norming” LAUSD Pupil Service and Attendance counselors throughout the District, rather than leaving it up to principals to “purchase” the position. - Offer at least ½ day PSA Counselor at all schools. - Focus on PSA’s for transitional grades - Schools participating in categorical funding and subject to audit, especially should have PSA’s</b></p>	SHHS	<p>In an effort to support Local Control, school sites are provided with the opportunity to identify their specific needs and autonomy to make funding decisions as to what support they will purchase to address those needs. In addition, we are implementing strategies, supports, and campaigns highlighting the importance that everyone plays in increasing attendance rates. The District provides support to schools with and without school-purchased Pupil Services and Attendance Counselor time. It is the collaboration of all stakeholders to improve student attendance. We provide data, resources, tools, and technical assistance through our Local District Pupil Services field offices, targeting students and schools that are identified as needing attendance support. Identified, high need schools received extra PSA time to monitor student attendance, provide incentives and student and staff recognition, such as through our Attendance Improvement Program. We also provided incentive money for schools to reward student and staff attendance; schools received between several hundred and several thousand dollars based on improvements or meeting the District’s goal for attendance submittal and/or student attendance improvement.</p> <p>While it would be great if we could assign a PSA Counselor to every school, I believe it is essential that schools continue to make staffing decisions based on their school’s data and needs. We will continue to support schools with the highest needs, and to provide PSA support for those schools.</p>
PAC	<p><b>Since there is data that shows student attendance is correlated to teacher attendance, this data must be evaluated and made available at school sites. - Look for individual school site and evaluate this data re: absenteeism. - Look at what “model’ schools are doing well – Best practices should be shared. - Offer intervention for chronically absent teachers</b></p>	SHHS	<p>Overall, the District has implemented attendance goals in the Local Control Accountability Plan targeting staff attendance. In addition, the office of Risk Management has developed a data system that supports school leaders in tracking employee attendance. Although there may be a relationship between staff and student attendance, the Office of Risk Management would be able to provide a more detailed response. We will explore these recommendations with our bargaining partners. We will also begin to collaborate with the office of Risk Management to identify correlations between student attendance and staff attendance.</p>

**100% ATTENDANCE**

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<b>Education Board should recommend to Local Districts and principals to purchase PSWs to address bullying, family loss, school refusal, and mental health issues that all affect absenteeism.</b>	SHHS	Individual schools decide what services are needed based on school site needs via School Site Councils. Each School Site Council has the ability to purchase 1 to 5 days of PSWs time to serve the school with LCAP and other funds. The PSW provides universal, targeted and intensive services to the students and families depending on an agreed plan with school site leaders and stakeholders. The PSW conducts classroom, group and individual services to address trauma and the array of adversities that may affect absenteeism. SHHS is working on revising the Discipline Foundation Policy which includes the integration of multi-tiered supports and cross departmental collaboration to support positive school climate
PAC	<b>Recommend a central event that recognizes students and parents for 100% attendance districtwide. • Board recognition once a year, • A separate recognition for improved attendance</b>	SHHS/PCS	The Strategic Plan has a focus of decentralizing the work of parent engagement. Therefore, the Local Districts will be approached about imitating student and parent recognitions for attendance. In addition, recognition at the Board Meeting will be brought to the SHHS Division as a recommendation by the PAC.
PAC	<b>Board should work with Metro to increase bus lines during peak hours. • Provide flexibility to students who take public transportation.</b>	Business Ops	The LAUSD Transportation Services Division (TSD) is a member of the newly-formed Metro NextGen Working Group to provide policy guidance on Metro bus networks and service priorities. In partnership with Metro, TSD will be working to establish guidelines to address the need to increase bus frequency and modify schedules and routes to improve coordination with school bell times to better serve the nearby school community.
PAC	<b>Workshops for parents and students targeting transitional grades, ETK, TK, 9th specifically. Attendance career counselors for both grades</b>	SHHS/PCS	SHHS will work with the Office of Parent and Community Services to review what workshops are available for students around improving attendance at these critical milestones.

**100% ATTENDANCE**

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<b>LAUSD norm created for designated PSA at every school. ie. for every 200 students PSA one time a week for example</b>	SHHS	<p>In an effort to support Local Control, school sites are provided with the opportunity to identify their specific needs and autonomy to make funding decisions as to what support they will purchase to address those needs. In addition, we are implementing strategies, supports, and campaigns highlighting the importance that everyone plays in increasing attendance rates. The District provides support to schools with and without school-purchased Pupil Services and Attendance Counselor time. It is the collaboration of all stakeholders to improve student attendance. We provide data, resources, tools, and technical assistance through our Local District Pupil Services field offices, targeting students and schools that are identified as needing attendance support. Identified, high need schools received extra PSA time to monitor student attendance, provide incentives and student and staff recognition, such as through our Attendance Improvement Program. We also provided incentive money for schools to reward student and staff attendance; schools received between several hundred and several thousand dollars based on improvements or meeting the District's goal for attendance submittal and/or student attendance improvement.</p> <p>While it would be great if we could assign a PSA Counselor to every school, I believe it is essential that schools continue to make staffing decisions based on their school's data and needs. We will continue to support schools with the highest needs, and to provide PSA support for those schools.</p>
PAC	<b>Motivation in the form of school celebrations: free dress days, potlucks, etc., pizza party.</b>	SHHS	Local Districts identified funds to support attendance improvement including, incentives for student and staff attendance such as journals, banners, and funding for schools.
PAC	<b>Remove ETK/TK attendance from the data calculations, and focus on students of required attendance age (6)</b>	SHHS	Student Health and Human Services will continue to work with the Office of Data and Accountability to disaggregate data by grade levels so that schools are able to target attendance strategies as needed.
PAC	<b>Return ETK/TK to a shorter day (4hrs)</b>	DOI	We appreciate your input on this information. Ed code states that TK programs must be the same length as kindergarten programs. In addition, parents really benefit from the full-day ETK and TK programs.

**100% ATTENDANCE**

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<b>Create a committee to lobby the State of CA to change its funding formula and not withhold money to schools for excused absences (medical etc.)</b>	FINANCE	Every year, the District adopts a legislative agenda the District will pursue. We will review the viability of this recommendation for the Board of Education's consideration in the Fall.
PAC	<b>Inform parents of "Independent Study" options in the event of necessary extended absence (family emergency, illness etc)</b>	DOI	The district currently has policies (on the Educational Options website at: <a href="https://achieve.lausd.net/Page/665">https://achieve.lausd.net/Page/665</a> ) on independent study due to extended absences. The policies vary depending on the length of the absence and the reason for the absence. School counselors are informed about these district policies and are able to provide information to parents as needed.
PAC	<b>Create attendance incentives such as science, technology, &amp; art labs so the district can meet 100% attendance, and include teacher attendance as part of those incentives.</b>	SHHS	Local Districts identified funds to support attendance improvement including, incentives for student and staff attendance, such as journals, banners, and funding for schools.
PAC	<b>Require summer school or equivalent of students with Below Basic &amp; Chronic absenteeism, to recover/recuperate days missed, with special accommodation &amp; lessons/inclusion of Foster Youth, special needs, English Speaky, ELAC.</b>	SHHS	Student Health and Human Services will work with the Office of General Counsel to address this request. We are currently piloting Saturday Makeup School to provide students an opportunity to make up lost instruction as a result of absenteeism. Our learnings will provide us with information on how we can provide this opportunity districtwide. Academic Counselors and PSA Counselors strongly encourage students that are not on track to graduate.
PAC	<b>With Armenian population as second largest in LAUSD, advocate for formal holiday or discretionary time off/day off in honor of Armenian Genocide so the student absences do no count toward total days missed. Even tho this day is an "excused "absence, schools will/can lose money from the state.</b>	SHHS	Student Health and Human Services will work with the Office of General Counsel and Office of Government Relations to address this request.
PAC	<b>Establish required workshops for parents about attendance and consequences for not attending school from kindergarten to 12th grade.</b>	PCS	We do have attendance workshops for parents, and we will review the content to ensure that there are a variety of materials available for parents to gain the information about mandatory attendance. SHHS will be asked to consider and determine if parents who go through the SARB process should also be required to view or attend certain workshops on attendance.

**100% ATTENDANCE**

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<b>The principal should monitor teacher’s behavior towards students in the classroom.</b>	HR/DOI	Part of the teacher evaluation process (EDST) includes observations and ratings on teacher practice, including whether a teacher communicates and interacts professionally with students. Principals take this information into consideration when assigning final evaluation ratings.
PAC	<b>The schools should create a monitoring and intervention system for students with chronic absenteeism (illnesses) and based on their needs offer them the necessary support to work from home.</b>	SHHS	The district offers programs including City of Angels Independent Study, Carlson Home Hospital to support students with chronic illness. In addition, we will continue to work with our nursing staff and special education to ensure we are supporting and coordinating services for students with chronic illnesses.
PAC	<b>Provide students with chronic absenteeism, mental and emotional evaluations to identify the problem and offer the necessary support.</b>	SHHS	In the Division of Student Health and Human Services, the departments of Pupil Services, School Mental Health, Student Medical Services, and Wellness Programs are working to support and refer students who require additional mental and emotional support through their work in School Based Clinics and Wellness Centers. PSA Counselors are child welfare and attendance experts with Master's Degrees in Social Work and Counseling. Many are licensed clinicians.
PAC	<b>Create programs that motivate students to remain in class and that way avoid absenteeism.</b>	SHHS	Recognition of excellent and improved attendance is conducted at a school site and local district level. Schools recognize students using trophies, medals or certificates. Local districts often recognize schools that are meeting LCAP targets or have reduced chronic absenteeism levels. The District provides support to schools with and without school-purchased Pupil Services and Attendance Counselor time. We provide data, resources, tools, and technical assistance through our Local District Pupil Services field offices, targeting students and schools that are identified as needing attendance support. Identified, high need schools receive extra PSA time to monitor student attendance, provide incentives and student and staff recognition, such as through our Attendance Improvement Program. We also provided incentive money for schools to reward student and staff attendance; schools received between several hundred and several thousand dollars based on improvements or meeting the District’s goal for attendance submittal and/or student attendance improvement.

**100% ATTENDANCE**

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<b>Required course for all students about the importance of attendance and the consequences to students beyond basic and below basic.</b>	SHHS	We currently communicate to all students the importance of attendance through the attendance policy, newsletters, and bulletin boards. The District provides support to schools with and without school-purchased Pupil Services and Attendance Counselor time. We provide data, resources, tools, and technical assistance through our Local District Pupil Services field offices, targeting students and schools that are identified as needing attendance support. Identified, high need schools receive extra PSA time to monitor student attendance, provide incentives and student and staff recognition, such as through our Attendance Improvement Program. We also provided incentive money for schools to reward student and staff attendance; schools received between several hundred and several thousand dollars based on improvements or meeting the District's goal for attendance submittal and/or student attendance improvement.
PAC	<b>PSA counselors MUST be norm-based and provided to every school site. Forcing School Site Councils to purchase this position using funds that are extremely limited, when other critically important support staff is also needed, places a burden on schools which is unfair, inequitable, and just plain wrong. Instead of telling us yet again that the District does not have the funding to do this, FIND THE MONEY!</b>	SHHS	<p>In an effort to support Local Control, school sites are provide with the opportunity to identify their specific needs and autonomy to make funding decisions as to what support they will purchase to address those needs. The District provides support to schools with and without school-purchased Pupil Services and Attendance Counselor time. It is the collaboration of all stakeholders to improve student attendance. We provide data, resources, tools, and technical assistance through our Local District Pupil Services field offices, targeting students and schools that are identified as needing attendance support. Identified, high need schools received extra PSA time to monitor student attendance, provide incentives and student and staff recognition, such as through our Attendance Improvement Program. We also provided incentive money for schools to reward student and staff attendance; schools received between several hundred and several thousand dollars based on improvements or meeting the District's goal for attendance submittal and/or student attendance improvement.</p> <p>While it would be great if we could assign a PSA Counselor to every school, I believe it is essential that schools continue to make staffing decisions based on their school's data and needs. We will continue to support schools with the highest needs, and to provide PSA support for those schools.</p>
PAC	<b>Absences for students with special needs must be differentiated, ie., excused vs. unexcused, so they will not be penalized for absences which are due to their disabilities.</b>	SPED/SHHS	Students with disabilities who have eligibilities such as OHI, OI, etc. may have significant health concerns that require ongoing medical care and possibly impact school attendance. Therefore, these absences should be monitored and differentiated appropriately from an unexcused absence. Additionally, students with significant health needs due to their disability are flagged in Welligent to note any known medical alerts, which serves as documentation for this purpose.

**100% ATTENDANCE**

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<b>Special Ed. students must be recognized for their efforts to attend school in spite of their disabilities.</b>	SPED/SHHS	Students with disabilities can have challenges that impede their attendance rate. Each individual student has specific accommodations and modifications listed in their Individual Education Program (IEP) and are carried out as prescribed. Staff should not penalize students if their absences are specifically related to their disability. With that being said, the expectations in terms of student with disabilities attendance rate should mirror that of all students. As schools support all students in increasing attendance rates, staff should be utilizing a school wide positive behavior support approach were we recognize students in their success.
PAC	<b>Roll should be taken late in the day or period, to allow for students arriving late to be marked as present.</b>	SHHS	District policy requires teachers to take attendance within the first 15 minutes of the period/day. I agree that we must have the clear policy regarding record keeping as it relates to attendance. In order to do this we must continue to provide training and support for all staff. We are working on training modules for all personnel who are involved in student enrollment, withdrawal, attendance taking, and marking procedures. As an example, most recently the District provided an incentive fund for schools focused on enhancing timely attendance reporting and submittals to ensure student attendance is monitored appropriately and there is not a fiscal impact to the District.
PAC	<b>Attendance data presented to the PAC must be more thoroughly disaggregated, to include, eg., gender and ethnicity. Also, data related to enrollment must show actual student numbers along with the existing data showing enrollment percentages.</b>	SHHS	SHHS and the Office of Data and Accountability will work to provide data for all identified subgroups and provide regular updates including number of students.
PAC	<b>The PAC needs to review outcome data from the “case management system” developed last year to monitor and track services provided to Targeted Student Populations. (see response to comment # 23, 2017)</b>	SHHS	Student Health and Human Services will work with the Office of General Counsel to address this request to provide data from the case management system. We will continue to share summary of services data indicating services provided by PSA Counselors.

**100% ATTENDANCE**

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<p><b>We should have a Norm budget PSA Counselor in the following proportions: ES - 1 day or 100 students, MS – 1 day for every 300 students, HS – 1 day for every 500 students</b></p>	SHHS	<p>In an effort to support Local Control, school sites are provided with the opportunity to identify their specific needs and autonomy to make funding decisions as to what support they will purchase to address those needs. In addition, we are implementing strategies, supports, and campaigns highlighting the importance that everyone plays in increasing attendance rates. The District provides support to schools with and without school-purchased Pupil Services and Attendance Counselor time. It is the collaboration of all stakeholders to improve student attendance. We provide data, resources, tools, and technical assistance through our Local District Pupil Services field offices, targeting students and schools that are identified as needing attendance support. Identified, high need schools received extra PSA time to monitor student attendance, provide incentives and student and staff recognition, such as through our Attendance Improvement Program. We also provided incentive money for schools to reward student and staff attendance; schools received between several hundred and several thousand dollars based on improvements or meeting the District’s goal for attendance submittal and/or student attendance improvement.</p> <p>While it would be great if we could assign a PSA Counselor to every school, I believe it is essential that schools continue to make staffing decisions based on their school’s data and needs. We will continue to support schools with the highest needs, and to provide PSA support for those schools.</p>
PAC	<p><b>We recommend that the Attendance Improvement Program is expanded to all elementary schools to focus education and training for parents about attendance processes and goals.</b></p>	SHHS	<p>We will continue to work with the highest need schools, as funding is limited. Identified, high need schools received extra PSA time to monitor student attendance, provide incentives and student and staff recognition, such as through our Attendance Improvement Program and support from the Local District Field offices.</p>
PAC	<p><b>Chronic absenteeism exists among the teachers in school districts and is creating poor role modeling for our students. We recommend that the CAC School Dashboard and LAUSD Attendance Matters program include the Teacher Attendance data from Risk Management Division.</b></p>	SHHS	<p>Overall, the District has implemented attendance goals in the Local Control Accountability Plan targeting staff attendance. In addition, the office of Risk Management has developed a data system that supports school leaders in tracking employee attendance. Although there may be a relationship between staff and student attendance, the Office of Risk Management would be able to provide a more detailed response. We will explore these recommendations with our bargaining partners. We will also begin to collaborate with the office of Risk Management to identify correlations between student attendance and staff attendance.</p>

**100% ATTENDANCE**

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<b>We recommend that LAUSD communicate with METRO to facilitate students who take public transportation getting to school on time with methods such as student-only busses or routes that coordinate with school locations and times.</b>	Business Ops	The LAUSD Transportation Services Division (TSD) is a member of the newly-formed Metro NextGen Working Group to provide policy guidance on Metro bus networks and service priorities. In partnership with Metro, TSD will be working to establish guidelines t
PAC	<b>All chronic absenteeism data needs to include specific reasons why targeted student groups are absent (ex. African American females and males, Latino females and males, foster youth, etc.)</b>	SHHS	SHHS and the Office of Data and Accountability will work to provide data for all identified subgroups. We are currently exploring reasons why subgroups are absent disproportionately through the implementation of various projects and case studies.
PAC	<b>We recommend that attendance is taken after Breakfast but before instruction begins.</b>	SHHS	The initiative to provide Breakfast in the Classroom was in response to a growing need to have students start their day with a meal to support their learning. Currently, the BIC is part of the instructional day and district policy requires teachers to take attendance within the first 15 minutes of the period/day. I agree that we must have the clear policy regarding record keeping as it relates to attendance. In order to do this we must continue to provide training and support for all staff. We are working on training modules for all personnel who are involved in student enrollment, withdrawal, attendance taking, and marking procedures. As an example, most recently the District provided an incentive fund for schools focused on enhancing timely attendance reporting and submittals to ensure student attendance is monitored appropriately and there is not a fiscal impact to the District.
PAC	<b>Special Ed. students must be recognized for their efforts to attend school in spite of their disabilities.</b>	SPED/SHHS	Students with disabilities can have challenges that impede their attendance rate. Each individual student has specific accommodations and modifications listed in their Individual Education Program (IEP) and are carried out as prescribed. Staff should not penalize students if their absences are specifically related to their disability. With that being said, the expectations in terms of student with disabilities attendance rate should mirror that of all students. As schools support all students in increasing attendance rates, staff should be utilizing a school wide positive behavior support approach were we recognize students in their success.

## PARENT AND COMMUNITY ENGAGEMENT

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<b>2017 Comentario #7, pág. 11. Supt responded that MMED and PCS will develop a tool kit for parents to support learning at home for ELL. What is the status of this toolkit? Can it be expanded to support all subgroups?</b>	MMED	The toolkit will be developed upon approval of the new Master Plan for English Learners and Standard English Learners that is going to the board on June 12, 2018. MMED will work with PCS, Access Equity and Acceleration, DOI and Division of Special Education to expand to support all subgroups
PAC	<b>The District should mandate all Principals to organize and hold classroom conferences for all parents-(not one-to-one) where information is received on all the school's programs, services, and activities.</b>	HR/DOI	The District's School Leadership Framework (SLF) describes best practices that leaders take to create or maintain systems, structures, and school culture that collectively contribute to improved student learning and teacher effectiveness. A number of elements within the SLF describe best practices for engaging families and community members as partners and communicating with families and community members. The SLF is the foundation of the school leader evaluation (EDSSL).
PAC	<b>The District should mandate schools to update their websites with current information that's inclusive of meetings, activities, workshops, programs, and other first hand information regarding their children. Principals should encourage parents to access website frequently.</b>	ITD	The Internet is an effective means for schools to communicate their mission, meetings, activities, workshops, programs and services to the community. The District offers several avenues for accessing school information online. They are as follow:1) To date, over 785 District schools have developed their own web sites. The District's web-hosting and software support services including easy-to-use templates for displaying schools' calendars, activities, events, news, contacts and more. These templates enable school staff to develop and maintain information about their schools online. These services are available to all District schools. However, the decision to leverage these services has been left to the discretion of school site leadership.2) LAUSD's Parent Access and Support System Portal, also know as the Parent Portal ( <a href="https://passportapp.lausd.net/parentaccess/">https://passportapp.lausd.net/parentaccess/</a> ) - enables parents to access information pertaining to their student's education, including data on: attendance, grades and assignments*, English Learner Progress, Health and Wellness (Immunization records for entry into school), Standardized Testing Scores, Links to online forms (i.e., cafeteria services forms), Progress toward graduation (A-G progress), Emergency Card Information and Transportation and Bus Routes. A new project to create a District smartphone app is being proposed. This app would allow parents to access, from their mobile phones, all of the information in the Parent Portal, plus receive notifications/communications from their student's school and view the school's calendar. This project will go before the Board of Education for approval on June 12, 2018. If approved, the District will release three versions of the smartphone app, each with additional functionality and enhancements garnered through assessment of previous iterations. The releases are as follows: Pilot - July 15, Version 1 - August 3, Version 2 - December 16. 3) Another resource available to parents is the Unified Enrollment system ( <a href="http://goto.lausd.net">goto.lausd.net</a> ). From this website, parents can explore all LAUSD school's - pre-k, k-12 and adult - academic programs, locations and extra-curricular activities. Parents and students can also apply for Magnet programs, dual language/bi-lingual programs and permits with transportation.*functionality is available for all secondary schools and will be available in the Fall for all elementary schools
PAC	<b>Schools should provide incentives to those students whose parents attend meetings, school activities and workshops.</b>	PCS	There are many schools that do provide incentives when the parents attend school meetings, activities or workshops. As we prepare for the new school year, I will ask the Local District Superintendents to work with their PACE Administrators to share these type of ideas with principals.

## PARENT AND COMMUNITY ENGAGEMENT

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<b>Parents should be required to participate in schools an x amount of hours every school year to maintain a higher level of parent engagement.</b>	PCS	Districts are unable to require parents to participate in parent engagement activities.
PAC	<b>District should extend more funding for the student involvement Development and empowerment unit. Also, to create an evaluation team to evaluate success/shortcoming.</b>	DOI - Student Unit	In order for the Student Unit to be able to provide services to our students in grades K-12, funding must be allocated so that students are provide with opportunities to develop and expand their leadership skills and participate in District programs. Data collection would help to evaluate the successes and shortcomings of the services and programs currently offered, to determine future actions..
PAC	<b>Teacher training geared towards working with parents to improve the parent- teacher relationship. Monitoring the implementation should follow.</b>	PCS	Many schools do provide teachers with skills on how to work with parents but it is done on a school to school basis. The School Team Parent Engagement Summits did provide information to the school teams regarding parent engagement. This upcoming year PCS will include powerpoints which can be shared with teachers at the schools regarding parent engagement. PCS will also speak with the Division of Instruction regarding the importance of providing for teachers parent engagement strategies so that they can effectivley communicate with teachers.
PAC	<b>Motivate students to encourage their parents to participate in their school. (Example: incentives such as extra credit...)</b>	DOI - Student Unit	The Student Unit will encourage students to suupport their schools efforts to engage parents by collaborating with the parent center staff and school administrators. It will also train students during leadership meetings, trainings and conferences on how to encourage their parents/guardians to particiapte in school activities and the rationale on why this is important to their academic progress. .
PAC	<b>Parent meetings/workshops should have two evaluations, one at the beginning and another at the end. It holds parents and district accountable for the information to be learned.</b>	PCS	It is a good idea to have a pre-and post-test for parent training. PCS will institute this practice when there is a parent training.
PAC	<b>Required more training for teachers on Parent involvement.</b>	PCS	PCS will include training materials as part of the School Team Parent Engagement Summits
PAC	<b>Implement Evening Programs so working Parents can be involved.</b>	PCS	Many schools do have evening programs. PCS will implement some evening activities for parents this upcoming school year.
PAC	<b>Expand funding for Student mentoring Program-i.e. Student Unit Access, Equity &amp; Acceleration/DOI (SIDE)</b>	DOI - Student Unit	Each year, schools are challenged to provide higher quality education with limited funding and resources. Mentors can play a major role in bridging the gap between needs and resources by sharing their time, energy, and diverse talents. School menrtors improve the quality of education by enhancing the work of classroom teachers and school staff. This can be accomplished through expanding the already existing Village Movement Mentoring Program.. Research shows that students who are provided mentoring significantly increase their possibilities for producing positive outcomes, both academically and in life. Funds are required to maintain and expand the program so that it can benefit a larger student population..
PAC	<b>Review the progress made on the strategic Implementation Plan w/Regards to Parent Involvement/Engagement.</b>	PCS	We do monitor the work done on the Strategic Implementation Plan. In the beginning of the school year, PCS will conduct a review of the work accomplished this school year and evaluate its effectiveness.

**PARENT AND COMMUNITY ENGAGEMENT**

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<b>We recommend that the local community reps at the school sites be trained.</b>	PCS	The community representatives are invited to monthly trainings with the Local District PACE team. In some Local Districts, they meet by cohorts with their PACE coaches; and in other Local Districts, the community representatives meet as a whole group each month.
PAC	<b>Full time Parent CTR. Directors</b>	PCS	Schools have the opportunity to fund Parent and Family Center staff in different ways. They can purchase 2 or 3 Community Representatives, a Parent Resource Assistant or a Parent Community Liaison.
PAC	<b>We recommend that the local Community Rep role is redefined.</b>	PCS	PCS will recommend to have the Community Rep role studied by the Personnel Commission to determine the activities currently being performed in this role.
PAC	<b>We recommend that the Local Community Rep <u>Not</u> be at Will Employee.</b>	PCS	The Parent and Family Center staff at schools are trained monthly by the Local District Parent and Community Engagement staff monthly.
PAC	<b>We recommend that the hiring of the position of Local Community Rep should be open + transparent + that the District widely promotes the opportunity of the position.</b>	PCS	Currently, the position of Community Representative is hired at each school site by the principal. Some principals interview and hire their staff with a committee comprised of various stakeholders, and others hold interviews and hire on their own. PCS will promote the concept of hiring a Community Representative using a collaborative approach, asking principals to develop a committee of multiple stakeholders to participate in interviewing and hiring for this position.
PAC	<b>School parent centers staff should foster communication between parents and PC staff for improved dialogue, for ensured equality.</b>	PCS	Communication is essential. We will take this feedback to the PACE teams as they plan for the next school year to help Parent and Family Center staff learn strategies for improved communication with families.
PAC	<b>All parent centers should develop a strategic plans that explainshow parents are engaged ii. -building leaders and more volunteers (recruit) iii. -monitoring of plan iv. -track volunteer hours optimally using software (toggle.com)</b>	PCS	In every Local District this year, school teams attended a Parent Engagement Professional Development Summit. Part of their work was to develop a plan for parent and family engagement. In addition, Title I schools also have parent and family engagement goals associated with their Single Plan for Student Achievement. We agree that data collection and monitoring progress are essential steps in measuring how successful our plans are. As we move forward with future professional development for schools, we can ask that plans include parent/community volunteer data goals.
PAC	<b>SSC parent members should be connected to the Parent Center to inform them of all the decisions that the SSC makes, including the Single Plan development. In many occasions, the SSC information does not reach the Parent Center.</b>	PCS/DOI	It is certainly a best practice that SSC parent members maintain effective communication with the Parent and Family Center because it is an excellent source of information for parents. This is a suggestion we will integrate into future SSC trainings.

**PARENT AND COMMUNITY ENGAGEMENT**

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<p><b>That the District provides an official identification for parents and legal guardians only for District use and so that parent engagement hours are monitored. For example, volunteer hours, workshop and parent conferences attendance, with counselors, IEP and others, library visits, or district office visits or others that apply. All these hours to be used as a culmination requirement for all levels (elementary middle and high) and that it is a data point for the school progress report. .</b></p>	PCS	<p>Thank you for your thoughtful suggestion. PCS will explore the idea of creating a system to identify the number of hours that parents are engaged in parent engagement activity. We will begin making available on-line training through the District's Schoology system available in the Parent Portal. Unfortunately, we will be unable to make the parent activity a culmination or graduation requirement. Maybe this data can be used as part of the School Experience Survey data.</p>
PAC	<p><b>That it is implemented that all Community Representatives are bilingual and that they have abilities on how to connect community support with the school, as well as provided resource services and support to parents; on the barriers that they face to be effective in education.</b></p>	PCS	<p>The hiring of community representatives is deligated to the principal of the school. The principal needs to hire a person as a community representative who will fit best the need of the parents and school community. PCS will reach out the the Personnel Commission to explore the requirements for the community representative position. PCS will ensure that the community representatives receive trainings on how to provide community resources to parents.</p>
PAC	<p><b>2017 Comment #7, P 11 Supt responded that MMED and PCS will develop a tool kit for parents to support learning at home for ELL. What is the status of this toolkit? Can it be expanded to support all subgroups?</b></p>	MMED	<p>The toolkit will be developed upon approval of the new Master Plan for English Learners and Standard English Learners that is going to the board on June 12, 2018. MMED will work with PCS, Access Equity and Acceleration, DOI and Division of Special Education to expand to support all subgroups</p>
PAC	<p><b>Principals must be monitored and counseled on how many volunteer applications are being approved at their school sites for processing by Parent and Community Services. Some principals abuse their discretion by not approving-or even reviewing -any vol</b></p>	PCS	<p>The Office of Parent and Community Services will communicate with principals about the importance of approving parent volunteers in the system in a timely fashion</p>

**PARENT AND COMMUNITY ENGAGEMENT**

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<p><b>The District must absorb, subsidize, or wave <u>all</u> fees currently charged by any agency or organization to parents wishing to register as school volunteers, mentors or coaches, including the \$56 Live Scan fee for fingerprinting and background investigations. Such fees act as significant barriers to volunteer service for many parents and are clearly contrary to the spirit of authentic parent engagement. Please note that this same comment was given for the past two years, yet in both cases, responses from the superintendent were either non-responsive or evasive.</b></p>	PCS	<p>Thank you for providing this comment again. I am aware that this has been a request made by the parents for several years. PCS needs to continue working to outreach to non-profit foundations to secure funding for fingerprints for the parents who need fingerprinting.</p>

## SCHOOL SAFETY

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<b>What percentage of EL, Foster Youth, and Free/Reduce lunch are arrested and criminally prosecuted?</b>	SCHOOL POLICE	School Police Does Not Track this information due to Student Privacy Rights.
PAC	<b>How are parents or foster parents compelled to address behavioral problems.</b>	SHHS	The Foster Youth Achievement Program within the Division of SHHS works to support foster youth and address their needs including behavioral and academic supports. The program includes a foster parent component aimed at supporting the needs of caregivers of foster youth via workshops as well as individual supports as needed.
PAC	<b>Safe passage; 45 minutes before and after school; a. Need more resources for safe passage; b. Supervision of routes to and from school</b>	SCHOOL POLICE	School Police has a limited amount of resources to deploy on safe passages for every route. We rely on on other Law enfoecment partners such as LAPD and LA Sheriffs to assit when able. Also, School Police is in the process of forming school-based parent-ccommunity volunteers to assit with being "eyes and ears" for law enforcement and provide "training and contact abilty" to call police when a safety issue arises.
PAC	<b>Need to have collaboration between schools, school police, local police and parents to implement safe passage to and from school, with appropriate resources.</b>	SCHOOL POLICE	
PAC	<b>Restorative Justice; Investment (diversion programs) a. Resources needed to expedite and continue students due process as stakeholders b. Students voice and empowerment for positive school climate and environment</b>	SHHS	SHHS is working on revising the Discipline Foundation Policy which includes the integration of multi-tiered supports and cross departmental collaboration to support positive school climate which includes training and education as it relates to Restorative Justice. The District continues to expand training and resources for the implementation of restorative practices to empower student voices and support the development of positive school climate.

## SCHOOL SAFETY

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<p><b>3. Social Emotional Support; PSA/PSW positions, regarding trauma and crisis.</b></p> <p><b>a. Trends and data exhibit and display need of PSW/PSA position to support students effected by trauma and crisis</b></p> <p><b>b. Title: Detention should be renamed to restitution (sensitive verbiage)</b></p>	SHHS	<p>In an effort to support Local Control, school sites are provided with the opportunity to identify their specific needs and autonomy to make funding decisions as to what support they will purchase to address those needs. The District provides support to students in schools with and without school-purchased Pupil Services and Attendance Counselor and/or Psychiatric Social Worker time. We provide resources and referrals for students and families that need social emotional support through our Wellness Centers, Crisis Counseling and Intervention supports as well as our school based clinics. In addition, we work closely with our community partners and agencies to support our students and families exhibiting high trauma and/or crisis to ensure they receive the support they need.</p> <p>While it would be great if we could assign a PSA/PSW to every school, I believe it is essential that schools continue to make staffing decisions based on their school's data and needs. We will continue to provide PSA/PSW support to students with the highest needs.</p>
PAC	<p><b>More resources and investments are needed after 2020 mandate</b></p>	SHHS	<p>SHHS is working on revising the Discipline Foundation Policy which includes the integration of multi-tiered supports and cross departmental collaboration to support positive school climate which includes training and education as it relates to Restorative Justice. The District continues to expand training and resources for the implementation of restorative practices to empower student voices and support the development of positive school climate.</p>

## SCHOOL SAFETY

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<p><b>Why aren't 100% of schools in the district implementing the Discipline Foundation Policy? All schools need to be properly funded for Restorative Justice, be consistent and transparent on discipline.</b></p>	SHHS	<p>SHHS is working on revising the Discipline Foundation Policy which includes the integration of multi-tiered supports and cross departmental collaboration to support positive school climate which includes training and education as it relates to Restorative Justice. The District continues to expand training and resources for the implementation of restorative practices to empower student voices and support the development of positive school climate.</p>
PAC	<p><b>An immediate and mandatory intervention needs to occur with aggressive abusive students, who continually engage in bullying, fighting and threatening behavior. Counseling needs to include their parents.</b></p>	SHHS	<p>SHHS is working on revising the Discipline Foundation Policy which includes the integration of multi-tiered supports and cross departmental collaboration to support positive school climate which includes training and education as it relates to bullying prevention and response.</p>
PAC	<p><b>Implement an elective on bullying and abuse for students at all levels as well as art classes as elective with credits.</b></p>	SHHS	<p>SHHS is working on revising the Discipline Foundation Policy which includes the integration of multi-tiered supports and cross departmental collaboration to support positive school climate which includes training and education as it relates to bullying prevention and response. We will work with the Division of Instruction to find ways to support this request from an instructional perspective.</p>

## SCHOOL SAFETY

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<p><b>Train school personnel, parents and community members about the school safety plan and preventative and safe measures.</b></p>	SCHOOL OPERATIONS	<p>School staff members have full online access to their safe school plan, and all employees can take online Safety Training in Emergency Preparedness at Schools (STEPS) addressing various types of emergencies and emergency teams (38 courses are offered). A salary point is offered to certificated staff who take Community Emergency Response Team training through the fire department. Parents and community members should address their concerns about emergencies to the local school, which can show them their Integrated Safe School Plan and have meetings in regards to the Safe School Plans. Parents and community members can also download the emergency plan app (English and Spanish) and view LAUSD emergency information on the LAUSD Parent Emergency Information website (in English, Spanish, Korean, Chinese, Armenian).</p>
PAC	<p><b>That all parent volunteers and community members engaged in the community that must comply with the medical exams: TB, fingerprinting, are provided the funds to pay for it.</b></p>	PCS	<p>Thank you for providing this comment again. I am aware that this has been a request made by the parents for several years. PCS needs to continue working to outreach to non-profit and foundations to secure funding for fingerprints for the parents who need finger printing.</p>
PAC	<p><b>Implementation of more trainings for teachers and employees about quality human treatment with students (so that there is a further connections between the community and the schools so that there is a safe and harmonious environment.</b></p>	SHHS	<p>SHHS is working on revising the Discipline Foundation Policy which includes the integration of multi-tiered supports and cross departmental collaboration to support positive school climate which includes training and education as it relates to Restorative Justice. The District continues to expand training and resources for the implementation of restorative practices to empower student voices and support the development of positive school climate for students and staff.</p>

## SCHOOL SAFETY

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<p><b>Increase in all schools the Restorative Justice program when requested by any stakeholder, (parents, campus aides, TA's, teachers, general school personnel and not only for the principals discretions) for the benefit of the students.</b></p>	SHHS	<p>SHHS is working on revising the Discipline Foundation Policy which includes the integration of multi-tiered supports and cross departmental collaboration to support positive school climate which includes training and education as it relates to Restorative Justice. The District continues to expand training and resources for the implementation of restorative practices to empower student voices and support the development of positive school climate.</p>
PAC	<p><b>Parent notifications when students are questioned by the police or the employees.</b></p>	SCHOOL POLICE	<p>Current District practice provides for these notifications. This notification process already is in place anytime a student is arrested.</p>
PAC	<p><b>How effective has the Restorative Justice Program proven in modifying student behavior and improving the classroom environment.</b></p>	SHHS	<p>SHHS is working on revising the Discipline Foundation Policy which includes the integration of multi-tiered supports and cross departmental collaboration to support positive school climate which includes training, education and assessing the effects of the implementation of interventions as they relate it relates to Restorative Justice. The District continues to expand training and resources for the implementation of restorative practices to empower student voices and support the development of positive school climate.</p>

## SCHOOL SAFETY

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<p><b>While the student suspension and expulsion rates have gone down, what resources have been proven to teachers and staff that modify behavior and reduce acts of violence?</b></p>	SHHS	<p>SHHS is working on revising the Discipline Foundation Policy which includes the integration of multi-tiered supports and cross departmental collaboration to support positive school climate which includes training and education on the multiple resources available through District. The District continues to expand training and resources for the implementation of multi-tiered supports and restorative practices to support staff in the development of positive school climate and behavior modification.</p>
PAC	<p><b>What resources are given to parents of children with chronic behavior problems?</b></p>	SHHS	<p>The Division of Student Health and Human Services provides parents and staff a guide that provides information on the support service resources available throughout the District via the Division website and presentations provided by staff. The Division will continue to collaborate with community partners and stakeholders to ensure parents are informed of resources available to support parents and their students.</p>
PAC	<p><b>Please describe how is the district and schools ensuring that policies and procedures applied and implemented with racial and gender equity.</b></p>	SHHS	<p>SHHS is working on revising the Discipline Foundation Policy which includes the integration of multi-tiered supports and cross departmental collaboration to support positive school climate with an emphasis on addressing racial and gender inequity as it relates to discipline practices and policy. Schools receive monthly reports to review their discipline data and begin to address areas where inequity may be evident.</p>

## SCHOOL SAFETY

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<b>How does 60 million dollars keep LAUSD students safe?</b>	SCHOOL POLICE	<p>The LASPD deploys a total of 220 police officers and senior police officers to its campuses and safe passage patrol reflecting a 76% of sworn police officers and senior police officers committed to providing policing services to schools during instructional time.</p> <p>Campus officers form partnerships with principals, Local District Operations Coordinators, youth relations/crime prevention personnel, students and parents. These dedicated campus police officers engage in student mentoring programs, partake in study sessions with at-risk students, participate in anti-gang lecture/seminars, and ensure for the safety of students. Furthermore, the LASPD has a robust youth services component that includes the Police Explorers and Police Academy Magnet Schools (PAMS)</p>
PAC	<b>What is the total cost of pension benefits?</b>	FINANCE	<p>The District pays in to the California Public Employee's Retirement System (CALPERS) and the California State Teacher's Retirement System (CALSTRS). Based on the Final 2017-18 Budget Report, the District contributes \$525 Million to these pensions systems.</p>
PAC	<b>Reporting of conclusion of investigations to parents and community is deeply flawed "UCP" is not responsive.</b>	PCS	<p>Thank you for this feedback. I will ask PCS staff to identify these flaws from parents who have been involved in the Uniform Complaint Procedure process. The investigative process that the District takes varies depending on the concern. There are times when the investigative process entails a review of confidential documents or information which can't be shared due to personnel or safety issues.</p>

## SCHOOL SAFETY

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<b>Evaluate current discipline policy and develop new practices, models, etc. Define discipline in a deeper broader thinking model way, define how consistent implementation.</b>	SHHS	SHHS is working on revising the Discipline Foundation Policy which includes the integration of multi-tiered supports and cross departmental collaboration to support positive school climate.
PAC	<b>Bi-Annual meetings with parents informing them about the School Safety Plan</b>	PCS/SCHOOL OPERATIONS	School Safety Plans must be shared with all stakeholders throughout the year, especially when there are safety issues which require detailed communication with stakeholders. The idea of biannual meetings with parents makes a lot of sense. Currently, the laws states that stakeholders must be included the development of the Safety Plan. I will ask PCS to communicate with the Division of Operations to check on the possibility of biannual informational meetings with parents.
PAC	<b>Family and community support services at every site.</b>	PCS	Every Local District has a PACE team which supports parent engagement at schools in the Local District. The Local District PACE teams have parent coaches assigned to schools to support family engagement. Over 500 schools do have parent centers that successfully support parents and their families. There are schools that do not have parent centers but still have access to the support from the Local District PACE teams. I will speak to the Local District Superintendents to make sure that every school has active family and community support
PAC	<b>Redefine MTSS models that benefit all students. Develop clear prevention and intervention for respective local community demographics.</b>	SHHS	SHHS is working on revising the Discipline Foundation Policy which includes the integration of multi-tiered supports and cross departmental collaboration to support positive school climate.

## SCHOOL SAFETY

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<p><b>Restorative Justice Team at every school site (share best practices). Remove punitive response to “Administrator” Suspension/Expulsion Policy. Continuation schools need role in RJ funding and resources – DPSS</b></p>	SHHS	<p>SHHS is working on revising the Discipline Foundation Policy which includes the integration of multi-tiered supports and cross departmental collaboration to support positive school climate which includes training and education on the multiple resources available through District. The District continues to expand training and resources for the implementation of multi-tiered supports and restorative practices to support staff in the development of positive school climate and behavior modification which includes expanding supports to continuation schools who support some of our most vulnerable populations.</p>
PAC	<p><b>Large number of students with disabilities being suspended or expelled gives an appearance of targeted population creating “safety issues”. To correct we need to recommend who monitors in house suspensions.</b></p>	SPED/SHHS	<p>Suspensions (including in house), Discipline Referrals, and “Safety Issues” are all under the monitoring purview of each Local Districts Operation team. They work collaboratively with the administrator of Special Education and Instructional Directors to identify any school(s) that might need support in implementing successful school wide positive behavior support strategies. Any behavior support that a student with disabilities receives should follow instructions from his/her Individual Education Program (IEP). In addition, the Behavior Specialist in each Local District identify students with disabilities who have been suspended 5 or more times on a monthly basis.</p>

## BASIC SERVICES

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<b>THE EAST DISTRICT WILL NOT PROVIDE COMMENTES BECAUSE WE DID NOT CONSULT WITH THE REST OF THE PARENTS WHO PREVIOUSLY ELECTED US</b>		
PAC	<b>Early Education Center Curriculum needs to connect to the Common Core Standards used in ETK-TK &amp; K.</b>	DOI	Two years ago, the Early Education Centers and California State Preschool Programs all moved to a new curriculum to align their work with the Kindergarten Core State Standards (KCSS). In addition, the California Preschool Learning Foundations, Standards, are already aligned to the KCSS. The current curriculum stresses concept development, student feedback, and higher levels of questioning to ensure that students enter kindergarten with strong conceptual foundations in cognitive, social, and physical domains.
PAC	<b>All teachers and principals should be highly qualified and credentialed to work in All Schools and Early Education Centers</b>	DOI/HR	It is the goal of LAUSD to hire highly qualified teachers, however, there are times when the district's hiring options are governed by supply and demand and on occasion the district is adding to the work force teachers that are in Provisional and Intern status. This is due to the short-fall status statewide of fully credentialed teachers. Currently we are experiencing a teacher shortage.
PAC	<b>Parents should be involved in the evaluation of principal and teachers</b>	DOI/HR	Both the Teaching and Learning Framework and School Leadership Framework (the foundations of the teacher and school leader evaluations) describe best practices for both teachers and principals in collaborating, communicating, and working with parents. Parent feedback is taken into consideration and included in a teacher's and principal's evaluation.
PAC	<b>Each School should have F/T Janitor or P/T Janitor to keep our school clean.</b>	FACILITIES	We agree. Each school currently has at least two full-time employees dedicated to keeping the buildings and school grounds clean.
PAC	<b>African American Council or SEL Council on the district Level and Central Level</b>	PCS/DOI	The District is committed to improving the work that we do with African American students and parents. Currently, we are forming a network of African American families of highly gifted students so they can support each other. The Access, Equity and Acceleration Office is working on improving the support of African Americans in this District, and forming an African American Parent Group in each Local District was a recommendation put forth to the Board of Education in March 2018 by an Advisory for African American/Black Students. In our Strategic Plan, we are decentralizing the work of parent engagement, and we will explore the need for forming councils and this impact on student achievement.
PAC	<b>The district to recruit and employ an external organization to address in the teacher evaluation process "Implicit Bias" in the classroom by teachers and principals. Once this instrument is developed it should be required that all teachers and staff are trained and that it becomes a part of evaluation process for 2018-2019</b>	DOI/HR	Directors and principals are required to go through a rigorous observer certification process where they are taught to objectively observe and collect evidence of practice.

## BASIC SERVICES

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<b>For the district to do random drug testing on district employees.</b>	HR/PC	Random drug testing applies to safety sensitive positions, such as bus drivers. The District does conduct random drug test for employees who fall under the criteria for it. Each situation is analyzed case by case; 1. Suspicion - If an administrator /Supervisor suspects an employee to be under the influence, a worksheet /checklist is completed by the administrator during an initial conference with the employee. Operational/Administrative teams document the observable behavior may use the "Substance Use/Abuse detection worksheet". Observable behaviors are documented to determine effects of drug or alcohol use and if the facts and observational behavior substantiates the suspicion, then a call is made to Dr. Mercado. If an employee refuses to be drug tested, then disciplinary action proceeding follow. 2. Random - applies to employees required by the Dept of Transportation (DOT), bus drivers, truck drivers
PAC	<b>After a five-year grace period to re-do back ground checks on District employees &amp; outside vendors used by LAUSD.</b>	HR/PC	Thank you for your concern and this important consideration. Current practice already addresses this concern. The District receive information regarding all arrests and convictions for District employees when they have occurred.
PAC	<b>For the district to create a database and hotline number for parents, community members, stake holder to voice their concerns.</b>	OPERATIONS	Stakeholders and community members can email questions and concerns to the Division of District Operations at schooloperations@lausd.net. In addition, the 24-hour LASP Anonymous School Safety and Weapons Hotline is available to report threats at 800-954-HELP or 800-954-4357. Families can also contact the Los Angeles School Police Watch Commander, 24 hours a day, with any immediate danger to students and staff.
PAC	<b>How will/can LAUSD/Basic Services create setting where additional student interventions are triggered by staff absenteeism and low teacher performance evaluations. These would be "push interventions" and intervention coaches for students in the classroom.</b>	HR	Directors and principals are required to go through a rigorous observer certification process where they are taught to objectively observe and collect evidence of practice.
PAC	<b>CONFLICTING DATA &amp; REPORTS LCAP DRAFT. (p. 9)</b>	FINANCE	The LCAP Annual Update Section populated in June of every year provides a one-time snapshot of data based on the available data at the time of completion. We understand that this may create some confusion and that is why the District is developing an Open Data Portal that will provide more readily available data that is updated more frequently.
PAC	<b>RE: INCREASED/IMPROVED SERVICES. "SCHOOLS DISCRETION?"MANDATE/UN INFORM DICISION W/ "ACTUAL DATA/."</b>	FINANCE	We will be revisiting the current school planning process for the coming year to assess whether changes are necessary. There are several data tools that are being developed to help schools make data-driven decisions around the funding they receive annually. We must improve this process to be more transparent, evidence-based and student focused.

## BASIC SERVICES

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<p><b>Response to 2017 comment 26 (Parent notification of “Tiger Team” work at school sites”) AND regularly reported to the PAC) WAS NOT DONE. What data will be presented to the PAC, as well as to parents at school sites, on “Tiger Team” activity, and when?</b></p>	FACILITIES	<p>The 2017-2018 List of Schools where the Tiger Team Program was implemented will be available on June 30, 2018. Information will include scope of work and Principal’s feedback. For FY 2018-2019, a schedule of Tiger Team visits will be available during the first week of September. The information will be available to Principals which they can post on School Bulletin Boards and Newsletters.</p>
PAC	<p><b>Regarding 2017 Commet 29, please explain why data for the past two years continues to show that 99 percent of schools are “ in good repair” when parents continue to report significant concerns with conditions of site facilities.</b></p>	FACILITIES	<p>Schools are inspected once a year. Inspections are conducted from January - September each year. Published data is based on a snapshot of the school’s condition at the time of inspection.</p>
PAC	<p><b>Based on equity for all children in all schools in Los Angeles: no plastic, no sugar, no processed food and needs to be healthy, nutritious, and of good quality.</b></p>	FOOD SERVICES	<p>All LAUSD meals meet both USDA and CDE meal requirements. This is done to not only receive reimbursement from the federal and state government but to also support our students’ growth and development. The Food Services Division menus are created by our Nutrition Specialists, some of whom are Registered Dieticians. In the last two years, the division has made significant improvements to our menus in order to increase student satisfaction and increase participation in our programs. Examples of this include adding hot breakfast sandwiches multiple days each week, offering sandwiches and salads on our menus daily and increasing hot supper menu choices for participating schools.</p> <p>As we know, nutrition only happens when students eat, so the Food Services Division understands the importance of serving products which are familiar and well-liked by students. An example of this is our flatbread; although it is similar to a slice of pizza, it is whole grain, lower in sodium and fats and is well received by students. In addition to the main item served each day, the Food Services Division continues to focus on offering students a variety of choices for fresh fruits and vegetables. A different vegetable and fruit is served for each day of the week and LAUSD exceeds the Federal standards in order to provide a wide variety to meet the nutritional needs of our students.</p>
PAC	<p><b>Based on equity: How can the food be healthier and no processed, more nutritious and free from plastic and chemicals.</b></p>	FOOD SERVICES	<p>All meals served are well-balanced, wholesome and nutritious. They are geared to meet the nutritional and energy needs of children and provide the vitamins, minerals, and other key nutrients that are needed for a balanced diet. All food items are free of artificial preservatives, colors, flavors, sweeteners, high fructose corn syrup, are low in sodium content, devoid of synthetic sources of trans fat or partially hydrogenated oils. Additionally, we serve only whole grain rich products.</p> <p>As with any program there is a balancing act between meeting USDA requirements and serving menu items which students approve and will eat. Every product served on the menu has to be student approved with an approval rating of at least 75%. Multiple food tastings are conducted at schools across the district throughout the year. We are committed to serving healthy, tasty and nutritious meals while following federal and state guidelines and managing</p>

## BASIC SERVICES

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<p><b>LAUSD must stop using gasoline-powered lawn mowers, leaf blowers and any other gasoline powered two-stroke engine equipment at school sites. A fine should be imposed when these gasoline powered leaf blowers are used when children are present. Immediate shift to clean are solutions.</b></p>	FACILITIES/OEHS	<p>Facilities: We are continually evaluating equipment that is eco- friendly and efficient such as battery operated blowers. Whenever feasible, we plan to replace gasoline-powered equipment with electric equipment.</p>
PAC	<p><b>If 94% of schools are in good repair what criteria, is used to determine good repair? How often are they being evaluated?</b></p>	FACILITIES	<p>Criteria used in school inspections is based on the Facility Inspection Tool developed by the State of California Office of Public School Construction. Schools are evaluated once a year.</p>
PAC	<p><b>It should be mandatory that LAUSD retire all old polluting diesel busses that have no seat belts. Since 2005, CA law states that all school buses must have seatbelts. Some use clean fuel, and yet old diesel buses with no seat belts are sent to our schools for field trips – many of these field trips use freeways.</b></p>	BUSINESS OPS	<p>Less than 30% of LAUSD’s school bus fleet is fueled by diesel. The District is still strongly committed to reduce school bus diesel emissions and all of our buses are well within the very stringent state air pollution guidelines. The current LAUSD school bus replacement plan envisions no diesel school buses by 2021. Although current school bus regulations do not require seat belts on school buses, the District takes student safety seriously and requires all LAUSD school buses and contracted school buses to have seat belts. Please note schools may elect to utilize charter bus companies (non-school buses) that provide field trip service. These buses may not always have seat belts on the buses.</p>
PAC	<p><b>Increase teachers’ Performance Evaluation from 25% to 50%</b></p>	HR	<p>Directors and principals are required to go through a rigorous observer certification process where they are taught to objectively observe and collect evidence of practice.</p>

## BASIC SERVICES

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<p><b>Ensure that teachers' receive adequate professional development (tools, strategies, best practices, support) by subject and grade level.</b></p>	DOI/HR	<p><b>There is a teacher quality specialist assigned to each of the local districts. They provide monthly teacher support meetings.</b>            The sessions are designed to provide the following:</p> <ul style="list-style-type: none"> <li>• An orientation to LAUSD and available services</li> <li>• Strategies to support effective classroom management procedures</li> <li>• Suggestions to stimulate and capitalize on parental involvement</li> <li>• Supporting the development of English Language Learners</li> <li>• Technology within the classroom</li> </ul> <p>The program also provides a Summer Institute for new teachers which has been designed to support the orientation and preparation of new teachers as they prepare for their first year of teaching. In addition, the program distributes the New Teacher Resource Guide which serves as a wonderful resource of information, strategies for teachers new to LAUSD.</p> <p><b>Teacher Support Unit</b>            The Teacher Support Unit provides monthly access to professional development sessions specifically designed to meet the needs of new teachers and their mentors. Sessions provide the opportunity for new teachers to attend sessions with their mentor. The mentor is able to provide additional support back at the school site as the new teacher seeks to implement some of their new learning. These sessions also feature the opportunity to receive a resource book which is aligned to the topic presented. This provides additional support and ideas for successful implementation and extension of the ideas shared during the Saturday session. It also enables the mentor (experienced teacher) to offer suggestions and feedback to the new teacher related to how well they have been able to implement to suggested practice and instructional strategies.</p> <p><b>District Intern Program</b>            The District Intern Program provides a complete program of courses which enable participating teachers to meet the credentialing requirements of the state of California. Teachers are able to exist this program with a full recommendation for a credential recognized by the state of California. Courses include: reading instruction, mathematics, science, social studies, classroom management, physical education, support English language learners, etc</p> <p><b>Peer Assistance and Review (PAR Program)</b>            The PAR Program provides a yearlong series of professional development opportunities for teachers.</p>
PAC	<p><b>Mandate Principals' to provide teachers and parents, data for their students on a consistent basis (not just committee members) to be able to identify strengths and weaknesses.</b></p>	ODA/DOI	<p>Teachers have currently have access on-demand to student data in MISIS and MyData systems that include past data and at-risk indicators for all students. These data include attendance, grades and student performance. Parents have access to student data via the Parent Portal in addition to regular progress report periods that allow teachers to communicate with parents on student performance on the state standards.</p>

## BASIC SERVICES

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<p><b>Monitoring the progress of teachers who works with Special needs students. To ensure full implementation or program and services to students. Many teacher treat Special needs students like they attend daycare.</b></p>	SPED/HR	<p>LAUSD takes great pride in ensuring staff is appropriately credentialed, especially as it pertains to our students with disabilities. The monitoring of all instructional programs, including special education, at K-12 sites are led by Instructional Directors within each Local District. As they monitor these programs and identify teachers that might need additional support, they assign and utilize special education support personnel as needed. In many instances, Instructional Directors “walk” special education classes together with LRE’s and offer feedback to principals on strengths and challenges. In addition, through these “walks” Directors can organize particular professional development the special education teachers might need. Lastly, if schools need additional support for moderate to severe programs, they can reach out to their LRE Administrator and/or the Division of Special Education Instructional team. As an organization that focuses on learning, we expect the very best for each of our classrooms and programs.</p>
PAC	<p><b>Who will monitor how effective are the IEP’s?</b></p>	SPED	<p>The monitoring of Individual Education Plans (IEP’s) is ultimately done by school site administration and IEP teams. One of our charges in special education and required by law is to demonstrate educational benefit for each child. Our entire IEP process relies on IEP teams documenting the appropriate supports each child needs to be successful. Areas such as goal attainment), Present Level of Performance in all content areas, type of goals and instructional settings are just a few indicators used in determining if IEP’s are effective. If IEP teams or schools need support ensuring educational benefit, they can reach out to each of their respective special support teams.</p>
PAC	<p><b>Who tracks whether the/Academic services provided to Special needs students are sufficient?</b></p>	SPED	<p>Service Tracking is currently monitored by school site personnel, Local District Leadership and support staff along with the Division of Special Education personnel. As one piece of our substantial compliance requirement, LAUSD needs to ensure that all SWD’s are receiving their services as required by their IEP. In order to meet this, we have added substantial compliance indicators to the Superintendents Dashboard (I.e. Focus Framework) that speak specifically to service performance. One of our goals for next year is to also facilitate quarterly performance dialogues amongst District Leadership on substantial compliance indicators to ensure we are meeting our targets and servicing students. Lastly, prior to end of this school year, the parent portal will now display service tracking updates. These quarterly summaries will give parents an opportunity to obtain a status update on their child’s required service.</p>

**BASIC SERVICES**

COMMITTEE	COMMENT	ASSIGNMENT	RESPONSE
PAC	<b>Who will monitor and evaluator the special need services within 60 days?</b>	SPED	The monitoring of all substantial compliance indicators (including the 60 day timeline for all initials and assessments) will be facilitated by the Division of Special Education (DSE). The DSE will work collaboratively with each Local District and the Division of Instruction to ensure all targets are being met. In addition, since Instructional Directors directly supervise Principals, we are requiring them to hold accountable conversations with schools that continuously don't meet all of our targets.