



PAC Comments on 2022 LCAP Superintendent Reponses

LCAP GOAL / META	Comment Number	COMMENT / COMENTARIO	Assigned Team	RESPONSE / RESPUESTA	IMPACT ON LCAP
Goal 1: 100% Graduation	1	<p>Schools need on-site workshops for students to learn how to access available resources for supporting A-G requirements.</p> <p>This will provide opportunities for them to ask questions and get answers in a timely manner, so they don't become frustrated. It's fine to recommend that students speak with their counselor, but this is not enough.</p>	Academic and School Counseling / SHHS	<p>School Counselors (Academic Counselors) meet with students to review their Individualized Graduation Plan (IGP) and provide classroom and grade level presentations to go over graduation requirements which include the A-G requirements. School Principals include school counselors in many of their parent meetings to also share this information with parents.</p> <p>A-G Diploma Program Counselors provide workshops for middle and high school students and parents on A-G requirements. A-G Diploma Program Counselors also work with targeted students to ensure that they have an understanding of the requirements and support those who have challenges in meeting these expectations. Counselors re-engage students who are not on track to meeting the A-G requirements for graduation by working with all stakeholders to implement interventions.</p>	<p>The 2022 LCAP will include multiple actions describing academic and school counseling for A-G Supports:</p> <ul style="list-style-type: none"> - Goal 1, Action 3 will describe the work of the A-G Interventions and Supports team to improve A-G completion rates across the District - Goal 1, Action 4 will detail the work of the Middle School Diploma program to implement early supports for A-G interventions at targeted sites - Goal 2, Action 14 will include high school counselors as part of the District's school-level staffing supports for individualized learning interventions - Goal 2, Action 29 will describe schools' use of the new School Staffing Equity Grant funds for positions to support students, including academic and college counselors

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					<ul style="list-style-type: none"> - Goal 1, Action 10 and Goal 2 Action 30 will describe schools' investments of their TSP-SENI funds on staffing for 100% Graduation and Proficiency for All.
Goal 1: 100% Graduation	2	<p>Keep graduation requirements high.</p> <p>It's important that students know their diploma indicates readiness to move on to the next stage of their lives, whether this is college or career.</p>	Academic and School Counseling/ A-G	<p>L.A. Unified is committed to keeping graduation rates high to maximize college and career post-secondary opportunities.</p> <p>We are working with Always Be Learning (ABL), nationally recognized experts in the development of equitable school schedules, to help schools develop schedules that provide all students with the opportunity to take courses that meet A-G requirements, honors classes, and advanced placement classes.</p>	As noted above, Goal 1, Action 3 in the 2022 LCAP will describe the work of the A-G Interventions and Supports team to improve A-G completion rates across the District.

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Goal 1: 100% Graduation	3	<p>With all the talk we hear about advanced learning options and equity, why do we have only four "centers for enriched studies" (CES) secondary "span" (grades 6-12) or high schools, plus four "international baccalaureate" (IB) high schools, out of nearly 90 high schools in the whole District? There is none of either in the southern part of the District, but "STEAM magnets" are on just about every street corner.</p> <p>Students all across LAUSD deserve CES and IB schools. Graduation rates at these schools are usually much higher than at other high schools, so this tells you students there are excited to attend and doing very well in their studies. Is the District waiting for parents to ask for a CES or IB high school in their neighborhood? If yes, then where do we sign up?</p>	Advanced Learning Options (ALO) / SIS	<p><u>Advanced Learning Options: International Baccalaureate (IB)</u></p> <p>For a high school to become an IB World School, it must receive authorization by the International Baccalaureate Organization (IBO) to implement any of its high school programs, i.e., Middle Years Programme (MYP), Diploma Programme (DP), Career-related Programme (CP). However, before an application for candidacy is submitted, the school must conduct a feasibility study in which school stakeholders analyze the IB philosophy, programme structure and requirements, compare its findings with the situation of the school and identify what must be done to implement the programme. At the end of the feasibility study, the school stakeholders, not the District, will decide whether to apply to become an IB World School. The authorization process varies by school and IB programme, but typically the process takes between two to three years.</p> <p>The International Baccalaureate Organization, not the District, determines</p>	<p>Goal 1, Action 6 in the 2022 LCAP will detail the work of the District's Advanced Learning Options team to expand access to International Baccalaureate (IB) programs, as well as Advanced Placement (AP) Programs.</p> <p>In addition, Goal 2, Action 22 will describe the Advanced Learning Options team's work to support Gifted and Talented Education, which includes information on the Schools for Advanced Studies.</p> <p>Finally, LCAP Goal 2, Action 15 will describe the Magnet Schools program in Los Angeles Unified.</p>

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				<p>whether a school is authorized to offer an IB programme. IB offers four educational programmes, i.e., Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP) or Career-related Programme (CP). Parents who are interested in having a neighborhood school become an IB World School should inform the school administration of their interest.</p> <p><u>Advanced Learning Options: Schools for Advanced Studies</u></p> <p>Centers for Enriched Studies are different from Schools for Advanced Studies (SAS). The SAS designation recognizes District schools for exemplary Gifted and Talented Education (GATE) implementation. Gifted Talented Programs, Advanced Learning Options, provides instructional guidance and support to SAS sites. Below is a breakdown by Local District of SAS Programs. There are a total of 133 sites.</p> <ul style="list-style-type: none"> ● Central :17 ● East: 8 	

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				<ul style="list-style-type: none"> ● Northeast: 24 (3 are Affiliated Charter Schools that do not utilize the SAS application/verification process) ● Northwest: 43 (19 are Affiliated Charter Schools that do not utilize the SAS application/verification process) ● South: 15 (1 is an Admission Criteria School that does not utilize the SAS application/verification process) ● West: 26 <p><u>Student Integration Services: Centers for Enriched Studies</u> The original Centers for Enriched Studies (CES) were established in LD West (LACES) and LD Northwest (SOCES). Over the past four years, we have opened two additional Centers for Enriched Studies (MaCES/LD East and VOCES/LD Northeast). It is our goal to have at least one CES in every local district. The Student Integration Services team’s attention will be focused on establishing a CES in LD Central.</p>	

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				<p>All LA Unified schools have the opportunity to submit a proposal for a new magnet program.</p> <p><u>Student Integration Services: STEAM Magnets</u></p> <p>LD South’s previous superintendent was interested in creating a STEAM district. The Student Integration Services team works with local district leadership to support their vision.</p>	
Goal 1: 100% Graduation	4	Some high schools only have a few AP classes and others have a lot. Why the big difference? High achieving students need to be challenged and honors classes aren't always enough.	Advanced Learning Options (ALO)	There is a clear relationship between school size and AP course offerings with larger schools having more offerings. Although the District has an open-access AP policy, AP course offerings (number and course) is a school site decision. In situations where AP enrollment discrepancies exist among high schools with the same overall student enrollment, several factors can contribute to this disparity, including: 1) site’s outreach efforts to students and parents, 2) use of AP Potential, which is an online tool that uses PSAT scores to identify students	As noted above, Goal 1, Action 6 in the 2022 LCAP will detail the work of the District’s Advanced Learning Options team to expand access to Advanced Placement (AP) Programs, and to provide professional development for school sites implementing these offerings.

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		<p>Students should be allowed to ask for more AP classes at their school. Taking these classes and doing well on the AP exam gives them a higher GPA than 4.0, maybe up to 4.5. Who is in charge of this program?</p>		<p>likely to succeed in AP, 3) student scaffolds or support systems, e.g., Advancement Via Individual Determination (AVID), Pre-AP courses, AP Readiness, 4) vertical curricular alignment by discipline and 5) teacher supports, e.g., professional development focused on supporting the success of diverse AP students in the course and exams.</p> <p>Each school oversees its AP program. However, District policy requires each high school to take definitive steps to ensure that AP is an accessible option for every student and that no student is denied access to an AP course due to scheduling issues or school requirements. Additionally, District policy requires school principals to provide AP course access through one or more of the following options:</p> <p>1) Master Schedule: AP courses are included in the school's master schedule</p> <p>2) Passporting: Students who are enrolled</p>	

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				<p>in a small school within a shared campus, may “passport’ to another school on the campus to take an AP course not offered by the home school. The passport process requires an alignment of master schedules, including bell schedules, at both schools.</p> <p>3) Online courses: School may increase AP course offering by providing online courses. The College Board must authorize the online provider and the AP courses.</p> <p>To support increased AP course access, the District shares practical and effective ways to increase AP student access through ongoing professional learning opportunities, including LAUSD/AALA Master Program Institute and Advanced Learning Options AP Coordinator Work Sessions. The LAUSD/AALA Master Program Institute provides training for counselors and administrators that includes a focus on strategies to optimize a school master schedule</p>	

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Goal 1: 100% Graduation	5	At my child's high school we have some students who did really well in middle school but because of COVID they had troubles in 9th grade. Later I heard that the counselor told them to transfer to another high school because they could not cut it at our school. Somebody said it was so the graduation number would look good. This is totally wrong and discrimination.	Academic and School Counseling	School Counselors are trained to support students and meet them where they are. This pandemic has affected students in different ways and there is no specific way we are addressing all the challenges faced by our students but school counselors are prepared to work with each individual student and offer them a wide range of opportunities to best support their academic needs.	As noted above, the 2022 LCAP will include multiple actions describing academic and school counseling: <ul style="list-style-type: none"> - Goal 1, Action 4 will detail the work of the Middle School Diploma program to implement early supports for A-G interventions at targeted sites - Goal 2, Action 14 will include high school counselors as part of the District's school-level staffing supports for individualized learning interventions - Goal 2, Action 29 will describe schools' use of the new School Staffing Equity Grant funds for positions to support students, including academic and college counselors - Goal 1, Action 10 and Goal 2 Action 30 will describe schools' investments of their TSP-SENI funds on staffing for 100% Graduation and Proficiency for All.

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Goal 2: Proficiency for All	6	Data, scales, charts, and related information is very important to help us determine how we can best help our students. The Data Dashboard has this data but it needs to be updated more frequently.	LCAP	The Open Data LCAP Dashboard is updated throughout the year as new data becomes available. Our District is proud that this powerful tool for engagement and analysis is also regularly updated to reflect both overall and student-group level information at the District, Board District, Community of Schools, and school levels.	The 2022 LCAP will continue to include and report the most recently available data for over 60 LCAP metrics, and will also link in several places to the Open Data LCAP Dashboard to be able to share this data at the local levels.
Goal 2: Proficiency for All	7	Continue to offer academically rigorous courses. Our public school students should have the same opportunities that students in private schools have, to take classes which challenge them at their level.	Academic and School Counseling	<p>We offer our students an extensive list of University of California Office of the President (UCOP) approved courses, which include Advanced Placement courses. Please see current approved UCOP course list in the link below for each school: https://hs-articulation.ucop.edu/agcourselist</p> <p>Additionally our students have opportunities to take community college courses at any of the LACCD community colleges.</p> <p>Furthermore, the school counseling team works with schools to constantly review</p>	<p>As noted above, the 2022 LCAP will include multiple actions describing academic and school counseling:</p> <ul style="list-style-type: none"> - Goal 1, Action 4 will detail the work of the Middle School Diploma program to implement early supports for A-G interventions at targeted sites - Goal 2, Action 14 will include high school counselors as part of the District’s school-level staffing supports for individualized learning interventions - Goal 2, Action 29 will describe schools’ use of the new School Staffing Equity Grant funds for

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				<p>their course offerings and ensure that our students have opportunities to take classes that prepare them for life beyond high school.</p>	<p>positions to support students, including academic and college counselors</p> <ul style="list-style-type: none"> - Goal 1, Action 10 and Goal 2 Action 30 will describe schools' investments of their TSP-SENI funds on staffing for 100% Graduation and Proficiency for All.
<p>Goal 2: Proficiency for All</p>	<p>8</p>	<p>It is important to be able to understand the differences between Magnets, STEAM schools, and WASC-accredited schools. How can we compare the benefits of each?</p>	<p>SIS / DOI / ALO</p>	<p><u>Student Integration Services - Magnets</u> Magnets are full schools or centers that provide theme-based instruction and are a component of the District's voluntary integration program. They were created as a program of choice, to provide students an integrated campus and give parents the option of sending their students to theme-based programs. There are eight major magnet themes; STEM/STEAM is one of the eight. The expectation is that the theme will be pervasive throughout the entire instructional day. Magnet programs have consistently performed well academically. SIS provides support to magnet programs that are experiencing challenges.</p>	<p>As noted above, LCAP Goal 2, Action 15 will describe the Magnet Schools program in Los Angeles Unified.</p> <p>While the STEAM and WASC certification processes for schools do not appear in the LCAP, LCAP Goal 2, Action 30 will describe schools' investments of their LCFF-SENI funds towards local strategies for Proficiency for All, which may include STEAM supports.</p>

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				<p><u>Division of Instruction - STEAM Schools</u> STEAM schools in L.A. Unified empower students to make a connection between the learning in the classroom to the real world through authentic real-world problem based learning. STEAM is an approach that promotes creativity, collaboration, communication, critical thinking and problem solving. To ensure STEAM Schools truly have a STEAM program according to L.A. Unified, the Division of Instruction created a research-based STEAM Certification process for L.A. Unified STEM/STEAM schools to calibrate, refine, and validate its STEM/STEAM program. STEAM Certified Schools have gone through a rigorous certification process involving the development of a STEAM Certification Portfolio based on the Division of Instruction's STEAM Certification Framework and Rubric. A passing portfolio is followed by a validation visit to observe, at the school site and in the classroom,</p>	

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				<p>what was highlighted in the portfolio.</p> <p>The portfolios are divided into six categories: School Vision, STEM/STEAM Culture, Infrastructure, Instruction, Essential Skills, and Partnerships. These categories are further divided into elements that ensure that L.A. Unified STEAM Certified schools offer rich, rigorous, and authentic learning experiences for their students.</p> <p><u>Advanced Learning Options - WASC</u></p> <p>All District high schools must undergo an accreditation process under the auspices of the Accrediting Commission for Schools, Western Association of Schools and Colleges (ACS WASC). ACS WASC is one of six regional accrediting associations in the United States.</p> <p>The WASC accreditation process validates the integrity of a school's program and student transcripts (at high school level) and ensures, for the benefit of colleges,</p>	

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				<p>universities, and the community at large, that graduating students have mastered a body of knowledge. Reasons why WASC accreditation is necessary:</p> <ol style="list-style-type: none"> 1) The University of California requires all California public and private high schools to be ACS WASC-accredited (or a candidate for accreditation) in order to establish and/or maintain an "a-g" course list. 2) Colleges and universities examine transcripts to determine if the students have attended accredited institutions. 3) Many schools/districts nationwide will not give teachers credit for the years during which they taught at non-accredited schools. 4) Many districts have policies to accept high school credits only from ACS WASC accredited schools or schools accredited by other regionals that have reciprocal agreements with ACS WASC. 5) Military recruiters expect applicants 	

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				<p>to be from accredited schools.</p> <p>6) Accreditation is required with respect to Cal Grants.</p> <p>7) The ACS WASC/CDE (California Department of Education) process serves as the basis for the School Plan for Student Achievement (SPSA).</p>	
Goal 2: Proficiency for All	9	<p>Tutoring supports students in understanding material they couldn't grasp in class, and helps them earn better grades. Right now students are in real need of support. Having teachers who can take the time to communicate with each student individually is desperately needed. What types of tutoring are being given to students?</p>	DOI	<p>Site-based tutoring provides personalized support for students. Schools have funding to pay teachers or outside providers, including after school programs. Tutor.com is being provided to 29 schools in a pilot program.</p> <p>A procurement bench for tutoring is in process which will provide schools with a menu of available vendors to use. DiscoveryEd, Nearpod supports differentiated instruction and personalized learning. For Math, Zearn is a supplemental resource with Illustrative Mathematics (IM) program, for differentiation with</p>	<p>Schools have received another \$400 million in LCFF funds for the 2022-23 school year through the Student Equity Needs Index and can invest those funds in locally-determined strategies (such as tutoring) to support student needs at their schools.</p> <p>The 2022 LCAP will include several actions dedicated to schools' use of their SENI funds:</p> <ul style="list-style-type: none"> - Goal 1, Action 10: LCFF-funded SENI Investments towards 100% Graduation - Goal 2, Action 30: LCFF-funded SENI

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				<p>“on-grade” lessons and Tower Alert reports for Independent Digital Lesson the student struggled in, when they struggled, and whether they have completed that Tower and moved on to the next Independent Digital Lesson.</p>	<p>Investments towards Proficiency for All</p> <ul style="list-style-type: none"> - Goal 3, Action 10: LCFF-funded SENI Investments towards Excellent Attendance - Goal 4, Action 5: LCFF-funded SENI Investments towards Parent, Student and Community Engagement - Goal 5, Action 6: LCFF-funded SENI Investments towards School Safety and Climate <p>In addition, the LCAP will also include Goal 2, Actions 14 and 29 to describe District-funded and school-funded staffing for small-group interventions and personalized learning supports.</p>
Goal 2: Proficiency for All	10	Offer tutoring in math, reading, and writing for students who are falling behind, as well as enrichment classes above grade level, at all schools, particularly in the elementary grades. Providing academic rigor and support in the elementary years will build a strong foundation and	DOI - Elementary	To promote the acceleration of learning, tutoring is offered outside of the regular school day to make progress towards meeting our district wide literacy and math achievement goals. Our current offerings for TK-5-6 Elementary students includes the following:	<p>The 2022 LCAP will include information on elementary literacy and numeracy support through Primary Promise under Goal 2, Action 20.</p> <p>In addition, Goal 2, Action 1 will detail the curriculum implementation in various</p>

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		encourage a growth mindset in students.		<p>BookNook is providing virtual literacy tutoring to over 6,800 elementary school students in grades K-5-6. There are 151 schools participating in Spring 2022 sessions. BookNook tutoring addresses reading foundational skills, reading, vocabulary and comprehension.</p> <p>Springboard Collaborative is providing in-person literacy intervention for over 2,000 students at 19 schools in local districts East, Northwest and Northeast. Local Districts West and Central will be offering summer Springboard sessions.</p> <p>Step Up is providing virtual tutoring to 1,467 grade 3 - 6 elementary students at 32 participating schools. Students receive literacy and math tutoring, homework support, and mentorship.</p> <p>The Early Language and Literacy Plan (ELLP) continues to provide training and support for classroom teachers to provide daily</p>	grades and subject areas for our District.

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				<p>small group literacy intervention during the instructional day using Heggerty, 96 Percent and other supplemental resources.</p> <p>Primary Promise math teachers and instructional aides are providing small group math intervention during the school day for over 3,000 students. They are also receiving specialized training from US Math recovery on how to provide highly effective math intervention.</p> <p>This training is being offered to school teams this spring to support their implementation of locally designed math intervention and will be offered to additional schools in the fall of 2022.</p> <p>Elementary students are offered enrichment curricular opportunities through district and local programming that includes: Discovery, Dreambox, ST Math, Amplify Reading, and EELP to name a few. Students are able to receive enrichment support and learn on their own trajectory</p>	

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				utilizing differentiated teacher support and access to enriched curriculum through apps.	
Goal 2: Proficiency for All	11	The IEP process is not transparent. School administrators and staff are constantly telling parents that funding is not available for services which students are known to need. Parents should always bring a friend with them to these meetings who understands the process and can speak up for the child when the parent doesn't know how to advocate on their own. What should parents do when staff lies to them in an IEP meeting? It's not like an AP needs "more training," they just don't want to admit services are needed. Sometimes I wonder if they are on commission based on how much money they save for LAUSD.	SPED	<p>One of the ways parents/guardians are provided with information about the special education process is via two Division of Special Education booklets, "A Parent's Guide to Special Education Services, Including Procedural Rights and Safeguards" and "The IEP & You." These booklets are available at all school sites districtwide and on the homepage of the Division of Special Education website at https://achieve.lausd.net/sped. These booklets are provided at least once annually to all parents/guardians of students with IEPs and to parents/guardians of students who are initially referred for a special education assessment.</p> <p>All decisions regarding special education placement and services are made by the IEP team. Parental consent is required before the IEP is implemented and services,</p>	<p>The 2022 LCAP will continue to include multiple actions to describe the implementation of Special Education supports for students with disabilities, including Goal 2, Action 23, which will share the District's base Special Education program to ensure students receive supports aligned to their IEPs.</p> <p>Other LCAP actions for Special Education will include:</p> <ul style="list-style-type: none"> - LCAP Goal 1, Action 9: Transition Services for postsecondary success - LCAP Goal 2, Action 24: Extended School Year programs - LCAP Goal 2, Action 25: Intensive Diagnostic Education Centers (IDEC) - LCAP Goal 2, Action 26: Inclusion Services - LCAP Goal 2, Action 27: Special Day Program - LCAP Goal 6, Action 5:

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				<p>as applicable, are delivered. Parents/guardians have the right to disagree with any part of the IEP. Parents may utilize Informal Dispute Resolution (IDR), Alternative Dispute Resolution (ADR), Due Process, or Mediation to resolve disagreements regarding special education placement and/or services. The “A Parent’s Guide to Special Education Services, Including Procedural Rights and Safeguards” booklet contains detailed information on the various dispute resolution options and the next steps to follow when a dispute resolution option is selected.</p>	<p>Transportation services</p>
<p>Goal 2: Proficiency for All</p>	<p>12</p>	<p>Accommodate student needs with holistic planning, surveys, gathering data, and then taking action. Doing so provides a framework and support to implement programs which will help struggling students to succeed.</p>	<p>DOI</p>	<p>Teacher Leadership Teams in ELA, Math, STEAM, and HS/S build teacher capacity to lead data-based dialogues. The curricular maps provide common language for content area expectations, (e.g. math: https://achieve.lausd.net/Page/5792) to guide data-based dialogues for specific student needs.</p>	<p>LCAP Goal 2, Action 6 will describe how the Division of Instruction leadership team will support instruction throughout the District.</p> <p>In addition, LCAP Goal 2, Action 1 will provide more information on specific curriculum implementation in LAUSD.</p>

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Goal 2: Proficiency for All	13	Schools need curriculum relevant to the culture of their demographics, for instance, textbooks that students can relate to. This will get them excited to learn, increase their self-esteem, and make them want to fully engage in their classes. Educators know this concept as "culturally relevant and response education." How are teachers trained to effectively implement CRRE, and what questions should we as parents be asking teachers on how they are using it in our children's classrooms?	MMED / AEA	<p>We provide high-quality professional learning opportunities and specialized training to strengthen teacher capacity (new and existing) for AEMP school sites focused on language development and building capacity for all educators to implement high leverage practices and strategies to improve achievement for all Standard English Learners. AEMP will offer the following opportunities each school year:</p> <ul style="list-style-type: none"> ● Summer Institute ● Equal Access Series (2 Days) ● Fall Institute ● Winter Institute ● Spring Institute ● End of the Year Reflection <p>Questions:</p> <ol style="list-style-type: none"> 1. Are my child's interests, language, and cultural heritage considered in lesson planning to engage students? 2. What culturally responsive literature will be used to teach the standards? 	LCAP Goal 2, Action 28 will share the work of the District's Access, Equity, and Acceleration team to implement Culturally and Linguistically Responsive teaching strategies through the Academic English Mastery Program (AEMP).

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				<p>3. How do you interact with my child in a way that demonstrates respect for their language and culture?</p> <p>4. How will you communicate the academic progress of my child respecting our family's language and culture?</p>	
Goal 2: Proficiency All	14	Remove SENI scores as a way to fund schools. SENI looks at the poverty index of a school. If a school has a low poverty rate, then that school gets little to no SENI funding. This is not equity.	LCAP	<p>The Student Equity Needs Index (SENI) is calculated based on a number of indicators in addition to poverty, including academic indicators, school climate indicators, and community indicators. For more information, please refer to the SENI page on the District LCAP site: https://achieve.lausd.net/Page/17238.</p> <p>\$700 million (including \$400 million of LCFF funds) are distributed to schools through SENI. Every school receives at least some SENI funding (the smallest allocation for 2022-23 was \$22,313). For more information on 2022-23 SENI allocations, please see here.</p>	<p>As noted above, schools have received another \$400 million in LCFF funds for the 2022-23 school year through the Student Equity Needs Index and can invest those funds in locally-determined strategies (such as tutoring) to support student needs at their schools.</p> <p>The 2022 LCAP will include several actions dedicated to schools' use of their SENI funds:</p> <ul style="list-style-type: none"> - Goal 1, Action 10: LCFF-funded SENI Investments towards 100% Graduation - Goal 2, Action 30: LCFF-funded SENI Investments towards Proficiency for All

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					<ul style="list-style-type: none"> - Goal 3, Action 10: LCFF-funded SENI Investments towards Excellent Attendance - Goal 4, Action 5: LCFF-funded SENI Investments towards Parent, Student and Community Engagement - Goal 5, Action 6: LCFF-funded SENI Investments towards School Safety and Climate
Goal 2: Proficiency for All	15	I know there are students missing a Health class and two years of Spanish class at the high-school level. How is the school held accountable when students do not have access to a 9th grade Health class for two years and are not able to enroll in the two-year foreign language A-G requirement? What should parents say to the principal about these situations?	Academic and School Counseling	<p>School Counselors (Academic Counselors) meet with students to review their Individualized Graduation Plan where they discuss graduation requirements such as Health and Language Other Than English courses. During the IGP the school counselor will inform the student of the courses missing to meet the graduation requirement. Every high school provides the courses needed to complete the LAUSD graduation requirements.</p> <p>Schools are responsible for offering all the graduation requirements. We recommend</p>	<p>As noted above, the 2022 LCAP will include multiple actions describing academic and school counseling:</p> <ul style="list-style-type: none"> - Goal 1, Action 4 will detail the work of the Middle School Diploma program to implement early supports for A-G interventions at targeted sites - Goal 2, Action 14 will include high school counselors as part of the District’s school-level staffing supports for individualized learning interventions - Goal 2, Action 29 will describe

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				that students and parents speak with the school counselor to discuss any concerns related to meeting graduation requirements.	<p>schools' use of the new School Staffing Equity Grant funds for positions to support students, including academic and college counselors</p> <ul style="list-style-type: none"> - Goal 1, Action 10 and Goal 2 Action 30 will describe schools' investments of their TSP-SENI funds on staffing for 100% Graduation and Proficiency for All.
Goal 2: Proficiency for All	16	We recommend training for all teachers in the Orton-Gillingham Approach to assess dyslexia and other specific literacy challenges. In this way, students who have been integrated into a General Education class stay engaged and do not fall behind.	SPED / DOI	The Division of Instruction and Division of Special Education have collaborated to offer training on the Orton-Gillingham approach and many teachers have been trained. We plan to continue offering this training.	The 2022 LCAP will detail how professional learning was offered in the Orton-Gillingham approach to elementary and secondary educators in the 2021-22 school year.

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Goal 2: Proficiency for All	17	<p>UTLA harms our District. This union does not care about education. It claimed that "learning loss" is not real, and it forced LAUSD to require the lowest amount of instructional time in any US school district during the first year of the pandemic. Stop negotiating with UTLA unless parents are present in the room. If UTLA does not like the way things are, let them go on strike.</p> <p>Please tell me why exactly parents can't be sitting in on negotiating sessions with LAUSD and UTLA. Also how are parents supposed to know what is going on while this process plays out? All we hear is from press conferences and newspaper articles after the deal is done. Our kids are the reason everyone in this District has a job.</p>	PCS / Labor Relations / HR / PC	<p>California Government Code Section 3543.4 requires the District to meet and negotiate with and only with representatives of employee organizations selected as exclusive representatives of appropriate units upon the request with regard to matters within the scope of representation.</p> <p>However, our District values feedback shared by our parents and families, and works to build out various opportunities for feedback and engagement, both at the District and local levels.</p>	<p>LCAP Goal 4, Action 1 will describe the District's efforts to empower parents and families, as well as to offer professional learning for school-site leaders on effective engagement strategies.</p> <p>In addition, LCAP Goal 4, Action 5 will describe schools' investment of their LCFF-SENI funds in school-level strategies for Parent, Student, and Community Engagement.</p>
Goal 2: Proficiency for All	18	One way to close the equity gap is to ensure that all students have the materials, technology, and support they need, since education is a civil right. This is important because students are having emotional issues and often don't know how to communicate to adults what they are	ITI / DOI	Los Angeles Unified provides supplemental digital learning tools (https://achieve.lausd.net/cms/lib/CA01000043/Centricity/ModuleInstance/24704/Supplemental%20Digital%20Learning%20Tools.pdf). These resources are in addition to the adopted digital core instructional	<p>LCAP Goal 2, Action 16 will describe the District's continued implementation of the Instructional Technology Initiative to bridge the digital divide for our students in LAUSD.</p> <p>In addition, LCAP Goal 5, Action 4 will share the District's supports and strategies for</p>

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		feeling.		<p>applications available through Schoology. Teachers and staff can install these apps in Schoology. Additionally, staff, students, and parents will be able to access user guides, videos, webinars, professional development opportunities, and/or support information at achieve.lausd.net/DigitalLearningTools.</p> <p>For emotional issues, DOI and SHHS have resources for students, families, classrooms, and schools. There are lessons from our Socio-Emotional Learning department and activities from Student Health and Human Services Resilience Daily.</p>	student mental health and social-emotional wellbeing.
Goal 2: Proficiency for All	19	All students do better in school when they can take ART and MUSIC classes. Some kids who have a hard time with Math or English or another class come to school just for arts. So why don't all schools have these classes? I heard about something called the Arts Equity Index but the principal said our school doesn't have enough money to buy instruments for the kids to use.	Arts Education	Arts Equity Index is determined by using the schools' enrollment numbers and SENI data (student equity needs index). The Arts Education Branch (AEB) allocates arts funding to each elementary school to provide all schools with at least one art form taught by a credentialed arts teacher. There are 108 elementary schools in the Creative Network (CN). The CN schools receive 9-week rotations of dance, theatre,	LCAP Goal 2, Actions 17 and 18 will describe both the District's base-funded and Supplemental Arts Education programming, and the Arts Education Branch's ongoing work to ensure expanded access to the arts for our students.

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		<p>Plus the after-school Rock Band Club has no instruments so they have to bring their own. I guess if you don't already have one then you can't join. This is not fair to the rest of them at all.</p>		<p>music and visual arts. Orchestra is offered at 198 elementary schools. In the next five years, the Arts Education Branch has planned to offer all elementary schools Creative Network and orchestra. Secondary schools hire their own arts teachers based on schools' need, however, the Arts Education Branch sends funding to all schools to supplement the arts instructional needs campus wide. This allocation is for arts materials, equipment, textbooks, arts partnerships, professional development and/or arts field trips beyond what may be used from the school budget.</p> <p>After-school clubs (including Rock Band) do not fall under the Arts Education Branch. The issue cited would be best resolved by engaging directly with the club advisor and/or school site leader.</p>	
Goal 2: Proficiency for All	20	How can parents ask for a dual-language program at their school? Young kids in elementary pick up language like a sponge, so this should be offered at all schools. But what happens when they get to middle	MMED	L.A. Unified offers over 200 Dual Language Education (DLE) programs District-wide. Per District guidelines, every fall and spring, schools must hold Master Plan program options meetings to inform families of the	The 2022 LCAP will include a dedicated action for Dual Language Education and will share the work of the Multilingual and Multicultural Education Department to support both English speakers and English

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		<p>school or even high school where there's no dual-language option? That's a problem.</p>		<p>available programs within our District, including DLE programs. Per Proposition 58, families have a right to choose the instructional program option that is best for their children. If a school does not currently offer a program, the feasibility of starting a program can be initiated once 20 or more TK or kindergarten parents of the same grade level request a DLE program for the same language.</p> <p>The Multilingual and Multicultural Education Department (MMED) promotes and encourages Local School districts and school leadership to apply to offer DLE programs at the elementary and secondary levels. Program expansion efforts have resulted in 218 programs and approximately 40 TK DLE programs in the school year 2022-23.</p> <p>With continued support and commitment from families once elementary or middle school DLE students are ready to matriculate to the next levels, additional programs at the middle and high school</p>	<p>learners to become bilingual through this program.</p>

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				<p>levels will continue to be expanded. Identifying feeder patterns is part of the initial planning when establishing a DLE program.</p>	

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Goal 3: Excellent Attendance	21	Continue mandatory weekly COVID testing for all students, whether vaccinated or not. Vaccinated students can still contract and spread COVID without knowing they have it. Testing is an important part of slowing the spread.	Office of the Medical Director	The District, in collaboration with our health partners, is frequently monitoring COVID positivity rates and in school transmission rates. We will continue to be nimble and responsive to changing health conditions and adjust our testing and mitigation strategies to keep our school communities as safe as possible for in-person learning.	LCAP Goal 3, Actions 1 and 2 will share the work of the District Nursing Services team to support student health for all students and to close health access and equity gaps for our high-needs students.
Goal 3: Excellent Attendance	22	LAUSD needs to provide technological support for online classes, due to absences from possible contagion or other reasons. Doing so will reduce the number of student absences and missed classes, minimizing learning loss and ensuring that all students feel included.	ITD	The Information Technology Division has made tremendous headway in ensuring every student has equitable access to the learning devices, high speed internet connectivity, and technical support they need to succeed in their education and in life. We have done so through a variety of initiatives including the Distance Learning Project, Annual Device Refresh Project, All Families Connected Project, Enterprise Helpdesk, and a host of others. We have also continued to support every school through a proactive customer support system that ensures we are aware of and addressing problems in ways that minimize	The 2022 LCAP will share the work of the Information Technology Division to close digital divides and connect our communities within Action 3 under Goal 6: Basic Services.

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				<p>disruption to instructional time. At the same time, we continue to expand the tools each school needs to monitor actionable data to inform coordinated support to all students and families as needed.</p>	
Goal 3: Excellent Attendance	23	<p>Strengthen existing biosecurity measures by adding a recommendation for the use of KN95 masks.</p> <p>This, combined with what the federal government already provides, would make for better procedures students can use in adapting to the new normal we are in.</p>	Operations	<p>The safety of students and staff remains a top priority of the District. The District adopts policies in alignment with public health agencies and the District medical team composed of experts in the field. Should the need arise to adjust the current policy on masking, guidance will be provided to schools in a timely manner.</p>	<p>Many of our COVID supports are funded using federal recovery dollars, but LCAP Goal 6, Action 4 will share the District’s ongoing work to maintain operational excellence.</p>
Goal 3: Excellent Attendance	24	<p>Attendance is important because students who are not in a classroom, learning from a teacher, miss the opportunity to fully develop into adults. Having a teacher who is highly effective can consistently develop learning opportunities and plant seeds that will continue to grow and thrive for many years to come. Can you please explain how LAUSD is collaborating with specific university education programs to create a</p>	HR	<p>LA Unified has strong professional relationships with every teacher preparation program in the Los Angeles Basin, as well as nearly every program in Southern California. Human Resources Division staff conduct information sessions on careers in LA Unified for students completing their credential programs, and conduct on-campus interviews so that these candidates are given priority. In</p>	<p>LCAP Goal 2, Action 3 will share the District’s work to strengthen and expand the teacher pipeline.</p> <p>In addition, LCAP Goal 2, Action 4 will also describe the work of our Teacher Growth and Induction program to support beginning teachers and maintain high standards for all our educators.</p>

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		pipeline of excellent teachers for our students?		<p>addition, LA Unified has Teacher Residency Program partnerships with 6 of our local universities, where candidates are supported through grant-funded or privately-funded stipends and provided a full year of student teaching alongside a highly-qualified and expertly-trained mentor teacher. Following the completion of their preliminary credential, participants are required to remain teaching in the District for 4 years.</p> <p>In addition to local partnerships, HR staff recruit from a wide range of universities and other sources throughout California and across the nation.</p>	
Goal 3: Excellent Attendance	25	We must offer competitive salaries for school nurses. Among their many services are supporting attendance. For example, students with asthma can come to school and parents will feel confident knowing that their children are receiving proper medical care.	DNS/HR	Schools Nurses must have a baccalaureate degree in any subject and a California RN license. Once hired, they receive a preliminary School Nurse Credential from the California Commission on Teacher Credentialing (CTC) which they must clear within 5 years by enrolling in an accredited School Nurse Credential program to earn the clear credential.	LCAP Goal 3, Actions 1 and 2 will share the work of the District Nursing Services team to support student health for all students and to close health access and equity gaps for our high-needs students.

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		<p>What are the requirements for a nurse to be hired in LAUSD, can these be streamlined at all and, if so, in what timeline? Also how is the District working with nursing schools to attract more graduates to apply here? This situation is an emergency.</p>		<p>Requirements: Minimum qualifications for position:</p> <ul style="list-style-type: none"> ● Baccalaureate Degree ● Active CA Registered Nurse License ● First Aid Certification ● BLS (Basic Life Support/CPR) Certification <p>Process:</p> <ul style="list-style-type: none"> ● Apply online via https://teachinla.co/applynow ● Standardized Eligibility interview with administrator from either HR or Nursing Services <ul style="list-style-type: none"> ○ Verify qualifications for position ○ Examine references from previous employment ● School Nursing Services submits RPA/Intent to Hire for qualified applicants ● Standard employment onboarding ● Monthly orientation with School Nursing Services <p>We have partnerships with several</p>	

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				<p>universities at which we provide presentations to student nurses on what School Nursing is and how to become a School Nurse. Many nursing students have never heard about the option to become a School Nurse which is why we speak to students while they are in their nursing programs.</p> <p>We are also currently working on:</p> <ul style="list-style-type: none"> • Developing an in-house/tuition-waived Clear School Nurse Services Credential program to eliminate financial barrier to retention • Nursing Career Ladder to grow our own classified staff into school Nursing position 	
Goal 3: Excellent Attendance	26	<p>Schools need to offer incentives for students to come to school. A while back the LSLC at a high school voted to buy iPods to raffle off to students who had the most improved attendance. It worked!</p> <p>Sometimes students need that extra push</p>	SHHS	<p>Pupil Services and Attendance collaborates with the Office of Partnerships and Grants and with local businesses for student incentives/donations to support student attendance.</p> <p>Schools have the decision making power to</p>	<p>LCAP Goal 3, Action 6 will describe the District's efforts and interventions to support excellent attendance.</p> <p>In addition, LCAP Goal 3, Action 10 will also describe how schools are investing their LCFF-SENI funds to support local strategies</p>

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		to get out the door and to school. People say you should not bribe students to attend school, but if it gets them in that seat and the kids have a reason to come to school, then what's the problem?		implement incentives as they deem appropriate. Pupil Services messages student incentives as a best practice.	for attendance interventions.
Goal 3: Excellent Attendance	27	<p>We used to have "Student Recovery Day" where District staff would come in to a few high schools one day every year, then go out into the community and tell businesses in the neighborhood where kids hang out how important attendance is, pass out flyers, even the principal gave us his card to hand out at the shops.</p> <p>Is this day still being done because I have not heard of it the past few years?</p>	SHHS	<p>Due to the COVID 19 pandemic, Attendance Matters Day/Student Recovery day was canceled. Pupil Services and Attendance Counselors have continued to outreach to families to support student attendance (home visits, phone calls/personalized connections).</p> <p>For the 22-23 school year, the LAUSD will launch the iATTEND LAUSD campaign to focus on prevention and early outreach efforts to support attendance and support a positive connection to school prior to the start of the school year.</p>	<p>As described above, LCAP Goal 3, Action 6 will describe the District's efforts and interventions to support excellent attendance.</p> <p>In addition, LCAP Goal 3, Action 10 will also describe how schools are investing their LCFF-SENI funds to support local strategies for attendance interventions.</p>

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Goal 4: Parent, Student, and Community Engagement	28	Provide family engagement programs in all schools. Then you will see greater understanding and participation of parents in schools.	PCS	All schools are required to provide a family engagement opportunity each month, and schools are guided to vary the offerings for families to reach as many as possible. To support this effort Los Angeles Unified has increased the number of workshops schools are to report for the LCAP as a measure of the type of engagement offered at school campuses. Schools have also received additional funds this year and will receive even more funding next year set aside solely for family engagement purposes.	As described above, LCAP Goal 4, Action 1 will describe the District’s efforts to empower parents and families, as well as to offer professional learning for school-site leaders on effective engagement strategies. This action will also detail the work to build capacity across Communities of Schools to promote parent participation in programs. In addition, LCAP Goal 4, Action 5 will describe schools’ investment of their LCFF-SENI funds in school-level strategies for Parent, Student, and Community Engagement.
Goal 4: Parent, Student, and Community Engagement	29	More training is needed at schools for parents and students so they understand what all is needed for graduation and what interventions are available to support students. Also how can parents track these interventions to see if they work?	PCS / A-G	Parents can track progress toward graduation through the Parent Portal and are strongly encouraged to communicate with their children’s teachers through Schoology. Schoology is also accessible to families through the Parent Portal where	As described above, LCAP Goal 4, Action 1 will describe the District’s efforts to empower parents and families, as well as to offer professional learning for school-site leaders on effective engagement strategies. This action will also detail the work to

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		<p>This is very important because information presented to parents sometimes is not very clear or easy to use.</p>		<p>they may monitor whether in-class interventions are having an impact on students' academic achievement. It is also recommended for families to schedule a meeting with teachers and counselors, as this is the best way to identify the specific skills that need reinforcement and intervention to strengthen student performance in the classroom.</p> <p>Parents and students in high schools can request copies of the personalized <i>Individualized Graduation Plan (IGP)</i> and <i>College and Career Readiness Guide</i>, both of which can provide information on graduation requirements and the student's progress towards meeting the requirements.</p> <p>PCS has also developed a course for schools to present to families on what requirements are needed for students to graduate. Speak with your school campus to recommend how they may expand</p>	<p>launch a new LA Unified Mobile App to integrate with the Parent Portal, Family Hotline, and Schoology to form one landing site for families to support their students.</p>

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				training for families on this topic.	
Goal 4: Parent, Student, and Community Engagement	30	We need training for parents, teachers, and staff on the Edgenuity platform because in this way everyone can better understand how to support students.	PCS / A-G	Each Local District has an Edgenuity Professional Development Specialist (PDS), an employee of Edgenuity, who are experts in the Edgenuity platform and can develop training to meet the needs of parents, teachers, and staff.	LCAP Goal 1, Action 3 will share the A-G Interventions and Supports team’s work to implement and expand the use of the Edgenuity platform to support A-G completion rates.
Goal 4: Parent, Student, and Community Engagement	31	We would like to see parents at their local districts be offered the same professional development courses on restorative justice that teachers get.	PCS / SHHS	The Positive Behavior Interventions & Supports (PBIS)/Restorative Practices (RP) office has developed resources available through the Weekly Thematic Activities for staff to share with parents, including community building prompts as well as check-in and check-out activities. PBIS/RP has focused on developing resources and tools as well as professional development trainings and coaching/consultations for our staff in schools. SHHS and PCS will collaborate in developing opportunities for parents to learn more about strategies around restorative practices that support building safe, welcoming and affirming	LCAP Goal 5, Action 5 will describe the Student Health and Human Services team’s implementation of Positive Behavior Interventions and Supports (PBIS) and Restorative Practices (RP) throughout the District.

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				schools.	
Goal 4: Parent, Student, and Community Engagement	32	PCS needs additional staffers. Their mission and existing staff are very good; they are just understaffed. PCS has made incredible strides in improving two-way communication and relational trust with parents and families. They are overworked and need more staff to support their noble mission!	PCS	As additional resources are being leveraged to increase the support for the office, new relationships are being cultivated with offices and community organizations to ensure that parents receive information and assistance to strengthen partnerships. PCS is also coordinating with the Office of the Superintendent to communicate the need for increased personnel and funding and anticipates receiving greater funding in the new fiscal year.	As described above, LCAP Goal 4, Action 1 will describe the Parent and Community Services team’s efforts to empower parents and families, as well as to offer professional learning for school-site leaders on effective engagement strategies.
Goal 4: Parent, Student, and Community Engagement	33	Give parents a real seat at the table when it comes to making decisions on high-quality education for our children. Right now parents have zero leverage and no impact on decisions made by LAUSD in negotiations with UTLA that impact our kids. We need a meaningful way to lift up our voice and know that we are being heard at the policy level by the board and superintendent.	PCS / Labor Relations / HR / PC	California Government Code Section 3543.4 requires the District to meet and negotiate with and only with representatives of employee organizations selected as exclusive representatives of appropriate units upon the request with regard to matters within the scope of representation. However, our District values feedback	As described above, LCAP Goal 4, Action 1 will describe the District’s efforts to empower parents and families, as well as to offer professional learning for school-site leaders on effective engagement strategies. This action will also detail the work for the Empowered Parents & Families Academy to develop family ambassadors as advocates and leaders to activate new parents.

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		Public comment at board meetings is a waste of time for parents because board members use this time to take a bathroom break or check e-mails on their phone. They don't even listen to us. This is an insult.		shared by our parents and families, and works to build out various opportunities for feedback and engagement, both at the District and local levels.	
Goal 4: Parent, Student, and Community Engagement	34	The Student Empowerment Unit should be allocated more dollars so that it can do more outreach and provide services to many more students. Since students are the generator of these funds, they should have a significant voice and this department can help them use their voice.	Student Empowerment	<p>The Student Empowerment Unit strives to uplift student voice and build students' capacity as leaders in our District within the bounds of our current budget, which has been the same amount since our inception and consists of two employees and one contractor to serve the students in the District.</p> <p>We look forward to further expanding these efforts to build a leadership pipeline from elementary to high school, to provide each Local District with assistance in student empowerment efforts, and to increase leadership conference opportunities, should our future budgets allow.</p>	LCAP Goal 4, Action 4 will describe the work of the Student Empowerment unit to build students' leadership capacity and elevate student voice in District engagement.

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Goal 4: Parent, Student, and Community Engagement	35	It would be helpful to have a District-level administrator of Community Reps (Parent and Family Center Staff) to audit and give recommendations for improvement. A Community Rep or PFC Staffer knows what is going on at the school site and can make immediate, positive changes to enhance the effectiveness of their work with parents and families.	PCS	Local District Parent and Community Engagement units convene Community Representatives and other Parent and Family Center Staff monthly and/or bi-monthly to share promising practices, learn about District initiatives and receive training. These engagement opportunities allow for the staff to build networks and relationships. The direct supervisor of PFC personnel is the school site principal.	As described above, LCAP Goal 4, Action 1 will describe the District’s efforts to empower parents and families, as well as to offer professional learning for school-site leaders on effective engagement strategies. This action will also detail the work to implement “School Site Council and English Learner Advisory Committee Ambassadors” trainings, as well as professional development on “Evolving Practice from Lower to Higher Impact Engagement for Families”.
Goal 4: Parent, Student, and Community Engagement	36	LAUSD needs to increase the budget for SENI funding, which is Goal 4, Action 5. It is VERY important to have parents involved in the school district. If they participate, all other LCAP Goals will be achieved.	LCAP	<p>LCAP Goal 4, Action 5 reflects the amount of LCFF-SENI funds schools chose to invest towards Parent, Student, and Community Engagement. Schools receive \$700 million through SENI and then make the school-site level decision about how to invest those funds across LCAP Goals 1-5.</p> <p>Note that SENI expenditures for Parent, Student, and Community Engagement may also appear lower in 2021-22 because schools also received a separate</p>	<p>As noted above, LCAP Goal 4, Action 5 will describe schools’ investment of their LCFF-SENI funds in school-level strategies for Parent, Student, and Community Engagement.</p> <p>LCAP Goal 4, Action 3 will detail the work of the LCAP team to align strategic planning, accountability and engagement across the District to empower local voice in decision-making processes.</p>

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				<p>funding allocation through the Expanded Learning Opportunities Grant that was specifically dedicated to parent engagement. As a result, schools may have used those other funds for parent engagement and redirected SENI funds towards the other LCAP priorities.</p>	

<p>Goal 4: Parent, Student, and Community Engagement</p>	<p>37</p>	<p>When scheduling events at a school site which parents and families are invited to attend, consideration must be given primarily to setting start and end times that are convenient for them, and secondarily for faculty, administrators and staff assigned to the site who are asked or required to be present. These events include meetings of SSC, LSLC, and ELAC, along with Back to School Night, parent-teacher conferences, Open House, student performances, and graduation or culmination ceremonies.</p> <p>When such events are scheduled primarily so District employees on duty can leave as early as possible, rather than to allow sufficient time for working parents and families to arrive and fully participate, this reinforces the commonly held belief that parent and family engagement is not a high priority. Parents must not be put in the awkward position of asking for reasonable event times or reminding principals of this need. Rather, best practice should always be kept in mind whenever conversations are held regarding the scheduling of these events.</p>	<p>PCS</p>	<p>Schools are encouraged through administrator preparation programs and Parent and Family Center staff training to survey their families about appropriate times for events as part of their needs assessment for their community. While it is beneficial to hold events during times when the majority are available for participating, it is also strongly encouraged for schools to vary the methods of communication and outreach to support all families, with extra attention focusing on families whose voices are not captured through traditional methods of engagement. The Cultivating High Impact Family Outreach Strategies is a professional development series developed for school teams this year to help school staff identify families who may not be engaging and to promote personalized actions that build strong home to school connections, focusing on high need and underrepresented families on a school campus. Our collective goal is to engage families focused on the learning of families first.</p>	<p>As described above, LCAP Goal 4, Action 1 will describe the District’s efforts to empower parents and families, as well as to offer professional learning for school-site leaders on effective engagement strategies. This action will also detail the work to implement a Parent and Family Engagement Microcredential program, as well as professional development on “Evolving Practice from Lower to Higher Impact Engagement for Families”.</p>
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Goal 4: Parent, Student, and Community Engagement	38	<p>Parents and families must be informed, early in each school year, of current District policy on visiting school campuses and, in particular, observing classrooms. Principals are to affirmatively ensure and verify that this outreach is accomplished by providing evidence of such messaging; it cannot be optional at a principal's discretion or delegated to another administrator or to a staffer.</p> <p>Often a parent or guardian who wishes to schedule a visitation in their child's classroom is told that either they can only stay for 20 minutes or, worse, that parent observations are not permitted at the school. Neither statement is true, but a parent would have no way of knowing this or, even if they do, of feeling comfortable in pointing out to the staffer or administrator that any such statement is a violation of District policy and State law.</p>	PCS	<p>The District's Family Academy referenced in the 100 Day Plan will include conversations with families about their rights and responsibilities. PCS is also working directly with Local District PACE and Administrators of Operations to ensure reasonable classroom visitation time is part of the dialogue between the school campus and family. It is important to our District for families to feel welcome and for their children to learn in a safe environment.</p>	<p>As described above, LCAP Goal 4, Action 1 will describe the District's efforts to empower parents and families, as well as to offer professional learning for school-site leaders on effective engagement strategies. This action will also detail the work for the Empowered Parents & Families Academy to develop family ambassadors as advocates and leaders to activate new parents.</p>

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Goal 4: Parent, Student, and Community Engagement	39	<p>At every meeting of a School Site Council (SSC) or an English Learner Advisory Committee (ELAC), the presiding officer must be the elected chairperson, not the principal or assistant principal and not the Title I or EL designee, unless such person is in fact the elected chairperson.</p> <p>District policy states that the principal is responsible for the proper operation of SSC and ELAC. This responsibility includes ensuring that all officers receive full and meaningful training each year, in order to knowledgeably carry out the duties of their respective positions.</p>	PCS	<p>This is absolutely true. It is our collective goal for elected officers to guide the agenda with the support of school personnel. Providing training for SSC and ELAC officers is essential for the proper operation of these school groups. For this reason, the Federal and State Education Programs Office, the Multilingual and Multicultural Education Office and the Office of Data and Accountability partner each year with the Office of Parent and Community Services (PCS) to plan and deliver training in the fall to supplement what is offered at school sites. This year, PCS offered a SSC and ELAC Ambassadors Series through Schoology after the fall training to continue to support families who might be serving in officer roles.</p>	<p>As described above, LCAP Goal 4, Action 1 will describe the District’s efforts to empower parents and families, as well as to offer professional learning for school-site leaders on effective engagement strategies. This action will also detail the work to implement “School Site Council and English Learner Advisory Committee Ambassadors” trainings to cultivate SSC members to cultivate a pipeline of family voice and leadership.</p>

LCAP GOAL / META	Comment Number	COMMENT / COMENTARIO	Assigned Team	RESPONSE / RESPUESTA	IMPACT ON LCAP
Goal 4: Parent, Student, and Community Engagement	40	<p>Annual training for School Site Councils throughout the District must be publicized to each member of all such councils individually, via text, phone, and e-mail messaging, in their home language, with attendance at these events closely tracked by the relevant PACE unit, and the resulting data shared with all SSC's and made freely available to the public. At present, announcements of yearly SSC training offered by Local District PACE units (with support from PCS) appear to be transmitted only to principals and Title I designees. This limited distribution leads to many SSC members, particularly parents and students, not being aware of either the availability or value of such training. While a few school sites routinely demonstrate high training attendance, and some send one or two members, far too many sites have zero SSC training attendance.</p> <p>The principal must be accountable for proactively ensuring that all members of the School Site Council are clearly aware of, and strongly encouraged to attend, training events</p>	PCS	<p>PCS spent the 2021-22 year helping Local District PACE access the SSC and ELAC membership data uploaded to the Principal Portal. The data in our system provides contact information for all elected members. Furthermore, PCS also invites SSC and ELAC members directly to attend SSC training as well as Local District ELAC convening. We are working toward all Local District Offices to overcommunicate the importance of training to SSC and ELAC members. Furthermore, another level of support PCS has been organizing with partner offices is to host the SSC and ELAC Ambassadorship. PCS invited all members and ensured they had multiple spaces to access content and recorded presentations. We will continue to make greater outreach efforts.</p>	<p>As described above, LCAP Goal 4, Action 1 will describe the District's efforts to empower parents and families, as well as to offer professional learning for school-site leaders on effective engagement strategies. This action will also detail the work to implement "School Site Council and English Learner Advisory Committee Ambassadors" trainings to cultivate SSC members to cultivate a pipeline of family voice and leadership, as well as professional development on engagement for strategic budgeting.</p>

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		<p>which prepare them to understand their role on an SSC and participate fully in its proper operation.</p>			
<p>Goal 4: Parent, Student, and Community Engagement</p>	<p>41</p>	<p>Local District (LD) Parent and Community Engagement (PACE) units must be reintegrated into the Office of Parent and Community Services (PCS) chain of command — as was the case prior to around 2012 — in order to establish a direct connection between staff performing essentially the same work, and to ensure consistency in the application of best practices in parent and family engagement across LAUSD. Currently each LD superintendent is responsible for supervising activities of the PACE administrator and coaches at their location.</p> <p>This arrangement, while appearing logical on an organization chart, actually results in a wide disparity in the quantity and quality of services provided to students’ families, which is decidedly inequitable and therefore unacceptable. Parents and families deserve the best possible engagement opportunities, no matter where in our District they live.</p>	<p>PCS</p>	<p>Local District Parent and Community Engagement (PACE) units meet monthly with the Office of Parent and Community Services to learn about District initiatives and collaborate to provide consistent service and support to families. As each Local District and each Community of School has distinct assets and needs, the PACE units personalize their programs to support families, collaborating with parent leaders and Local District leadership to determine priorities for partnership and engagement. Currently, personnel supporting at the Local District and Community Schools directly report to the Local District Superintendent.</p>	<p>LCAP Goal 4, Action 1 will describe the work of the Office of Parent and Community Services to align strategies, supports, and structures for parent and family engagement across the Local Districts, Communities of Schools, and schools.</p> <p>In addition, LCAP Goal 4, Action 3 will detail the work of the LCAP team to align strategic planning, accountability and engagement across the District to empower local voice in decision-making processes.</p>

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Goal 4: Parent, Student, and Community Engagement	42	<p>District policy currently states that a school principal may decide not to utilize volunteers at a school site. Such a policy clearly is contrary to every best practice of parent and family engagement. It alienates parents, is hugely inequitable, and raises doubts about the leadership and engagement philosophy of a principal. Any site administrator who makes this decision must be required to notify all families of students enrolled at the school site of their reasons for doing so. School volunteers are valuable partners with principals and perform valuable services on campus.</p> <p>The presence of volunteers is appreciated by teachers, staff and students, as well as being highly rewarding for volunteers themselves. A principal cannot be allowed to deny applications from volunteers, if in fact they have no intention of approving any application, and then fail to explain their position to applicants.</p>	PCS	<p>State and federal law require school campuses to provide families with the opportunity to volunteer at their school campus. The current bulletin states the following: Parents/guardians have the right to be included in the educational process and to have access to the system on behalf of their children. These rights are outlined in California Education Code, Section 51101(a)(3), indicating parents/guardians have the right “to volunteer their time and resources for the improvement of school facilities and school programs under the supervision of district employees, including, but not limited to, providing assistance in the classroom with approval, and under the direct supervision, of the teacher. PCS continues to review volunteer data along with PACE and Operations administrators.</p>	<p>As described above, LCAP Goal 4, Action 1 will describe the District’s efforts to empower parents and families, as well as to offer professional learning for school-site leaders on effective engagement strategies. This action will also detail the work to implement and expand the Los Angeles unified Parent Volunteer Program throughout the District.</p>

LCAP GOAL / META	Comment Number	COMMENT / COMENTARIO	Assigned Team	RESPONSE / RESPUESTA	IMPACT ON LCAP
Goal 4: Parent, Student, and Community Engagement	43	<p>All District policies which directly impact parent and family engagement, whether at school sites or elsewhere, must include parents in any group which is charged with creating or revising such policies. This practice will ensure that the parent voice is meaningfully represented in all discussions regarding these policies.</p> <p>LAUSD policies contemplated here include, but are not limited to: School volunteer programs; School Site Councils and English Learner Advisory Committees; visitors to school campuses; parent-teacher conferences; disruptive person letters; refreshments at parent meetings; parent conference attendance, Local District study groups; Parent Community Sunshine Committee; Title I Focus Group; and the Community Advisory Committee, District English Learner Advisory Committee, and Parent Advisory Committee; as well as any group being considered for establishment which is intended to have parents as members, participants, or observers.</p>	PCS / Office of the Superintendent	The engagement and perspectives of families is a critical part of our collective work and success for students. We will continue to strengthen avenues for meaningful engagement and incorporating family experiences into policies and practices. Currently, we hold a variety of engagement opportunities for families where family voice is captured, including focus groups and learning sessions, and we look forward to expanding on these in the new year.	<p>As described above, LCAP Goal 4, Action 1 will describe the work of the Office of Parent and Community Services to align strategies, supports, and structures for parent and family engagement across the Local Districts, Communities of Schools, and schools.</p> <p>In addition, LCAP Goal 4, Action 3 will detail the work of the LCAP team to align strategic planning, accountability and engagement across the District to empower local voice in decision-making processes.</p>

LCAP GOAL / META	Comment Number	COMMENT / COMENTARIO	Assigned Team	RESPONSE / RESPUESTA	IMPACT ON LCAP
Goal 5: School Safety and Climate	44	Psychological Social Workers (PSW's) should be on duty at every school in the District. Students need a trusted person, and a safe place, to discuss what's going on in their lives. However, not all schools can afford to purchase these positions, so their students lose out. When will LAUSD provide a full-time PSW to all schools?	SHHS-SMH	All families, students, and staff seeking mental health consultation can speak with a PSW by calling the Student and Family Wellness Line 213-241-3840 (M-F 8-4:30). The District has taken steps towards increasing PSW time across all schools by utilizing COVID recovery federal funds (ESSER). Each Local District has PSW teams available to support schools without a PSW.	LCAP Goal 5, Action 4 will detail the mental health supports provided by the District's Psychiatric Social Workers (PSWs). In addition, LCAP Goal 2, Action 29 will describe schools' use of funds through the new School Staffing Equity Grant, which includes PSWs as one of the allowable positions based on community-wide engagement in the Fall of 2021.
Goal 5: School Safety and Climate	45	Continue mandatory weekly testing of all students whether they are vaccinated or not. Vaccinated students can still contract and spread COVID without knowing they have it. Testing is an important part of slowing the spread.	Office of the Medical Director	The District, in collaboration with our health partners, is frequently monitoring COVID positivity rates and in school transmission rates. We will continue to be nimble and responsive to changing health conditions and adjust our testing and mitigation strategies to keep our school communities as safe as possible for in-person learning.	LCAP Goal 3, Actions 1 and 2 will share the work of the District Nursing Services team to support student health for all students and to close health access and equity gaps for our high-needs students.
Goal 5: School Safety and Climate	46	School police officers need training on mental health awareness so they will better understand the cultures and communities they serve.	LASPD	LASPD personnel partners with School Mental Health to deploy Mental Health Evaluation Teams (MHET) throughout the District to respond to students and staff	LCAP Goal 5, Action 1 will describe the work of the Los Angeles School Police Department through their current Community of Schools-level deployment

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				<p>who are experiencing a mental health crisis. The teams are trained in trauma-informed response.</p>	<p>model.</p>
<p>Goal 5: School Safety and Climate</p>	<p>47</p>	<p>I feel that school safety is more important now than ever, knowing that the risks of harm to students' social-emotional and mental health is high. School climate is not the same at every campus. Shootings and fights off campus happen, but very few officers are available to assist, since some schools are sharing one officer. Will the District be hiring more school police?</p>	<p>LASPD</p>	<p>LASPD currently has 65 police officer vacancies. We are actively focused on recruitment and have an on-going process to accept applications for employment. The recruitment and testing process will remain open for as long as the Department has vacancies.</p>	<p>As stated above, LCAP Goal 5, Action 1 will describe the work of the Los Angeles School Police Department to support school safety through their current off-campus deployment model.</p> <p>In addition, LCAP Goal 5, Actions 2 and 3 will also share the efforts of Base-funded and Supplemental campus aides to support school safety and climate in LAUSD.</p>
<p>Goal 5: School Safety and Climate</p>	<p>48</p>	<p>Can we invest SENI funds on school police officers, depending on the need of a school site? Restorative Justice doesn't work for all sites.</p>	<p>LCAP / LASPD</p>	<p>The LASPD service model does not allow for officers to be assigned to individual school sites. The Board of Education determined that an “off-campus” deployment model consists of police officers assigned to Community of Schools to respond to criminal or safety related calls for service by school staff, students, or parents.</p> <p>In addition, based on state guidance about the use of LCFF Supplemental and</p>	<p>As stated above, LCAP Goal 5, Action 1 will describe the work of the Los Angeles School Police Department to support school safety through their current off-campus deployment model.</p> <p>In addition, LCAP Goal 5, Action 5 will share the District’s work for implementation of Positive Behavior Interventions and Restorative Practices.</p>

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				<p>Concentration funds (which form part of schools' SENI allocations), Los Angeles Unified is not permitted to use these funds on school police and school safety officers. For more information, please refer to the California Department of Education ruling here.</p> <p>Positive Behavior Interventions and Supports and Restorative Practices (PBIS/RP) prioritize wellness and nurture the social-emotional development of the whole child, whole classroom, whole school, and whole community. With an emphasis on prevention, PBIS/RP strategies promote reflective thinking and collaborative problem solving to build community and repair harm when needed.</p>	
Goal 5: School Safety and Climate	49	I have always thought that it was a mistake to reduce the police presence on campus. At least in my area, restorative justice is usually not effective because there are no established consequences that make students behave right, and they know it.	LASPD / SHHS	Positive Behavior Interventions and Supports and Restorative Practices (PBIS/RP) prioritize wellness and nurture the social-emotional development of the whole child, whole classroom, whole school, and whole community. With an emphasis on prevention, PBIS/RP strategies	As stated above, LCAP Goal 5, Action 1 will describe the work of the Los Angeles School Police Department to support school safety through their current off-campus deployment model. In addition, LCAP Goal 5, Action 5 will share

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				<p>promote reflective thinking and collaborative problem solving to build community and repair harm when needed.</p> <p>Per the California Education Code, formal, exclusionary discipline practices, (e.g., suspension and expulsion) will be reserved for serious behavior incidents that pose a credible threat to the safety of students and staff.</p>	<p>the District’s work around implementation of Positive Behavior Interventions and Restorative Practices.</p>
Goal 5: School Safety and Climate	50	There do not need to be police at our schools. We hear about incidents at our schools as well as in the news on the mistreatment of students of color by police. What training do officers get on how to interact with students?	LASPD	<p>LASPD personnel are trained in de-escalation tactics, positive behavior intervention and supports/restorative practice (PBIS) concepts, and follow the Student Climate Bill of Rights focused on restorative practices. LASPD has expanded the juvenile diversion program to include 166 offenses which allow students to be diverted from the juvenile justice system to LAUSD resources focused on the social-emotional development of the student.</p>	<p>As stated above, LCAP Goal 5, Action 1 will describe the work of the Los Angeles School Police Department to support school safety through their current off-campus deployment model.</p> <p>In addition, LCAP Goal 5, Actions 2 and 3 will also share the efforts of Base-funded and Supplemental campus aides to support school safety and climate in LAUSD.</p>

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Goal 5: School Safety and Climate	51	Teachers and staff should be given training on cultural sensitivity. Many times, especially with black boys, behavior is seen as "defiant" or "aggressive" when it is not. This causes communication problems between staff and students. How does restorative justice training address this issue?	SHHS / Office of School Culture, Climate and Safety	<p>Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) supports and strategies create a sense of community in the school and classroom and help stakeholders feel valued and included. Strategic activities that leverage stakeholders' strengths and identities provide opportunity for individuals to learn more about each other, resulting in deeper levels of connection and a sense of belonging in a manner that is culturally and linguistically responsive.</p> <p>In addition, the Division of School Culture, Climate and Safety, Student Health and Human Services, Division of Instruction and Division of Special Ed are co-developing a menu of support of services in which school staff will be able to select from a series of professional developments that focus on a variety of Social Emotional key indicators, including prevention and response strategies. Our Community of School Administrators (COSA) will closely monitor the implementation of each school's Social Emotional Learning (SEL) focus for the year.</p>	<p>As stated above, LCAP Goal 5, Action 5 will share the District's work around implementation of Positive Behavior Interventions and Restorative Practices.</p> <p>In addition, LCAP Goal 5, Actions 2 and 3 will also share the efforts of Base-funded and Supplemental campus aides to support school safety and climate in LAUSD.</p> <p>Finally, the 2022 LCAP will continue to describe the implementation of the Black Student Achievement Plan, including in the area of school climate and connectedness, at BSAP Cohorts 1 and 2 schools.</p>

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Goal 5: School Safety and Climate	52	Mental health support for students is important. I am worried about how not all schools are using restorative justice correctly. I want to find out if my school was trained in the right way so who do I talk to about this?	SHHS-SMH	The Division of Student Health and Human Services firmly believes in using a multi-tiered trauma informed approach to support the wellbeing and social-emotional development of the whole child, whole classroom, whole school, and whole community. To find out more information about the type of training provided to your specific school, please reach out to your school principal. To learn more about tools and resources available to schools, please refer to the Positive Behavior Interventions and Supports (PBIS)/Restorative Practices (RP) website .	As stated above, LCAP Goal 5, Action 4 will detail the mental health supports provided by the District’s Psychiatric Social Workers (PSWs). LCAP Goal 5, Action 5 will share the District’s work around implementation of Positive Behavior Interventions and Restorative Practices. In addition, LCAP Goal 2, Action 29 will describe schools’ use of funds through the new School Staffing Equity Grant, which includes PSWs as one of the allowable positions based on community-wide engagement in the Fall of 2021.
Goal 5: School Safety and Climate	53	LAUSD must develop and implement mandatory awareness and de-escalation training for all students, focusing on how to interact positively with neurodivergent peers. Interactions with other children can cause emotional or physical outbursts in some neurodivergent kids that may put others in danger. Information and strategies must be used proactively.	SHHS / SPED / Office of School Culture, Climate and Safety	The Division of School Culture, Climate and Safety, Student Health and Human Services, and Division of Special Ed are co-developing a model for teachers and staff to be trained on de-escalating incidents with students. It will focus on utilizing reflective practices and building empathy among students and staff.	As stated above, LCAP Goal 5, Action 5 will share the District’s work around implementation of Positive Behavior Interventions and Restorative Practices. In addition, LCAP Goal 5, Actions 2 and 3 will also share the efforts of Base-funded and Supplemental campus aides to support school safety and climate in LAUSD.

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Goal 5: School Safety and Climate	54	Aides (supervision, instruction, etc.) and office staff need restorative justice and equity PD training annually. It is important to have this training every year so that all aides, office staff and teachers are mindful and sensitive about how to engage diverse student groups.	Office of School Culture, Climate and Safety / SHHS	Professional development on restorative justice practices is offered to all District staff which includes tools and strategies to create safe and positive playgrounds/common areas using Positive Behavior Interventions and Supports (PBIS)/Restorative Practices (RP) strategies. The professional development covers strategies to build positive relationships, effectively teach school rules and expectations, move and scan while supervising, encourage positive behavior and respond appropriately to problem behavior.	<p>As stated above, LCAP Goal 5, Action 5 will share the District’s work around implementation of Positive Behavior Interventions and Restorative Practices.</p> <p>In addition, LCAP Goal 5, Actions 2 and 3 will also share the efforts of Base-funded and Supplemental campus aides to support school safety and climate in LAUSD.</p> <p>Finally, LCAP Goal 5, Action 6 will describe schools’ investments of their LCFF-SENI funds to support school safety and climate strategies at the local level</p>
Goal 5: School Safety and Climate	55	Develop and implement mandatory behavioral de-escalation training for all school staff, with particular emphasis on interacting with Special Ed students. Many children with behavioral challenges, including autism, are mistreated or arrested when they have an outburst. Training will help reduce such occurrences.	SHHS / SPED / Office of School Culture, Climate and Safety	The Division of School Culture, Climate and Safety, Student Health and Human Services, and Division of Special Ed are co-developing a model for teachers and staff to be trained on de-escalating incidents with students. It will focus on utilizing reflective practices and building empathy among students and staff.	<p>As stated above, LCAP Goal 5, Action 5 will share the District’s work around implementation of Positive Behavior Interventions and Restorative Practices.</p> <p>In addition, LCAP Goal 5, Actions 2 and 3 will also share the efforts of Base-funded and Supplemental campus aides to support school safety and climate in LAUSD.</p>

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Goal 5: School Safety and Climate	56	Have required PD on implicit bias and restorative justice for all school staff (aides, office staff, teachers) and also parents by a professional trainer. Children copy the behavior they see adults demonstrating. They see how we treat them both at home and at school. This training gives staff the ability to effect positive changes in the school community.	DOI / SHHS	<p>The Positive Behavior Interventions & Supports (PBIS)/Restorative Practices (RP) office has focused on developing resources and tools as well as professional development trainings and coaching/consultations for our staff in schools and will continue and expand their offerings through next year.</p> <p>The District is providing implicit bias training to all district staff which includes an integration of a trauma resilience informed framework and restorative practices.</p>	As stated above, LCAP Goal 5, Action 5 will share the District's work around implementation of Positive Behavior Interventions and Restorative Practices.
Goal 5: School Safety and Climate	57	Appropriate learning environments are essential to student attendance and academic achievement. More support staff is needed to minimize COVID-related classroom distractions.	Operations	A COVID-19 Compliance Task Force has been established at each school within the District. They are specially trained in COVID-19 safety protocols and are responsible for supporting the containment, response and control of COVID-19 at schools to minimize disruptions to instruction.	As stated above, many of our COVID supports are funded using federal recovery dollars, but LCAP Goal 6, Action 4 will share the District's ongoing work to maintain operational excellence.

LCAP GOAL / META	Comment Number	COMMENT / COMENTARIO	Assigned Team	RESPONSE / RESPUESTA	IMPACT ON LCAP
Goal 6: Basic Services	58	School facilities in South Los Angeles need to be repaired and updated. Some of these schools don't have working bathrooms, elevators, heaters, etc. Students need safe, comfortable places to learn, not only classrooms but every area in the school. How can parents report these problems and make sure everything is in good condition?	Facilities	<p>Every student is entitled to a learning space that is safe, secure and functional, and where school building systems are sound, efficient and working. Parents, students, principals, teachers and employees can report maintenance issues and generate service calls through any of the following ways:</p> <ul style="list-style-type: none"> • Bring the issue to the attention of the school's Plant Manager • Initiate a service request through the Facilities Maintenance and Operations Service Request webpage: https://mo.laschools.org/applications/mo/workorder-request. Anyone with Internet access can report school maintenance service calls directly from any electronic device, including a laptop, tablet, and smartphone. A step-by-step instructional guide can be found here: 	<p>LCAP Goal 6, Action 1 will share the District's LCFF-funded efforts to maintain safe and clean facilities.</p> <p>Note that many facilities programs and services are funded using bond dollars and are therefore not reflected in the LCAP.</p>

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				<p>https://mo.laschools.org/documents//view/m-o-service-requests/related-documents/M&O_Service_Requests_Flyer_-_6-3-11.1.pdf</p> <ul style="list-style-type: none"> Initiate a service request through the LAUSD Service Calls mobile application. A free download is available for iPhone and Android users. To download the application, users can simply access the Apple Application Store or the Google Play Store and search for “LAUSD Service Calls” or download the application directly from the Maintenance and Operations Mobile Application webpage: https://www.laschools.org/new-site/mo/mobile. A step-by-step instructional guide can be found here: https://www.laschools.org/documents/download/maintenance_&_operations/awms_documents/maximo_7.5/work_order/LAUSD_Service_Cal 	

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				<p data-bbox="1507 334 1838 363">L_App_Guide_-1-7-21.pdf</p> <p data-bbox="1408 410 1983 573">Please Note: The response times for service calls received vary depending on the nature of the call and the order in which a call is received.</p>	
Goal 6: Basic Services	59	<p data-bbox="602 651 1158 1305">LAUSD must streamline its hiring process. Why is up to a full year needed to process new employees? Often qualified candidates who have applied will give up and accept an offer from another school district rather than wait for our District to complete the process. That's just crazy! When I asked an administrator about this, they said we have to make sure every employee is safe to be around students, but this implies that other districts are not as careful as LAUSD with background investigations. This is very hard to believe. So what is the REAL reason our hiring process takes so long?</p>	HR / Personnel Commission	<p data-bbox="1408 651 1924 902">During the 2021-22 school year, Human Resources has hired more than 3,000 certificated employees. To support this unprecedented level of hiring, Human Resources has streamlined the hiring process by implementing the following:</p> <ul data-bbox="1459 919 1964 1438" style="list-style-type: none"> <li data-bbox="1459 919 1964 1036">● Updated the application process to expedite the turnaround time for review and approval; <li data-bbox="1459 1052 1964 1260">● Added Hiring Advocates, who are staff dedicated to supporting candidates through the hiring process and ensuring timely processing; and <li data-bbox="1459 1276 1964 1438">● Re-allocated existing resources to develop a new hiring team dedicated to staffing highest need schools. 	<p data-bbox="2007 651 2537 768">LCAP Goal 2, Action 3 will share the District's work to strengthen and expand the teacher pipeline.</p> <p data-bbox="2007 829 2556 1036">In addition, LCAP Goal 2, Action 4 will also describe the work of our Teacher Growth and Induction program to support beginning teachers and maintain high standards for all our educators.</p> <p data-bbox="2007 1097 2583 1260">Finally, LCAP 6, Action 2 will describe the District's non-instructional and non-school staffing not otherwise reflected in the other LCAP Goals.</p>

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Goal 6: Basic Services	60	Why are students in middle school not allowed to use hall lockers? Most middle schools have thousands of lockers lining hallways that haven't been used for decades. Students are forced to carry their books and materials around all day, when they could put these in a locker until needed. Now principals and teachers use those empty lockers for storage! This is not right. It makes students sad, their parents mad, and it's a huge problem. Principals say this is because of "safety" but they never explain what that means. Are hall lockers really less safe now than when we parents were students? I thought LAUSD is supposed to be all about STUDENTS FIRST but it sure is hard to tell sometimes.	Operations	While there is no policy against the usage of hall lockers, if they are to be assigned to students, there must be enough hall lockers to assign to every student. The Office of District Operations will work with Local Districts to review the current distribution of hall lockers.	As stated above, LCAP Goal 6, Action 4 will share the District's ongoing work to maintain operational excellence.
Goal 6: Basic Services	61	Many high schools have student restrooms that are always locked. This is supposedly done for safety, but really more like not enough staff to watch them. So students have to go all the way to a different building to use another restroom and then run to get to their next class on time. It's not right for students to be put out like this	Operations	All restrooms in use are to be maintained and cleaned regularly, and stocked with toilet paper, soap, feminine hygiene products, paper towels or hand dryers. Restroom cleaning and/or supply issues should be brought to the attention of the school's plant manager.	As stated above, LCAP Goal 6, Action 4 will share the District's ongoing work to maintain operational excellence.

LCAP GOAL / META	Comment Number	COMMENT / COMENTARIO	Assigned Team	RESPONSE / RESPUESTA	IMPACT ON LCAP
		<p>just because the adults are too busy.</p> <p>All restrooms for students should always be open, always clean, and always well stocked with toilet paper and towels.</p>			
Goal 6: Basic Services	62	Schools can have food tasting events for parents so they will know how food tastes that their kids eat. But nobody knows it can be done. If parents want to get this at their school, who do they ask, and what department takes care of this? Also can students or parents suggest new items for lunch at their school?	Food Services	<p>Food Services did food tasting with students, parents and administrators before COVID. We applied and received approval from CDE to market the program and do food sampling. Now that the pandemic situation has changed, we have requested approval.</p> <p>Once we have approval, we will schedule events at schools and notify parents.</p> <p>Everything on the menu is student approved, however due to COVID, we have not done food tasting for the past 2 years. We will restart student food tasting for new menu items in September 2022.</p>	<p>Note that Food Services is funded using federal dollars and is therefore not reflected in the LCAP.</p> <p>As stated above, LCAP Goal 6, Action 4 will share the District's ongoing work to maintain operational excellence.</p>