# Parent Advisory Committee Members

<table>
<thead>
<tr>
<th>Local District Central</th>
<th>Local District East</th>
<th>Local District West</th>
<th>Local District South</th>
<th>Local District Northeast</th>
<th>Local District Northwest</th>
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<tbody>
<tr>
<td>Diana Guillen</td>
<td>Petra Lucero</td>
<td>Estela Lopez-Spears</td>
<td>Shalita Williams</td>
<td>Jatin Bhakta</td>
<td>Laura Baz</td>
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<td>Juan Godinez</td>
<td>Irma Lopez</td>
<td>Yolanda Ford-Swinton</td>
<td>Judith Padilla</td>
<td>Josefina Posada</td>
<td>Mario Castillo</td>
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<td>Laura Velazquez</td>
<td>Jeannette Godina</td>
<td>Elizabeth Santiago</td>
<td>Maria de Jesus Benitez</td>
<td>Delmy Nuñez</td>
<td>Merquisedet Absalon</td>
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<td>Maria Daisy Ortiz</td>
<td>Yamile Sainz</td>
<td>Bryan Davis</td>
<td>Clare Larkins</td>
<td>Anzhela Martirosyan</td>
<td>Laura Absalon</td>
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<td>Claudia Chacón</td>
<td>Lluvia Sainz</td>
<td>Chantel Hunter Mah</td>
<td>Mayra Zamora</td>
<td>Cinthia Brookins</td>
<td>Miguel Lopez</td>
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<td>Karen Yac</td>
<td>Roberto Fonseca</td>
<td>Sofia Ames</td>
<td>Paul Robak</td>
<td>Washington</td>
<td>Courtni Whitmore</td>
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<td>Maria E. Barboza</td>
<td>Raquel Toscano</td>
<td>Mary Lee</td>
<td>Clinton Frosh</td>
<td>Cristina Sanchez</td>
<td>Eugenia Chinchilla</td>
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<td>Ingrid Carolina OchoaMorales</td>
<td>Cecilia Mercado</td>
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<thead>
<tr>
<th>Local District Northwest</th>
<th>Board – Appointed</th>
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<tbody>
<tr>
<td>Laura Baz</td>
<td>Jody Podolsky (BD 1)</td>
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<tr>
<td>Mario Castillo</td>
<td>VACANT (BD 2)</td>
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<tr>
<td>Merquisedet Absalon</td>
<td>Launa Bogartz (BD 3)</td>
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<tr>
<td>Laura Absalon</td>
<td>Matthew Rodman (BD 4)</td>
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<tr>
<td>Miguel Lopez</td>
<td>Magda Vargas (BD 5)</td>
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<tr>
<td>Courtni Whitmore</td>
<td>Emora Garcia (BD 6)</td>
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<td>Eugenia Chinchilla</td>
<td>VACANT (BD 7)</td>
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</table>
Parent Advisory Committee Executive Board

Paul Robak  
Chairperson

Roberto Fonseca  
Vice-Chairperson

Juan Godinez  
Secretary

Mayra Zamora  
Assistant Secretary

Jeannette Godina  
Parliamentarian

Estela Lopez-Spears  
Public Relations
Meeting with the Superintendent

The PAC met with Superintendent Beutner at Roybal Learning Center on March 1st, and the topic was “Focus on Student Learning.”

We appreciate that Superintendent Beutner and his senior leadership team met with us, addressed our questions and listened to our concerns.
Parent Advisory Committee Meetings

Parent Advisory Committee Meeting Dates:

- Thursday, February 21, 2019 (Election of Officers)
- Thursday, March 7
- Thursday, March 21
- Thursday, April 4
- Thursday, April 25
- Thursday, May 16
- Thursday, May 23
- Wednesday, May 29
Various Committee members spent over 50 hours outside of PAC meetings, participating in, and learning about:

- LCFF Structure and LCAP Goals
- California Education Code
- School Experience Survey
- Budget Development
- Parent Empowerment Development
- Parent Leadership Training
- Supporting Students with Elementary Math and Science
- Uniform Complaint Procedures
- Understanding Data
- Master Plan Classroom Organization
- Understanding the IEP Process
- Suicide Awareness and Prevention
- Using the School Experience Survey
- Multi-tiered Systems of Support
LCAP Comment Sessions

- Each Local District LCAP Study Group spent 12-20 hours generating feedback to submit to the PAC.
- A total of 21 hours was spent on studying the 2018 – 2019 LCAP Goals and generating Comments.
- Members generated 51 Comments on the six LCAP Goals contained in the District’s LCAP.
- PAC members voted to submit all Comments generated for each LCAP Goal to the Superintendent.
- Members reviewed responses to their Comments received from the Superintendent on May 29, 2019, and generated feedback on those responses, which were then forwarded to the Superintendent for his consideration.
PARENT ADVISORY COMMITTEE
COMMENTS ON LCAP GOALS
LCAP Goal 1: 100% Graduation

4. Expand Career Technical Education, including Linked Learning, to all middle schools

8. Minimize testing and provide more interpersonal teaching

10. Provide access to early education for all students, regardless of income
16. Appropriate intervention and monitoring of progress of specific student populations (English learners, foster youth, African-American students, students with disabilities, etc.) must be provided along with a regular accounting of supports, services, interventions, and progress, made to parents via the Parent Portal and other methods of communication, including the tracking of implementation of supports and services made by teachers, particularly for students with disabilities, when it comes to IEP implementation. Data must be regularly collected and provided to parents in a clear and concise manner so that they may make informed decisions in assessing academic progress. Lastly, credentialed personnel must be assigned who can inform parents about the academic progress of their children at the school site and local district levels. Currently, who are the professionals at school sites and local districts assigned to oversee progress monitoring and informing of parents?
LCAP Goal 2: Proficiency for All (2 of 3)

22. Consistent, effective communication must be made between school sites and parents/guardians. It is recommended that information be disseminated via all available platforms (Parent Portal, Blackboard Connect, ClassDojo, Schoology, classroom parent volunteers), up to and including mandatory, yearly home visits by school site administrators, to monitor the needs of students and reporting of their academic progress.
28. Parents would like to comment that there is a disconnection between school sites and parents. There is no consistent teacher accountability. In addition, parents are being informed about their children struggling in school, often too late for them to make informed decisions. How and when are parents supposed to be informed of their child struggling? We recommend that the District have a uniform policy of informing parents, particularly when a child is dropping from a B to a C, not waiting until a child is failing or near failing.

In addition, school site leadership, teachers, and staff should participate in meetings with parents to discuss progress or lack thereof before initiating a referral to SSPT or parent conference. Both parents and staff should be required to sign in at these meetings in order to verify their attendance and to hold both parties accountable in the implementation of the goals, strategies, and supports agreed to in the meeting.
29. PSA counselors, paid by the District, should be a requirement for all school sites, with a preference for bilingual PSA counselors.

- Norm 1 day of PSA for every 150 students, with a larger number of students requiring 2 or 3 PSAs
- Add one PSA counselor for every 2,000 students
- Must be a Master’s-level mental-health expert to support the social-emotional needs of students
30. Have a comprehensive plan for students with excellent attendance … recognition event at the end of the school year … provide incentives to students with perfect attendance every 60 days … certificates and gift cards for perfect attendance and ‘Most Improved’ categories … 5- and 10-day Attendance Challenge … weekly, monthly, semester and yearly recognition with incentives … school-wide attendance awareness assemblies and events … recognition ceremony for parents of students with perfect and ‘most improved’ attendance!

As demonstrated by Stanley Harris, former LAUSD student (now a parent in LD West) who had perfect attendance in grades 1-12, receiving an award from the Mayor and a Michael Jackson ‘Thriller’ jacket as recognition. He continued his education and now has multiple college degrees.

31. Better food quality and culturally and ethnically based menus are needed at school sites, with families invited to food-tasting events. Principals must be made aware of this opportunity so they can coordinate with LD Food Services Staff.
32. Professional development should be offered for school teams (administrators, teachers, staff, parents and families of low-income students) on SBAC, science, history, intervention and supports, college counseling, scholarships and financial aid.

35. Restructure the District, Local Districts and schools, but centralize the Local District PACE units, the community representatives and the parent centers with monitoring, implementation and evaluation of the services that are provided monthly.
Consider school data when determining which workshops to schedule. Do not limit to the mandatory 4 workshops but consider additional topics according to student and parent needs. Also, at school sites, offer training to parents at the beginning of each school year (on data, budget development, SPSA, governance, etc.) prior to SSC and ELAC being formed.
LCAP Goal 5: School Safety

41. Provide more Restorative Justice coordinators and counselors to prevent and address situations and to reduce suspensions. Consider a differential for RJ positions, possibly through a pilot in 2019-20.

42. Monitor and implement strict visitor protocols at all local school sites during school hours; consider having policies posted.

45. Have a PSW at every high school, 1 for every 2 middle schools, and 1 for every 4 elementary schools. Consider trauma-informed professional development for teachers.
47. Regarding the percentage of Early Education Centers and PK-12 classroom teachers that have a final Educator Development and Support Teacher (EDST) performance evaluation by the end of the school year: More frequent and high-quality evaluations of teachers are important for professional development and student performance. Action Items: We recommend every teacher be evaluated once each school year; and we realize that UTLA may have something to say about this, so the District must push back on it.

Each school should have full-time custodians to keep facilities clean.
48. Regarding the percentage of schools providing students with standards-based instructional materials by meeting Williams Act requirements: We know that all students in all classrooms do not have these materials. Supporting the effective use of instructional devices is most important. Also, make sure this technology is functional, usable and aligned to pedagogy.

Action Items:
- Provide textbooks, technology and support materials to every student in every classroom, every day.
- Change metrics to reflect these action items and how to measure whether goals are actually met.
- Make copies of classroom materials available to parents (e.g., at the parent center or library).
49. The claimed 99% statistic on facilities in “Good Repair” does not reflect reality. Many facilities are **not** in good repair, and some are deplorable. The inspection process is not revealing such situations, so find a new way to evaluate and correct these conditions.

- The AP should accompany the inspectors when they visit.
- School should maintain a binder of inspection records.
- The AP should communicate inspection findings to parents.
Our Accomplishments

• The PAC provided Comments to the LAUSD Superintendent on the District’s LCAP over an accelerated, three-month period, compared to five months last year.

• Members participated in training sessions to build their working knowledge of the Local Control Formula Funding structure and LCAP Goals.

• We reviewed and revised our Comment-development process for greater efficiency.

• We reviewed and drafted proposed changes to PAC Bylaws, with one additional meeting anticipated in late June, to discuss and adopt the amended document.

• The Committee established a quorum of members present at 8 of our 9 meetings.
Parent Engagement Issues for Discussion

- **Role and responsibilities:** What have I got myself into? Can I really make a difference?
- **Governance and Bylaws:** How do we operate our own Committee? Robert’s Rules — HUH?
- **Training:** Mandatory, substantial, provided early in the year, to support and retain members
- **Selection and election to the PAC:** Finding the parents who are best qualified to serve
- **Attendance:** Members are in place, but many rarely or never show up to our meetings
- **Decentralization:** LD LCAP Study Groups compress PAC meeting calendar — less time for us
- **Parent engagement vs. parent management:** Are we seen as partners or “troubleshooters”?
- **Effectiveness:** Is the PAC merely ‘check-box compliance’ or is it authentic engagement?
As I alerted the PAC recently, per Ed Code Section 51101(a)(14), “… [P]arents and guardians ... have the right ... to participate as a member of a parent advisory committee [or] schoolsite council ... . In order to facilitate parental participation, schoolsite councils are encouraged to schedule a biannual open forum for the purpose of informing parents about current school issues and activities and answering parents’ questions. The meetings should be scheduled on weekends, and prior notice should be provided to parents.” (Emphasis added.)

I am not aware of such an event being held or planned at any District school site. Therefore, in order to demonstrate that the LAUSD truly values parent engagement, the language of Ed Code Section 51101(a)(14) must be added to a revised version of LAUSD BUL-6745.1, Guidelines for the Required School Site Council and English Learner Advisory Committee, as soon as possible. This is a simple way to engage more parents, yes?
Parents are often actively discouraged from requesting appointments for observations in their children’s classrooms. Staff and principals at many school sites have for years given false reasons to dissuade parents. Here are a few of the more common excuses heard:

- “Teachers must be notified in advance that you want to observe. I have to call them all first.”
- “Teachers must give permission for you to observe. It’s in their union contract.”
- “It’s illegal for parents to go into a classroom, because this would disrupt the class.”
- “We don’t have observations, because the teacher would feel that they are being evaluated.”

Even when their request is granted, many times parents are told that they are only allowed to stay in the classroom for **20 minutes**. However, according to LAUSD BUL-6492.2, “The law [Ed Code] prohibits schools from setting arbitrary time limits regarding frequency and duration of visits.” This widespread practice is outrageous, insulting, and it must stop. Why is it that parents who attempt to assert their rights are either prevented from doing so or, if they persist, are labeled as “troublemakers” and then disrespected, harassed and even face retaliation at their kids’ schools?
A Special Thank You

Dr. Vivian Ekchian  
Deputy Superintendent (You’ve been our biggest fan — best of luck in the GUSD!)

Nick Melvoin  
Board Vice President, Board District 4 (You care about our concerns and it shows!)

Diane Panossian  
Parent and Community Services (A thoughtful, knowledgeable and helpful admin)

Leah Brackins  
Parent and Community Services (One phenomenal Parent Community Facilitator)

PAC Officers  
For going above and beyond to support each other and our Committee this year

PAC Members  
For a job well done, and for working with me and your other officers — you rock!
“We are better together!”