

Issue area	Comment	Superintendent Response (Fall 2020)	Implementation Update (February 2021)
Student Supports - Instruction / Academic - GATE	Are we looking at our Gifted and Talented students and their learning loss?	<p>All program options for gifted/talented learners remain available during distance learning, e.g., Gifted/Highly Gifted Magnets, Schools for Advanced Studies (SAS), Gifted and Talented Education (GATE) cluster classes, Honors and Advanced Placement (AP). Schools must continue to adhere to GATE clustering requirements, e.g., a minimum of 5-8 identified gifted/talented students on the elementary level and 15-25 students on the secondary level per classroom. Gifted/talented learners must receive differentiated instruction throughout the day across subject areas. Both synchronous and asynchronous instruction must include opportunities for gifted/talented learners to participate in differentiated assignments. (Note: This is supported by the UTLA Sideletter Agreement that highlights the importance of small group instruction that should focus on the readiness level of students.)</p> <p>Gifted/Talented Programs, Advanced Learning Options, is taking measures to ensure that differentiated instructional strategies continue to be utilized in the virtual classroom and that gifted/talented students do not experience learning loss during distance learning. As such, Gifted/Talented Programs, Advanced Learning Options, has implemented the following supports to meet the needs of gifted/talented students during distance learning:</p> <ul style="list-style-type: none"> Created and implemented a robust menu of online professional development offerings for L.A. Unified educators that will explore differentiated GATE instructional strategies in a virtual environment, e.g., MyPLN courses, GATE salary point credit classes, Annual GATE Symposium, Annual GATE Conference, school site professional development, GATE/SAS coordinator trainings and virtual office hours/consultations (March – June 2020 and 2020-2021 academic year) Created and implemented a variety of online presentations and events for families to provide general GATE program information and tools for supporting children in a virtual learning environment, e.g., E-Learning workshops, Annual GATE/SAS Parent Trainings, Annual GATE/SAS Parent Conference (2020-2021 academic year) Secured site licenses for all District students to access a rigorous differentiated online program, Renzulli Learning, where students receive tailored online instructional options including project-based learning (March – June 2020) Purchased 12,000 site licenses for District students at targeted schools to access Renzulli Learning (2020-2021 academic year) Secured a districtwide site license that provides access for all L.A. Unified educators to participate in an asynchronous course on a “Questioning Deep Dive” as a strategy for distance learning with Lisa Van Gemert, Educator and Consultant, Gifted Guru (2020-2021 academic year) Developed, in collaboration with the You Matter Foundation and Zoom, a 13-week enrichment program, Every Monday Matters (EMM), to engage gifted/talented youth (grades 3-8) in topics and activities that support social-emotional well-being and social-responsibility Shifted the AP Readiness sessions (STEM and Humanities) to a virtual environment. The AP Readiness sessions, which are course-specific, are offered twice a month (Saturdays). This collaborative effort between Advanced Learning Options and UCLA Center X provides all AP students, including the gifted, opportunities to receive supplemental, accelerated support. AP Readiness Enrichment, a program that Advanced Learning Options offers in collaboration with UCLA Center X, will help extend and solidify student learning in specific AP courses. The AP Readiness (APR) Enrichment sessions will not only strengthen student knowledge and skill acquisition but will lead to increased academic success by giving students the opportunity to explore topics and interests while engaging in online discussions with like-minded peers. This APR Enrichment series, offered remotely to all AP 	<p>Advanced Learning Options, which includes Gifted/Talented Programs, continues its efforts to strengthen distance learning and teaching and create opportunities for students to engage and learn in a high-quality virtual environment. This increased support for students, educators and parents includes:</p> <ul style="list-style-type: none"> A 13-week enrichment program, Every Monday Matters (EMM), which engages gifted/talented youth (grades 3-8) in topics and activities that support social-emotional well-being and social responsibility. (This special program is offered in collaboration with the You Matter Foundation and Zoom.) Distribution of Byrdseed.TV site licenses (2,000) for Targeted Identification Program (TIP) and Schools for Advanced Studies (SAS) to school sites. (Licenses enable school sites access to 350 virtual, differentiated lessons for gifted and capable students.) Distance Learning series with Dr. Douglas Fisher. Teachers, administrators and parents will have an opportunity to participate in a distance learning training, specifically designed for them. (Dr. Douglas Fisher, who co-authored The Distance Learning Playbook, will provide training for each role group, highlighting strategies that can be used to support and advance student learning in a virtual environment.) A variety of online presentations and events for families which provide general GATE program information and tools for supporting children in a virtual learning environment, e.g., E-Learning workshops, Annual GATE/SAS Parent Trainings, Annual GATE/SAS Parent Conference (2020-2021 academic year) Two simulative professional development sessions around the topics of effective virtual instruction and motivation in a digital world for gifted learners that teachers can access asynchronously at any time. Transitioned the Gifted/Talented Programs Conservatory of Fine Arts, a Saturday supplemental instructional program, to a virtual platform. Nearly 400 students talented in the arts will receive virtual instruction in visual arts, dance, drama, and vocal music. Distribution of Renzulli Learning site licenses for students (10,000) at select schools to access a rigorous differentiated online program. (Students receive tailored online instructional options including project-based learning and educators receive training on differentiated instruction in a virtual setting.) Professional development and student enrichment through the Odyssey of the Mind and Future Problem-Solving programs --designed to develop student leaders and nurture creativity. Online professional development workshops: Inspiring Innovation in Your Classroom through the National Inventor's Hall of Fame (NIHF). (Workshops engage educators in hands-on learning strategies, rooted in Invention Education, that can be implemented virtually. <p>Additionally, workshops support social and emotional learning online and introduce new ways of assessing online projects and creativity. All participants receive STEAM Innovation kits for their students.</p>

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Student Supports - Instruction / Academic - Standard English Learners	<p>Leadership must address the issues of students and staff, in particular African-American/Black students who are marginalized in every subgroup. What is the District's plan to address racism, the performance gap, and dollars to address the whole child?</p> <p>Standard English Learners(i.e.African American)-lack of support and students are behind academically and it should be addressed by schools and the State/Nation. Need to be more focused and strategic in approach.</p>	<p>With the proposed budget of \$25 million, the Access, Equity and Acceleration Unit, is working collaboratively with School Health and Human Services, Academic Counseling Services, and School Culture, Climate and Safety services to form a team to serve the whole child. The team approach provides a systematic plan to train teachers and staff on Implicit Bias, Culturally, Linguistic and Respsive (CLR) practices that will foster the mastery of the core gateway subjects of English and Mathematics, while providing social emotional and restorative justice supports. The success of this approach will be measured by the student's ability and confidence to access the core curriculum and access rigorous courses; and the opportunity to increase their post-secondary and career options.</p> <p>Board Resolution (RES-025-18/19) and Closing the Achievement Gap by 2023 have given the charge to: provide culturally relevant/responsive instruction; college- prep curriculum Academic English Mastery for Standard English Learners; High Quality Teachers; Professional Development; Parent Engagement; District Accountability and Monitoring. The steps to answer this charge will be: The development of a Local District (LD) monitoring policy which will mandate professional development for all teachers who work with African American students consistent with the state requirements for teaching English Learners and provide ongoing planning and reporting. Each LD will have an Equity Director who will supervise Instructional Coaches and Parent Liaisons to improve academic and social emotional outcomes for Black students and serve as the professional development facilitator for administrators, teachers and parents. A newly formulated SEL policy has also been written and is in the approval process for the principal/ designated administrator to make the final decision to ensure appropriate class composition for the delivery of Mainstream English Language Development (MELD) and the implementation of Culturally and Linguistically Responsive (CLR) instruction for Standard English Learners. These areas will be mandated to ensure that SELs are not denied an equal opportunity to learn.</p>	<p>Interim AEA Administrator and MMED Executive Director facilitated focus group discussions on the historical perspective and content of the draft SEL Policy. EL Program Coordinator and Administrative were included to answer specific questions as it related operational and language acquisition. Content includes: Background, Standard English Learner Typologies, Linguistics Screenings, MELD and ALD Instructional Requirements and Progress Monitoring and resources for SELs</p> <ul style="list-style-type: none"> - Action 1: A SEL policy focus group of 8-10 principals from AEMP and UCLA-LAUDS Collaborative Schools to review the SEL policy, and provided feedback in December 2020. - Action 2: Each Principals selected community leaders and teachers to further review and shared feedback on policy. - Action 3: SEL documentation is being routed to reviewed by team, on content and grammerand - Action 4: Office of General Counsel reviewed policy - Action 5 :SEL Policy will be presented to Superintendent, AIs, Principals, Assistant Principals, Counselors and Parent Groups and UTLA for awareness and understanding

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Assessment Strategies	<p>Many students were not able to do the SAT exam.</p> <p>Many students were promoted to the next grade, even though they did not learn the material.</p>	<p>LAUSD is working with the College Board to explore opportunities for students to take the SAT during the school day in March 2021. According to the College Board SAT tests cannot be taken remotely, therefore any testing would be contingent on schools reopening to ensure a secure testing environment. Many colleges and universities are not requiring the SAT as part of the admissions process as a result of the current pandemic. The College Board has been in communication with colleges to extend deadlines for receiving test scores and to equally consider students for admission who are unable to test due to COVID-19. To help students maintain their college readiness skills sharp, the College Board and Khan Academy provide free online resources to students that include full-length practice tests. Many students have the opportunity to link their PSAT and Khan Academy account to assist with improving their skills and prepare them for the exam. The Division of Instruction will work with schools to communicate these opportunities to students.</p> <p>Due to the pandemic, we are sensitive to the fact that some students did not engage with learning opportunities at the end of last school year. LAUSD offered expanded summer school programs to all students to address any possible learning loss and to provide more opportunities to prepare for the beginning of the school year. Additionally, LAUSD will offer programs that will target students who need additional support this semester. LAUSD continues to monitor student engagement on a daily basis to ensure that students are logging in and participating with online learning with both synchronous and asynchronous learning formats.</p>	<p>The Advanced Learning Options team within the Division of Instruction is in communication with the College Board. Informational updates are being communicated to the Advanced Placement Coordinators at school sites. Considerations for the upcoming Advanced Placement testing windows will be impacted based on whether or not LA Unified schools are open. Schools will be notified in advance as to the available options for Advanced Placement test administration if schools remain in a virtual setting.</p>
Staff Professional Development Needs	<p>Some teachers do not transmit confidence to the students, since their attire is not professional, like tattoos, etc.</p> <p>Language of strategies used by the school district are not required or mandatory. Some teachers will use the strategies and some will not put in place the practices promoted under this section of the presentation.</p> <p>Guidance for mandatory, minimal hours of live instruction.</p> <p>Professional development for teachers and teaching assistants to be required for all teachers.</p> <p>Are best practices being shared among teaching staff? Who developed the SMART Start lesson plans? Need more detail on this.</p>	<p>LAUSD's Board Rule 1906 outlines dress standards for employees and should be enforced by administrators as they supervise instruction and observe classrooms online.</p> <p>School and Local District administrators monitor classroom instruction and provide actionable feedback to teachers, such as recommendations to use focus strategies. Guidance on live instruction is in the LAUSD Instructional handbook, is outlined in the CA Senate Bill 98, and the agreement with UTLA about distance learning. On-going professional development opportunities are provided to teachers and paraprofessional, including time for PD on Mondays.</p> <p>Teachers were involved in the development of the Smart Start lessons, which is why they are shared in a resource called For Teacher By Teachers Playbook. There are content-specific teacher groups in Schoology where teachers can share lessons and look for support and resources.</p>	<p>Board Rule 1906 continues to be implemented and reinforced by administrators as they supervise and observe instruction.</p> <p>Professional development continues to be provided on focus strategies. All schools began the fall semester by participating in Districtwide PD on virtual engagement strategies. School and local district administrations continue to observe virtual lessons and provide actionable feedback.</p> <p>Smart Start lessons continued with the start of the second semester and they continue to be developed with classroom teachers to highlight best practices.</p>

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<p>Student Supports - Instruction / Academic - General</p>	<p>Tutoring services depend on the ability of the instructor and instruction. A weakness is the change in tutor and does not know the child's abilities. There is no communication among the schools or academies.</p> <p>Enrichment opportunities should be extended to all students and families who express a need for additional enrichment. This must include small group intervention, resources, support and tutoring.</p> <p>Narrative must describe how services and instruction will be implemented with fidelity from the central office to the school site.</p> <p>Distance learning does not include recorded live sessions led by the teachers. Those unable to sit through a lesson or with poor wifi connections will not be able to view at their own pace.</p> <p>Small group enrichment, resources, and tutoring must be extended to all students who are not at grade level standards in the spring 2020. There is no evidence of a plan to bring students to grade level.</p> <p>How will students make up for learning loss?</p> <p>We need to work on getting better at what we do (distance learning).</p> <p>Older siblings watching over younger siblings (may not be able to do the work due to the fact that they are watching sibling).</p>	<p>The district has engaged in contracts for staff and partners to provide tutoring after school and on Saturdays. Questions about specific tutoring available for your student should be directed toward the school administration. Schools should be coordinating with their tutors to align support with the instruction being provided in classes.</p> <p>Enrichment opportunities for the fall are open to all students and their families. Registration for fall enrichment is from September 8 through September 15 and will run from the end of September until December. The office of Student Health and Human Services is providing information on additional support and resources.</p> <p>An Instructional Handbook was developed to give guidance to administrators and teachers on classroom instruction. School site administration will monitor instruction.</p> <p>If a student is falling behind due to internet issues or "zoom fatigue", the student or parent should reach out to the teacher and/or the school administration. Teachers can provide office hours live or alternative assignments to help students catch up. Students may request that teachers record lessons if that would support student learning.</p> <p>Teachers schedule office hours and small group instruction to address specific learning needs of students. Questions on how your child's teacher is structuring those sessions should be directed toward the teacher and school administration.</p> <p>To address learning loss and accelerate learning so that all students are on grade level, the District expects teachers to use assessments provided (DIBELS in elementary, Renaissance in secondary). These assessments inform teachers on which areas need more targeted instruction. In addition, teachers are directed to resources that can help to address those areas of need.</p> <p>All teachers were mandated to take 10 hours of professional development in distance learning before the start of school. They are encouraged to take more on their own. Schools are also providing professional development to their teachers and providing the structures for teachers to collaborate on best practices.</p> <p>Instruction is being delivered both synchronously and asynchronously. If older siblings have difficulty with attending the synchronous sessions, they should reach out to their teachers for either some time during office hours or some asynchronous work that can support their learning.</p>	<p>Small group tutoring and enrichment sessions are currently being offered districtwide, by local districts and schools. Fall sessions have come to a close and spring sessions are underway. In addition contract services, such as Tutor.com and Step up Tutors, is being used to implement tutoring services which began in the Fall and are continuing and expanding this spring.</p> <p>Just like in the Fall Semester, Spring Enrichment courses are available to all students.</p> <p>The Instructional Handbook and other resources continue to be used to provide coherence to the instructional program that is monitored by site and local district administrations.</p> <p>Office hours, asynchronous work and various digital platforms provide support for distance learning. Families should continue to communicate with teachers and administrators about student progress, participation and areas where support are needed during distance learning.</p> <p>Small group and tiered support is a part of the regular scheduled work day for each teacher. Families should continue outreach to the classroom teacher and site administrator regarding these supports.</p> <p>Teachers continue to administer assessments and use the data to inform designing and facilitating lessons that meet the specific needs of students.</p>

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Transition to In-Person Instruction	<p>Who will monitor the safety measures, without spending so much money in support if there is already personnel, example: teaching assistants. Should use what is in place.</p> <p>Truly follow the safety measures that are recommended.</p> <p>Question: How will physical education classes be and how will it get graded?</p> <p>Need clear assurance and consistent messaging of the option to keep students at home even when return to campus order is given. What plans are being developed to make this an equitable option? This will help with parent trust.</p> <p>PAC/parents have not experienced a run-through of a school day. What models of online learning are being used from private and homeschool world or from summer enrichment offered by LAUSD teachers?</p> <p>Class schedule is not the same as usual in terms of time (less time). Starting at 9AM and done at 1PM. Less instructional minutes.</p> <p>Office hours (2-2:15PM) will teachers have enough time to really interact and support students during that time period.</p>	<p>The District will continue to monitor health and safety guidelines and updates from the State. The Superintendent and senior leadership team will use this information to determine the timeline for transition to hybrid or in-person learning. Options for families for hybrid and in-person instruction will be communicated. 100% distance learning will remain an option for families that choose to keep their student at home. As much as possible, existing staff will be trained and utilized to support distance learning and any transition to in-person instruction</p> <p>Physical education will be conducted virtually through live synchronous instruction (video conferencing) and with asynchronous assignments. Teachers will use participation information and progress to determine grades for physical education.</p> <p>The required instructional minutes for distance learning were set by the State of California and are being followed by all Districts. School schedules were established based on these requirements and were informed by plans from many other districts and schools across the nation.</p> <p>Principals, teachers and Community of Schools Administrators will hold regular Town Hall meetings with families to discuss the instructional program, including an overview of the instructional day.</p>	<p>Los Angeles Unified is committed to the safest return to the classroom as possible and is asking students, employees and the school community to take these Safe Steps to Safe Schools.</p> <ol style="list-style-type: none"> 1. Practice healthy behaviors such as wearing a mask, maintain a six-foot physical distance from anyone not in your immediate household and frequently wash your hands. 2. Use the Daily Pass web app built for Los Angeles Unified to ensure a safe entry onto a school campus or District office. 3. Take a COVID-19 test at one of Los Angeles Unified's 42 COVID testing sites. Testing provides valuable information about where the virus is in the community and tells you if you are sick so that you can protect yourself and your loved ones. <p>By taking these Safe Steps, together we can reduce the spread of COVID-19 and get back to class.</p> <p>For more information, visit: https://achieve.lausd.net/safesteps</p>

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Access to School Nutrition	<p>Implement the EBT system and provide each family a card, taking into account the number of students enrolled in the District. The District could save on personnel costs.</p> <p>Some of the Grab N Go locations are difficult to access for highest need families. Provide families with Grab N Go meals at a larger number of locations.</p> <p>It is important that folk giving out food should reassure that items are fresh.</p> <p>2 Sites have expired milk on packages</p> <p>Milk was warm (being mindful not to get students sick)</p> <p>Grab and Go will be hard to get to when parents are at work. The window for pick up is too small. Maybe extending the hours.</p>	<p>EBT cards were issued by CDE under provisions approved by Congress and the Senate. The Food Services Division does not manage the issuance of EBT cards. Food Services will be opening up additional sites for Food Distribution towards the third week of September. Fresh deliveries of food, fruits, vegetables and milk are done every morning prior to service. Every precaution is taken to ensure that the food being distributed is fresh, and we apologize if some customers had a differnt experience. We are always available to address issues immediately. Service times were changed to 7am -10 am to enable parents to pick up meals prior to the start of class.</p>	<p>Two rounds of EBT cards have been issued to families of eligible students. Another EBT card for the months of October/ November 2020 is expected to be issued in March 2021. The cards and the dollar amount is determined by the Federal government and not by LAUSD Food Services. For updates on EBT cards please visit Food Services website.</p> <p>Due to the changes in the COVID 19 situation start dates for hybrid learning have been changing. Food Services is proposing opening upto an additional 100 sites for food distribution after Spring break.</p> <p>Every precaution and effort is made to provide safe food and in the last 4 months we have had no complaints on this topic.</p> <p>Our intent is to change service hours when the additional sites are opened for service after Spring break.</p>
Access to Devices and Connectivity	<p>Hotspots might not work for everyone being online at the same time.</p> <p>We still do not know how many students are without devices.</p> <p>Chromebook given by some schools come with instructions and phone calls to parents asking if they need hotspots.</p> <p>Weakness in that technology has not reached all the students.</p> <p>The devices (computers) provided by the schools did not work. You could not use the computer and the hotspot did not work.</p> <p>Devices took long to get to homes.</p> <p>The hotspot service has ended and many families do not have the money to pay for the services</p>	<p>Individual hotspots have a 5 person limit for simultaneous access. If a household has more than 5 students, an additional hotspot will be required for that household.</p> <p>If families are experiencing any issues with LAUSD-provided hotspots, ITD can assess the device and provide support.</p> <p>Due to the pandemic, devices are facing a global shortage, but ITD is performing as best as possible to provide devices to students.</p> <p>Service on Verizon & T-Mobile hotspots provided by LAUSD do not expire. Users might see a message, but it is a standard billing feature that each carrier shows, but service will not expire. Any families that signed up for free internet service at home should cancel that service in order to not incur any costs and request a hotspot from their school site.</p>	<p>The District continues to provide devices and hotspots to schools to provide to students to assure access. The District is looking for additional ways to provide home internet access through partnerships with Internet Service providers.</p>
Distance Learning / Technology Needs: Continued Need for Devices	<p>The Chromebooks do not have the compatible system for interpretation.</p> <p>Search out local and regional service providers to have better service.</p>	<p>ITD has worked with Zoom to make them aware, and submitted a feature request for Zoom to develop the interpretation feature for Chromebooks. This is currently a limitation with the Zoom application for Chromebooks.</p>	<p>ITD is checking with Zoom for an update and potential timeline. Zoom has focused alot of it's efforts toward education focused features, and security features.</p>

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Ongoing Communication Needs for Devices / Nutrition	<p>Communication needs to improve.</p> <p>Information about resources is not reaching families quickly.</p> <ul style="list-style-type: none"> ○ Families learned about resources, such as devices and internet connectivity, too far into the semester. <p>Use stronger modes of communication to reach highest need families.</p> <ul style="list-style-type: none"> ○ Families are unaware about how to troubleshoot use of devices, utilizing hot spots, and Chromebooks to name a few. ○ Los Angeles Unified hotspots did not provide strong signals and speed in some communities. Provide families with additional hot spots for households with multiple students. 	<p>ITD prepared communications and guides on the https://achieve.lausd.net/itd website. ITD will continue collaborating with Parent and Community Services to support all District families with distance learning. the District hotline for tech support is also available for school staff, parents and students. If a device is not functioning as intended, ITD will assess the device and provide support or a replacement.</p> <p>The district continues to utilize multiple means of communication to reach families. The Superintendent has a weekly address that is communicated to families through the phone. Local Districts and Communities of Schools are engaging families in town hall meetings. Schools are also expected to reach out to families to provide regular updates and meetings to respond to any questions that families may have.</p>	<p>Schools continue to serve as the primary communication hubs for families. When information cannot be accessed in a timely manner via schools, questions and other information needs can be directed to local district offices (achieve.lausd.net/ld). Families can find which local district they belong to by using the LAUSD school finder (https://schooldirectory.lausd.net/schooldirectory).</p> <p>The most current information related to technology in LAUSD can be found at itd.lausd.net. Answers to frequently asked questions are posted regularly, and there are forms to submit new questions when answers cannot be found. Responses are generally posted within 1-2 business days. Families who lack access to the internet can direct questions by telephone to 213-443-1300.</p> <p>Additional modes of communication, including localized help lines, information counters, town hall meetings, “coffee with the principal” meetings, and others are provided through schools, community of schools, and local district offices (achieve.lausd.net/ld). Families should contact their children’s schools (https://schooldirectory.lausd.net/schooldirectory) and/or local district offices for additional information on where to access calendars of events and other forums where they may ask questions and learn about upcoming activities and resources.</p>

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Distance Learning / Technology Needs: Training and Support	<p>More training for students and family members.</p> <p>Parents have difficulties when it comes to participating in Zoom meetings, like school meetings, IEP, Coffee with the Principal, and workshops. As parents, we need to advocate for all parents and ensure to provide technology that can be used according to their language.</p> <p>More IT to solve problems, be bilingual.</p> <p>Parents need support on how to support their students at home based on what they are learning.</p> <p>Better outreach to families on Devices and how to use them.</p> <p>Training for Students and parents should be required.</p> <p>More guides for families.</p> <p>More training for students on technology.</p> <p>Parents need more technology training.</p> <p>The District to monitor how many parents are using the Parent Portal to train and stay informed</p> <p>Strategies for parents on how to support your child at home. For example, physical therapy, etc. Lack of books and instructional materials to support children at home, for example books.</p> <p>Lack of ability to monitor your student and their learning.</p> <p>How can parents help their children, if they don't have the tech tools or know the subject matter.</p>	<p>A series of workshops will continue to be offered regularly by each Local District and the Office of Parent and Community Services focusing on supporting parent technology needs. This effort will include a Tech Talks class for beginners learning about email, device, online account registration, as well as for advanced learners wishing to learn about Parent Portal, Schoology, and navigating district resources. This will be part of a package of module for school sites. The Office of Parent and Community Services has developed multiple job aids, videos and presentations that can be used by schools and Communities of Schools to teach parents how to use technology to support student learning. The district is using Zoom for most meetings, and there is a call-in feature that any parent can use as an alternate to the online video access. The LAUSD Help Desk is also available Monday through Friday to assist parents and students with specific technological needs.</p> <p>The Office of Parent and Community Services is using Zoom's interpretation feature with the LAUSD Translations Unit to provide real-time translations for meetings with the public. The District will develop a communication plan to make schools more aware of the interpretation features.</p>	<p>The District continues to provide phone and remote support to students and parents. The District is also looking for partnerships with private support providers to help students and parents. The Student Empowerment Unit collaborated with student leaders and ITD to develop interactive videos to help students become successful distance learners. The Office of Parent & Community Services is also actively developing modules for school sites to assist families with introductory learning including how to open email accounts, practice opening accounts online, and developing proficiency opening and using the Parent Portal. A second series of modules for advanced parents will support in the areas of navigating the Los Angeles Unified and practicing use of the Parent Portal and Schoology.</p>

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Student and Family Engagement - Learning Continuity Plan Engagement	<p>Lack of actual timely feedback used for this plan. April-June feedback informed the summer learning and resulted in a different program. Would like the District to acknowledge the reality of what parents are going through now. Parents have new feedback to add to what they provided earlier in the year.</p> <p>District is not giving enough details in terms of the process for remote learning for parents and students. August 17 is too late. The presentation and media shared is vague. Teachers are saying they are not sure what to do. Schools are waiting for guidance.</p> <p>Lack of details for parents related a standard for school faculty to use when it comes to distance learning. It seems that we are planning last-minute. For example: the Family Student Handbook technology section lacked a checklist item to call attention to Internet bandwidth. PAC parents might have been able to catch that detail. Would like timely opportunity to give feedback on a DRAFT.</p>	<p>The Learning Continuity and Attendance Plan is intended to memorialize the planning process for the 2020-2021 school year that has been underway since March. Community health factors and directives from the state required the District to begin the school year with 100% distance learning. Recent guidance from the state and subsequent required collaboration with labor partners resulted in a compressed timeline for clarifying how distance learning would be implemented. The implementation of a Smart Start to the new school year is intended to provide staff, students and parents the opportunity to learn about the new, more rigorous distance learning expectations. The PAC and DELAC will have an opportunity to review a more final draft of this Learning Continuity and Attendance Plan prior to the public hearing.</p>	<p>On January 25th, the California Department of Education approved and released an updated template for the Local Control and Accountability Plan, including an Annual Update to both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan. Our LCAP team will engage stakeholders, including our Parent Advisory Committee and our District English Learner Advisory Committee, both to provide those updates and to look ahead to our strategic planning for the next three years in the 2021-24 LCAP.</p>
Student Supports - Instruction / Academic - English learners	<p>A-The teaching assistants should support with help in interpretation to have effective access to instruction.</p> <p>B-English learners have difficulty with English instruction, need support in their native language, because they get very stressed when they cannot do or complete the homework or work.</p> <p>C-English Learners may not be able to reclassify to the next level. May have a more difficult time in “passing” to the next grade level.</p>	<p>Los Angeles Unified schools hire bilingual teacher assistants to provide primary language support and reinforce instruction for English Learners. We value the linguistic and academic assets English Learners bring to school and encourage teachers to leverage such linguistic and academic assets to provide access to grade level content instruction. English Learners who are at the early stages of learning English and might be at lower English proficiency levels are provided substantial language and academic support to ensure they learn English as quickly as possible and master academic content. All schools are expected to implement designated and integrated English Language Development standards to ensure students are receiving language instruction.</p>	<p>MMED highly encourages for schools to fund/hire bilingual teacher assistants to provide primary language support to support English learners at the lower ELPAC performance levels (ELPAC level 1 and 2). This is an essential and required instructional support for English learners in the Language and Literacy in English Acceleration Program (L2EAP).</p>

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Other Family / Community Needs	<p>Parents who are essential workers and are single parents need extra support or childcare setup.</p> <p>Looking at everyone's situation instead of just individuals.</p> <p>Any problem that parents/students have, it should be the local school that gives direct support instead of having to call the district.</p> <p>Parents: Weakness in that we cannot participate at the local level in the same way. The LD offers workshops but it does use the chat so you are left with many questions.</p>	<p>Within the Community of Schools (CoS) structure, there are many layers of support and two way communication for families. Schools can provide the first layer of support, with CoS administrators and their teams assisting schools and families with more specific needs. For individual concerns and needs the school and CoS leadership are available to address families concerns. The Local District can also assist with coordinating supports across communities of schools to ensure that families have multiple means and opportunities to be served. Town halls and office hour segments are organized to offer families with general updates and announcements, while also directing families to the appropriate offices available to support individual family needs. The Los Angeles Unified Family Hotline is also assisting families with one on one assistance such as access to childcare currently available in the Los Angeles area.</p>	<p>As we continue to communicate with local and community-based organizations under the guidance of the State, the district advocates for support for all families. This has been a very challenging time and the district has provided resources (Grab and Go) for families. We are hoping that the district in collaboration with other outside agencies can offer extra support for our families. In-person scenarios are very limited. Safety is the priority for all. Our Local Districts along with Community of Schools are designed to support families in regions within LAUSD. With the use of technology and participating in workshops via Zoom makes the experience different than in-person. However, we continue to evolve in the use of virtual platforms to provide ways for participants to share ideas and ask questions with responses.</p> <p>The unfortunate increase in COVID-19 transmission rates during the month of December caused our pilot childcare and school site interventions to be paused. The Los Angeles Unified continues to expand COVID-19 testing and is seeking to provide families and personnel vaccinations at our school sites. This will enable us to reopen childcare and school site interventions, while also containing the spread of the virus. The Student Empowerment Unit organized student leaders to work with District staff to develop a "Testing Site Student Ambassador Program" and the "Safe Steps to Safe Schools Plan". The goal of the program is to equip students with information about the District's COVID-19 testing efforts that they can share with their peers.</p>

Issue area	Comment	Superintendent Response (Fall 2020)	Implementation Update (February 2021)
Site-level and classroom-level Parent Communication s	<p>Teachers should send out notifications to parents and students when class will start.</p> <p>Expectation of emails from teachers and parents.</p> <p>Parent conference...will that happen this school year?</p> <p>Weakness in that not all teachers are online to teach the course and they do not answer emails sent by students/parents. (many only send work without direct instruction.)</p> <p>Schools should monitor if the students are using the parent portal to complete their homework.</p> <p>The parent portal should be used as a communication tool / Teachers should use the parent portal to communicate with parents as well as schoology./ If they use it as a communication and training tool it will improve parent training.</p> <p>Teachers to update information on Schoology. / Teachers are not updating the information on the portal. / Principals to monitor that information is being updated on Schoology. There needs to be teacher accountability.</p> <p>It (Parent Portal) is not being used systematically across the District.</p> <p>How will parents be informed about the implementation of these strategies and the support to ensure that there is no instruction loss.</p> <p>Frustration over lack of information regarding instruction from the school site level. Parents have a lack of confidence and trust in the District because of lack of structure. Disconnect between what Supt. says and what is said at the school level. It's an issue of inequity because each school is running their own program.</p> <p>Schools need to provide support to their own parents, rather than refer them to district offices and/or phone hotlines.</p>	<p>Schools do monitor the use of Parent Portal by their families and the use of Schoology by their teachers and students to access learning. As the pandemic required teachers and families to adjust to a new form of engagement quickly, structures of support were being developed as they were needed at the time. The level and type of accountability for engagement will be very different in this new year, as Communities of Schools have shared best practices in how to help all stakeholders in our educational system strengthen their capacity in the online environment. New job aids have been developed to assist schools with supporting their families. Whereas the Parent Portal is not a two-way communication tool, it does connect to Schoology for parents to review their students' classroom progress; and Schoology offers the ability for two-way communication between parents and their children's educators. This year alone the school district witnessed for the first time consistent coordination and messaging about the Parent Portal at the school sites, CoS and local district, and central offices. The current focus is to build practice for families to link to the Parent Portal which is the point of entry for families in Schoology where teachers are posting school schedules, routines, assignments and resources. This is also the ideal site where families may email and communicate one on one needs with teachers and administrators.</p>	<p>The Los Angeles Unified continues to assist families with connectivity to the Parent Portal and Schoology, and we also have a significant population of families who do not have a Parent Portal account. Assisting disconnected families is our priority and support is available at multiple levels of the organization. School sites were provided web based phone numbers to help parents connect with Parent Portal support staff at the school site. In addition to 1-1 support, schools are also offering workshops and office hours with school administrators and support staff. At the Community of School and Local District office level staff continue to host town hall meetings by COS each month where families are directed to the Community of School Welcome Center and phone numbers where assistance is provided to families. At the central office level, we provide families with 1-1 support to open email accounts as well as Parent Portal accounts. Assistance is available Monday-Friday from 6:00 a.m.-6:00 p.m. When families are supported at the hotline they are also given step by step job aids, guided to videos and assistance via Zoom. Another recommendation made by central parent committees was to provide schools with beginner and experienced level training for families. These include a PowerPoint, facilitator guide and information for families. In March of 2020 approximately 24 percent of students had one parent registered on the Parent Portal. A year later the number has increased to 54%. Every level of support at the Los Angeles Unified is committed to closing the digital divide for parents. This comment also speaks about expanding the features included in the Parent Portal. Beginning in the 2021-22 school year the Parent Portal will evolve into an online and mobile application that will provide school communities an interactive spaces to access resources and communicate with school site leadership.</p>

Issue area	Comment	Superintendent Response (Fall 2020)	Implementation Update (February 2021)
Student and Family Engagement - General	<p>The percentage does not reflect all the LAUSD families. How will the District improve the quality and quantity to engage all parents since only the parent that had access and ability in technology completed the survey. The District needs to provide support to help parents know how to fill out surveys.</p> <p>There should be unit for families under the new CoS organization.</p> <p>Parents would like to have input into the negotiation process, to give guidance on topics such as instructional offerings, PD, etc.</p> <p>Concern regarding waiting too long to reach out to students who've not shown up. Individual orientations with families would go a long way to build trust with families.</p>	<p>The Los Angeles Unified has coordinated with local district superintendents to connect with students and families who are unable to connect online for teacher-led instruction. Monitoring of data, trends found and outreach to families who are disconnected is the responsibility of the local district superintendent and leadership. Student Health and Human Services has developed protocols consistent with Senate Bill 98 requirements for engaging students and tiered support for students who are not engaging in learning. For questions about how family engagement personnel are staffed at a local district level and to offer input on instructional practices supported you can speak with the CoS administration and local district superintendent.</p>	<p>The Office of Parent & Community Services continues to staff the Los Angeles Unified hotline with approximately 60 agents helping families connect to email, open and use Parent Portal accounts, and direct families to services. The 213-443-1300 hotline is open from 6:00 a.m. to 6:00 p.m. (Monday-Friday). The office is also in contact with families weekly, via text message and phone, helping families who do not have email accounts on file and who do not have Parent Portal accounts. BlackBoard Connect calls have resumed and teachers are taking attendance in MiSiS this year. Teachers and school staff have also received training on the requirements of senate bill 98, including tiered outreach for students who are absent three or more days or 60% or more of the school week. We are also encouraged by the investment made by Local District leadership to expand Parent & Community Engagement staffing at the Local Districts and Communities of Schools. This investment is increasing Parent Educator support by Community of Schools and Parent Engagement Support Assitants.</p>
Student and Family Engagement - PAC Engagement	<p>To embed PAC members into decision making bodies that inform how supports and resources are organized for families to provide greater two way engagement with decision makers at the Los Angeles Unified: COSA, local district, and central office level.</p> <p>PAC can be a partner in previewing and providing guidance as to the district's plans. Members have received training to provide meaningful input. PAC could have been the working group with the district regardless of the tight timeline.</p> <p>More transparency regarding opportunities to be part of engagement opportunities. In particular the process by which PAC officers were invited to be a part of the group providing Dr. Baca with feedback. Feedback will help inform more authentic feelings and concerns from parents/families.</p> <p>District should have consultation with PAC on how to improve as a district.</p>	<p>Engaging the voices of PAC into the new school year planning is a priority for the school district. Officers were invited to conversations organized by the Chief of Schools and local district superintendents and the engagement of the new LCAP was initiated immediately following the release of the policy from the state. As the PAC provided 86 comments on a range of issues related to the LCAP and continued its engagement through the summer on the Learning Continuity and Attendance Plan, its feedback served a great value to the District in determining the District's direction and support for students and families during the time of remote learning. The PAC recommended parents be surveyed across the District and that parents receive more technological training. As a result, a Districtwide survey was administered and workshops and townhall meetings across the District have been held to help families connect. Nonetheless it is noted the PAC desires to engage with greater frequency when the school district leadership is developing sizeable plans such as the coordination of services in a time of a pandemic. PCS will consider how PAC members might have the opportunity to participate in this engagement in the coming year.</p>	<p>The Office of Parent & Community Services is always monitoring new initiatiaves or projects that will be enxhanced with the input and recommendations provided by the central parent committees. This year alone we offered the opportunity to central parent committee memebers to participate in a Schoology focus group, Daily Pass and Parent Portal focus group, as well as the school calendar for the 2021-22 school year. PCS is committed to opening these session in partnership with parent leaders.</p>

Issue area	Comment	Superintendent Response (Fall 2020)	Implementation Update (February 2021)
Student Supports - Mental Health	<p>We do need to improve the [hotline] service. Parents have waited hours to get support</p> <p>There needs to be socioemotional support for students as well as parents, through personalized resources when the parent or the student is in a crisis o lack of instructional knowledge.</p> <p>Long wait time for hotlines.</p> <p>Wondering: How will 4-1 rule be enforced?</p> <p>Will PSA be available to go out</p>	<p>Since April, a Mental Health Hotline has been available for parents and students in both English and Spanish from 6 am to 6 pm Monday through Friday. Social-emotional health is a priority for the District, as it is a crucial indicator in determining the success of students in school. Families are able to request services for a student and parents. In addition, in order to reduce the time parents and students have to wait on the hotlines, the District has recently trained hundreds of employees to offer support to families. The week leading to the first week of school and the first week of school resulted with a wait time under five minutes for families who called the (213) 443-1300 family hotline.</p>	<p>We continue to monitor the data for Los Angeles Unified Holtine wait times. Since May 2020 the wait time was reduced to a 1-3 minute wait. This is in large part due to the staffing of 60-70 agents working primarily during school hours. We are also texting families by local district to offer help with registering to Parent Portal and despite increases in phone calls the wait time is the same on the hotline. The hotline that was experiencing higher wait times, which is available to help with Schoology and device troubleshooting, also increased staffing time which have cut back wait times.</p>

Issue area	Comment	Superintendent Response (Fall 2020)	Implementation Update (February 2021)
<p>Staff Professional Development Needs - Technology Training</p>	<p>More opportunities for school staff to be trained in Zoom and how to engage with parents/families with online learning.</p> <p>Equitable practices for technological training across the district. Disparity across LDs and Communities of Schools. Some communities who have little experience with technology might need extra support beyond tech support for topics related to instruction (how to use and access Khan Academy, IXL, etc.). Websites are another area of disparity--some are more helpful (funded) and others are not. Differences in leadership also contribute to differences.</p> <p>Different formats from school to school. Depending on the teacher's strength with zoom and remote learning, some schools are prepared more than others. Need a list of best practices to be shared with all schools/teachers. This is an opportunity for innovation. Best practices can be used across district like pre-recording teachers who are engaging to use during instruction. Teachers can work to give smaller group instruction to meet students' needs. District can also look to private homeschooling as models for instruction. Another best practice is breakout rooms with support staff to help with work in smaller group support and instruction. Parent workshops to help with zoom and instruction is also a best practice.</p> <p>Having training where teachers and staff could learn together</p> <p>13% of teachers did not receive the training or were not certified in the virtual platforms. You cannot require or demand teachers to use the virtual platforms and really fulfill their duties.</p>	<p>To provide more tailored support across the District for families with great needs of support for technological issues, Communities of Schools are reaching out using text messages and requiring schools to make personal phone calls to provide an additional layer of support. The school district also developed a Future Ready Certification Program that helped over 13,000 educators with learning the use of Zoom, Schoology, Parent Portal and other valuable resources. The Office of Parent & Community Services also provided job aids and resources for teacher and administrator professional development designed to help families use a Chromebook, using Zoom, Parent Portal registration and others available on the PCS website.</p>	<p>In order to continue to provide professional learning and development to our instructional Staff, the District designated Monday, January 11th for professional development, followed by another "Smart Start" period from January 12, 2021 to January 22nd to allow teachers and students to focus on relationship building and social emotional learning during the first two weeks of the second semester.</p>

Issue area	Comment	Superintendent Response (Fall 2020)	Implementation Update (February 2021)
Student Supports - Instruction / Academic - Student Participation	<p>Not many students participated in distance learning from March to June.</p> <p>Daily Participation, students log in on time, just having a device on is not the same thing as just participating. How will this be monitored?</p> <p>Notifying parents that students are not logged on a day later is going to be a big issue for parents.</p> <p>If students are at home and are sick or not feeling well, if they turn in the work, how will absence be addressed?</p> <p>Post assignments at least on a weekly basis to let parents know progress and/or completion rates. “Heads Up”</p>	<p>In response to students not participating in distance learning during March-June, Student Health and Human Services personnel including Pupil Services and Attendance Counselors prioritized contacting students via phone and targeted mailings to households to support families in connecting students to distance learning. Families were connected to basic needs and supportive services to ensure that students were connected. In addition, an online enrollment portal and enrollment hotline was created to support all students in enrolling in LA Unified. The district worked with partners such as EveryDay Labs to reach out to students who were not connecting to distance learning using a combination of text messages and mailings with information on accessing district resources to connect to online learning. Daily participation will be tracked and monitored for all students. Schools will utilize LAUSD platforms (i.e. WholeChild, Schoology, MISIS, MyData) to monitor which students are not connecting and are in need of additional supports to improve Attendance and participation. Black Board Connect Calls will be made for same day attendance and previous day attendance. For current day attendance parents will receive a message to assist their child in logging in for that day. For students with no attendance activity for previous day will receive a message that student has been marked absent. The Black Board message also encourages families to contact the SHHS hotline or school for supports in accessing resources. Student attendance will continue to be monitored and will be reflected in students' reports cards. School site/district/community/partner supports will be available to assist in improving attendance. Schools will continue to provide tiered intervention supports for students with excessive absences. Students who are ill but submit assignments will receive attendance credit for the day that the assignment was turned in. An Inter-Office Correspondence was developed and shared with LAUSD District and office staff to provide guidance on the requirements for attendance taking and monitoring as described in Senate Bill 98. Parents are encouraged to view their students' academic progress in Schoology. Parents and legal guardians can register for the Parent Portal to access Schoology, set notifications regarding their students' assignments on Schoology, and view their child's grades.</p>	<p>To support attendance our Pupil Services team has continued their efforts to increase attendance. Below are some example of this work.</p> <p>Local District PSA Coordinator efforts:</p> <ul style="list-style-type: none"> • Professional Development/Training for Schools and District leaders <ul style="list-style-type: none"> ◦ SB98 and IOC- Attendance Procedures ◦ Tiered Interventions during Distance Learning ◦ Student Engagement Team Consultations (SET) ◦ Training on School Reconciliation to support/improve data ◦ Training on Connectivity Report • One-on-one consultations with school administrators via zoom and phone calls (schools without PSAs or no full time PSA) to discuss attendance/engagement of students and systems to support attendance/engagement • Data Analysis of chronic attendance data, Tiered by COS (SET, Attendance data and engagement efforts) • Proactive approach to supporting schools with no PSAs; Providing weekly attendance tips to schools, generate data, and support office clerks in ensuring proper attendance taking and development of systems to support attendance • Partnership with Transportation department- calls made to Student households • Parent webinars • Participate in Town Hall meetings to review attendance and engagement strategies • Monitoring Enrollment Portal- to ensure immediate enrollment of students <p>PSA Counselors:</p> <ul style="list-style-type: none"> • Daily Attendance reports are generated to identify students that are absent from school • Reviewed Certify, Schoology & Reconciliation Report to identify discrepancies to ensure accurate attendance • Weekly Attendance reports are generated to identify students with excessive absences and or absent 60% of the week • Outreach to students that are absent for 60% percent of the school week • Daily Personalized phone calls are made to all contact numbers • Parent /Caregiver conferences for students with excessive absences to identify cause of absences and provide appropriate interventions. • Ongoing notification to parents/students on Attendance during distance learning • Ongoing monitoring of Attendance submission to ensure accurate attendance • School engagement letters, Low activity letters and other attendance letters are mailed home to parents/students with excessive absences <ul style="list-style-type: none"> • Provide training on SB98 to school personnel • Provide parent workshops <ul style="list-style-type: none"> ◦ Attendance Expectations ◦ Engagement & Distance Learning ◦ Socio-Emotional Learning • Parent Conferences (one on one) via zoom for Targeted Students • Zoom Classroom visits to promote and discuss attendance expectations • Home visits - a few counselors conducted home visits (optional)- pending new guidelines • Utilize SET tools to provide tier 2 &3 interventions to targeted groups to increase engagement ◦ Mailing SET Letter 1, 2, &3 ◦ Not Attending/Not enrolled letter ◦ SET agreement form • Provide community resources within CoS & school resources • Initiate virtual attendance challenges • Schools implemented in house BTT challenge (LD South) • Host parent meetings and SET meetings to teach parents about attendance to increase engagement • Provide trainings to school staff to support attendance, engagement and enrollment • Connect students and parents to district and community-based resources to meet family needs • Use creative and innovative, age appropriate ways to teach students about the importance of

Issue area	Comment	Superintendent Response (Fall 2020)	Implementation Update (February 2021)
Student and Family Engagement - Foster youth	<p>District has not been clear with who is outreaching to the Foster youth population and how that is being done.</p> <p>How many parents do we have representing Foster youth in each LD? We need to have more Foster parents involved.</p>	<p>Student Health and Human Services, Student Support Programs Department oversees a program called Specialized Student Services. This program focuses on providing local, integrated, specialized support services to students in foster care. We have 163 counselors who are assigned to support every students who is in foster care in every school within LAUSD. These counselors act as liaisons with parents/caregivers, Educational Rights Holders, other various agencies (DCFS & Probation), advocates, and school districts. Counselors coordinate services to ensure that the students' educational rights are upheld. During school closures, they are ensuring that students have access to technology, are connected to the content and applications needed to participate with their class(es), and are engaged with the school and learning. Counselors are also continuing to virtually engage foster youth in enrichment and extracurricular activities, such as our Foster Youth Leadership and Empowerment Councils. The number of students in foster care varies across the District. On average, we have approximately 8,000 students who are identified as needing services throughout the academic year. The number changes as cases open and are closed with the juvenile dependency & delinquency courts. The analysis of year-end data for students in foster care revealed that the percentage of identified students district-wide by LD was: LD Central: 18%; LD East: 17%; LD Northeast: 15%; LD Northwest: 11%; LD South: 23%; and LD West: 16%. The program works collaboratively with the LA County Department of Children and Family Services, LA County Probation Department and receives information from CalPADS (California Longitudinal Pupil Achievement Data System) to accurately and regularly identify LAUSD students in the foster care system. The program also hosts Community Collaboratives throughout the year to empower, engage, and inform parents/caregivers, advocates, and stakeholders.</p>	<p>Specialized Student Services (SSS) is the program that supports all students in foster care. The program continues to have counselors assigned to each school to act as a foster youth liaison for students in foster care. Specialized Student Service has developed a website that includes program information, including administrative contacts and a directory of foster youth liaisons for each school site. There is also a Student and Family Resources button that provide stakeholders with information regarding special events, parent guides, local district information as well as additional resources throughout the city. SSS counselors have and continue to outreach and connect with students in foster care on a monthly basis. Some connect methods include email, Zoom and phone (Amazon Connect). SSS counselors continue to work with parents/caregivers, Educational Rights Holders, DCFS & Probation, advocates, and school districts to ensure that students have access to technology, are connecting with their school community and engaged in virtual learning. In an effort to involve and recruit foster parents and caregiver, Student Support Program invited Parent and Community Services (PCS) to present at the fall Community Collaborative for caregivers, advocates, and partners working with students in foster care. In addition, SSS Program continues to recruit foster youth advocates and caregivers as members to serve on the Parent Advisory Committee (PAC) by sharing the responsibilities and benefits of being part of the PAC. SSS created an informative flyer that has been shared with partner agencies, Short Term Residential Therapeutic Programs (STRTP, formerly known as group homes), as well via the website and social media outlets. All stakeholders are invited to SSS Program's spring Community Collaborative which will be held on March 11, 2021 from 1:00 pm-3:00 pm via ZOOM. Information can be found on our website. https://achieve.lausd.net/Page/15337</p>
Staff Professional Development Needs - Special Education	<p>The weakness is the percent of personnel that is compatible to the number of students with special needs. Lack of personnel trained to have an impact on the number of students with special needs. Give sensitivity classes to the staff on the needs of children with disabilities and the parents.</p> <p>The Los Angeles Unified must provide a process to families with an IEP to receive immediate assistance from school sites.</p> <ul style="list-style-type: none"> How will new families be assisted in a timely manner if the schools do not have adequate personnel on campus? <p>General Ed teachers getting Special ED training. --> Make Trainings required for General Ed teachers.</p> <p>We need better IEP monitoring during this time</p>	<p>We are continuing to train all staff (general education as well as special education) in the practices of Universal Design for Learning to improve Tier One instruction for all students, including students with disabilities. This requires a mindset shift in the way we think about learners-since every person is a unique array of strengths and needs, there is no average student and we are working on shifting classrooms to offer choices that better engage our students.</p> <p>Each school site has an administrator assigned to supervise and lead all aspects of special education. The district has developed a protocol for remote IEP team meetings and has implemented professional development for Local District staff to support schools in the implementation of special education services during distance learning. Parents are encourage to reach out to their Community of Schools Support team if they are having challenges resolving concerns at the school site. Each Community of School has special education support staff. Lastly, parents can always call (213) 241-6701 if they need assistance regarding the special education needs of their student.</p>	<p>The Division presented on UDL for secondary math instructors this month. Staff are attending an extension of the Katie Novak series on Equity and UDL and a series on Antiracism and UDL, both provided by our grantor, Supporting Inclusive Practices (SIP). In collaboration with DOI, we are offering reading intervention training- teams of general education and special education are taking Orton-Gillingham training. UDL is incorporated in the Early Literacy and STEAM Microcredentials.</p>

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Student Supports - Instruction / Academic - Students with Disabilities	<p>How will students in special education be supported? Will there be a plan on how to provide instructional support[?]</p> <p>Special ED students and Foster students in distance learning will not learn the same or have the same type of support. They feel neglected.</p> <p>Students in special education need more support and psychologists should stay informed.</p> <p>Plan does not provide a link for instruction to support families with an IEP.</p> <p>Provide narrative to share how SPED and Division of Instruction will both work toward meeting the needs of diverse learners and their families.</p> <p>Need more support for students with I.E.P's</p>	<p>Students with IEPs will still be supported according to their IEPs. While there have been minimum requirements for synchronous minutes for all students in distance learning, services may go beyond the minimum synchronous minutes or, in some cases, could be partially provided asynchronously. The Division of Special Education has a website for parent resources, https://achieve.lausd.net/page/16606.</p> <p>The Division of Special Education will be addressing methods to provide distance learning in upcoming IEP team meetings which will provide additional guidance to schools, teachers and providers on how to provide supports and services during a closure of 10 or more days, like the current pandemic.</p> <p>Each school site has an administrator assigned to supervise and lead all aspects of special education. Parents are encouraged to reach out to their Community of Schools Support team if they are having challenges resolving concerns at their school site. Each Community of School has special education support staff. Parents can always call the District special education hotline for additional support at (213) 241-6701.</p>	<p>Student with disabilities are continuing to receive support and services through distance learning model. While this is not ideal, special education teachers and providers are providing supports and services through synchronous and asynchronous strategies. Parents are encouraged to visit our new and improved Division of Special Education website which displays the current resources and information. As of 2/1/21, we have conducted over 35,000 IEPs since the beginning of the school year. Once clearance is received to return to campus, we will restart our in person services and assessments. Parents are encourage to reach out to their childs case carrier(Special Education Teacher) if you have any questions or concerns. In addition, parents are welcomed to contact our School and Family Support Service at 213-241-6701.</p>