

March 11, 2015
Posted Date

March 13, 2015
Approval Date

**Los Angeles Unified School District
Parent, Community and Student Services
Parent Advisory Committee
Minutes**

Date: February 11, 2015
Time: 10:00 a.m.
Location: PCSS Auditorium

CALL TO ORDER/WELCOME

Rowena Lagrosa, Chief Executive Officer, Parent Community and Student Services (PCSS) welcomed members and attendees at 10:05 a.m. She provided an overview of the meeting, which is an input session. She noted that there are many new DELAC members this year. To help build their capacity PCSS will hold a "LCAP 101" led by Mr. Salcido; community meetings to provide an overview of the LCFF will also be held at every ESC. Notification of the dates will be provided.

PLEDGE OF ALLEGIANCE

The Flag Salute was led by Anita Walker, Parent Member

PUBLIC SPEAKERS

Alvaro Alvarenga, PCSS Director, introduced the speakers.

1. Roberto Fonseca noted that at today's meeting, an Executive Board will be elected; he urged members to be individual thinkers.
2. The second speaker gave her time to Mr. Fonseca, who continued.
3. Another speaker aired her concern about the education the district is providing to students. California is one of the lowest performing states. Also, why are schools not inviting parents to these meetings? She gave her remaining time to Mr. Fonseca to continue. He questioned why the information from these meetings is not going to the school sites. He urged the PAC not to follow through with elections.
4. Mina Marquez stated that in her opinion the district does not welcome the parent voice, and principals intimidate parents.

ROLL CALL/ESTABLISH QUORUM

Lisa Porter, PCSS Director, noted that at 10:25 a.m., with 23 members present, we did not have quorum. At 10:30 two alternates were seated; quorum was achieved.

Mr. Alvarenga provided the following update to the Brown Act: all votes, even elections, are now to be done via roll call. A memorandum was distributed to all members. There was a discussion about this change.

Ambermarie Irving Elkins made a motion to accept the Minutes, Rosa Andreson moved to second the motion. There was no discussion. Roll-call vote to approve was taken. There were 16 votes in favor, 2 opposed, 7 abstained. The motion passes.

The procedures for the election were reviewed. The discussion about the new procedure for votes to be taken via roll call continued.

There was confusion about whether nominations would be taken, and PCSS staff clarified that yes, there will be nominations, and it was reiterated that, as an Advisory Committee, the PAC is under the jurisdiction of the Brown Act.

Merquisedet Absalon noted that it would have been helpful to have been informed of this change prior to today's election.

Rosa Andreson asked to make a Motion to conduct election by secret ballot, but Ms. Porter clarified that we must follow the law.

Mr. Alvarenga noted that the revision was in effect as of September 6, 2013, however, LAUSD just found out about it. Rachel Greene confirmed that Neighborhood Council meetings have been following this updated procedure for awhile now, as has the LAUSD Board of Education. She proposed that we approach this in the spirit of, we are all friends here, and that we continue with the election.

ELECTION

At 11:00 the floor was open for nominations. Rachel Greene, Karina Lopez, Paul Robak, and Diana Guillen all were nominated for Chair.

Geo Cable made a motion that nominations for Chair be closed; John Gonzales seconded the motion. The vote was taken: 18 voted yes; 3 abstained; one voted no. The motion carried.

At 11:05, several PAC members left. Maria Daisy Ortiz requested that Roll Call be taken to establish quorum. Karina Lopez stated that she is unhappy with the process, then left. [The first members to leave were Jacquelyn Smith Conkleton and Deann Dantignac.](#)

Lisa Porter conducted Roll Call again at 11:09. With 18 members present there was no quorum.

The meeting continued for informational purposes only.

PRESENTATION

[Elizabeth Gibbons, LAUSD Office of Government Relations,](#) introduced herself and explained that role is to help work on the LCAP. She acknowledged the frustrations in the room and stated a willingness from her department to help make this process more meaningful.

[Pedro Salcido, Coordinator, LAUSD Office of Government Relations,](#) explained that today's meeting is a precursor to what we hope to do in April. How do we make this meaningful for our school sites? The Five District Goals (see handouts) are known by every principal. He noted that PAC members can share the two page handout at our schools. The green sheet helps explain how the data is being calculated. The performance meter handout doesn't break down subgroups, so an outline handout for subgroups is also provided.

Mr. Salcido noted that PAC input about how to discuss the LCAP would be welcomed.

A survey can be completed online. Last year the district identified inconsistencies in collecting the same data at each community outreach session. This information is on the LCFF website 2014/2015 Annual Update Column; all PDFs are there.

Performance Meter: Today we are looking at the 2013/2014 school year. There are three highlighted goals of the LCAP. The target graduation rate was 68% but this was exceeded -- good news -- so it will be revisited.

Hooshik Bayliss Nazarian asked whether graduation ~~rates are calculated by school?~~ rates were taken into consideration the number of schools? Did the number of schools change? Mr. Salcido replied that they are calculated by student. The district tracks the cohort enrolled in 9th grade. When options schools are included, the district went from 59% to 67%, so it is about the same rate of growth across the district. The Individual Graduation Plan rate was also set low, so this will be revisited.

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Students applying for FAFSA assistance in 2013/2014 will be a baseline; this had not been tracked previously. Foster Youth as well - we didn't used to track this data.

Paul Robak noted that Megan Reilly's presentation to the Board of Education stated that Foster Youth also include subgroups of homeless youth, low income youth, etc. Mr. Salcido noted that this is true for purposes of drawing down dollars, but not for accountability purposes. The State says a Foster Youth is any student with an open court case. The State only recognizes 5,700 -Foster Youth out of the 9,000 served by LAUSD.

Growth in graduation rates was seen for every subgroup except for English Learners. In April we will talk more about what we are doing to support this category of students.

There was a question about why providing 100% of students with an Individual Graduation Plan isn't a goal. Mr. Salcido attributes this to the fact that there aren't enough counselors to serve every student; we don't have resources to fund enough counselors. There are growth targets and then there are aspirational targets.

Brent Anderson noted that many students aren't graduating because there is a lack of equitable opportunity to participate in electives; sometimes interesting electives motivate students to stay in school

Rachel Greene requested data to see if the highest rates of reclassification are for English Learners or Long Term English Learners? Mr. Salcido agreed to provide greater clarification on these targets.

Paul Robak stated that it would be nice if parents at schools had the opportunity to ask these questions. Mr. Salcido agreed and said that the district will slowly build capacity - now we are starting with community meetings at the ESC level, then information is provided to administrators at schools, and it needs to trickle down. Ultimately it would be great to have a snapshot of this data specifically relevant to each school site.

We don't have data for this year for the Smarter Balanced Assessments; the State Board of Education will determine in March if districts can have this data or not.

However, if we don't receive this, there are other ways to measure proficiency, such as DIBELS, CAHSEE scores, etc.

Evelyn Aleman asked how parents will be able to track their children's success without SBAC results? Mr. Salcido suggested that the number of AP courses taken at school sites, DIBEL results for reading, etc. are alternatives that could be used.

Student attendance goals were discussed; Maria Daisy Ortiz asked about staff who miss a lot of school? Mr. Salcido agreed that employees should also be held to attendance goals.

Community Engagement is gaged by using completion and submission rates of the School Experience Survey. For Student Voice, students are asked how they feel about their school site, are they proud of their school? Rachel Greene asked for information about how many students took the survey, and it was agreed this could be provided.

Susuki Figueroa noted that the surveys are not given to all parents, so this is not accurate data. Mr. Salcido agreed there has to be a greater effort to get the survey to everyone and ensure that there are representative samples. It was also noted that for families with multiple children, the survey is only sent to the oldest child, so it won't accurately reflect how parents feel about all schools. Some people don't understand what they are being asked. Instead of a survey, it may be better for someone to show up at school sites and talk to the parents about what they are experiencing at their schools. Andrew Thomas noted that LAUSD should have the capacity to do scientific sampling.

Mr. Salcido noted that Data and Accountability provided the participation rate for each school and the ESC Directors are now talking to each school. Parent Center Directors should be presenting the survey to parents.

Another suggestion was that, rather than asking if students are proud of their school, it may be more relevant to ask if students feel safe at school, and if not, why not?

Mr. Salcido noted that last year, district staff provided the format for LCAP review discussions. This year the intent is for the PAC to provide input on how these sessions can be structured.

Maria Daisy Ortiz questioned whether input can be provided at this time, as this is just an informational meeting. Mr. Salcido said that we can still have a discussion.

Evelyn Aleman noted that it would be helpful to see if the goals that were originally set have been met. Mr. Salcido replied that the two-page handout shows this.

Rachel Greene suggested that, rather than forming small focus groups to discuss the Strategic Goals of the Performance Meter, Graduation, and Proficiency For All, that instead we go around the room and all comments can be written down.

Susuki Figueroa clarified that we are just making suggestions and that the district will take our suggestions under consideration. Sometimes PAC members feel that if we provide input, it isn't clear how it will come back to us? Mr. Salcido said that this will be

a part of qualitative comments; the district is collecting input from groups throughout the district and will highlight key comments.

It was agreed that members would go around the room to provide comments; Kathy Kantner would record these on a district laptop until 12:30 when she had to leave; Ambermarie Irving Elkins would then take over recording.

These comments are maintained by PCSS.

Please note: Ms. Kantner was not available for Agenda Recommendations, Announcements, or Adjournment.