	LCAP Goal / Meta del LCAP	Theme	Source	Thought Exchange Star Rating	Thought Exchange Rank	Please share your comment and suggest outcome - what is your recommendation for the District LCAP? /	Please describe the need / evidence to support your comment. /
1	Goal 1: 100%	AP Exams	Google Form	N/A	N/A	One of the objectives for achieving 100% graduation is increasing the number of students who score a 3 or higher on AP exams. If you want to meet this objective I recommend that you provide the incoming AP students with a college level study, test-taking, and time management skills one-week 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. 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.	I still recall my first day of Calculus BC, trying to do the homework, and getting the reality check that I just jumped two or three levels of difficulty and intensity. It hit me like a bucket of cold water that I never recovered from. My daughter is now taking AP History and AP Spanish. She too went through the same level of shock, and has struggled in both classes since. I recall an article in UC Berkeley's Daily Californian that addressed the matter of why Asian students performed better in the hard science courses than students from other races. Central to their success was that they worked on the assignments together, as I describe above. This is a practice that was encouraged in their homes since high school. By the time they got to college this practice was par for the course. The article went on to further explain how the non-Asian students, especially students of color who came from schools predominantly attended by other students of color, not only didn't learn to employ this practice, in many cases they were discouraged by their peers from being studious. So it was a double whammy for the few that dared to at least give it a try. For them it was a lonely road to academic excellence. At least that's what the article stated. It was recently confirmed for me by two former students who attended my alma-mater. They were fortunate enough to attend a summer bridge program where this practice was encouraged and required. Both graduated with Engineering degrees, and now enjoy prosperous careers - one in Silicon Valley. The other in Silicon Beach working for SpaceX. They stated that they wouldn't have been able to make it without the learning and support the obtained from making it a point to partner up with their peers and form study groups.
2	Goal 1: 100% Graduation	Elementary Supports for Graduation	Google Form	N/A	N/A	Implement a complementary subject from the Elementary level with a related curriculum to achieve college goals including setting objectives, skills and linking from this level A- G with their subjects at this level and hands-on learning (field trips and college connection) to motivate students from this level to achieve high school graduation as a main goal to positively achieve the path to college.	Because currently this goal has been given more impetus at the Middle School and High School level and if it were to be taken up again from elementary school it would only be to give continuity and follow up to High School and the students would be familiar and prepared to achieve this goal more effectively in High School.

	Goal	Topic	Source	Score		Idea	Rationale
3	Goal 1: 100% Graduation	English Learner Graduation Rate	Google Form	N/A	N/A	Graduation Rate for English Language Learners is 31% To increase by 10% by 2021-2022	Because this goal is 100% graduation and English Learners are 69% below the goal.
4	Goal 1: 100% Graduation	Parent Involvement	Google Form	N/A	N/A	I think the main thing number 1 is the focus on student attendance number 2 student parent and community participation and number 3 is graduation I think it should be like that because students go to school to learn and to achieve their success to reach the goal parents and community are checking that everything is going well in their studies so that they perform 100 %. graduation because we all have to work as a team so that everything goes well students, teachers, parents and community parents.	For me the 3 points ATTENDANCE PARTICIPATION OF PARENTS, STUDENTS AND COMMUNITY AND 100% GRADUATION are the most important for a met successfully 100% graduation.
5	Goal 1: 100% Graduation	Student Engagement / Motivation	ThoughtExchange	3.8	N/A	Use existing resources (like Foster Youth counselors) and partnerships with local nonprofits to reach out to students who disengaged during covid	Many students lost connection to school during the pandemic, and we need to be trauma informed and intentional in our outreach to re-engage them
6	Goal 1: 100% Graduation	English Learner AP Rate	ThoughtExchange	3.6	N/A	Graduation Rate for English Language Learners is 31% To increase by 10% by 2021-2022	Because this goal is 100% graduation and English Learners are 69% below the goal.
7	Goal 1: 100% Graduation	Equity & Student Group Access	ThoughtExchange	3.6	N/A	Many high-achieving school sites in LAUSD have extremely low numbers of certain student subgroups. This is unacceptable. The District MUST address it.	VHTPA, for example, has NO English Learners. Our highest performing schools MUST be proactive in recruiting students in all low-performing subgroups.
8	Goal 1: 100% Graduation	Data Collection & Reporting	ThoughtExchange	3.4	N/A	Graduation rates for ALL students must be collected and shared, even with very small subgroups at particular sites. Is doing this illegal, and why?	Too often data for very small student subgroups is not included with that for larger subgroups. Parents and others MUST be able to see this data.
9	Goal 1: 100% Graduation	English Learner Graduation Rate	ThoughtExchange	3.4	N/A	That English Learners raise their rate of 10% Graduation31% -41%	
10	Goal 1: 100% Graduation	English Learner Supports	ThoughtExchange	3.4	N/A	More college counselors for English learners beginning in middle school	To increase the university admission rate for EL students.
11	Goal 1: 100% Graduation	Student Engagement / Motivation	ThoughtExchange	3.3	N/A	I would like them to motivate the children a little more, I know that there is already a method of recognition or additional support for a new scholarship plan $$.	For the achievement of their graduation that dream of graduating and not having to miss so much school or have to leave school to work.

12	Goal 1: 100% Graduation	Equity & Student Group Access	ThoughtEx change	3.1	N/A	for 100% graduation we must focus on the lower levels and assign specific help to each group, and share that information.	by having accurate information, teachers can be informed and needs can be addressed.
13	Goal 1: 100% Graduation	Importance of Graduation	ThoughtEx change	3.1	N/A	to support helping schools to help students in general grow and graduate successfully to better succeed in their future.	
14	Goal 1: 100% Graduation	Importance of Graduation	ThoughtEx change	3.0	N/A	For them to have a better future	for a better life
15	Goal 1: 100% Graduation	Importance of Graduation	ThoughtEx change	3.0	N/A	to open more doors in the course of a lifetime.	to succeed everyday in life
16	Goal 1: 100% Graduation	Importance of Graduation	ThoughtEx change	3.0	N/A	to be a better person	To have a stable family without the essential necessities of life
17	Goal 1: 100% Graduation	Importance of Graduation	ThoughtEx change	3.0	N/A	to serve the community in regards to graduates	to have desired privileges
18	Goal 1: 100% Graduation	Parent Involvement	ThoughtEx change	3.0	N/A	For them to have a better future	it is important that parents, students and teachers work as a team in order to have 100% academics.
19	Goal 1: 100% Graduation	Parent Involvement	ThoughtEx change	3.0	N/A	to keep learning more and more and grow as a person.	to serve parents in need
20	Goal 1: 100% Graduation	English Learner Graduation Rate	ThoughtEx change	2.9	N/A	Because the goal is 100% graduation and English Learners are 69% below.	
21	Goal 1: 100% Graduation	Credit Recovery	ThoughtEx change	0.0	N/A	Increase access to credit recovery opportunities and direct strategic intervention for students struggling to meet graduation requirements	To increase the graduation rate

22	Goal 1: 100% Graduation	CTE/Alternatives to Graduation	ThoughtExchange	0.0	N/A	Increase access to CTE pathways and alternate diploma options for students with disabilities	To increase the graduation rate of students with disabilities by giving other options other than a certificate of completion
23	Goal 2: Proficiency for All	Testing & Assessment	Google Form	N/A	N/A	Eliminate or significantly reduce standardized testing and reliance on standards and instead focus on welcoming students back to school and meeting their emotional needs.	Test scores do not correlate to college retention or life success. After a year of being disconnected from their teachers and peers, our students do not need more pressure to meet benchmarks- they need welcoming classrooms that meet them where they are and get them re-engaged and excited about learning.
24	Goal 2: Proficiency for All	Parent Involvement	ThoughtExchange	3.8	N/A	We must begin treating events like parent conferences and back to school night as precious opportunities to effect significant growth in achievement	These two events and the winter recital are the only times schools will have the largest captive parent audiences they can to get parents on board
25	Goal 2: Proficiency for All	Advanced Learning Options	ThoughtExchange	3.6	N/A	Honors and Advanced Placement (AP) courses must be publicized to ALL middle- and high-school students, especially those in low-performing subgroups.	
26	Goal 2: Proficiency for All	Parent Involvement	ThoughtExchange	3.6	1	Develop support for parents to support K-2 literacy for students at home and support daily instruction in the classroom.	It is important for parents to be able support their students learning at home and reinforce what is being learning in the classroom.
27	Goal 2: Proficiency for All	Student Support & Progress Monitoring	ThoughtExchange	3.6	N/A	Knowing that the incoming MS and HS class will bring many learning gaps, they should be put through a gap closing intensive course prior to a new year	The gaps students with Cs or 2s enter a new school with put the receiving teachers at a disadvantage they cannot correct no matter how much they try
28	Goal 2: Proficiency for All	Class Size Reduction	ThoughtExchange	3.5	3	Too many students in the classes.	Most classes have 40 students on average, and it has been proven that reducing classes helps students concentrate.
29	Goal 2: Proficiency for All	English Learner Supports	ThoughtExchange	3.5	N/A	All K-12 schools with ELAC committees are required to have trainings about ELPAC, SBAC, reclassification, dELD and iELD strategies, etc.	So that academic English fluency instruction is connected to the home.

#	Goal	Topic	Source	Score	Rank	Description	Rationale
30	Goal 2: Proficiency for All	Parent Involvement	ThoughtExchange	3.5	N/A	All K-12 schools with ELAC committees are required to have trainings about ELPAC, SBAC, reclassification, dELD and iELD strategies, etc.	So that academic English fluency instruction is connected to the home.
31	Goal 2: Proficiency for All	Standard English Learner Supports	ThoughtExchange	3.5	2	Include support for students who may not speak academic language but may speak Ebonics and support for parents to support their students who are SELs.	
32	Goal 2: Proficiency for All	Alignment of Supports	ThoughtExchange	3.4	N/A	Right now LAUSD has only THREE non-charter, SPAN or HS "Center for Enriched Studies" campuses: LACES, SOCES, and MACES, with NONE in LD South. Why?	There is a horrible lack of CES school sites throughout the District, with two of the three currently in place in more affluent areas. This is WRONG.
33	Goal 2: Proficiency for All	School-Level Supports	ThoughtExchange	3.4	4	Some elementary schools have chosen to target proficiency for all, but do not have a plan on how to take on the cost for the added support. Additional support in the classroom to promote small group individualized assistance	
34	Goal 2: Proficiency for All	Alignment of Supports	ThoughtExchange	3.3	5	Implement best practices across the district and share across other local districts and within the school site best practices.	
35	Goal 2: Proficiency for All	Data Collection & Reporting	ThoughtExchange	3.3	N/A	Moving to a grade level standards-based report card for secondary students in order to inform parents/students and assist in planning for intervention	To align with Mastery Based Learning and Grading as well as increase proficiency and graduation rate
36	Goal 2: Proficiency for All	EL Supports	ThoughtExchange	3.3	7	Ensure that professional development for staff supports EL students and identify needs of SELs as well.	
37	Goal 2: Proficiency for All	Parent Involvement	ThoughtExchange	3.3	8	Parents would like to initiate a timeline of the beginning of each school year to implement parent training to support their students.	

38	Goal 2: Proficiency for All	Standard English Learner Supports	ThoughtExchange	3.3	6	Increase academic achievement for Standard English Learners by monitoring implementation of Academic English Mastery Program throughout the school year.	Evaluation of program implementation is important to ensure that it is cohesive and meaningful for students in meeting grade-level standards
39	Goal 2: Proficiency for All	Student Support & Progress Monitoring	ThoughtExchange	3.3	N/A	To achieve this goal, elementary school teachers must treat the learning of their students with the same urgency as high school teachers do theirs.	The gaps 6th and 9th grade students enter their new schools with stem from the elementary teachers' inability to achieve proficiency with their kids
40	Goal 2: Proficiency for All	Student Support & Progress Monitoring	ThoughtExchange	3.3	N/A	Increase the proficiency of various student populations by identifying needs based on evaluations and creating individualized plans to address needs	Support and intervention needs to be targeted and individualized to increase proficiency and address achievement gaps
41	Goal 2: Proficiency for All	Student Support & Progress Monitoring	ThoughtExchange	3.3	N/A	Monitor and evaluate program outcomes to establish best practices and address achievement gaps	To increase proficiency and address inequities in resources and program availability
42	Goal 2: Proficiency for All	Early Literacy	ThoughtExchange	3.2	9	The phonics connections needs to be re-directed and additional support needs to be provided in the classrooms. Practice, practice and support	Reading at grade level is needed to be addressed
43	Goal 2: Proficiency for All	Alignment of Supports	ThoughtExchange	3.1	11	Promote enrichment materials and resources within local communities	Give local access to online resources to promote literacy
44	Goal 2: Proficiency for All	GATE Supports for Latino/a students	ThoughtExchange	3.1	10	Latino students in the GATE/SAS program that are from low income areas are at a disadvantage with students that belong to areas with greater resources.	Economic support is needed for these schools that are in low income neighborhoods. So to close the education gap..
45	Goal 2: Proficiency for All	SAT Prep	ThoughtExchange	3.1	13	Have an SAT course, so that students, no exceptions, can learn about college requirements.	

46	Goal 2: Proficiency for All	Testing & Assessment	ThoughtExchange	3.1	12	Reduce focus on standardized testing and instead prioritize SEL and wraparound supports	Students will do better academically when their mental health needs are met- this has been a traumatic year and we need to de-emphasize testing
47	Goal 2: Proficiency for All	Alignment of Supports	ThoughtExchange	3.0	N/A	fostering university mentality from primary school onwards in both parents and students.	this will keep us focused on a university education..
48	Goal 2: Proficiency for All	Student Support & Progress Monitoring	ThoughtExchange	3.0	14	Individualized goals for each student needs to be realistic and also assessed in a timely manner to measure the growth at each grade level.	My choices as a parent on how to support my children at home are part of their educational plan be made simple.
49	Goal 2: Proficiency for All	Parent Involvement	ThoughtExchange	2.9	N/A	Raise parental awareness at the beginning of each school year by bringing in alumni to motivate parents and students.	This will help motivate a goal focused on a progressive future.
50	Goal 2: Proficiency for All	Reduced administration	ThoughtExchange	2.9	15	Reduce administrative staff in the district.	Computers are fast and efficient and reduce costs by 100%. Need to Audit to reevaluate administrative personnel duties.
51	Goal 2: Proficiency for All	Online Learning Supports	ThoughtExchange	2.8	16	Contract websites that give courses online.	In these times all can be learned online. There are better classes on YouTube. The students are at the forefront and the teachers are not.
52	Goal 2: Proficiency for All	Reduced administration	ThoughtExchange	2.7	17	A lot of money is wasted on training administrators in schools.	Hire trained staff to administrate the schools, so that no money is spent on training.
53	Goal 2: Proficiency for All	Limit on class holidays	ThoughtExchange	2.3	18	Students waste too much time in holidays that are not important to school.	Should leverage that time learning, and I suggest limiting celebrations and parties during school hours.

54	Goal 2: Proficiency for All	Standard English Learner Supports	ThoughtExchange	0.0	N/A	Monitor and evaluate the implementation of SEL Master Plan for SEL students to address achievement gaps for SEL students	Evaluation of the implementation of the Master Plan is vital in creating best practices to support SEL students
55	Goal 3: 100% Attendance	Facilities Improvements	ThoughtExchange	3.8	N/A	Improving campus facilities (i.e. making selfie murals) every school year that is noticeable and make the vibe at school welcoming and inviting. Facilities are 40 years old.	Children would want to come to school when their facilities are welcoming & fun.
56	Goal 3: 100% Attendance	Attendance Incentives	ThoughtExchange	3.7	N/A	Have social media campaigns for middle-high school kids for 100% attendance & school wins a prize (i.e. celebrity visit or kids set the prize)	If the children understand the importance or get incentivize, they will make an effort not to miss school.
57	Goal 3: 100% Attendance	Attendance Incentives	ThoughtExchange	3.6	N/A	100% Attendance goals can be incentivized by using local resources of the entertainment capital of the world. i.e box seats Lakers, Dodgers, mt greet	There seems to be a lack of PR of the importance of attendance and who can kids can be rewarded. Kids/teens are/can be goal driven.
58	Goal 3: 100% Attendance	Attendance Incentives	ThoughtExchange	3.6	N/A	All principals must be encouraged to offer incentives to increase student attendance. This might be funded through, PTA, PTO, Boosters, or donations.	One definition of "insanity" is doing the same things you've always done, yet expecting different results. LAUSD must use creative new incentives.
59	Goal 3: 100% Attendance	Attendance Incentives	ThoughtExchange	3.6	N/A	LAUSD must be much more proactive in publicizing the REASONS why students should attend school every day. A campaign focusing only on "100%" fails.	An attendance campaign, which is no more than a thermometer showing attendance rates, is ineffective because it does not address REASONS for absences.

60	Goal 3: 100% Attendance /	Elementary Attendance Interventions	ThoughtExchange	3.6	N/A	Focus attendance efforts on the youngest students and earliest grades to promote good attendance habits.	If they are already starting to miss school, they develop the belief that school isn't important.
61	Goal 3: 100% Attendance /	Parent Involvement	ThoughtExchange	3.6	N/A	Promote home visits so we can actually see what the family situation is and thus be able to support the family.	This will give us the opportunity to focus on real needs.
62	Goal 3: 100% Attendance /	Professional Developmentt	ThoughtExchange	3.6	N/A	I think that a lot of training is needed for the person in charge of attendance.	That they do their job well because sometimes they are marked absent by mistake and the problem is that they are already marked in the computer.
63	Goal 3: 100% Attendance /	Attendance Incentives	ThoughtExchange	3.5	N/A	Develop prizes or incentives, such as celebrities, games, or devices, to encourage ES, MS, and HS students to attend classes to earn events with them.	Incentivizing with celebrities and games they admire will increase their desire to attend school.
64	Goal 3: 100% Attendance /	Data Collection & Reporting	ThoughtExchange	3.5	N/A	late arrivals should also be justified in less than 24 hours to give PSA time to justify the late arrival.	
65	Goal 3: 100% Attendance /	Data Collection & Reporting	ThoughtExchange	3.4	N/A	that absences are actually justified as they have to be clear with a proof of justification of the absence	Wait a while for students to arrive in class so that they can take attendance to see if everyone can be in the class.

66	Goal 3: 100% Attendance /	Attendance Incentives	ThoughtEx change	3.3	N/A	Schools to offer incentives, time needed. Awards for in 100%, 96%, and chronically absent students, parents, when they are achieving the appropriate goal	They stay motivated and motivate their peers and parents. Recognize everyone's effort and support every day for the goal of 100% school attendance
67	Goal 3: 100% Attendance	Importance of Attendance	ThoughtEx change	3.3	N/A	Attendance, teaches responsibility to be on campus every day and on time. Various reasons for absence, resources for family support = progress.	Every day counts in the classroom, 1 DAY LOST= lost instruction not made up the next day by 1 half review. PLUS= frustration, = performance.
68	Goal 3: 100% Attendance	Parent Involvement	ThoughtEx change	3.1	N/A	Educate parents of the importance of attendance and how directing funding.	Majority of parents do not understand schools lose money if students have unexecuted absences.
69	Goal 3: 100%Attendance /	Parent Involvement	ThoughtEx change	3.0	N/A	Looking at some data, low-income communities, Latino and African are suffering, more than ever now social emotion, specially chronic attendance. More Investments on parent	
70	Goal 3: 100% Attendance /	Strategic Planning	ThoughtEx change	3.0	N/A	I WOULD LIKE TO CHANGE,THE 19.9 % to be less % as we have a 3 year change, with considering	More parent and students help: programs, resource, incentives
71	Goal 3: 100% Attendance /	Strategic Planning	ThoughtEx hange	2.9	N/A	Get rid of this goal altogether.	Goal is driven by push to optimize ADA, not student learning. Distance learning is showing that physical attendance is not needed for students to Learn.

72	Goal 4: Parent, Student & Community Engagement	Parent Communicateions	Google Form	N/A	N/A	Please consolidate the dissemination of information to one or two sources: directly from the school principal and possibly one other source so as to not overwhelm parents and the learning community with a multitude of communications.	There are countless points of contact for the dissemination of information coming from the Superintendent, Local Superintendent, Community of Schools, PCS members, Local Board Member, School Principal, etc. A lot of the information is repeated from multiple sources causing parents to become overwhelmed by phone calls, texts and emails. Consolidating this information to come from one or two known and trusted sources will encourage parents and the community to stay engaged and not disregard the outreach of information.
73	Goal 4: Parent, Student & Community Engagement	Parent Education & Training	Google Form	N/A	N/A	Establishing parent academies Creating a curriculum for the different core committees CAC, PAC, DELAC and TITLE GROUP I in two levels (initial and advanced) independent of the monthly meeting trainings with the opportunity to participate in all academies. Including in the study plan topics of: • Professional development • Topics of interest for each committee. • Collaborative work • Other agreements for the ness and conducted surveys Likewise, to take these academies to the local districts so that parents from the different schools that make up each of the local districts have the opportunity to participate. Create an initial orientation training for schools outlining the academies and the opportunity for school parents to participate.	This is important because we are providing parents with knowledge and tools for their preparation so that their participation and involvement is more effective in the schools but also so that they are well prepared to support their children's academic success with knowledge related to their learning process.

74	Goal 4: Parent, Student & Community Engagement	Parent Engagement & Representation	Google Form	N/A	N/A	SPECIFIC Increase PAC/ DELAC / CAC Attendance How to share resources and workshops at the district level with all title one school sites.	There is a need for more stakeholder to get the information from the District level committees to the local school sites committees. Being that we have 717 title one schools this initiative is very inexpensive and doable.
						MEASURABLE Increase participation to District PAC/CAC and DELAC from 1% to 45 % of all title one LAUSD Schools by the end of 2022.	
						ATTAINABLE Update Bulletin 6745.3 to include all SSC and ELAC, will elect or appoint a member from each committee to attend the district PAC, CAC and DELAC meetings via ZOOM.	
						Local school site SSC members will elect or the Chairperson will appoint a representative of the body to attend District PAC and CAC meetings and report to the local school site SSC meetings.	
						Local ELAC members will elect or the Chairperson will appoint a representative of the body to attend the district DELACS meetings and report to the local school site ELAC meetings.	
						Zoom can accommodate 1000 participants. Being that we have 717 schools with SSC we are well under the zoom participant capacity. Zoom attendance can be downloaded to track participation numbers.	
						Monies needed for this initiative will be minimal. The district may need to purchase a inexpensive video switcher, cables to interface with the two camcorders and one computer or laptop for logging onto zoom. One camcorder wide shot of members and guest, one camera focused on the committee officers. These items are needed once we resume in person meetings.	
						RELEVANT This proposal will allow all title one stakeholders the opportunity to learn of the initiatives, workshops and resources.	

| 75 | Goal 4: Parent, Student & Community Engagement | Parent Engagement & Representation | Google Form | N/A | N/A | Create a parent leadership team that can support the local districts (PACE)

Supporting them with trainings so that they can do activities such as the following:

• Chats among parents
• Communities of school's presentation
• School presentations about the important aspects for parent engagement in the education of their children and opportunities for engagement for parents at the local district and central district including participation in different study groups at the local district.
• Ber part of the school outreach to parents.
• And get parent trainers so to integrate them to the leadership team.
• Among others in agreement with the needs that are presented at the local district or in schools. | It is important because there is a lack of staff in the local districts who can support all parents to achieve more effective engagement in the schools.
With this leadership team to be part of the collaborative work with local PACE to be a support group for staff to help achieve academic success for all LAUSD students by effectively engaging their parents in their learning process.. |

| 76 | Goal 4: Parent, Student & Community Engagement | Parent Engagement & Representationon | Google Form | N/A | N/A | SPECIFIC increase PAC/DELAC/CAC Attendance How to share Information, resources and workshops at the districtlevel with all title one school sites and ELAC's via zoom.

MEASURABLE Increase participation to District PAC/CAC and DELAC from 1% to 45 % of all title one LAUSD Schools by the endof 2022.

ATTAINABLE Update Bulletin 6745.3 to include all SSC and ELAC, will elect or appoint a member from each committee to attend the district PAC, CAC and DELAC meetings via ZOOM.

Local school site SSC members will elect or the Chairperson will appoint a representative of the body to attend District PAC and CAC meetings and report to the local school site SSC meetings.

Local ELAC members will elect or the Chairperson will appoint a representative of the body to attend the district DELACS meetings and report to the local school site ELAC meetings.

Zoom can accommodate 1000 participants. Being that we have 717 schools with SSC and 669 ELAC's we are well under the zoom participant capacity. Zoom attendance can be downloaded to track participation numbers.

Monies needed for this initiative will be minimal. The district may need to purchase a inexpensive video switcher, cables to interface with the two camcorders and one computer or laptop for logging onto zoom. One camcorder wide shot of members and guest, onecamera focused on the committee officers. These items are needed once we resume in person meetings.

RELEVANT This proposal will allow all title one stakeholders the opportunity to learn of the initiatives, workshops., resources and | The sharing of Information, resources and workshops presented to thedistrict PAC, CAC and DELAC to all SSC and ELAC's in LAUSD via Zoom |

77	Goal 4: Parent, Student & Community Engagement	Professional Developmentt (School Site Leaders)	Google Form	N/A	N/A	Principals, assistant principals, and all other District administrators who interact with parents and families must be required to complete annual professional development on best practices in parent and family engagement. This training, which must be research-based and meaningful, cannot be delegated by a principal to their AP or other staff but rather must be completed by them personally, with a testing component at the conclusion of each annual course, as well as a required evaluation by all participants on the value of this training.	Even though decades of research has demonstrated, beyond a shadow of a doubt, that parent and family engagement in positively correlated to student achievement, far too often a school principal is ignorant of the absolute need to proactively engage parents and families of their students or, if they are aware of this need, at present are free to ignore it, with no negative consequences to their assignments. Furthermore, according to the current LAUSD-AALA bargaining agreement, an administrator may only be evaluated in an performance review on their efforts to foster increased parent and family engagement if he or she selects this element, "Standard 5" of the LAUSD School Leadership Framework, to be included as part of their performance review. For this element to be optional, at their discretion, is unacceptable. "Standard 5" must be a mandatory element of performance evaluations for every administrator who has, or would reasonably be expected to have, interactions with parents and family members. While the PAC understands that this change may require additional bargaining with AALA, that fact alone shall not be a valid reason to avoid consideration of its implementation.
78	Goal 4: Parent, Student & Community Engagement	Parent Engagement & Representationon	ThoughtExchange	4.0	1	Parent and students' steering committee for all LMS and parent apps before committing to app creation.	We have too many apps that are not working well for our families.
79	Goal 4: Parent, Student & Community Engagement	PTO Support	ThoughtExchange	3.9	N/A	Approved (by Principal) PTO's should have facility permit fees and fundraising fees waived if proceeds are benefiting school.	This is important because PTO are working pro-bono in partnership with the school to raise money and community engagement.

80	Goal 4: Parent, Student & Community Engagement	Parent Communications	ThoughtExchange	3.8	2	Consolidate the dissemination of information to parents to only 1 or 2 points of contact, including the school principal.	Parents receive countless contacts from multiple sources throughout the district, often repeated, that can cause fatigue and parent disengagement.
81	Goal 4: Parent, Student & Community Engagement	Parent Education & Training	ThoughtExchange	3.8	N/A	School site general budget should be given more money to provide 1-2 parent/community engagement workshops and events a year.	This will help connect community with school
82	Goal 4: Parent, Student & Community Engagement d	Parent Engagement & Representationon	ThoughtExchange	3.8	N/A	All 717 schools with SSC to elect one member to attend PAC and CAC meetings to report to the local school site via zoom which can handle 1000 users	Resources and information at the District level are shared to the majority of all the schools in LAUSD.
83	Goal 4: Parent, Student & Community Engagement	Parent Engagement & Representationon	ThoughtExchange	3.8	N/A	Questionnaires given by district needs to be vetted by parent committee so it can be fully understood.	A lot of times the questionnaires (i.e reopening) did not give enough information to non-engaged parents and therefore parent community gets upset.

84	Goal 4: Parent, Student & Community Engagement	Student Engagement	ThoughtEx change	3.8	N/A	Schools should have annual questionnaires for students (k-12) to complete to share what they would like to see at their school site to engage students	It is important to see what the children would like to help PTO & district to work together to encourage & promote community engagement.
85	Goal 4: Parent, Student & Community Engagement	Parent Engagement & Representation	ThoughtEx change	3.7	3	Steering committee for all Parent and student tech. 4 Parents and students per local district to be a part of this committee with ITD and PCS	This allows for the lens of all to be considered instead of just the experts.
86	Goal 4: Parent, Student & Community Engagement	Parent Education & Training	ThoughtEx change	3.6	N/A	Provide training about the budget development for categorical funds and LCFF funds in all schools for parents as a requirement in February.	To make the process transparent and comprehensive, objective and measurable with the academic gap for students.
87	Goal 4: Parent, Student & Community Engagement	Parent Engagement & Representationon	ThoughtEx change	3.6	4	All Schools with ELAC elect one member to attend DELAC meetings via zoom	Resources and information at the District level is shared to the majority of all the schools in LAUSD.

88	Goal 4: Parent, Student & Community Engagement	Professional Development (School Site Leaders)	ThoughtEx change	3.6	N/A	District can give PD to Principals include PCS /PAC url link to website. Build best practice standard how to label and attach link on school website.	The information of the great PCS workshops and parent engagement info (i.e. PAC, study groups etc) is not being brought back to the local school site.
89	Goal 4: Parent, Student & Community Engagement	PTO Support	ThoughtEx change	3.6	N/A	The school's child registration & emergency contact form should have a section (box to check off) to give permission to share contact info to PTO/PTA.	At the beginning of each school year it is difficult for PTO to get families emails to invite to community events. Important to build partnership.
90	Goal 4: Parent, Student & Community Engagement	Parent Engagement & Representationon	ThoughtEx change	3.5	N/A	LAUSD should establish a parent advisory committee by school to abide by the federal government law 1116.	To be in compliance with the LCAP addendum, that is the development, review and approval of the Consolidated Application.
91	Goal 4: Parent, Student & Community Engagement d	Data Collection & Reporting	ThoughtEx change	3.3	N/A	All school sites must be required to report the number of registered school volunteers each year. This would be an important data point for parents.	As we know, some schools have many volunteers on campus, some have a few, and others have none. This is inequitable and grossly unfair to parents.

92	Goal 4: Parent, Student & Community Engagement	Data Collection & Reporting	ThoughtEx change	3.3	N/A	Disruptive Person Letters (DPLs) must be properly tracked per BUL 6826.0. The District is violating its own policy by failing to upload DPLs to iSTAR.	In order to determine whether a DPL was legitimately issued, it must be uploaded to iSTAR along with the associated report, to allow for an appeal.
93	Goal 4: Parent, Student & Community Engagement	Data Collection & Reporting	ThoughtEx change	3.3	N/A	The LCAP "Local Indicator" for Goal 4 must be monitored and evaluated by parents at the school site, NOT through a "self-evaluation" by school staff.	Asking school staff to evaluate their site on its parent-engagement efforts virtually ensures a rating of "Standard Met" when this may not be true.
94	Goal 4: Parent, Student & Community Engagement	Parent Education & Training	ThoughtEx change	3.3	N/A	All schools must offer informational sessions to all parents each year, explaining the process of becoming a school volunteer, and the many benefits.	Parents and family need to know that their child's school is a "volunteer-friendly" place in order to feel comfortable in asking how to volunteer.
95	Goal 4: Parent, Student & Community Engagement	Parent Education & Training	ThoughtEx change	3.3	N/A	Parents must be informed by the school principal that they may arrange an observation in their child's classroom, and then encouraged to do so.	When a parent wants a classroom observation, they are discouraged from doing so, or even given misinformation. There is NO time limit of "20 minutes."

96	Goal 4: Parent, Student & Community Engagement	Parent Volunteer Involvement	ThoughtEx change	3.3	N/A	Parents and family must be proactively encouraged to submit volunteer applications at their child's school site, and supported in completing them.	It's not enough for a principal to SAY they welcome volunteers. They must DEMONSTRATE welcoming volunteers, be these parents, family, or community.
97	Goal 4: Parent, Student & Community Engagement	Professional Development (School Site Leaders)	ThoughtEx change	3.3	N/A	All principals, APs, and other admins who interact with parents must complete an annual PD on research in parent engagement and student achievement.	If this concept requires negotiation with the administrators' union, then so be it. Parents and families are tired of being mistreated and ignored.
98	Goal 4: Parent, Student & Community Engagement	Professional Development (School Site Leaders)	ThoughtEx change	3.3	N/A	Principals must be evaluated using Standard 5 of the School Leadership Framework: "Family and Community Engagement." This standard must be required.	Framework Standard 5 is now OPTIONAL for a principal's annual performance evaluation. This is unacceptable. It must be mandatory for all principals.
99	Goal 4: Parent, Student & Community Engagement	Professional Developmentt (School Site Leaders)	ThoughtEx change	3.3	N/A	Emphasize to the office staff that they are the face of the school and first impressions count for a lot.	If the parent receives a friendly welcome, he will feel welcomed and inclined to cooperate.

100	Goal 4: Parent, Student & Community Engagement	Importance of Parent Involvement	ThoughtEx change	3.1	N/A	Parents must be involved in their children's education in order for them to succeed academically.	Because it is always a team effort parents teachers students to monitor homework assignments and grades
101	Goal 4: Parent, Student & Community Engagement	Importance of Parent Involvement	ThoughtEx change	3.1	N/A	Because it is a work of a lot effort and dedication as a family team for their academic progress and graduation.	is important because parents have a great importance in the education of their children.
102	Goal 4: Parent, Student & Community Engagement	Importance of Parent Involvement	ThoughtEx change	3.0	N/A	To be involved in the school for the academic monitoring of my children.	Be involved in school academic meetings for academic success.
103	Goal 4: Parent, Student & Community Engagement	Importance of Parent Involvement	ThoughtEx change	3.0	N/A	To guide their academic success so that they may have a much better future.	To monitor academic progress

104	Goal 4: Parent, Student & Community Engagement	Importance of Parent Involvement	ThoughtEx change	3.0	N/A	to have a better graduation at 100%.	have to be involved because students are motivated in their education and give value to their studies.
105	Goal 4: Parent, Student & Community Engagement	Parent Communicat ions	ThoughtEx change	3.0	N/A	to keep up to date on all school district, federal and state academic standards information.	to serve on school academic and school district level committees for a teamwork of responsibilities
106	Goal 4: Parent, Student & Community Engagement	Parent Volunteer Involvement	ThoughtEx change	0.0	N/A	We thank Supt. Beutner for temporarily waiving the LiveScan fee for parents applying to be volunteers. Now we ask him to make this waiver permanent.	When the LiveScan fee waiver was announced two years ago, it was temporary, not permanent. Incidentally, this idea originated as a PAC LCAP Comment.
107	Goals 5 and 6: School Safety and Climate; Basic Services	Facilities: Health and Safety	Google Form	N/A	N/A	Outdoor cafeterias and PE and high quality air filtration in classrooms	Covid will remain an issue through 2022 and the more we can provided air exchange or outdoor activities the better for our students' health and safety

108	Goals 5 and 6: School Safety and Climate; Basic Services	Mental Health Supports / Reduced Police	Google Form	N/A	N/A	Replace LASPD with on campus staff who have real experience with mental health, restorative justice, student counseling and de-escalation	Students need welcoming supports on campus more than ever and many of our students have had negative experiences with law enforcement. We need on campus supports who have real experience working at schools, or in mental health or restorative justice nonprofits.
109	Goals 5 and 6: School Safety and Climate; Basic Services	Positive Behavior Interventions / Restorative Justice	ThoughtExchange	4.1	1	Train school administrators in de-escalation and behavioral support techniques.	Behavior intervention needs to be less criminalized in order to disrupt the school to prison pipeline.
110	Goals 5 and 6: School Safety and Climate; Basic Services	Mental Health Supports	ThoughtExchange	3.9	2	More counselors, psychiatric social workers, and climate counselors	These professionals do a great job reducing incidents on campus and supporting student mental health especially after such a difficult year
111	Goals 5 and 6: School Safety and Climate; Basic Services	Positive Behavior Interventions / Restorative Justice	ThoughtExchange	3.8	3	Restorative justice needs to be more than listening. It needs to be active. Families need tools and actual guidance on corrective actions to take to improve their situation.	

112	Goals 5 and 6: School Safety and Climate; Basic Services	Mental Health Supports / Reduced Police	ThoughtEx change	3.7	4	Reduce school police presence and increase trained mental health professionals and other on campus supports Our most vulnerable students (especially foster youth) have had traumatic experiences with law enforcement.	School needs to feel safe and welcoming.
113	Goals 5 and 6: School Safety and Climate; Basic Services	Bus Safety & Climate	ThoughtEx change	3.5	5	ABA's should be on the bus	Support the students
114	Goals 5 and 6: School Safety and Climate; Basic Services	Facilities: Health and Safety	ThoughtEx change	3.5	6	High quality and regularly replaced HEPA filters and open windows/outdoor activities and meals whenever possible	Air filtration and open air are the best tools we have to reduce the risk of covid which is airborne
115	Goals 5 and 6: School Safety and Climate; Basic Services	Facilities Inspection	ThoughtEx change	3.3	N/A	All schools must publicize to number of deficiencies in their facility inspection reports. Any rating less than "Good" must be detailed and explained.	Parents in general have no idea of how high or low their child's school site fares in its facility inspection. This information must be given to them.

116	Goals 5 and 6: School Safety and Climate; Basic Services	Parent Policy	ThoughtExchange	3.3	8	We need a system to correct unsafe parent behavior in regard to double parking, jaywalking, u-turns, and fighting.	Community safety, if not by school police, should be the responsibility of the school administration. More training is needed.
117	Goals 5 and 6: School Safety and Climate; Basic Services	Reduced Police	ThoughtExchange	3.3	7	There need to be fewer police on school campuses. Police do more harm than good to our students. They are not properly trained to handle school emergencies.	
118	Goals 5 and 6: School Safety and Climate; Basic Services	Bus Safety & Climate	ThoughtExchange	3.2	11	We need bus safety aides	Lacking school police, we need supervision for the dangerous conditions that arise on school buses, such as fights.
119	Goals 5 and 6: School Safety and Climate; Basic Services	Campus Safety & Supervision	ThoughtExchange	3.2	10	The District needs to commit to more robust recruiting of school safety staff.	We need people to support regular staff so they can do their own jobs more efficiently.

120	Goals 5 and 6: School Safety and Climate; Basic Services	Facilities: Health and Safety	ThoughtExchange	3.2	9	We need more staff trained in COVID safety to help our youngest and special-needs students comply with protocols.	Our youngest and special-needs students need more supervision and encouragement to comply with safety protocols. More staff will mean more compliance.
121	Goals 5 and 6: School Safety and Climate; Basic Services	Dog Policy	ThoughtExchange	3.1	12	Dog policy needs to be clarified and published to the school community.	Dogs on the sidewalk as kids walk by is a liability. Some kids are scared and others are allergic. Poop on the sidewalk is tracked into the class.
122	Goals 5 and 6: School Safety and Climate; Basic Services	Facilities Inspection	ThoughtExchange	3.0	N/A	Maintain the facilities and verify that they are in accordance with the age of the students.	Avoid using middle school facilities with high school students..
123	Goals 5 and 6: School Safety and Climate; Basic Services	Facilities: Health and Safety	ThoughtExchange	3.0	13	Ensure every school has a good supply of hand sanitizer and anti-microbial wipes. Too many schools lack supplies.	To avoid spreading COVID, hand sanitizer and wipes are essential.

124	Goals 5 and 6: School Safety and Climate; Basic Services	Campus Safety & Supervision	ThoughtExchange	2.7	N/A	Hire trained personnel according to the situation and retrain personnel according to the need presented at the time.	This will help to provide a quality and reliable service.
125	Goals 5 and 6: School Safety and Climate; Basic Services	Campus Safety & Supervision	ThoughtExchange	2.6	14	70) If there was lack of staff presence for safety, now due to covid where is short of staff for sanitize, how are we going to get staff to monitor	Because the safety of the children in the bus is our priority
126	Goals 5 and 6: School Safety and Climate; Basic Services	Campus Safety & Supervision	ThoughtExchange	2.5	15	72) How to reinforce school safety if before COVID there was no safety from 3-6? There are no cameras o someone to monitor the entrance.	Student safety after school.