



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



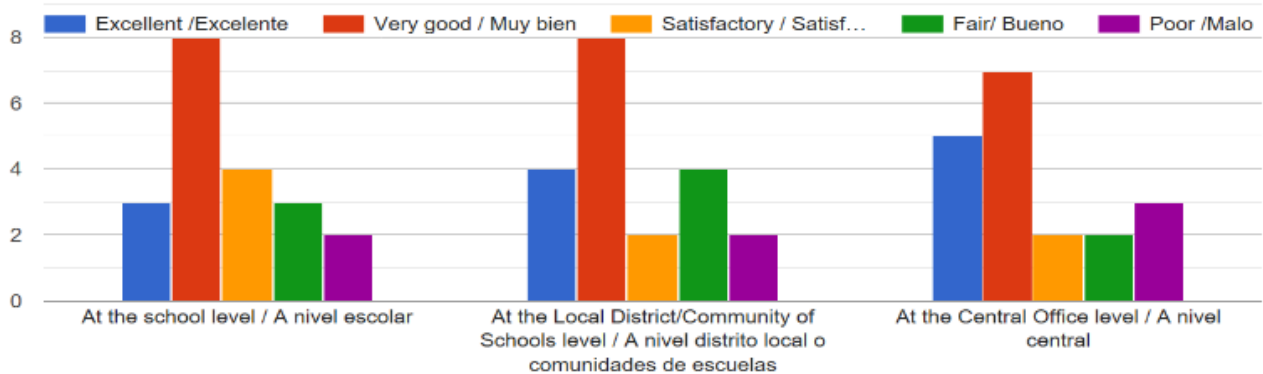
**LCAP Title I Federal Addendum: Title I Parent Engagement Section
Parent Feedback Summary**

On December 18, 2020 PCS e-mailed an invitation to all central district advisory committee members (CAC, DELAC, PAC) and the Title I Working group to a Review and Feedback session on the LCAP Federal Addendum scheduled for Friday January 8, 2021 at 10:00 am via-zoom.

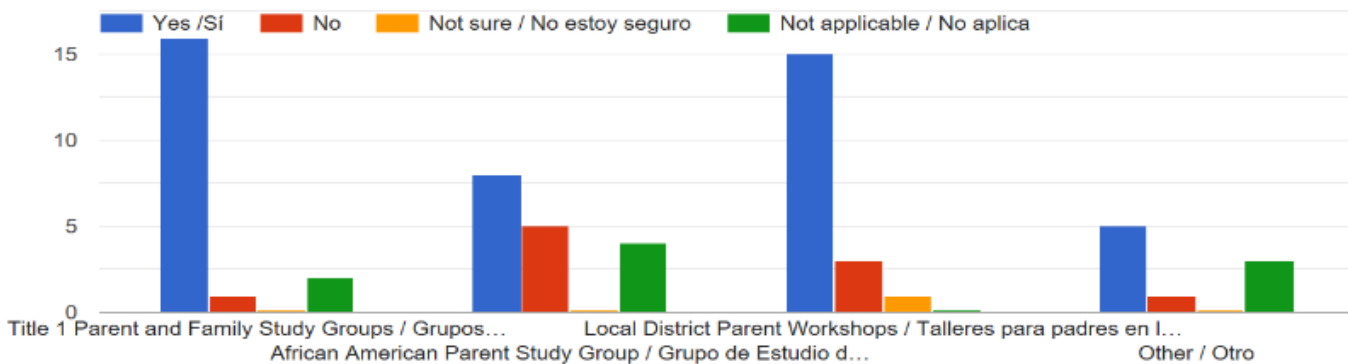
The e-mail invitation included the Local Control Accountability Plan Federal Addendum, the Title I Parent Engagement Section and the link to a bilingual google form requesting feedback in the three areas of Parent Engagement: Collaboration, Communication, and Capacity Building. There were 50 parents in attendance, 20 parents completed the google form which was due January 30, 2021. The following charts represent the parent's responses and their personal perspective.

Collaboration

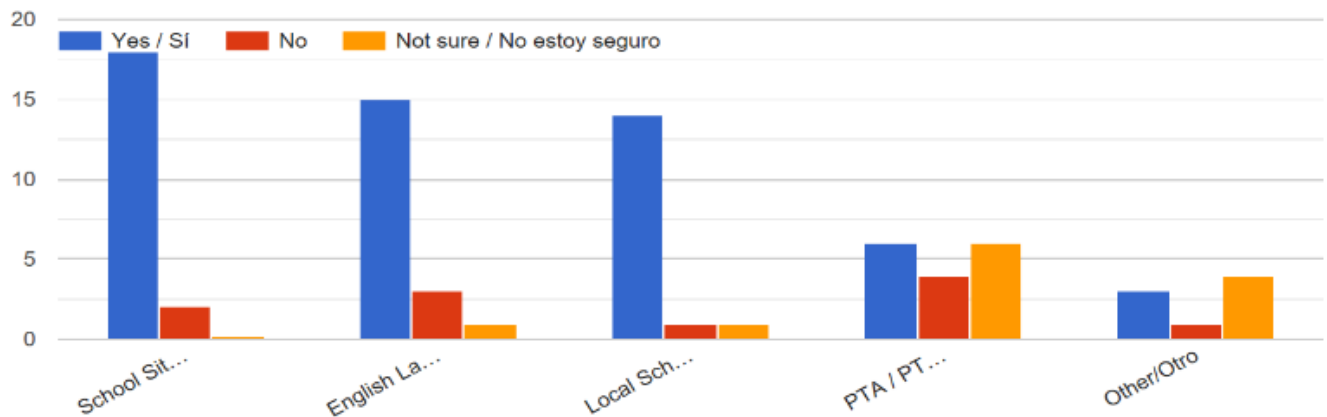
COLLABORATION: How well has the Los Angeles Unified done in collaborating with parents as leaders? / **COLABORACIÓN:** ¿Cómo se ha desempeñado el Distrito Unificado de Los Ángeles en colaborar con sus padres como líderes?



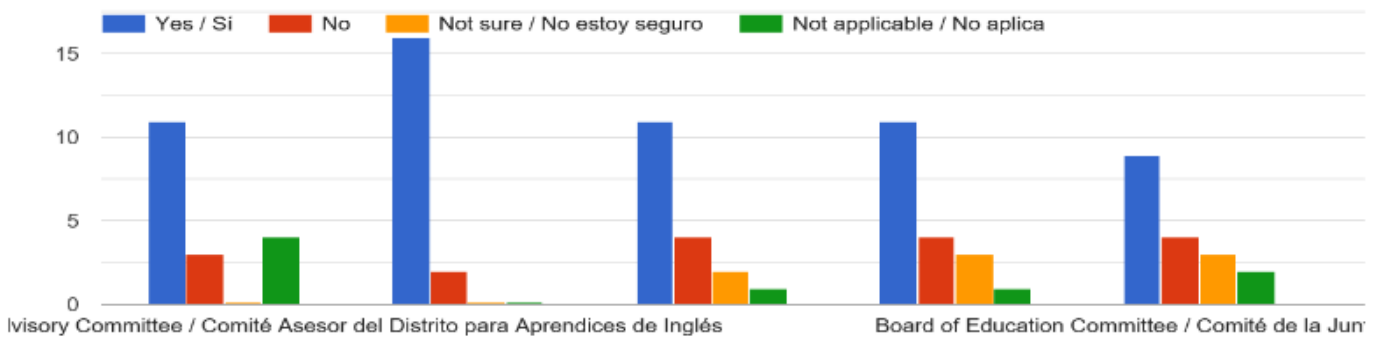
COLLABORATION: I have had the opportunity to participate in the following ways at the Local District / Community of Schools level: / **COLABORACIÓN:** Se me da la oportunidad de participar en las siguientes maneras a nivel distrito local/comunidades de escuelas:



COLLABORATION: I have had the opportunity to participate in the following ways at my school: / COLABORACIÓN: Se me da la oportunidad de participar de las siguientes maneras en la escuela:



COLLABORATION: I have had the opportunity to participate in the following ways at the Central Office level: / COLABORACIÓN: Se me da la oportunidad de participar en las siguientes maneras a nivel central:



COLLABORATION: What are the strengths you see in this area?

Working alongside other parents and receiving the support of staff members from the office of parents and community services

Express the needs of the students and parent concerns.

There is a significant difference between telling a parent that their collaboration is welcome, and actually demonstrating that true, authentic collaboration is occurring. This dichotomy, in my experience, is the foundational problem in LAUSD. It's something commonly known as "checkbox compliance."

No strengths

COLLABORATION: What are the strengths you see in this area?

While the 6 mandates from the 1116 law are not implemented at the school level it is a farse and lack of respect towards parents due to not knowing the interpretation of the law. Districtwide means all the schools and 85% of the population is low income and there is no meaningful consultation in none of the levels (school, local district, and central district) because the District negotiates with Administrator's Union. The Title I study groups are not working and the Superintendents in each district did not want to do it. It is a fraud and violation of 1116 law.

Parent engagement

The spirit and intent to collaborate is there.

I see an increase in the attempts to collaborate with parent leaders.

For me, everything is important.

That it is very welcoming and informative

Parent engagement in the School Site Council and local district parent groups.

The information, in each area, according to what is respectively about.

Good communication, timely correspondence.

How to support English learners.

The strengthens are reaching out to parents having webinars and Zoom meetings and allowing parents to stay connected

Under New Leadership working out the kinks

COLLABORATION: What are the weaknesses you see in this area?

Weaknesses are Parents that disrupt meetings and go off topic and have forgotten that the students are the main focus.

Little information available, and generally the information is centered among those most involved.

See response above.

Parents being blocked

The implementation of the 116 law with the 6 mandates at the school, local district and central level

parent engagement

It's apparent that the PCCS has had challenges with parents getting out of hand in the past, because the measures taken at each meeting to control the dialogue is a clear message that freedom of speech and expression will not be tolerated and borderline censored. It is definitely paraphrased and sugar-coated. The first 10 to 15 minutes of every meeting are dedicated to reviewing norms of conduct. Roll call must take another 10 to 15 minutes as parents come in and out of meetings when their connection cuts out. And what's the deal with the overemphasis on procedure. This isn't the US House of Representatives, nor should it be. We're so busy regulating and controlling speech that at best we've been exposed to some things that we have barely had the opportunity to run with it. The SSC training was very superficial. We get one shot meet and greets with various student support departments and divisions, and that's about all that's happened. Breadth has taken priority over depth. You show me any school's SPSA, and I'll show you flaws endemic of an erroneous mindset, starting with the format and wording of the plan document template. What the SSC's write in them is even worse, with fingers pointing to students and parents, or their life situations, as the only root cause for the perpetually low achievement of the same groups since I was a teacher 25 years ago. There is a strong correlation between low achievement and the inability of the adults in charge to take a look in the mirror and own a long timeline of failed strategies. There are solutions to these barriers, but there isn't any time to ever get to these discussions. What little time we have to ever discuss matters of substance is lost on controlling speech. This reminds me of

COLLABORATION: What are the weaknesses you see in this area?

9/11, when the public gave up its privacy in the name of security. And about the LCAP, what LCAP? I think the only thing we ever did with the LCAP was receive a very short orientation at the 1st study group meeting, and an infographic was alluded to. That was it. It's been a very disappointing experience that has moved me from skeptic with hope to near political adversary and heavy critic. In these times, this is not what we need, but you guys need to step up your game. I really think you guys should have focused on just one of the three areas of emphasis and implemented it really well. Right now we're throwing a lot of stuff on the wall hoping something will stick

I also see a lack of true collaboration. Parent leaders present/introduce but do not collaborate on the material presented.

I am still learning so I am unsure.

Most meetings are repetitive and nothing gets done

Meaningful parent engagement in the School Site Council
Lack of partnerships with school staff and parents in different programs and not only leaders to develop the Title I policy
Parents will learn about the available opportunities for engagement in the school during the month of May and about district leadership for the next school year.

Time factor, in my opinion it needs to be longer and distinguish as needed.

Take into account parents so that collaboration is more effective.

Posting more info regularly online in easily searchable areas.

When all measure power and it is no focused on what is importante that is student education!

when meetings are long there should be a 5-10 minute time designated for a break so parents can know they can pause and not miss information especially if there is a vote or break out session

We are under new leadership working out the kinks

COLLABORATION: Please share additional comments you may have regarding Collaboration.

Collaboration is necessary not only for our personal growth, it is through Collaboration and bringing our different experiences and expertise together that we can achieve change.

Show clearly the areas where parents can collaborate and the requirements to do so, and do it in an engaging and visible way for all.

See response above.

Collaboration confused with imposition

It is not about collaboration, but about rights. If they do not work with the parents, let the Federal Government know so that they do not get Title I S046 and E046 funds. LAUSD wants the student funds but does not comply with parents and their mandates.

All parents and district personnel work together for student education

Continue working, valuing the participants and volunteers more since their participation is important.

Listen to student and parent voices.

COLLABORATION: Please share additional comments you may have regarding Collaboration.

This survey is the first time in 4 months that it was clearly stated that Collaboration, Communication, and Capacity Building were the areas of emphasis. Any service or customer-driven project must at some point include the customer, end-user, or benefactor in the planning or testing phases of said project. That way you can get some feedback on your assumptions of what you think is relevant and needed by the parents. Your customers are the parents. As one of those parents I can tell you that I am not seeking to become a professional Parliamentarian, nor should any parent. We have way bigger fish to fry. It doesn't appear to me like any parents outside of those on payroll were ever invited to hear you guys share your plan for this year. Even at this stage, it's not very clear what the goals of all these unrelated gatherings are. What will you measure in June to tell you our tax-payer dollars were well spent? What are you measuring right now? I hope it's not simply quantity of people who logged in? Collaborating is the act of working together with a clearly stated, time-sensitive, and feasible objective. There hasn't even been an attempt, not even a mention, of engaging the parents in a collaborative exercise. So it would be unfair to even evaluate how the collaboration has gone. So I will leave it at Not Started. Same for capacity-building. Hasn't started yet. But if the intent was to develop capacity in controlling our speech, taking 45 minutes to review norms and take roll call, then you've met your objective - at the expense of meaningful discourse that may just sparked some momentum that parents could bring back to their schools, or at least their homes. Yikes!

I would like to see more collaboration and the utilization of parent knowledge and experience in order to increase in engagement from other parents.

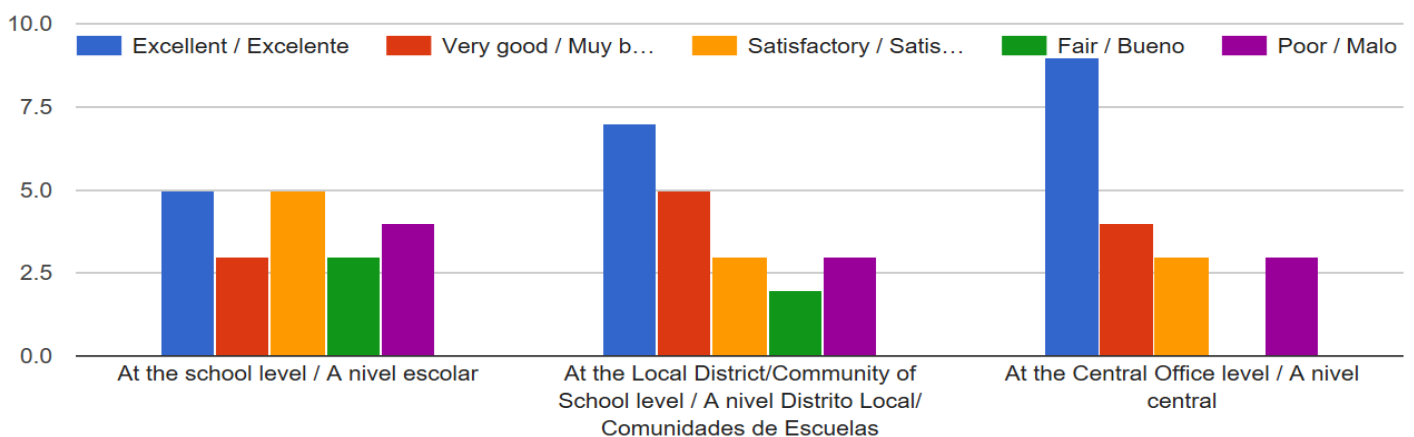
The creation of a school parent curriculum that includes different programs that exist in school to offer knowledge and support strategies for students to improve academic achievement and success for students (English learners, students in special education, foster youth, gifted students, disadvantaged students, etc.) focused on student's needs and also on parents. Create a committee that works with the implementation of said plan and oversight composed of school staff and parents.

having speakers from different LAUSD departments, community partners; parent leaders bring a good diversity of information and styles

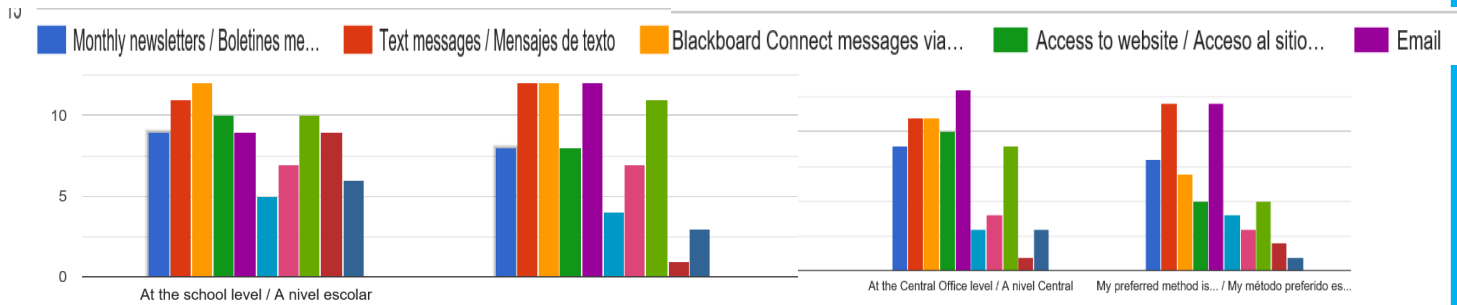
Still learning how to navigate through this process

Communication

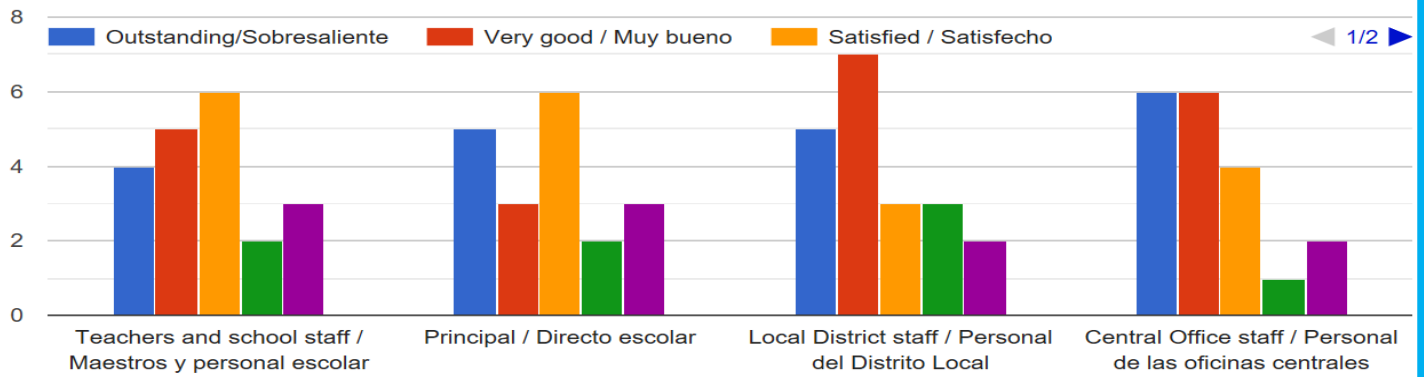
COMMUNICATION: How well do you feel the Los Angeles Unified has done in communicating with parents as leaders? / COMUNICACIÓN: ¿Qué bien piensa que el Distrito Unificado de Los Ángeles se está desempeñando con la comunicación con los padres como líderes?



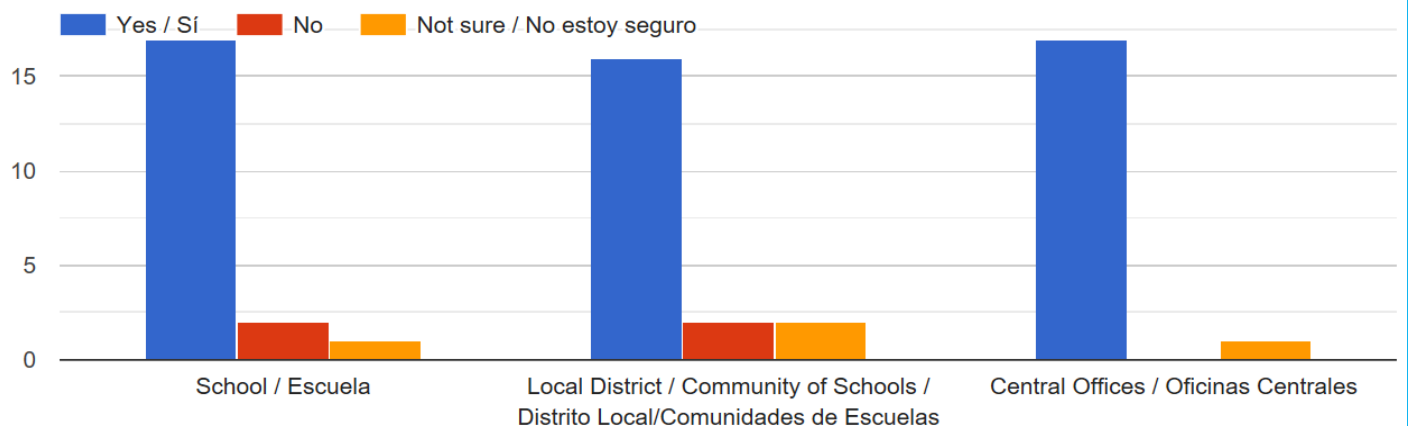
COMMUNICATION: I receive communication from the Los Angeles Unified in the following ways (check all that apply and scroll over to see all options): COMUNICACIÓN: Recibo comunicación por parte del Distrito Unificado de Los Ángeles de las siguientes maneras (marque todos los que procedan y mire hacia el lado para ver todas las opciones):



COMMUNICATION: How satisfied are you with the frequency of communication from the following staff: / COMUNICACIÓN: ¿Qué tan satisfecho está con la frecuencia de la comunicación por parte del siguiente tipo de personal:

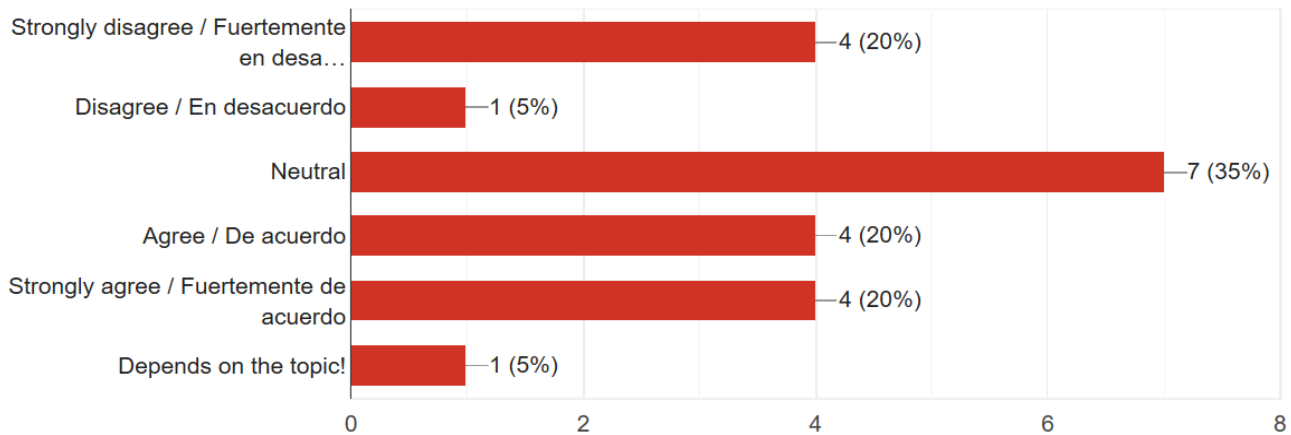


COMMUNICATION: Meetings and correspondence are provided in my native language so I may understand: / COMUNICACIÓN: Se proveen las reuniones y correspondencia en mi idioma natal para que pueda entender:



COMMUNICATION: I feel that there is two-way communication between me and LA Unified: /
 COMUNICACIÓN: Siento que hay comunicación de dos vías entre mi persona y el Distrito
 Unificado de Los Ángeles

20 responses



COMMUNICATION: What are the strengths you see in this area?

Local District and Central District are excellent at communicating through email, text, voice mail and social media

Get information more directly from the district and the actions that they are taking.

No strengths

None because there is not enough bilingual staff.

Neutral as we are all working as a team to help the students in their learning.

It's evident that various entities are slowly but surely becoming synchronized in the timing of their messaging. The bounty of redundant messages we were receiving from different sources, and from the same sources has been somewhat minimized. Things were bad pre-covid, and became a chaotic frustration thereafter. I believe you're supposed to have a Continuity of Service Plan embedded within your emergency plan. Fire the people in charge of that document, and assign the task of rethinking and rewriting it to one of your prospective valedictorians or anyone with common sense. I'm sure either will do a better at streamlining it.

I have seen an increase in the ways that the district communicates with parents.

It is all important to me.

the school is there for effective communication by different means and languages
 The local and central district also exists for an effective communication

I am interested in having more communication with the teachers. Not with the administration or other committees.

All the tools that are used to send information

COMMUNICATION: What are the strengths you see in this area?

We need to have the opportunity to learn about laws and resources for parents and students.

Diligent in getting information out

Parent disagreements

the several ways of reaching out to me

Still working out the kinks

COMMUNICATION: What are the weaknesses you see in this area?

The school site needs to get better at communicating information on meetings such as SSC and other council meetings in a timely manner and through different ways.

Not all parents have access to the information or the knowledge and the new communication methods.

I must say, this survey is MUCH LONGER than I had expected, and I don't have time at the moment to complete it. I may submit a second survey later, though honestly, this is an awful lot to ask of any parent, particularly when nothing is being offered to thank them for their time.

Not being listened

The Title I coordinator positions are not bilingual or the Community Representative.

All has to be neutral

I have two kids at LAUSD, and one in an Animo middle school. I get weekly memos from each of their principals, some of their teachers, at least two local district clerks, the Superintendent, the local district board member, the local district superintendent, their community of school's clerks, and sometimes from the community reps. I receive the same memos by voicemail, text message, email, and through Schoology. Unfortunately, LAUSD has two of my email addresses, and sends the same messages to both accounts. Because I sit on two school-site councils, I participate on the PAC, and the LD West LCAP Study Group I also receive memos from the each of the Title 1 coordinators, PCCS, and the LD west Parent and Community Engagement Services department. Do the math and try to calculate the number of memos I delete on a weekly basis without even reading them, because I can't keep pace with the influx of correspondence from my kids' three schools and the various individuals at each school or district office. This lack of a centrally managed communications strategy (or the lack of discipline with which it is followed) is probably the worst I've seen in the 11.5 years I've been an LAUSD parent. The icing on the cake is when someone on Payroll goofs up the timing, information, a link, a calendar entry, or forgets to advise the team of a change in of meeting schedule, and I call it out, I get directed to an obscure link on the web site or the school newsletter, as if the confusion was my fault.

I do not see authentic two-way communication between the district and parents. Feedback is usually taken via survey responses but there are no opportunities for conversations to discuss needs and concerns as well as provide recommendations and suggestions from parents and other stakeholders.

I continue to learn, I am not sure.

COMMUNICATION: What are the strengths you see in this area?

Sometimes it's late

Effective communication with parents and local district leader to be a mean of communication and support for other parents in their areas.

Lack of support with the implementation of the school voicemail (also electronic) as a mean for parents to provide their feedback to the school personnel.

Teachers should be given more options and freedom to choose the applications that they want to use.

That not all information gets to all parents

In these difficult to me they should support parents with technology

Means of power

since we are not at the school sight it is difficult to evaluate school communication or the effectiveness of communication with school leaders

Transitional stages take time

COMMUNICATION: Please share additional comments you may have regarding communication.

Communication from the school site needs to be consistent.

It would be good to use Schoology, Google Classroom, and the district school site, among others to be able to receive and send the information to the teacher, school principals and the district.

Not promoted or invite the parents appropriately during flexible times for working parents, many schools put in the website and with that they meet the posting when many parents do not know about technology. That is not equity.

We are learning to guide all students so that they have academi success.

Lack of inter- and intra- facility coordination and overcommunication are the two second-most prevalent weaknesses. The first and primary weakness is the lack of effort or creativity to communicate with the intent to engage and persuade parents to attend and participate in upcoming meetings and events. It's always the same old

Until right now it is ok with me.

Create a working group to review the information received in voicemails (and electronic) to monitor the content in them [by th] the school personnel and parents.

Use the funds to train teachers. The teacher is the one that does the work.

Do the impossible so that all the information is sent to the people who need it and verify that it is done.

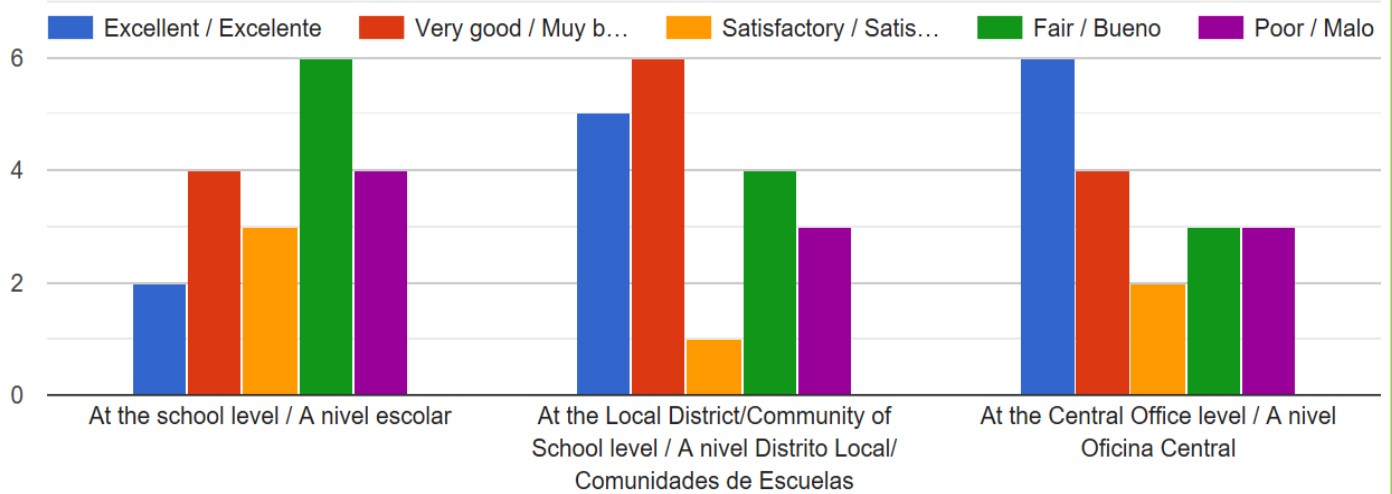
COMMUNICATION: Please share additional comments you may have regarding communication.

Communicate with parents in their home language

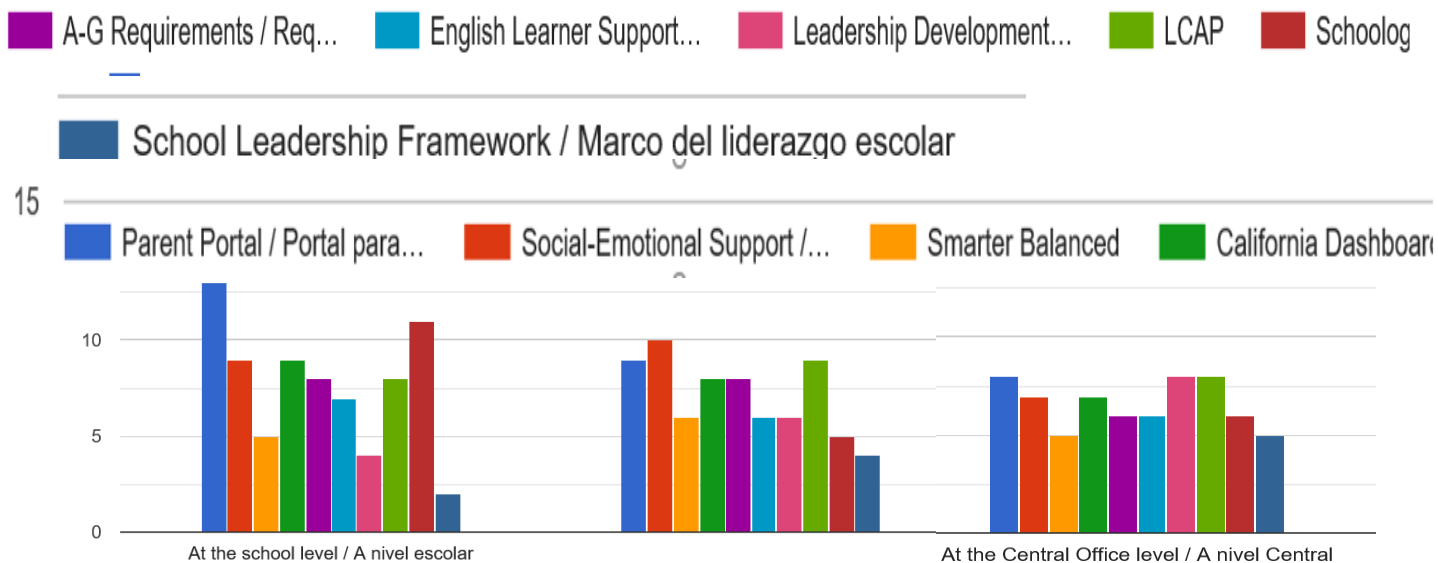
We as parents open respect

Capacity Building

CAPACITY BUILDING: How well has the Los Angeles Unified done in working to build the capacity of parents as leaders? / DESARROLLO DE CAPACIDAD: ¿Qué tan bien se desempeña el Distrito Unificado de Los Ángeles en desarrollar la capacidad de los padres como líderes?



CAPACITY BUILDING: I have had the opportunity to attend the following trainings (check all that apply and scroll over to see all options): / DESARROLLO DE CAPACIDAD: Se me da la oportunidades de asistir a las siguientes capacitaciones (marque todos los que procedan y vea hacia a lado para ver todas las opciones):



CAPACITY BUILDING: What are the strengths you see in this area?

Variety of topics and content is good

Help with the growth of parents and engagement in schools.

The district helps us and supports us and guides us to implement the learning acquired to be able to implement it in the schools for all students

I am sincerely sad to say that as a teaching and learning organization, capacity building is probably where the district is the weakest at in my experience.

I have seen more topics being presented at the central district level.

I think it is all important.

Capacity building with training support held at the local and central level
The school also offers the trainings related to the school level
(high school) that addressed all the important aspects about education and support of our students.

I am not given the opportunity because it is not afforded in the school and they do not inform me about that training.

All should learn and be trained and informed according to the topic that will be developed.

Motivate parents to use their voices to advocate for the students.

Local district, central office and school provides different opportunities for parents to get and stay connected. We give parents opportunities to be heard and voice their opinions at our PTO meetings, coffee with the principal and online science workshops; parents get to offer input during Monday morning Assembly via chat box and Schoology and Class dojo

Neutral

CAPACITY BUILDING: What are the weaknesses you see in this area?

Holding the workshops is not being carried out. Little is invested. School level.

No clear goals

All

Please communicate about the meetings by email or text message since sometimes it is not communicated and some moms do not know the days of the meetings.

CAPACITY BUILDING: What are the weaknesses you see in this area?

At best we have experienced exposure this year. Capacity building takes time, and requires effective modeling and demonstration, and then lots of practice for mastery. But the problem begins with the lack of effort and creativity to communicate the coming of new, interesting, worthwhile training events for parents. We get flyers/announcements with limited descriptions of what will be discussed and why no parent should miss the meeting. There's no personalization and encouragement to attend anything. I'm sure you more than I are aware of how uninterested parents are in what you guys teach. The historically low turnout validates my claim. We don't desire to be told how to parent and we don't want to be taught on a series of topics sold to us as enablers for parents to help their kids or empower them as parents. Seriously, the hurdles parents must jump through to obtain a pin, if they forget it, then get into the portal, just to jump into school's horrendous interface and navigation tools is code for "let's make the customer suffer for IT's web design and architecture shortcomings."

There is a lack of consistency and quality in the trainings provided across the local districts and communities of schools. In addition, most trainings provided at the school site level are very generalized. I have gained the most information from trainings at the central district level and when trainings on academic strategies were given by my child's teachers.

Still do not know, I am still learning.

At the school level, there is a lack of support for parents leaders identified in each school to be a support resource for other parents
The partnership with the school personnel and with parents to co present to other parents through the curriculum that was developed and collaborate with experienced parents
At the local district, specific trainings on support for parent leadership

At the high school level I do not believe it is a weakness because the kids are already older and they do not need us as much, but at the school level I have another option.

Consider more, for some reason, we did not capture as fast the information and it is difficult to develop learning.

We need more parent engagement

Sometimes it is hard to connect with parents because they may not be available during the time of a zoom meeting

Neutral

CAPACITY BUILDING: Please share additional comments you may have regarding Capacity Building.

Capacity Building is essential to better assist the development of all students

Have parent reps work more in these topics and demand results and tests that work to better since they blame the district that they do not support the workshops or resources.

When parents are part of the decision-making and respect the Board members and not use them and block their leadership and put a parent on the local board of education, like you have a student.

CAPACITY BUILDING: Please share additional comments you may have regarding Capacity Building.

All is well thank you to help us and guide us so that all students have success in their academics
Let's move forward for student success

I don't need to be taught about A-G, reclassification, or your assessment system. That's your teachers' and counselors' job. The fact that you think that we need to be trained to learn anything that you guys are supposed know and do says two things. 1. You have a complicated mess on your hands which you now wish for parents, most with high school degrees or less, to learn. That's absurd. Did your parents require all of this training when you went to school? Technology is supposed to automate and simplify life, not complicate it. I don't need to reclassify my child. The school is. I need to feed and encourage my child. I need to model proper values and behaviors, and make sure my child gets her work done in a timely manner - just like parents were expected to do in the 1700s, 1800s, and 1900s. 2. District and school personnel have accepted to work within an accountability system that is impossible to implement, much less enforce. These training topics are given because parent engagement policies embedded in our ed code require them, and LEAs must comply in order to experience fewer barriers to obtaining funding. Most of the training given revolves around the School Accountability System or was conceived so that parents could learn to hold the schools accountable. That's just stupid policy written without our permission. What are parents supposed to do? Beat teachers up? Sorry, but accountability is your job, not the parents'. That's what our tax dollars pay the district \$7Billion+ every year for. The very idea that parents, many from marginalized communities without a voice, would have to learn what most of the adults on the district payroll can't do is criminal, and an insult to your and my intelligence. Accountability systems based training for one stakeholder group to find fault in another group's abilities or intentions causes all stakeholders to take adversarial positions from the beginning of their relationships. It's like expecting a commission of civilians to figure out how to actually regulate and control the behavior of rogue police officers. That's why they have police chiefs for. How are we going to accomplish from our homes and some non-voting advisory committees what paid school executives and directors can't do in their own backyard - primarily because they don't have the will or integrity to demand excellence from their cronies? We don't need training and you don't need training. We all need a paradigm shift. Parents need to shop with their feet, and district leaders need to aspire to uphold the highest standards of excellence in order to hold onto that ADA and experience some job satisfaction.

More training to help grow more parent leaders in the schools.

I would like to see the district obtain feedback on additional trainings that parents would need to increase their child's academic achievement. I would also like to see evaluation and monitoring on the quality and success of the trainings provided at the school site and local district/communities of schools.

At the local district create a curriculum (training plan) for identified parent leaders in each district (also consider the specific needs in each local district)
The central and local district to create a curriculum (training plan) for identified parent leaders that is provided to schools and these should have a specific guide to provide trainings and resources to their parent leaders in each school and with the possibility to adapt them to the needs of each school and the students.

Always support, to reach maximum development.

Many leaders with more experience poorly manipulate new parents.

Better educate the parents

Sometimes parents feel disconnected when they do not go to the school site

Neutral

Are interested in learning more about the Parent and Family Engagement policy? / ¿Le interesa aprender más acerca de la Política para la Involucración de los Padres y las Familias?

19 responses

Thank you to the parents that represent the following schools, for taking the time to share their perspective regarding the implementation of the LAUSD LCAP Federal Addendum: Title I _ Parent and Family Engagement section.

“Title I Matter for Academic Achievement”

SCHOOL NAME	Board District
107th Elementary	7
10th Street Elementary School	2
Alexander Flemimg Middle School and San Pedro Senior High School	7
Benjamin Franklin High School	5
Charles White Elementary School	2
Cleveland Charter High School	3
Cowan Elementary School	4
Foshay Learning Center	1
Garfield High School	2
Gates	2
Hamilton AMPA High School	1
Harvard Elementary School	2
Hubbard Elementary School	6
Kingsley Elementary and Stem Academy High School.	5, 1
Manual Arts High, Joh Muir Middle School, and Fifty Second Elementary Schools	1
Morningside Elementary	6
Morningside Elementary School	6
Vinedale College Preparatory Academy	6
Vladovic Harbor Teacher Prep Academy HS	7
Westport Heights Elementary and Venice High School	4