



LOS ANGELES UNIFIED SCHOOL DISTRICT

# PARENT COMMENTS ON THE LOCAL CONTROL AND ACCOUNTABILITY PLAN



PARENT ADVISORY COMMITTEE  
DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE  
LOCAL DISTRICT LOCAL CONTROL AND  
ACCOUNTABILITY PLAN STUDY GROUP



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## Introduction

### What is the LCAP?

The Los Angeles Unified develops a Local Control and Accountability Plan (LCAP) every three years to describe the actions, services and funding provided to support student academic and social emotional achievement. The plan has six goals: 100% Graduation, Proficiency for All, Excellent Attendance, Parent Community and Student Engagement, School Safety and Culture, and Basic Services. Reviewed each year by Los Angeles Unified community partners, parents, students and staff, revisions to the plan must be approved by the Board of Education before July 1 annually.

### Who developed the comment included in this document?

In addition to being reviewed by education partners, the LCAP is studied by the District English Learner Advisory Committee (DELAC) and the Parent Advisory Committee (PAC) throughout each year. Both committees provide written, formal comments on the plan; and these comments are responded to, in writing, by the Los Angeles Unified Superintendent before the LCAP is adopted. In addition to the members of the two District committees, participants of regional Local District LCAP Study Groups provide feedback on the plan, which is provided to the PAC prior to the development of PAC comments. The comments of the DELAC, PAC and Local District LCAP Study Groups are included in this publication.

### DELAC

The DELAC is comprised of 60 parents of English Learner students who serve as the Chairpersons of their schools' English Learner Advisory Committees and are elected in Local Districts by their peers.

### PAC

Also elected regionally by peers, the PAC is comprised of 79 parents, guardians and foster youth community advocates who collaborate as leaders representing Los Angeles Unified students. PAC members participate on seven subcommittees, two of which, the English Learner and Special Education Subcommittees, submitted their own comments on the LCAP, which were approved and submitted by the PAC to the Los Angeles Unified Superintendent.

### LCAP Study Group

LCAP Study Groups are open to all interested participants, who learn about the implementation of the plan at the Local District and District levels and who elect representatives to serve on the PAC annually.

# Parent Advisory Committee 2020-2021

#	Local Control and Accountability Plan Comments - 100% Graduation
1	<p>One of the ingredients for achieving 100% graduation is increasing the number of students and percentage of students in the AP classes, increasing, as well, those who score a 3 or higher on AP exams. To meet this objective, the District must provide incoming AP students with a college-level curriculum, test-taking strategies, and time-management skills, a weeklong, intensive AP orientation and practice type of course, either the week prior to the beginning of the semester or for the first one or two weeks of class.</p> <p>Second, AP students should have to agree to a requirement to meet with an assigned group of peers at least twice a week, outside of class. They should meet at the beginning of the week to coordinate who will be responsible for presenting their replies to which questions on the homework due on Friday. Everyone would be responsible for working on all the problems throughout the week but come Thursday each would know they better have their answers to their assigned questions ready and correct. Study groups like these are how students in the hard sciences thrive at elite colleges. High schools should have more programs, including Upward Bound and International Baccalaureate (IB) for all secondary students.</p>
2	<p>Connect specific elementary-level subject areas with their A-G counterparts to achieve college-readiness goals, including setting objectives, developing skills, and experiential learning (such as field trips to local universities, as a way to create a college-going culture) to motivate elementary students to persevere toward high school graduation, and encouraging them to continue on to college.</p>
3	<p>The main thing, number 1 is the focus on student attendance, number 2 student parent and community participation, and number 3 is graduation. This is true because students go to school to learn and to achieve. Parents and family are checking that everything is going well with students' studies so that they attain 100% graduation. We must all work as a team so that everything goes well – students, teachers, parents, and community partners.</p>
4	<p>Use existing resources, such as Foster Youth counselors, and partnerships with local nonprofits to reach out to students who disengaged during COVID.</p>
5	<p>Provide specific college counselors assigned to support English learners, beginning in middle school, to ensure each EL student develops a plan for themselves to be accepted to a university.</p>
6	<p>To achieve 100% graduation, additional resources must be provided to elementary schools to support college and career awareness for high-needs subgroups, including English Learners, students with exceptional needs, and Foster Youth. Suggested activities include field trips to local community colleges, universities, and businesses; holding twice-yearly Career Day events with school parents as special guests; inviting school alumnae who are currently in college or recently graduated to give presentation on their experiences; scheduling parent workshops with college counselors from local high schools; asking university admissions staff to get elementary parents truly excited about the possibility of their children actually attending college.</p>
7	<p>The District should establish programs that help increase academic proficiency for specific subgroups, including English learners, Black students, foster youth, homeless students, and students with disabilities, to improve their graduation rates. Achievement data demonstrating the effectiveness of these programs must be made publicly available.</p>
8	<p>Increase access to credit recovery opportunities and direct strategic intervention for students struggling to meet graduation requirements.</p>
9	<p>Increase awareness, actively promote and provide access to CTE pathways for all students and alternate diploma options for students with disabilities.</p>

# Parent Advisory Committee 2020-2021

#	Local Control and Accountability Plan Comments - Proficiency For All
10	To increase academic English fluency for English Learner students and connect instruction to the home, all schools with English Learner Advisory Committees must provide training on the ELPAC, SBAC, reclassification, designated English Language Development (dELD) strategies, integrated English Language Development (iELD) strategies, and other topics.
11	Monitor and evaluate the implementation of the Academic English Mastery Program (AEMP) throughout the school year to increase academic achievement for Standard English Learner (SEL) students, ensure that SEL students are meeting grade-level standards, and to develop best practices. Parents must be made aware of students' reading levels at the beginning of the year and at regular intervals. In general, with all students, SEL and otherwise, at many school sites parents don't get information from teachers about how their children are progressing in their classes.
12	To promote literacy and increase students at grade-level, the District should provide access to online resources and enrichment materials for parents and families to support learning at home and reinforce daily classroom instruction.
13	Monitor and evaluate program outcomes to increase proficiency and address inequities in resources and program availability, address achievement gaps, and establish district-wide best practices.
14	Allocate additional funding to support Gifted and Talented Education (GATE) and Schools for Advanced Studies (SAS) programs, particularly in low-income areas, to support advanced learning options for Latinx and African-American students. For instance, historically GATE identification rates for Black and Latinx students have been significantly lower than for other student populations. This fact has been documented in data previously presented to the PAC. Also, funding for advanced learning options must be made available in an equitable manner, rather than what many low-income parents see as programs and supports being offered in more affluent areas of the District while Black and Latinx communities often are ignored.
15	LAUSD must implement District-wide prep courses for all standardized testing, including but not limited to, SAT, PSAT, ACT, SBAC, OLSAT, and Edulastic. Parents need to be informed of these courses and related information at appropriate times during the year by principals, COSAs, Local District superintendents, and the Superintendent.
16	Reduce standardized testing and prioritize wraparound supports to meet the socio-emotional needs of students and to re-engage them as they return to in-person instruction.
17	Transition to a grade-level standards-based report card for secondary students in order to align with master-based learning and grading, increase academic proficiency, and inform parents in planning for intervention.
18	Increase proficiency, address achievement gaps, and measure growth by developing individualized education plans to address student academic needs identified through evaluations and data to provide targeted intervention and support and outline individualized goals.
19	Address achievement gaps of students transitioning from elementary school to middle school and middle school to high school by providing a gap closing intensive course prior to the beginning of the school year.

# Parent Advisory Committee 2020-2021

#	Local Control and Accountability Plan Comments - 100% Attendance
20	Improving campus facilities, i.e., making “selfie murals” every school year that are noticeable and make the school feel welcoming and inviting. Facilities are 40 years old.
21	Have social media campaigns for middle and high school kids, and encourage students to generate TikTok and other multimedia platforms to create their own videos to motivate their peers, to improve attendance and school wins a prize, i.e., a celebrity visit, or students choose the prize.
22	Progress toward this Goal can be incentivized by partnering with local resources of the entertainment capital of the world, such as box seats for Lakers or Dodgers games, “Meet and Greet” celebrity events, “Principal for a Day” designation, gift cards, and award certificates. All schools should use attendance incentives from the very start of the school year and throughout the year, as a proven method for attracting the attention of students with low attendance, as well as their parents and families. Awards exclusively for “perfect attendance” are counterproductive and ignore the numerous factors which prevent many students from showing up at school every day. Rather, students must also be recognized, congratulated, and supported for demonstrating “improved attendance.”
23	All principals must be encouraged to offer incentives to increase student attendance, including recognition both at the individual and the classroom level. This might be funded through PTA, PTO, booster organizations, or donations.
24	LAUSD must be much more proactive in publicizing the “why” of good attendance. We all know that attendance is important. What is not so widely publicized are the reasons why students should do their best to attend school every day. For instance, consider highlighting examples of celebrities or other well-known public figures who demonstrated good attendance despite their circumstances, through public-service announcements on KLCS and social media platforms, as a way of motivating students who may be struggling under similar circumstances. In-person visits by celebrities to school sites would be very popular, as would a “DJ party” at the end of a grading period or semester.
25	Focus attendance efforts on the youngest students and earliest grades to promote good attendance habits.
26	Require school sites to develop a tiered attendance outreach plan, which may include home visits, phone calls, and meetings with families. The plan should be shared with all parents via the school’s website, marquee, newsletters, and PTA using multiple methods including text, phone message and email, frequently, not just once throughout the year, showing current data with regular updates that should be reviewed in a parent workshop.
27	Schools should streamline the process for parents and families to communicate attendance marking practices explained in the form of a school-level policy and steps, which can be provided through a workshop at the beginning of the year.
28	Through quarterly workshops and promotional materials, schools must educate parents and students of the importance of attendance and being at school on time and ready to learn, connecting this to future life outcomes, while setting realistic goals for attendance, depending on student needs.
29	The chronic absentee rates for K-8 students being 18.2% and for 9-12 students being at 19.9% are far too high. Identify targets which will take into account the specific needs of students, which may include medical necessities. Pilot a program to identify parent ambassadors who can partner with school staff to support outreach to families of chronically absent students.

# Parent Advisory Committee 2020-2021

#	Local Control and Accountability Plan Comments Parent, Community and Student Engagement
30	Please consolidate the dissemination of information directed to parents and families to one or two sources, directly from the school principal and possibly one other District source, to avoid overwhelming parents and the learning community with a multitude of communications, many of which often are either duplicative or annoying to recipients, particularly when several Blackboard Connect phone messages, for example, arrive within minutes of each other on a peaceful Sunday evening.
31	To share resources and workshops at the District level with all Title I school sites, augment the opportunities available for Title I stakeholders to learn of District initiatives, workshops, and resources, and increase participation of Title I schools in District PAC, CAC, and DELAC to 45% of all 717 Title I schools (or 322 sites) by the end of 2021-2022. The District must update LAUSD policy bulletin, BUL-6745.3 to include that all SSCs and ELACs will each elect or appoint one member to attend PAC, CAC, and DELAC meetings via Zoom; school site SSC members will elect, or the Chairperson will appoint, a representative to attend PAC and CAC meetings, and then report out at their school site SSC meeting; and school site ELAC members will elect, or the Chairperson will appoint, a representative to attend DELAC meetings, and then report out at school site ELAC meetings.
32	In order to strengthen parent engagement, partnership and collaboration, all facility and fundraising fees, along with LiveScan fees for volunteers, should be permanently waived. Each year, principals identify and approve PTA, PTO, and/or booster organizations to be partnering with school sites in raising funds and building parent, family, and community engagement. Also, fees are a disincentive to parents who want to serve as school volunteers.
33	Each questionnaire or survey proposed by the District or any department thereof, including Communities of Schools and Local Districts, for distribution to parents and families, must first be reviewed by a group of parent leaders, to ensure that this outreach is presented in as “parent-friendly” a format as possible.
34	Develop a steering committee to review and provide feedback on all proposed technology applications to be used by parents or students. This committee must include parents and students chosen from each Local District, along with staff from PCS and ITD.
35	The school’s registration and emergency contact forms for students should include a checkbox for the parent or guardian to give permission each year for their name, e-mail address, and primary phone number to be shared with officers of the school’s PTA, PTO, and/or booster organization, strictly for the purpose of providing information to families on activities of these groups.
36	LAUSD should establish a parent committee at each Title I school site, composed of parents of identified Title I students, to advise on federal Title I requirements in Section 1116 of the Every Student Succeeds Act (ESSA).
37	All school sites must offer informational sessions to all parents each year, explaining the process of becoming a school volunteer, and the many benefits of volunteering at their child’s school. Parents and family must be proactively encouraged to submit volunteer applications at their children’s school site, and supported in completing these. All school sites must be required to report the number of registered school volunteers each year.
38	Disruptive Person Letters (DPLs) must be properly tracked per District policy bulletin BUL- 6826.0. The District is violating its own policy by failing to upload all DPLs to the iSTAR database.

## # Local Control and Accountability Plan Comments Parent, Community and Student Engagement

39	<p>Parents at all school sites must be informed each year by the principal that they may schedule an observation in their child's classroom, and then encouraged to do so. According to LAUSD policy bulletin, BUL-6492.2, "The law prohibits schools from setting arbitrary time limits regarding frequency and duration of visits."</p> <p>Yet at many school sites, parents are regularly being misinformed and actively discouraged from exercising their legal rights to be involved in their children's education, including the right to observe their child's classroom. Parents are often wrongly denied these requests.</p> <p>This far-too-common situation is outrageous, inexcusable, and insulting to parents, who rarely come onto campus knowing they have this right and may use it as needed, not only to look for a specific behavior problem or other classroom issue, but merely to watch and listen. A principal may not limit a parent's right to observe a classroom by decreeing otherwise.</p> <p>Principals and school site staff must be trained on the law, and not given the false impression that a site administrator has the "discretion" to make up their own rules on classroom observations. This would be false, discriminatory, and unfriendly to parents.</p>
40	<p>All principals, APs, and other administrators who interact with parents must complete an annual professional development (PD) session to stay abreast of current research on the link between parent engagement and student achievement. These administrators must then complete a course evaluation to reflect on what they have learned, and how this new learning will benefit their practice as school leaders.</p> <p>Also, principals and APs must be evaluated using Standard 5 of the School Leadership Framework: "Family and Community Engagement." Even though decades of research shows a strong link between a parent's involvement at their child's school and that student's academic achievement, this fact is ignored by the current evaluation policy for school principals, which allows them to choose whether to include Standard 5 in their evaluations.</p>
41	<p>Office staff are the "face" of a school site, and typically provide the first impression parents and family have of the site upon entering. For this reason, all office staff must receive annual "Welcoming Environment" training which is not optional but rather mandatory. If implementation of this policy requires negotiation with a "labor partner," then so be it – parents and families are worth the effort.</p>
42	<p>All schools should offer a minimum of one parent workshop each year to assist parents and families in learning strategies to engage in their children's education and stages of social-emotional development. In this way, parents may help to guide their children to academic success and a better future.</p>
43	<p>Schools should develop an outreach plan to engage parents. Community of School Administrators (COSAs) should utilize their parent leaders from the central committees to serve as resources within the COS to support parents at schools.</p>

# Parent Advisory Committee 2020-2021

## # Local Control and Accountability Plan Comments - School Safety

44	Promote a safe and welcoming environment by providing ongoing training to school police officers and increasing the number of officers and campus staff trained in restorative justice, mental health support, and positive behavior interventions and support.
45	Conduct a more robust recruitment of school safety staff and provide increased professional development for school administrators and staff to reduce unsafe parent behavior on campus and promote a safe and welcoming environment.
46	Provide professional development for school site administrators and staff on de-escalation and positive behavior interventions and support to maintain a welcoming and safe school environment.
47	Increase school safety by providing training for parents and families on restorative justice and positive behavior interventions and support in order to support these practices at school sites.

## # Local Control and Accountability Plan Comments - Basic Services

48	Reduce the risk of COVID-19 transmission through the 2021-2022 school year by providing outdoor classrooms as well as outdoor eating areas during meal times, regularly replacing and maintaining high quality air filtration systems in classrooms, and ensuring that every school site has essential supplies such as hand sanitizer, directional signs and proper social-distancing stickers, and anti-microbial wipes. Increase the number of staff trained in COVID-19 safety protocols and increase protocol compliance by providing professional development to staff and workshops for approved parent volunteers on how to support students on campus and at home, particularly our youngest students and students with disabilities, in adhering to safety procedures. Compliance MUST be monitored by Local or Central District staff, since asking school sites to certify their own compliance may present a conflict of interest.
49	Maintain school facilities in good order by prioritizing any deficiencies stated in facility inspection reports, providing detailed explanations for a rating less than "Good" given, and making all facility inspection reports public.

## # Local Control and Accountability Plan Comments - Special Education Subcommittee

50	By the start of the 2021-2022 school year, the District must mandate professional development for general education teachers to support the academic and behavioral needs of students with disabilities in the general education classroom. Professional development currently is "offered" but not required, due presumably to existing UTLA contractual language. This situation is unacceptable in that it allows individual teachers to unilaterally determine the effectiveness of their classroom practice. The effect of such discretion can only be harmful to the achievement of students with disabilities. Please explain why professional development cannot be required of teachers but must instead always be "negotiated" with their union.
51	School sites must provide strategic, individualized intervention and tutoring, beyond that which is directed by a student's Individualized Education Plan (IEP), to increase proficiency for students with disabilities. The Learning Continuity and Attendance Plan (LCP) outlined tutoring services for all students, but data previously presented to the Board ("Distance Learning Update" on December 15, 2020, derived from data on slide 4) reflects that students with disabilities were the least likely to access tutoring services offered during the pandemic.



# Parent Advisory Committee 2020-2021

## # Local Control and Accountability Plan Comments - Special Education Subcommittee

52	Local Districts and Communities of Schools must provide a variety of workshops and resources for parents of students with disabilities to support their children's academic achievement. Topics of training sessions are to be determined in consultation with parents. Principals and administrators must announce these trainings, as well as meetings of the SSC, LSLC, and ELAC at school sites, to increase the participation of parents of students with disabilities.
53	School sites must provide strategic, individualized intervention and tutoring, beyond that which is directed by a student's Individualized Education Plan (IEP), to increase proficiency for students with disabilities. The Learning Continuity and Attendance Plan (LCP) outlined tutoring services for all students, but data previously presented to the Board ("Distance Learning Update" on December 15, 2020, derived from data on slide 4) reflects that students with disabilities were the least likely to access tutoring services offered during the pandemic.
54	The District must provide a virtual learning program that is robust and continues to deliver the support, accommodations, and services as outlined in the student's IEP for students whose disability or medical condition prevents them from attending school in person.
55	The Local Districts, Communities of Schools, and school sites must provide training to parents on understanding placement and the difference between a high school diploma pathway and a certificate of completion pathway. Parents must also receive training on accessing services after graduation or matriculation.

## # Local Control and Accountability Plan Comments - English Learner Subcommittee

56	Each school must offer a one-week course for families to learn about reclassification, ELD, and instruction. It should be implemented by EL designees. These could be conferences for families at the school level to learn how to read and analyze data, learn about the four domains (read, write, speak, listen), and strategies to support students in attaining the goal of reclassifying. These conferences will inform families what is required to reclassify and to support learning at home.
57	ELAC must be informed of progress achieved to support reclassification and how services are improving student outcomes at the school site. ELAC must monitor the progress of each EL student at their school site, by reviewing data with identifying information removed to ensure confidentiality. In this way, ELAC members will have a direct impact on the effectiveness of the EL program at their school site.
58	Local Districts and Communities of Schools (COS) must align how ELAC, families, and staff are informed about the monthly data provided by the Multilingual & Multicultural Education Department (MMED) to support reclassification of Potential Long Term English Learner (PLTEL) students to avoid having them become Long Term English Learners (LTEL). In addition, all ELACs and ELAC study groups are to be provided updates on a regular basis to monitor the progress of all EL students over time. MMED must provide charts and other data that is easy to understand. This includes the monthly English Learner Typology Monitoring Report (ELtMR).
59	Schools must closely monitor the progress of EL students. If a school is not meeting the goal as stated in its School Plan for Student Achievement (SPSA), then the Local District and Community of Schools administrators must take appropriate action and publicize the action taken.

#	Local Control and Accountability Plan Comments - English Learner Subcommittee
60	School site EL Designees must receive additional, intensive, ongoing training by Local District EL Coaches. The effectiveness of this training must be monitored and evaluated by the school site ELACs.
61	School site ELACs must be presented on a regular basis with EL student achievement data spanning multiple years, not only current and immediately prior year, to discern trends.
62	Goals for EL reclassification, whether District-wide or at the school site, must be realistic and not merely aspirational. On the other hand, goals from year to year must represent increases which are significant enough to incentivize real, sustained advances in EL reclassification and not minor, statistically insignificant increases.
63	The District must find a way to connect ELACs at LAUSD school sites with their counterparts in other districts. In this way, our ELACs would be able to collaborate with their peers outside LAUSD and come back with additional best practices in ELD. Please explain any existing or potential obstacles to this collaboration, so that parents may meet with PCS and MMED staff to brainstorm possible next steps.
64	EL students who are struggling to progress to higher ELD levels, and in particular those not attaining benchmark on DIBELS or meeting ELA standards on the SBAC, must be given increasingly intensive tutoring and other interventions. Please explain current intervention practices for EL students, focusing on the application of Multi-Tiered System of Support (MTSS).

#	Local Control and Accountability Plan Comments - 100% Graduation
1	Encourage and inform parents and students how important college is, engage students since middle school. Schools must provide information during parent meetings, Coffee with the Principal, parent conferences, workshops, Back to School, and Open House, about A-G requirements, average class scores, and advanced courses (AP) for parents, English learners including “dreamers”.
2	The IEP process can be complicated because the subject of graduation is not sufficiently emphasized, even if the student is on the track to obtain a diploma. Students are at risk of leaving school because they do not have the required academic level. These barriers need to be removed and there needs to be more frequent and open talks about graduation and opportunities with the transition plan for adult life.
3	Motivation and support is needed for parents and students to ensure that they achieve the goal of attending college and that they do not settle for technical careers due to lack of resources, planning, and financial assistance for all students including English learners, special education students, and “dreamers”.

#	Local Control and Accountability Plan Comments - Proficiency For All
4	To increase academic English fluency for English Learner students and connect instruction to the home, all schools with English Learner Advisory Committees must provide training on the ELPAC, SBAC, reclassification, designated English Language Development (dELD) strategies, integrated English Language Development (iELD) strategies, and other topics.
5	Achieve reclassification at an early age. Before 5th grade, between first and third grade. There must be an option to receive support. We need to make the training mandatory for all staff in the ELD area. From the onset, schools should be explained how ELD is the basis for progress and being gifted among other programs.
6	<p>ELD training for all staff and parents/legal guardians: There should be more learning supports and less emphasis on testing. During the Jornada Pedagógica/CABE we learned that the tests do not yield results, but the instruction, teaching, and practice of ELD do. There is a deficiency in ELD training. All teachers must be trained in this area. Offer structure and expectation that communicates time, and when each subject is presented.</p> <p>This idea requires monitoring and implementation from the Communities of Schools. It should be clear who would be responsible for implementation at the school and community level.</p>
7	<p>Program Services Monitoring: Monitoring should not limit student progress but accelerate progress. Students should be monitored from the beginning of the year, should include supports, and make changes if supports are not delivering results. Schools need to improve the instruction monitoring. Student monitoring should be customized.</p>
8	Mentoring and Enrichment Programs: There are past practices that were bearing benefits for English learners. Saturday tutoring, for example, music, technology, and other enrichment programs should be used to achieve reclassification. Enrichment programs should not exclude English learners. There should be programs that train staff and families using programs that communicate the reclassification process. Simple language should be used for students and families to communicate programs and supports.
9	English Learner Specialized Supports: Must integrate an action that directly gives supports to English learners, those who have an IEP, 504 plan, transition plan, and separate newcomers from abroad. There must be a direct strategy to reclassify students who have had trauma and personalize support. There should be emotional learning assessments and specialist services to identify the needs at an early age. The programs should support students according to their culture, as well as support a positive identity mentality, pride in being bilingual, and respect.

## # Local Control and Accountability Plan Comments - Proficiency For All

10 Schools should be required to provide guidance on programs for English learners from the beginning of the school year, when students begin in kindergarten or for newcomer students and create a trifold for the school on the different programs for English learners.

## # Local Control and Accountability Plan Comments - 100% Attendance

11 Have each school have a PSA counselor specifically for English learners to help students with chronic attendance problems and to communicate the importance of school attendance with families.

12 Have each school recognize parents with students who have excellent attendance, since elementary school. Parents can be recognized in front of other parents as role models.

13 Strengthen collaborative programs with the city and nonprofit agencies, such as FamilySource, that can support families and students with basic needs so they can focus on their studies.

14 Organize counseling groups for English learners and their families, specifically for newcomers, to have stronger relationships among them and to motivate them to improve their attendance together.

15 Take advantage of incentives and recognition for students who improved their attendance to motivate those halfway so that they continue to improve. Identify whether there is any social emotional, housing, or food need. Provide them with this type of support or help to prevent it from becoming a chronic absence or dropping out of school.

## # Local Control and Accountability Plan Comments - Parent, Community and Student Engagement

16 Communication with school staff and teachers is especially important for parents with English learners, so bilingual staff (Principal and Coordinator) should be available in the office to support communication especially at meetings if they are via Zoom. Parents should be able to communicate verbally not only through chat and be kind and respectful.

17 Committees are not functioning because there are no goals for parent involvement in committees or workshops in schools. Community representatives should motivate all parents and set comprehensive goals to increase year-to-year participation as a whole and not just focus on committee or council members.

18 An independent mediator to be hired to give parents notice and when there is a situation that needs mediation, facilitate it between parents and the school/district. The mediator is well trained about policies, laws, and parental rights. To establish an investigation process and to provide a final report, for all parties involved. (Similar to independent monitoring provided to IEPs)

19 Provide independent leadership training. That in that training parents are given tools on how to assert their voice and not just be informative talks. (Leadership is the role of a person who distinguishes himself from the rest and is able to make sound decisions for the group, team, or organization that he or she presides, inspiring the rest of those who participate in that group to achieve a common goal.)

20 That when elections are made for students to participate in the executive board. That the information be given in Spanish as well. It must be a fair process and the information must be bilingual.

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## Local Control and Accountability Plan Comments - Parent, Community and Student Engagement

21	Should monitor school staff to ensure how effective they are in providing a welcoming and pleasant environment beginning with the principal, clerks, community representative, and other staff. All staff should be trained on how to work with parents and partner in their children's education. It is important to accept the cultural diversity we have throughout LAUSD.
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## Local Control and Accountability Plan Comments - School Safety

22	<p>What are the steps that the district will take when crime happens at school?</p> <ul style="list-style-type: none"> <li>• Who will keep the students safe?</li> <li>• How will they keep students safe?</li> <li>• Will investments (resources) be made in Restorative Justice?</li> </ul>
	The school safety administrator to present to us the safety plan and how parents are part of that plan, given to school police cuts and not all schools have the resources of restorative justice and give updates to these school plans.
23	Some schools do not have a Dean (discipline), so Counselors are now doing the job of Deans. What is the hiring/interview process for securing employees who are qualified to ensure students are safe.
24	It is better to prevent school safety problems in advance than to wait for them to happen. Bullying happens on and off school grounds and resources and programs need to be allocated to prevent bullying on the campuses. The district needs to invest more funds in highly trained staff and school police to address this problem. There should be money allocated to support all students, not just African American students.

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## Local Control and Accountability Plan Comments - Basic Services

25	<p>The district should hire more staff to support students with socioemotional problems, as well as mentors who talk about drugs, gangs, and how to take care of themselves in terms of health and hygiene.</p> <p>There is a need for more collaboration and coordination among LAUSD campuses that share the campus with charter schools for all activities.</p>
26	Provide students with training and accessibility around technology as it relates to their learning. The district needs to provide up- to- date computers and buy more instructional programs. Hire and secure staff who know about technology to help kids. Provide more after school programs to support students with technology.
27	The district needs to remodel the bathrooms and drinking fountains that are old. Automatic/electric hand sanitizers (non-contact) should be in bathrooms, offices, and classrooms.

# Local District South - Local Control and Accountability Plan - Study Group Feedback 2020-21

The Local District South Local Control and Accountability Plan Study Group is comprised of parents who are interested in learning more about the LCAP and providing feedback to strengthen the plan.

The group met 6 times during September through May of 2020-2021.

This presentation provides a summary of the major themes from the feedback and some corresponding quotes from the parent comments.



## Goal 1 - 100% Graduation

Offer tutoring and credit recovery to all students in all subgroups to ensure an increase in graduation.

"Tutoring: NCLB 50 hours of tutoring. One on One tutoring was provided in the past."

"Credit recovery to start sooner than the second semester in High School."



## Goal 2 - Proficiency for All

Provide students choice in activities and programs.

"Student should be surveyed to learn about what activities they would like to see on campus."

"Ask students if they would like to make any changes to programs."



## Goal 2 - Proficiency for All

Update technology for students.

"Improve hardware (computers) for students to make sure that they are able to access the curriculum."

"Making sure that the technology is appropriate for all applications."



## Goal 3 - 100% Attendance

Support student and parent outreach.

"Motivate and encourage each child."

"Help parents feel comfortable to reach out to schools."

"Give each class a TA for taking attendance, follow up on absences with parents, and report parent/student needs to make attendance possible."



## Goal 4 - Parent, Community and Student Engagement

Elevate the role of Parent Center staff.

"Having Parent Reps take a more visible role within the school community."

"Parent Hub and Parent Director/Coordinator of Parents of Community Schools be front and center on the websites of each Community of Schools."

# Local District South - Local Control and Accountability Plan - Study Group Feedback 2020-21

The Local District South Local Control and Accountability Plan Study Group is comprised of parents who are interested in learning more about the LCAP and providing feedback to strengthen the plan.

The group met 6 times during September through May of 2020-2021.

This presentation provides a summary of the major themes from the feedback and some corresponding quotes from the parent comments.



## Goal 5 - School Safety

Improve school safety procedures and school climate.

“Feeling safe now includes feeling that the environment is safe, which will continue to be a problem at least for next year.”

“Improve on safety, after school dismissal, especially in middle and high school.”

“Based on recent history and racial disparity, particularly things that happened in recent history, a lot of people are not comfortable.”



## Goal 6 - Basic Services

Continue with campus upkeep and providing basic resources..

“Water quality and emergency protocols need to improve.”

“The ventilation services... were not working properly.”

“Textbooks are a tool that should be utilized by the students.”

“Access to meals, continue with breakfast in the classroom.”

# Local District Northwest - Local Control and Accountability Plan - Study Group Feedback 2020-21

The Local District Northwest Local Control and Accountability Plan Study Group is comprised of parents who are interested in learning more about the LCAP and providing feedback to strengthen the plan.

The group met four times from September of 2020 through January of 2021.

This presentation provides a summary of the major themes from the feedback and some corresponding quotes from the parent comments.



## Goal 1 - 100% Graduation

Expand career-preparation programs at schools.

“I'd love to see these technical/career/prep courses continue and expand so that students can have a wider variety of opportunities even if there isn't much interest at their particular site.”

“Adult and Career Education Programs-Increase programs that offer job training for those kids who do not want a college education. Also offer internships in a wide variety of fields. Mentor programs for kids who want to pursue careers outside of college.”

# Local District Northwest - Local Control and Accountability Plan - Study Group Feedback 2020-21



## Goal 1 - 100% Graduation

Establish budget autonomy for schools.

"Allowing schools to identify the priorities for funding is very important to me."

"The school should have budget autonomy for intervention programs and innovation programs for their specific need."

"Additional budget autonomy. Giving money directly to school site."



## Goal 1 - 100% Graduation

Increase student intervention and support services.

"A-G immediate interventions programs... Providing academic support to all children so they are engaged and develop the adequate skills for college."

"Realign after-school activities for academic support."

"Provide our student with technology support, internet support and laptops that do not have limitation. Intervention programs that help our children to get back on track."



## Goal 2 - Proficiency for All

Focus on Early Childhood Education Programs.

"Early childhood development - Teaching children early also means teaching parents early to think about education at home to support their student through their whole educational career."

"Make preschool mandatory because many parents do not take their children because it is optional."

"ECD [Early Childhood Development], when students are excited to learn and read at an early age, data shows they are more successful."



## Goal 2 - Proficiency for All

Offer more enrichment programs for students.

"Targeted enrichment - Arts are necessary to support reading and writing. Arts and music can support teaching students to love reading and creating. If enrichment instructors were available to pull kids out of their class, teachers can work with the other students in a smaller group on classwork."

"Music is very much related to mathematics and can create a strong mathematical foundation."

"My top priorities are targeted arts programs and English Learner Master Plan."



## Goal 3 - 100% Attendance

Motivate students and families to improve attendance.

"Motivate parents and students on the importance of school attendance."

"Student engagement support programs targeted at kids especially with all this online learning during covid times."

"Search for resources in the community that allow us to motivate and incentivize the students to go to school every day. Search for motivation strategies."



# Local District Northwest - Local Control and Accountability Plan - Study Group Feedback 2020-21



## Goal 3 - 100% Attendance

Provide training and strategies for attendance improvement.

"Trainings for teachers, parents, and students about the important aspects in student education including attendance."

"Attendance committees in schools with principal, parents, and teachers where they analyze all having to do with attendance and seek out support strategies in school and seek feedback from parents."



## Goal 4 - Parent, Community and Student Engagement

Offer technology support for families.

"Technology support for parents and laptops for our students."

"Technology classes for parents since we are role models for our children and sometimes we do not help them, because we do not know how to do so."



## Goal 5 - School Safety

Focus on establishing a safe school climate.

"Teaching kids life skills that focus on their own safety and that of others. Building community amongst students to create a positive school environment."

"Bullying prevention workshops with students, parents and the community."

"Yearly, inventory campus needs related to safety that includes input from staff, parents and students."



## Goal 6 - Basic Services

Continue providing support for meals and social services for families in need.

"Expand access to meals."

"Helping families in need know what resources they can utilize for food and essential needs."

"Free basic necessities such as shoes, eyeglasses, dental services, and feminine hygiene products."

"Identify families that do not have financial resources and support them in finding ways to obtain them."

# Local District Northeast - Local Control and Accountability Plan - Study Group Feedback 2020-21

The Local District Northeast Local Control and Accountability Plan (LCAP) Study Group is comprised of parents who are interested in learning more about the LCAP and providing feedback to strengthen the plan.

The group met over 6 meetings from September through April of 2020-2021.

This presentation provides a summary of the major themes from the feedback and some corresponding quotes from the parent comments.



## Goal 2 - Proficiency for All

Increase tutoring and teacher training.

"Study groups for students that prepare them for tests and finals."

"Have assessments more closely monitored to better follow up on state testing, also provide more training to teachers so they can gain skills. Additional training and intervention on math and science, continue with technology support."

"Follow-up programs such as the Project Grad, which is a great program to guide students to graduate and continue with college."

# Local District Northeast - Local Control and Accountability Plan - Study Group Feedback 2020-21



## Goal 3 - 100% Attendance

Partner with parents to improve student attendance.

"Teachers need more support from parents to meet their child's attendance. Establishing communication with the school's teacher and know about their child's activities to be able to help at home. Provide more support to students with special needs."

"Schoology support for parents to follow-up on their student's academic wellbeing (for ex: hosting parent a parent workshop, constant communication between parents- teachers and parents-school staff while using Schoology as an added support, but not the replacement or only method of school communication with parents)."



## Goal 4 - Parent, Community and Student Engagement

Offer technology support for families.

Offer workshops, trainings, learning opportunities, and resources to families to support student learning.

"I'd love to see adult ESL and adult dual-language classes and have them work together to build fluency in a second language whether it be English or Spanish."

"Providing parents training and education: Family Literacy, Computer Literacy, Social-Emotional Wellness, and Parent Advocacy."

"Local District creation of parent work plan to support school communities that is adaptive to the needs of home community."



## Goal 4 - Parent, Community and Student Engagement

Expand opportunities for online engagement.

"Helping to consolidate or curate resources holistically has been a growth and strength from this remote period. Please continue and expand that, having lots of options for time to support and engage with parents too."

"Provide parent workshops for working parents, virtually, outside of the 9-5 hours."



## Goal 5 - School Safety

Provide training to all stakeholder groups to improve student safety.

"All employees, beginning with the entry staff to the last staff member interacting with children, need to receive adequate/ mandatory training on how to interact with children."

"Workshops for middle school and high school students to prevent the use of drugs, alcohol, and e-cigarettes."

"Schools need the involvement of the school police to offer workshops to parents and also educate parents and school staff so they can become team members."



## Goal 6 - Basic Services

Upgrade current facilities to adapt to new needs.

"They should adapt the bathrooms for children as young as 4 years old because many schools do not have appropriate bathrooms for them."

"Water fountains, replacing or adding a bottle refill station would be best, especially now that students returning will take their own water bottle."

"Take into account the air conditioners, not only the maintenance but ensure the temperature is appropriate."

# Local District East - Local Control and Accountability Plan - Study Group Feedback 2020-21

The Local District East Local Control and Accountability Plan Study Group is comprised of parents who are interested in learning more about the LCAP and providing feedback to strengthen the plan.

The group met 6 times from October of 2020 through May of 2021.

This presentation provides a summary of the major themes from the feedback and some corresponding quotes from the parent comments.



## Goal 1 - 100% Graduation

Provide more academic support and motivation.

"More motivation from counselors, more career information."

"Parents support, but students need more information, support, and motivation."

"Support for English learners. Use the resources to have the number of students reclassify. More equality."



## Goal 2 - Proficiency for All

Increase tutoring and teacher training.

"Study groups for students that prepare them for tests and finals."

"Have assessments more closely monitored to better follow up on state testing, also provide more training to teachers so they can gain skills. Additional training and intervention on math and science, continue with technology support."

"Follow-up programs such as the Project Grad, which is a great program to guide students to graduate and continue with college."



## Goal 2 - Proficiency for All

Increased learning options, resources and teacher training.

"A classroom with the resources that special education students need. Seek partnerships with other organizations that support the students (tutoring and other services)."

"Partnerships with universities and colleges that offer programs for high school youth for more options."

"Culturally responsive curriculum, provide SEL training for all staff to ensure SEL supports aren't just the responsibility of counselors."



## Goal 3 - 100% Attendance

Offer incentives to increase student attendance.

"More awards, incentives for students attending school."

"Assembly, recognition for students with good attendance."

"Teachers who call parents, instead of the machine to notify of absence."



## Goal 3 - 100% Attendance

OffVary strategies to improve student attendance.

"More commitment to helping students with chronic absences."

"Identify the distractions of young people and children and give parents ideas on how to help them focus in class."

"Do home visits."

"Access to technology for all students."

# Local District East - Local Control and Accountability Plan - Study Group Feedback 2020-21



## Goal 4 - Parent, Community and Student Engagement

Increase learning opportunities for families.

"Education for parents to help their children."

"More motivation and guidance for families and students."

"Continue with workshops and trainings to help students."

"As technology advances, learning how to use technology to support our students."



## Goal 5 - School Safety

Establish a clean and safe campus climate.

"We need to have constant character building and communication with students."

"School police should interact more with all students to create a trust and respect."

"More information given to parents in writing when the new school year begins."

"A priority is to make sure our school campuses are clean and have support staff to help with this."



## Goal 6 - Basic Services

Ensure parents have access to meals.

"A priority is also to make sure that parents have access to the LAUSD food being provided to the students."

"Please include the form for [food] allergies for all parents to have."

"Do not make students grab all the items that are offered, because that way a lot of food is wasted."

# Local District Central - Local Control and Accountability Plan - Study Group Feedback 2020-21

The Local District Central Local Control and Accountability Plan Study Group is comprised of parents who are interested in learning more about the LCAP and providing feedback to strengthen the plan.

The group met 5 times from September through March of 2020-2021.

This presentation provides a summary of the major themes from the feedback and some corresponding quotes from the parent comments.



## Goal 1 - 100% Graduation

Provide more academic support and motivation.

"Tutors during school closure - more available."

"More services need to be provided for students when students leave school. How to implement a school-to-home plan."

# Local District Central - Local Control and Accountability Plan - Study Group Feedback 2020-21



## Goal 2 - Proficiency for All

Increase support for students with special needs.

"Additional support for children new to district w/ IEPs during closure."



## Goal 3 - 100% Attendance

Focus on positive reinforcement of student behavior.

"The letter that is sent when kids miss school is negative. Maybe when students are there, then reach 1 absence, send letter saying keep up the good work in attendance. You just missed one day but keep up the good work and don't miss anymore etc..."

"Teachers to motivate their students more."

"I think each group of students should have a staff member as a group or team leader and when a student misses school, the staff member should call/text/email the mom/ dad, etc., but in a 'hi, how is student's name', rather than the dreaded 'we are concerned'...etc."



## Goal 3 - 100% Attendance

Offer social-emotional workshops for students and families.

"Who is concerned about a lot of help, and everyone is going through a lot of things. Continue or reinvigorate social emotional supports and workshops. Where to go as county service."

"Give virtual restorative justice workshops. For students and alumni."

"Return students to school. There are many challenges outside of school."



## Goal 4 - Parent, Community and Student Engagement

Provide additional services and outreach to families.

"Supports for families new to the District."

"More help for parents needs to be provided."



## Goal 5 - School Safety

Add more school police officers at school.

"We don't want less police at school. My little girl loves it when the police say hi to her and high-five too in the mornings and afterschool."

"To have more school police."



## Goal 6 - Basic Services

Provide additional support for student technology.

"Hotspots are not working."

"Chromebooks are a challenge."

# Local District West - Local Control and Accountability Plan - Study Group Feedback 2020-21

The Local District West Local Control and Accountability Plan Study Group is comprised of parents who are interested in learning more about the LCAP and providing feedback to strengthen the plan.

The group met 6 times from September of 2020 through February of 2021.

This presentation provides a summary of the major themes from the feedback and some corresponding quotes from the parent comments.



## Goal 1 - 100% Graduation

Augment the budget for student incentives.

"More flexibility in tutoring and support such as before and after school and weekend."

"Support for teachers, especially new teachers that might need more guidance around distant learning classroom management."

"Opportunities for credit recovery and grade improvements with a clear picture of student learning."



## Goal 2 - Proficiency for All

Increase tutoring and teacher training.

"Increasing the funding that is provided for students with disabilities."

"More accountability for training teachers and classroom aides."

"We need systems in place for students with special needs who are spending 80% of the day in a general education class."

"The student that are ELs need the same supports as students with IEP's."



## Goal 2 - Proficiency for All

Provide greater access to technology for families.

"The technology access and training should be available to parents. Parents need basic technology skills training."

"Improving the hardware (computers) for students to make sure that they are able to access the curriculum."



## Goal 3 - 100% Attendance

Explore ways to motivate students and increase student attendance.

"Schools need to gather and present more information on reasons students are absent."

"Students should be surveyed to learn about what activities they would like to see on campus."

"Attendance might be connected to school activities, groups, or unions on campus."



## Goal 4 - Parent, Community and Student Engagement

Diversify learning opportunities for parents and families.

"More parent workshops such as Parent University, Support for English Learners, a workshop from another Local District called Abriendo Puertas."

"More family engagement and learning how to engage families."

"Education for parents on what the different committees and groups on campus are and how and why to participate."

# Local District West - Local Control and Accountability Plan - Study Group Feedback 2020-21



## Goal 5 - School Safety

Ensure the safety of all students.

“Increase staff to monitor restrooms for the safety of students and ensure that more restrooms are open.”

“Ensure the implementation of RJ is taking place on a regular basis; having additional accountability for students that are going through RJ circles.”



## Goal 6 - Basic Services

Allocate more funding for basic needs.

“Greatest-need schools receive targeted maintenance; make school have basic such as soap, hot water, seat covers, doors on stalls, monitors for bathrooms, hand sanitizers freely available, and disinfecting wipes.”

“Additional staff to help with the maintenance of facilities.”

“Each school needs a Parent Representative so that they can support filling out surveys and provide parent workshops.”

