

Los Angeles Unified School District's Parent Advisory Committee

Summary of Priority LCAP Comments and Formal Responses from Superintendent Michelle King

Over the course of several months, the Los Angeles Unified School District's (LAUSD) Parent, Community and Student Services (PCSS) Division engaged with two groups of stakeholders representing parents and families of LAUSD students. The Parent Advisory Committee (PAC) and the District English Learner Advisory Committee (DELAC) were convened to review progress towards Local Control and Accountability Plan (LCAP) targets and assess the implementation of key programs supported by the new investments in the LCAP. Furthermore, the committees engaged in a "data review" training and were given a walk-through presentation on how the Local Control and Funding Formula (LCFF) and the LCAP organized goals, targets and expenditures in the District. In April 2016, both committees had an opportunity to review and provide comment on the District's LCAP, which is a requirement established in the State's LCFF provisions. Each committee established a priority set of 30 comments to be submitted to the District's Superintendent for formal review and response. Below you will find responses to the 30 Priority Comments submitted by the PAC on April 22, 2016.

I greatly appreciate all of the parents who have demonstrated a high level of commitment and interest in ensuring that the District develops an LCAP that puts parents, employees and students at the forefront of change. Your valued perspective is vital in supporting the development of, and update to, the District's LCAP. I am incredibly optimistic about the impacts of the LCFF and the LCAP on our highest need students. While new funding is appreciated, our needs at the District and State level still outpace our budget, and as a result, we must prioritize the investments we make over the coming years to have the most significant academic impact for our students. I believe the commitments and expectations outlined in our LCAP address the multiple priorities highlighted by our community over the last several months. This LCAP continues to prioritize student engagement and provides for additional academic and whole-child supports, while emphasizing greater local decision-making at our schools. By working together, we can help all schools maintain environments where students flourish.

Sincerely,

Michelle King

Superintendent of Schools

Los Angeles Unified School District

Comment Priority	District English Learner Advisory Committee Comment	Related LCAP Goal	Superintendent's Response
1	<p>The District must establish a formal policy of authentic, impartial, fact-finding procedures, as well as an appeal process, to be utilized by any parent or guardian who has an unresolved issue with a site administrator, or who experiences mistreatment, discrimination, harassment or retaliation in any form, including but not limited to the issuance of a so-called "disruptive person letter" against them.</p>	<p>Parent, Community and Student Engagement</p>	<p><i>LAUSD makes every effort to ensure we have an impartial and authentic process for grievances submitted by parents. The District has a process for resolving issues that parents may have with school administrators. We currently utilize a tiered approach to address complaints brought forth by parents. Parents can contact the Local District Instructional Director to investigate allegations of mistreatment, discrimination, harassment or retaliation. Depending on the specific nature of the complaint, the Local District Instructional Director can assist the parent with addressing the issue through the appropriate venue. If the parent wants to appeal the finding of the Director, the parent may communicate with the Local District Superintendent.</i></p>
2	<p>We would like to see more investments in electives to engage students and retain families. Consider adding more of the following: Span schools, i.e. K-6 and 7-12; dual language programs; vocational programs/internships; leading the workforce; driver's ed; college readiness/how to apply for scholarships; culinary programs to increase nutrition and reduce waste; culturally relevant programs. Also, when schools offer specialized programs (STEM, performing arts, etc.), align programs to ensure pathways from ES to MS to High Schools in each community.</p>	<p>100% Attendance</p>	<p><i>The Division of Instruction is engaged in an effort to track and map specialized program pathways district-wide to ensure pathways are available across schools and grade levels. The Linked Learning program is a district-wide effort to integrate Career/Technical Education with college readiness, developing themed schools aligned with CTE pathways that provide students with internship opportunities. Also, as was highlighted in the LCAP draft you reviewed, an additional teacher position will be provided for almost all middle and high schools, which will focus on expanding elective opportunities.</i></p>
3	<p>To achieve proficiency for all, the most important variable in the District's sphere of influence is teacher quality. Students need more great teachers. Therefore, a priority of parents is to accelerate and expand implementation of the Teacher Growth and Development Cycle to ensure that teachers are truly accountable in a timely manner for quality instruction.</p>	<p>Proficiency for All</p>	<p><i>To ensure all students have access to effective instruction, the teacher support and evaluation process, Educator Development and Support: Teachers (EDST), continues to support the development of increasingly high quality teaching and learning practices and supports educators at all career stages by providing access to objective feedback, professional coaching, and growth opportunities. EDST includes formal and informal observations of teaching, conferencing opportunities with</i></p>

			<p><i>the administrator, professional goal setting activities, and a series of reflection activities throughout the year, all of which are aimed at helping to identify strengths and opportunities for improving teaching practice. The foundation of the EDST process is the LAUSD Teaching and Learning Framework, which highlights research-based strategies that have been proven to be effective with diverse learners including English learners, students with special needs and student with disabilities. In addition, it describes teaching practices that will help prepare students to be successful and productive 21st Century learners. The Teaching and Learning Framework is at the foundation of many of the district's instructional initiatives. In the 2015-2016 school year, the district increased its LCAP target of teachers receiving a final evaluation from 20% to 25%, ensuring more teachers are being evaluated on an annual basis.</i></p>
4	<p>“Advanced curricula” is only a tiny portion of the curriculum category of expenditures, and the Gifted and Talented Program or coordinators are never even mentioned in the LCAP. Are English Learners and lower income students being identified as gifted and given proper support? What is the District’s plan to support all of our high-potential students and retain their enrollment?</p>	Proficiency for All	<p><i>Under the Governor’s Local Control Funding Formula (LCFF), the District must describe annual goals for each of the 8 state priorities that address all students, including gifted and talented, and each LCFF subgroup. Therefore, we agree the District must be more explicit in where the Gifted/Talented Education (GATE) program fits into this structure. Explicitly identifying how GATE is integrated into the LCFF priorities ensures there is a broader level of accountability. The intent is to demonstrate how we serve gifted and talented students and measure the outcomes of services provided to gifted targeted student populations under LCFF.</i></p>
5	<p>Familiarize children, starting in pre-K, with life-goals, including college, university and careers, giving them the motivation to pursue academic goals commensurate with a value for learning and graduating.</p>	100% Graduation	<p><i>Transitional Kindergarten and Early Transitional Kindergarten promote 21st Century Life skills of flexibility, self-direction, responsibility and leadership. This is done through learning centers engaging in small group instruction focused on purposeful play and choice, all of which are Developmentally Appropriate Practices. Classrooms provide real world, hands-on instruction providing young children with rich</i></p>

			<i>experiences that promote inquiry, critical thinking, communication, collaboration, and creativity that are essential to setting life-goals. College and career are inherently a part of this process by highlighting career days with parents and staff as well as incorporating life examples in the teaching and learning of our pre-k students. This way our children are prepared not only for kindergarten but success throughout their schooling and in life.</i>
6	District employees who are the first points of contact for parents and guardians at school sites and other facilities (including office techs, school administrative assistants, volunteers, receptionists and school safety officers) must receive mandatory, annual "welcoming environment" customer-service training.	Parent, Community and Student Engagement	<i>Currently the Organizational Excellence Classified Training program offers several courses in the area of Customer Service. For example, the Customer Service Essentials provides a two-hour course with an array of proven strategies and tools that support employees in providing telephone, counter and email service that is professional and impactful. In addition the "Professional Telephone Courtesy" and "Rising to the Challenge of Providing Excellent Face-to-Face Customer Service" courses provide two-hour workshops that delve into effective and positive techniques for communicating by phone and a first-hand look at the challenges and opportunities of providing excellent face-to-face customer service. The District's Organizational Excellence Classified Training program is currently not mandated for several reasons, including resource and staff time challenges. This is a recommendation that is currently being explored.</i>
7	The ratio of students to counselors is too big. There needs to be more counselors on site for class, college, and academic counseling because Individual Graduation Plans are not truly individualized--too many group sessions. There needs to be more individualized attention focused on each specific child.	Basic Services	<i>The Division of Instruction has made individualized academic counseling the central focus of its most recent counseling initiatives. The addition of the middle school Individual Graduation Plan (IGP) report to the existing high school IGP report increases counselors' abilities to tailor academic counseling to each student. We look forward to an increase in the number of counselors as part of the LCAP and LCFF investments, which are dedicated to helping individual students with college preparation, college applications, and college finance.</i>
8	Increase graduation by decreasing class size: The	100%	<i>The Division of Instruction is focused on improving the</i>

	current model of providing intervention to students can be minimized by providing more individualized learning to students before they are classified “at-risk.” This can be accomplished by providing a mixture of more teachers, along with additional teacher-support aides. Because aides can be moved from room to room, this flexibility adds a level of personalization similar to intervention while keeping students on-track with their peers and should reduce the demand for intervention, allowing those dollars to support smaller class-size.	Graduation	<i>initial understanding of instructional content through a mastery learning approach, which allows students and teachers to track student performance on standards and skills rather than just looking at grades. In addition, we currently have some class size reduction efforts and funds for schools to provide additional interventions in English Language Arts and Mathematics. The Instructional Technology Initiative is also looking to build professional development opportunities for teachers to personalize instruction for students.</i>
9	SBAC tests: The benchmarks for proficiency are unrealistic. Have you taken the sample SBAC tests on line? Even adept students will score below standard because the user interface is awful. The District should supplement with evidence-based methods more sensitive to showing where real learning is happening. Perhaps also develop a pilot project to compare the benchmarks and performance on the old tests and the new tests and then see whether this new approach is more efficacious or not?	Proficiency for All	<i>The Smarter Balanced Assessments (SBA) are in their first year of full implementation. The results in 2015 were a benchmark year, and we expect that as teachers and students familiarize themselves with the assessments, especially using the SBA interim assessments, that students will improve. The SBAs are more aligned with the new California standards and include performance tasks and writing that the old assessments did not include.</i>
10	The investment in the Arts Plan and Arts Program is not sufficient to achieve proficiency for all because arts should be more than supplemental. In order to truly engage students, arts should be integrated throughout the curriculum (e.g., arts magnets, STEM-themed SLCs).	Proficiency for All	<i>The District recognizes the importance that Arts instruction plays on children's overall academic and social emotional development. The work starts at an early stage in a student's academic career. As such, Division of Instruction is providing professional development opportunities for Transitional Kindergarten and Early Transitional Kindergarten teachers to support music and literacy integration. It is also exploring ways to expand the integrated instruction to reflect the Science, Technology, Engineering, Arts and Mathematics (STEAM) curriculum.</i>
11	Funding for magnet schools comes from block grants from the State, so increasing the number of magnets decreases the share of funding available for each existing magnet. Under Goal #1, the LCAP gives additional LCFF funds to certain types of schools	100% Graduation	<i>Student Integration Services (SIS) is responsible for supporting all magnet centers and schools, as well as providing assistance to those schools wanting a magnet. SIS conducts Compliance Review Visits, organizes Professional Development, and provides additional</i>

	(International Baccalaureate, Portfolio, Autonomy--based on the Equity Index). But what is the District's plan to support existing, excellent, well-integrated magnets? How do you replicate current successes and grow enrollment without diminishing magnets' resources?		<i>resources to schools with funding for Magnet Coordinator's instructional materials. SIS also brings to the schools Promising Practices and attempts to replicate successful Instructional Models to ensure resources are effectively utilized in the District.</i>
12	Every school will have a diversion (<i>in-house suspension</i>) class with an assigned teacher uniquely qualified to teach all subjects, all grades at that school. Each class will also have a counselor assigned to those students allocated to that class. These students who would normally be suspended or expelled under current practices and policies. This program will be an all day class style. Not providing these services to all schools is a violation of the Williams Act, not only for the students directly being served, but also for the students that would be victimized by the negative behavior of those said students. Funding will be provided and supported by Average Daily Attendance (ADA). Every school should have this implemented and fully functioning for the school year 2017-2018. Students assigned to this program will be placed in a 504 plan that will continue to monitor and provide services for the rest of the school year and reviewed by year's end to evaluate whether services are still needed for that individual.	School Safety	<i>Many schools are successfully implementing alternatives to suspension so that students can be taught positive and appropriate behavior at school. If the pupil poses no imminent danger or threat to the campus, pupils, or staff, or if an action to expel the pupil has not been initiated or Students who caused, attempted to cause, threatened to cause, or participated in an act of hate violence (E.C. 48900.3); engaged in harassment, threats, or intimidation against a pupil or group of pupils, or school district personnel (E.C. 48900.4); or made terrorist threats against school officials or school property, or both (E.C. 48900.7), are precluded by law for in-school suspension. Students with disabilities shall be provided supports and services as written in their IEP or 504 plan. It may be suggested that a Student Study Team (SST) or Discipline Review Team (DRT) be held to review a student's behavior and intervention strategies. The Office of School Operations will review the PAC's input for areas in which delivery of behavior support services can be improved, especially through augmentation of counselors and teachers depending on State funding allocated to the District.</i>
13	The District must resurrect, revise and re-implement the Parent Engagement Toolkit (introduced in 2010 by the branch then known as School, Family, and Parent/Community Services or PCSB), in order to standardize best practices for school-site parent engagement as well as the proper staffing and operation of parent centers at the school-site, Local District and PCSS levels.	Parent, Community and Student Engagement	<i>PCSS has created tools for school that include a Family Center guide with best practices, Power Point presentations on academic initiatives such as A-G requirements, College and Career Readiness, School Site Council orientation, election videos and other templates to use for parent workshops. Additionally, PCSS and the Division of Special Education collaborated in the creation of a toolkit that addresses the needs of the Special Education students and parents. All of these resources are</i>

			<i>up-to-date and are revised as needed. Also, on a monthly basis, the Local District Parent and Community Engagement administrators meet with the schools' parent and community representatives and provide training and resources to be disseminated to parents and the school community. Many of our parent centers have been direct beneficiaries of LCFF through the local control and accountability plan investments, which in many cases provides for additional staff or funds to cover operational costs.</i>
14	The Teacher Attendance benchmark and goals are too low. Further steps should be taken to increase attendance and set the goal higher. The District should monitor the basis for absences in order to diminish the impact on students and develop consequences and mechanisms that trigger intervention.	Basic Services	<i>We agree teacher and staff attendance makes a great difference in student and school success. As such, the District is currently working to recalibrate teacher attendance goals and benchmarks and to provide a strategic data mechanism to all supervisors to address attendance levels. Attendance is central to a student's success and as role models for students; we must ensure we are held to the same standard. It is also important to recognize great attendance for our employees and reward those that have high a rate of attendance.</i>
15	To achieve the 100% attendance goal, develop an online/ telephone helpline/counseling network to answer student and parent questions, provide resources, information about scholarships, and to help students on-track with coursework requirements so that they don't fall behind, become frustrated, and drop out.	100% Attendance	<i>We will take this recommendation into consideration. There are a number of resources available at school sites for parents/students to get appropriate counseling support. If parents have additional questions after consulting with school personnel, they can contact the Central office (Pupil Services – http://achieve.lausd.net/Page/1143) or a Local District office (contact information is available at http://achieve.lausd.net/ld). In addition please see the response to #7.</i>
16	"Before the Bell": Create and fund programs before the start of the academic day, in order to provide additional physical activity, in the form of arts, music, dance, culture and sports, promoting a healthy and vibrant start to the day, social and emotional awareness, and collaboration, thus increasing the motivation to attend school, and ultimately a culture	100% Graduation	<i>It is critical that we sustain and look for opportunities to grow programs that provide for enrichment and intervention for our students. Federal, state and local funding supports many of our Beyond the Bell programs, which allows for greater access and strong partnerships with community providers. As we look for greater alignment of resources, we will consider exploring</i>

	that values good attendance, the overall experience, and a desire to seek graduation.		<i>programs that take place before the academic day begins. Many of our afterschool programs already offer early drop-off opportunities for families.</i>
17	Goals 1 and 2—PD topics and Special Education Services Special Education Strategies: It is great to give teachers PD on integration of Students With Disabilities (SWDs); however, services are not truly following the child. This is stressful for teachers, families, and students. For example, placing students with health risks in danger at schools with a nurse only half a day per week, subjecting SWDs to bullying, and decreasing their class participation without necessary supports in place.	100% Graduation/ Proficiency for All	<i>There are multiple topics that are addressed by this comment. The overall support and coordination of special education services is extremely important to the District. The Individualized Education Plan (IEP) team determines the supports and services that a student needs including any health support. Those support services are provided to the student at whichever program/school they attend. We ensure services go to students; students do not move to services. It is important to note that bullying is addressed as part of The Discipline Foundation Policy which is implemented at schools for all students including students with disabilities.</i>
18	Teacher assignment to appropriate subject and grade level should be based on qualifications, not seniority.	Proficiency for All	<i>Although there are statutory requirements that provide for teacher protections based on seniority, the current assignment process is not based solely on seniority. A teacher's assignment can also be based on the classroom/student needs, teacher certifications, language skills, and principal decision-making. The human resources division has been proactive in establishing policies that ensure teacher assignments are effective and appropriate.</i>
19	To ensure programs to support English learners (and other populations) succeed, we need to implement progress monitoring and evaluation utilizing key performance indicators and periodic assessments every three months and make results available to the public.	Proficiency for All	<i>The Multilingual and Multicultural Education Department agrees that progress monitoring is instrumental. For these reasons, they will progress monitor and use key indicators for English learner and (other populations). The staff is exploring the feasibility of making these indicators public 3 times a year. A working group will need to be convened to determine which periodic assessments would be used.</i>
20	Since the most important element of academic achievement is teacher quality, we need to increase LCFF allocation under the professional development category.	Proficiency for All	<i>The Nationally Board Certified (NBC) and University Intern Programs Office consistently provides access to professional development sessions for NBC teachers who serve as coaches to many of our new teachers (particularly those who are in intern status and those teaching as provisional permit holders). These sessions</i>

			<p><i>are offered on Saturdays and on occasion during school vacation periods. For example, the Mathematics Department successfully completed the new mathematics instructional materials adoption of My Math, Go Math, Math Expressions, and California Math including delivering professional development in 15,000 sessions both online and in-person learning environments. They partnered with Integrated Library and Textbook Support Services and we have achieved 100% textbook sufficiency in elementary mathematics. A menu of facilitated PD modules is available: http://achieve.lausd.net/Page/7028. Our math team is currently in the development phase of an additional e-learning PD module on the California content standards that will reach 7,000+ teachers in June 2016.</i></p>
21	<p>Launch an attendance campaign so that each school recognizes classrooms with high attendance with a trophy for the month; then, once each year, recognize the Elementary, Middle, and High School with best attendance in each Local District at events such as the Grand Arts Festival, the Northwest Fest, etc.</p>	100% Attendance	<p><i>Many schools already implement this type of recognition program. Recently, the District provided attendance incentive resources to Local Districts to implement school-level attendance incentive programs. We will consider the recommendation to allow school staff to analyze attendance data on a monthly basis and identify specific funds to purchase trophies.</i></p>
22	<p>Expand online adult school for credit recovery for graduation (cost effective).</p>	100% Attendance	<p><i>We are appreciative of any recommendation that seeks to provide a cost-effective way of delivering instruction while maintaining high quality instruction for our students. This is an area in adult education that we continue to evaluate. In theory, this approach would be cost effective and convenient for the students but outcomes / results tend to be higher when a blended learning model is implemented which includes a great deal of classroom time and teacher support. We find that online programs are most effective with teacher-directed classes.</i></p>
23	<p>We would like to see data to show that current investments are having an impact to reduce chronic absenteeism for ninth graders who are foster youth, low income, and English learners.</p>	100% Attendance	<p><i>The Pupil Services Attendance Improvement Program is tracking outcome data for ninth grade students. In addition, Student Health and Human Services is developing a case management system to monitor and track services rendered to all students, including targeted</i></p>

			<i>student populations. We will be able to analyze impact of interventions with this new system. As part of the LCAP update process we will ensure this is a data point that is part of the data walk-through we provide to our parent committees.</i>
24	Proficiency for all will not be achieved unless the Division of Instruction first recognizes how critical math and science instruction is for giving students access to 21st century colleges and careers; second, acknowledges the deficiencies in these subject areas; and third, funds a major math and science improvement program to include additional teachers, enhanced facilities and use of technology, and expanded professional development.	Proficiency for All	<i>Science and math instruction are critical core subject areas due to a change in our workforce demands that will be heavily reliant on careers rooted in science and mathematics. Math teachers have been engaged in transition to the new CA mathematics standards, and science teachers have begun to implement the new Next Generation Science Standards. These new standards focus more on student skills in these areas, and expanded professional development is supporting these efforts. The district has also purchased new mathematics textbooks last year and will be piloting new science curricular materials next school year.</i>
25	We support the Teacher Growth and Development Cycle concept, but we want the District to include parent and student inputs.	Basic Services	<i>At the district level, staff continues to work with parents and communities to elicit input into the design of EDST. Per the UTLA/LAUSD Agreement in 2015, the Educator Development and Support Committee was formed to discuss teacher evaluation and support. The committee included parent representatives appointed by the district and UTLA. The committee met on several occasions between June and October 2015. In partnership with Parent, Community, and Student Services, the Professional Learning and Leadership Development Branch (PLLD) conducted focus groups in February 2016 to discuss with parents the District's Educator Development and Support: Teachers (EDST) process. Parents shared beliefs of why quality teaching matters, the purpose of evaluating teachers, and information that should be considered in teacher evaluations. Teachers participating in the EDST process have the opportunity to administer the Stakeholder Feedback Survey to their students. This survey is administered in the fall to students in grades 3-12. The</i>

			<i>survey provides student feedback on classroom experiences in order to support a teacher's professional growth and development. It is important to note that principals also take into consideration a teacher's engagement and communication with families and students when assessing teacher practice on the teacher's final evaluation.</i>
26	To prevent students from falling behind, which lowers rates of attendance and causes LAUSD to lose funding, our recommendation is that all schools should post assignments online.	100% Attendance	<i>Schools and teachers currently have the option of utilizing various platforms such as Moodle and Jupiter to provide students/parents with access to grades and assignments. The Division of Instruction is partnering with the Instructional Technology Division to begin piloting an online learning management system called Schoology that will include a gradebook as well as parent/student access to assignments and lessons. The project is in its pilot phase and will be expanded to all district schools in the 2017-18 school year.</i>
27	The District must absorb or eliminate all fees currently charged to parents wishing to register as school volunteers, mentors or coaches, including the \$55 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 and best practices of parent engagement.	Parent, Community and Student Engagement	<i>The LAUSD does not charge for fingerprint (LiveScan) services. The required \$56.00 fee is charged by the FBI and DOJ to conduct the background check. Additionally, schools are required to check every volunteer applicant against the Megan's Law database. These two practices are for the safety and security of our students and adults at every school. Furthermore, not every applicant is required to be fingerprinted. Only volunteers who provide services for 16 hours or more, or if the school principal deems it necessary, are required to be fingerprinted. This year, the District has processed over 13,000 volunteers.</i>
28	Goal 6 Basic Services—General Costs (utilities, transport, food services) Missing from any action regarding Food Services is any attempt to reduce or eliminate waste and increase more healthy, non-processed, non-GMO and tasty food options for the students.	Basic Services	<i>The Food Services Division works diligently to continue to reduce waste in our schools. We have recently implemented a pilot program at 20 schools named "Save it for Later" that allows students to keep certain items to consume at a different time, thereby reducing the waste. This program will be launched district-wide in August 2016. In addition, we encourage our administrators to continue to utilize the Food Donation program that allows community non-profit groups to pick up food items that</i>

			<p><i>would otherwise be thrown away. We currently have 60 programs signed up to work with over 123 schools. In addition, our student input to the school menu is extremely important. We recently launched the Menu Committee this year that involves food services managers, nutritionists and students to taste test items and provide input and feedback. This information is utilized to determine if an item will go on the menu. The menu for 2016-17 is student approved and vendors meet our nutrition policy requirements to provide healthy, nutritious foods to our students. In particular, for the first time, we will be serving antibiotic and hormone free chicken to our students. We believe that eating well is not a privilege, but a right. As an organization supporting our students towards healthy choices, it is important our students know that we care about the food that they consume.</i></p>
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<p>29</p>	<p>Parents and guardians must be fully informed on all District policies and procedures related to volunteering, classroom observations, and school governance, as well as a formal complaint-resolution procedure to address any concerns in these areas, along with clear instructions on how to access all relevant policy and procedure documents online via the LAUSD website.</p>	<p>Parent, Community and Student Engagement</p>	<p><i>The District publishes the annual Parent and Student Handbook, which provides applicable policies and procedures, including policies on parent-school visitation and volunteering. The Handbook is provided electronically on multiple District webpages, and if requested, hard copies are made available as well. Additionally, the Local Districts and school staff make any and all District policies available to all stakeholders when requested. Those policies pertaining directly to parents are also made available in the school parent centers along with other resources. The Parent, Community and Student Services (PCSS) website provides a wealth of information to parents and the community at large. These resources include District policies and procedures. Finally, the PCSS publishes all of its policies in English and Spanish. Parents are encouraged to speak with school principals for conflict resolution. Parents are also informed that if their concerns are not addressed to their satisfaction, they can contact personnel at the Local District; and finally, they may contact central offices. Parents are also informed about the Uniform Complaint Procedures for a formal investigation and corrective actions if deemed necessary.</i></p>
<p>30</p>	<p>Consider making Transitional Kindergarten mandatory to increase program enrollment and academic achievement.</p>	<p>Proficiency for All</p>	<p><i>The District has advocated for mandatory Transitional kindergarten (TK) and Kindergarten programs at the state level. Based upon district data for early literacy (Beginning of the Year Diagnostic Inventory of Basic Early Literacy Skills) and the California English Language Development Test (CELDT), we have seen just how much TK has benefitted the students that have been able to access the program. These data points were similar to those found by the American Institute of Research (AIR) as reported in their study of districts across the state http://www.air.org/news/press-release/transitional-kindergarten-students-have-edge-math-and-literacy-new-air-study The combination of academic gains found in TK would ultimately help raise A-G graduation requirements, achievement for all, and improve attendance across the</i></p>

			<i>district. TK is one example of how the District is making early investments to close the achievement gap at very young ages.</i>
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