

Goal	What Action is connected with your comment?	Describe the need/evidence to support your comment	Explain your comment and suggest an outcome	Grouping	Superintendent's Response (Summer 2020)	Implementation Update (February 2021)
<b>1: 100% Graduation</b>	Programs & Interventions/C college & Career Readiness	The need is to increase the graduation rates for both middle school and high school students. The dropout rate for middle & high school has not met targeted goals. While, for the 2018-19 school year, the high school dropout did decrease from 10% to 12.2%, it increased for middle school students from .5% to .7%.	Culturally relevant/sensitive pedagogy needs to be implemented across the curriculum. Also, including incentives and/or recognition to students for improving their academic achievement through growth data and in class performance. Engaged students will stay in school.	Improve student engagement	The District will continue to expand professional development for teachers and administrators on culturally-relevant instruction. Because each school has its own unique needs, the District investment in the Student Equity Needs Index will continue to allow schools to invest in strategies to engage students and help incentivize student growth and achievement.	Professional Development has been offered to district staff focused on increasing student engagement in virtual and hybrid learning environments. The learned strategies are to be implemented for the remainder of the school year to work towards improving student participation. The professional development is ongoing and will continue into next year to provide opportunities to expand capacity. Our work to continues to focus on students who have struggled to receive instruction on a consistent basis. Additional support has been provided for tutoring services for all students after-school and/or Saturdays. Students will have opportunities to participate in concept recovery to avoid the need of credit recovery and to reduce dropout rates.
<b>1: 100% Graduation</b>	General Adult and Career Education	There is a need to support a college going/career readiness culture. Students are not aware that there are free or financial aid for summer resident college programs and college fly-in programs. Students are also penalized if they attend these programs both academically and with attendance.	The district should have college and guidance counselors inform and prepare middle school & high school students to apply for summer resident and fly-in programs. Attendance at these programs during junior & senior year should be excused and work should be able to be turned in upon the student's return. This should be consistent across the district. That students apply to and attend these programs in order to be exposed to the college experience.	College experiences	The Division of Instruction' A-G Intervention team continues to support the increased use and completion of Naviance lessons. Schools are expected to have students complete tasks and features that explore career opportunities based on student interests, personality and strengths. Naviance, accessible to all District middle and high school students, provides lessons on financial aid and expand appointments with college reps that provide information on resident college programs and college fly-in opportunities. The A-G Intervention team develops and prints a Junior and Senior Booklet each year to support students, families and counselors with the college planning, application and transition process. Professional development has been offered to all high school counselors to improve their skills in support students through the collect application and enrollment process.	<p>Professional development is offered to all certificated personnel through the College Access For Everyone (CAFÉ) Series.</p> <p>Creation of the Financial Aid Success Toolkit (F.A.S.T.), a resource for LD/CoS/School staffs to assist students in completing the FAFSA/CADAA applications. Junior and Senior Books are available in English and Spanish. In response to pandemic, Junior and Senior books were mailed to student homes. In prior years, books were sent to school sites for distribution. Revisions to Naviance to make it more "user friendly" in the completion of personal inventories related to college and career readiness/aspirations and college applications.</p> <p>Additional resources to families, in English and Spanish, have been added to Naviance. New Naviance modules have been created for work-based learning. In development: COLLEGE ADVISEMENT AND REMINDERS EXCHANGE (CARE) APP a student-centered mobile digital advisement app to communicate and provide outreach services for students to increase high school on track rates, and support the steps that must be taken to plan, apply, and transition to postsecondary opportunities of college and career.</p>

<b>1: 100% Graduation</b>	The District graduation rate, action 8, has been improving but English Learners, Foster Youth, Students with Disabilities and African American Students continue to struggle to meet graduation requirements.	We need to improve graduation rates, and the student achievement gap needs to improve.	We would like ways to monitor students who are struggling and have support for them to be able to meet the graduation requirements.	On-track to graduation monitoring	The District has developed an online dashboard to track student progress toward graduation in real-time. Local District and schools utilize this system to identify students in need of support and utilize their supplemental/concentration funds to invest in strategies to improve student progress.	Schools have been provided access to real-time data and can get individual student level data. Local District provide school level data by student group to assist schools with progress monitoring A-G "on-track status. Our schools have the capacity to meet with African-American students to provide support additional instructional support and "just in time" intervention. Additionally, in the fall semester, students who were in danger of failing a course were given an "incomplete" which allowed additional time to complete missing work/retake tests, to improve their grades and avoid the need to retake a course.
<b>1: 100% Graduation</b>		The percentage of graduating cohort completing A-G requirements with a C or better for African American students, students with disabilities, English learners, and foster youth have not reached their target.	We recommend that additional interventions and programs, that utilize best practices and are research-based to address the barriers that these student groups face in completing A-G requirements, be provided. Additionally, we recommend the provision of professional development with incentives for completion be made for high school teachers to implement in the classroom and address gaps in reaching targets. We would like to see that the student groups mentioned in this comment reach the targets within 3 school years.	Targeted supports for student groups to improve grad rates	The District utilizes a variety of targeted supports to improve student progress toward graduation. District monitoring and credit recovery strategies have contributed to improving graduation and A-G completion rates. District Student Support and Progress Teams develop plans to support individual students who are identified as needing additional academic, social-emotional and/or behavioral support. The District will continue to invest in additional professional development for counselors and teachers to improve their understanding of the A-G requirements and college readiness expectations. The District will also continue to invest in Naviance to provide all	Mastery learning and grading training has expanded to more schools to provide teachers and school staff the tools necessary to provide targeted support to students. These supports include an emphasis in standards-based grading as opposed to traditional grading practices. In this model students have multiple opportunities to demonstrate mastery of standards to improve their understanding of concepts resulting in improved final grades. In addition, the district has provided additional tutoring support to high schools in Algebra, Geometry, and Algebra 2. The tutoring service is available 24 hours a day/7 days a week. As the district looks to expand this service, the district is reviewing data on the identified schools to ensure students are participating with the service. Local Districts and schools meet frequently to discuss the A-G, "C" or better data. The passing of math courses with a grade of "C" or better will increase data and

<b>1: 100% Graduation</b>	The targeted focus by subgroups (English learner, foster, special education) that are the ones with the most difficulty in meeting the graduation goals.	These subgroups need more attention and resources to reach the graduation goals including psychological, for the English learners that are newcomers to be guided towards adapting to the system since they arrive without knowing the system and the families do not pay appropriate attention since they focus more on the economical aspect.	Counselors to identify at the beginning of the school year, struggling students both academically and psychologically, taking into consideration previous middle school records so that they can develop specific plans that will lead us to success from our system. Not forgetting the psychosomatic, the teachers should maintain open communication that in many schools it does not exist. No empathy is shown. The counselor to act as the mentor in the academic area as well as socioemotional one so that they are able to identify the needs and they can develop a work group and assign students a specific counselor that guides him/her the majority of the time and acts as the mentor	Targeted supports for student groups to improve grad rates	middle school and high school students with access to college and career readiness resources.	courses with a grade of "C" or better will increase data and opportunities for students to become eligible to attend a Cal State or UC school.
<b>1: 100% Graduation</b>	Provide stipends/training for teachers in the areas of transitioning.	If more teachers were trained in transitioning, career ed, college prep etc., they could use that to support students transitioning out into the world of work and school.	Since we didn't really get comments from the local district this year, based on the responses from the different departments within LAUSD, I think we need stipends for teacher training to support students to be college and career ready. This is an essential part of 100% graduation, and so we need to prepare teachers to support students with this.	Train teachers to support college readiness	The Division of Instruction A-G Intervention team is currently expanding the College Access for All (CAFÉ) training series to an online platform in Schoology and expanding parent videos on college access. The District continues to provide National College Attainment Network training licenses for teachers, counselors and administrators. The District has also developed remote learning videos for counselors and students. High school counselors continue to be the main point of contact for students interested in college.	College Access for Everyone (CAFÉ) training series is offered via Zoom during pandemic. Participants have the option of being compensated via training rate or salary point credit. Training on the Naviance platform continue district-wide. School/CoS/LDs can receive personalized trainings by request, targeted to specific needs and experience levels. Creation of a Schoology group dedicated to issues related to graduation and students' transition to college/work. Members collaborate and support each other through information sharing and problem solving sessions. All certificated staff are welcome.
<b>1: 100% Graduation</b>	1 - Programs & Interventions / College & Career Ready	Many newcomer English Learners struggle with basic computer and technology skills.	Classes for basic computer and technology skills need to be implemented for newcomer English Learner students so that they may build and master literacy and academic skills to be successful.	Provide computer literacy to newcomers	The technical skills for basic computer usage skills are integrated into instructional lessons during the regular school day. The Instructional Technology Initiative team will coordinate with the Multilingual, Multicultural Education Department to determine the extent to which additional instructional resources are needed for newcomer students.	ITI provides ongoing professional development for educators of English Learners. The session for educators include the International Society for Technology in Education Standards (ISTE), Digital Citizenship and Computer Science Education. Please see the link below for professional learning opportunities. <a href="https://achieve.lausd.net/Page/13396">https://achieve.lausd.net/Page/13396</a>

<b>1: 100% Graduation</b>	5 - School Autonomy	There is a lack of nurses in the District because the pay rate is not as attractive.	The nurse position pay rate needs to be raised to have more positions filled. That way, we may have more nurses to attend the needs of the students throughout the District.	Improve pay for nurses	Human Resources and District Nursing Services (DNS)/Student Health and Human Services (SHHS) have been working closely to increase hiring of school nurses. The District has also partnered with the LA Chamber of Commerce and the Mayor's Office to support with marketing and assisting with attracting more nurses to the field of school nursing. DNS and SHHS also continue to seek feedback from school nurses about working conditions and support needs, and DNS/SHHS have implemented numerous efforts to improve and enhance school nurse working conditions, including training and support, in order to improve retention. DNS/SHHS are also working with labor partner (nurse's union) on issues such as pay, health office/working conditions, and ensuring nurses have needed supplies and equipment since these are items that must be discussed and agreed on by both the District and the union.	Student Health and Human Services (SHHS), District Nursing Services have continued to work with Human Resources and partners including the LA Chamber of Commerce to host on-line recruitment events; we just hosted another recruitment event in January and are pleased to report completing 72 interviews and offered 51 Early Contracts. To date, 23 of those offers have been accepted, and Human Resources is supporting following up with the remainder of the candidates. We have had some success with hiring but also have many school nurses who are retiring at this time. Another strategy that SHHS has employed is providing a comprehensive orientation and training for new hires. In the past, there was a more brief orientation and on-going training for new nurses. This more robust training has resulted in better retention of new hires, as nurses express feeling more prepared to serve in our schools. SHHS is committed to continuing to advocate for our school nurses and to ensuring that the District is an attractive option for strong, well-qualified nursing professionals. Human Resources has also recently hired a nurse to work on a career ladder program that will support current employees, such as Health Care Assistants and Licensed Vocational Assistants (LVNs) to pursue a career as a school nurse.
<b>1: 100% Graduation</b>	Program and investments/college and career readiness/English learners	English learners are at 0.2% in English language arts and in math 0.7% being one of the lowest groups because the objective is to advance annually by 1% in ELA and math	My comment is: All the investments on Intervention programs such as ELLP, CGI, CTE, BTGDI are to be monitored continuously by the Instructional Directors in each Local District, including the Local District Superintendents, and give and distribute these programs and services continuously (quarterly or twice a year). How many English learners participate in these programs and their academic achievement by program including the courses takes through credit recovery during the summer? Continuous and precise evaluation for all investments, programs and services. To be able to close the academic gap of 10% of the annual targets of 100% graduation	Monitor EL academic performance	L.A. Unified is committed in addressing the linguistic and academic needs of English Learners during the school year and during intervention/enrichment activities. EL participate in summer educational opportunities like credit recovery courses for high school, Extended Learning Opportunities Summer (ELOS), and the Title III Newcomer Summer Program. Since ELs come with different needs, the instructional supports and services they received are catered to meet their individual needs. All ELs have yearly language and academic expectations for them to become proficiency in English and meet grade level standards as quickly as possible.	All items described have been implemented in the summer of 2020: (1) Credit recovery, (2) Extended Learning Opportunities Summer, (3) and the Title III Newcomer Summer Program.

<b>1: 100% Graduation</b>	Immediate Intervention Plan for A-G Courses for English learners is at 21.4%	English learners with the A-G courses area only at 7% in annual progress with these requirements as the minimum qualifications to be admitted to college and English learners are not meeting these opportunities since they are at a 93% rate of not achieving.	An action plan needs to be developed from middle school for A-G courses and have a detailed breakdown of how many English learners are meeting the A-G requirements starting in the 9th grade and early intervention since 9th grade and not wait until 11 or 12 to do credit recovery in the summer. Also, be able to provide data on how many English learners are graduating without reclassifying and work with a greater focus on them reclassifying in elementary and middle school and give continuous data on the Newcomer program that are meeting the requirements for A-G. To have annual progress of 10%	EL A-G completion	The Multilingual and Multicultural Education Department agrees with the recommendation that there needs to be a plan for ELs to be successful in A-G courses and meet graduation requirements. To support the educational success of high school ELs, MMED supports early intervention for Potential Long Term ELs and Long Term ELs so that they meet the reclassification criteria and the Title III Newcomer Summer Program to provide accelerated English language development for Newcomer students. Once ELs achieve English proficiency and reclassify, they achieve at high levels and graduate in high percentages. For example, currently, 90% of reclassified students are meeting graduation requirements compared to 68% of English Learners.	Local Districts were provided TSP funding to implement intervention services for Potential Long Term English Learners (PLTEs) and Long Term English English Learners (LTEs) in the fall of 2019 to support the overall graduation rate of English Learners. All Local Districts developed and provided intervention and enrichment activities, targeting PLTEs and LTEs. In addition, MMED planned and provided a Title III Newcomer Summer Program in the summer of 2020 to accelerate Newcomers' English acquisition to access grade level content instruction.
<b>1: 100% Graduation</b>		1. Under the 100% Graduation goal, Students with Disabilities, under a 4-Year Cohort Graduation Rate, will have a target goal from 64% to 67% by the end of the 2019-20 school year.	This goal can be achieved by increasing more funds for the A - G Diploma Program from the supplemental/concentration funds. We propose that these funds be used to buy more qualified academic and college and career counselors for Students with Disabilities at the high school level. Students with Disabilities will start receiving early intervention from 9th grade to 12th grade. They will have a greater opportunity to graduate from high school and be college-ready.	Sped graduation rate	The Division of Special Education staffs one Transition Teacher at every high school in the district to assist students in preparing for post secondary education and careers. We would like to see these teachers serve as experts on the school site for best practices in facilitating college for students with disabilities. Moving forward, the Division of Instruction and Division of Special Education will ensure collaboration between Counseling Coordinators and District Office of Transition, including sharing student progress and strategies to increase outcomes.	The Coordinator of Transition Services presented to the Counseling Coordinators on 11/5 and will continue to coordinate on the local district level with the counseling coordinators. Transition staff attends the Naviance trainings the District holds and collaborates on development of the platform.



<b>1: 100 % Graduation</b>		Under the 100% Graduation goal, Students with Disabilities that are under the category group “Percentage of Graduating Cohort A-G requirements with a “C” or better” will have a target goal from 24% to 27% by the end of the 2019-2020 school year. According to the Equity Scorecard, the Los Angeles Unified School District did not achieve the targeted goal set for the 2019-2020 school year. These students need more support for their academic achievements.	The district needs to assign more funds for this category of students in order for them to graduate high school and go to college or university. With those funds, the district can hire more qualified academic counselors that specialize and concentrate with special needs students. With their support, they can graduate from high school and attend college and universities. Higher education gives Special Needs students a better and brighter future.	Sped A-G completion rate	Understanding that our student with disability A-G data is not meeting expectations, once again we want to state the importance of utilizing our Transition Services. These specialized teachers can work with school counselors on how to strengthen our A-G data and support teachers in assisting students in increasing executive functioning skills.	The District Office of Transition Services (DOTS) will have a presentation on the Individualized Graduation Plan (IGP) from DOI. This will better enable the transition teachers to assist and support with IGP's for students with disabilities. DOTS has also uploaded the lessons given into schoology so there is a common platform with the teachers whose classes they visit. DOTS is developing a wide range of Professional Development for the teachers in the department as well. Additionally, a counselor is going to present a PD to DOTS staff so they can better learn areas of possible collaboration.
<b>1: 100% Graduation</b>	General adult and career education	Local district should hold a mockup college day for middle and high school students.	Local district should hold a mockup college day like college rush week where middle and high school students learn what financial aid and scholarships are, with the help of the parents guiding them.	College day	Each Local District has an annual college fair and the A-G Intervention team organizes a Districtwide College Palooza each year that includes workshops for students, parents, counselors and teachers as well as an afternoon college fair.	In Spring 2021, College Palooza will be virtual. Collaboration with UNITE-LA and CAL-SOAP to recruit participation in their college awareness events. Local District college fairs/events are virtual in 2020- 2021.
<b>2: Proficiency For All</b>	% in ELA and math from K-11 on the Smarter Balanced assessments	The English learners in all grades from K-11 in ELA in 6-8 grade -139.7%, grades 3-5 -102.2% and 11th grade 137.5% in math 3-5 grade -96.5% 6-8 grade -177.2% and 11 grade 190.9% literacy in kinder DIBELS 60% and in second grade DIBELS 41% are the lowest group.	All Instructional Directors, along with the designated coach from each district have to monitor, evaluate and give achievement data by school, district, quarterly or two times a year from all supports and services for English learners from elementary to high school. Set academic achievement goals for English learners in ELA and math by school and by district and give a report to the committees, ELAC, SSC, Local District Study Groups, PAC, DELAC, Board of Education and other appropriate groups. Professional development for K-12 teachers to be more focused and targeted to implementation strategies for designated and integrated ELD. And, more intensive, massive, continuous, precise support in math in middle and high school level to reduce the academic achievement gap by 10% in ELA and math.	EL academic monitoring and support	MMED, in collaboration with Local District personnel, provides ongoing professional development to support teachers, EL Designees and administrators in meeting the linguistic and academic needs of English Learners. A few of the offered professional developments include: (1) Essential Practices for ELs online professional development to approximately 4500 participants, (2) A Master Plan Institute to approximately 900 participants; (3) a microcredential course for teachers of English Learners; and (4) ongoing Dual Language Professional Development for teachers teaching in Dual Language Education programs. Moreover, MMED prepares on a monthly basis instructional resources, targeted PowerPoints on ELs, and English Learner Typology Monitoring Reports for Local Districts to use with principals and EL Designees.	To support teachers, administrators and EL Designees in meeting the linguistic and academic needs of English learners, Local Districts and MMED have provided ongoing professional development in the following areas: Designated ELD, Integrated ELD, ELPAC Task Types, Instructional Approaches/Strategies for ELs, Dual Language Education and Strategies to Support the Linguistic and Academic Success of Potential Long Term English Learners (PLTELS) and Long Term English Learners (LTELS) with Disabilities. Moreover, MMED has developed distance learning lessons for English learners in elementary and secondary, Dual Language Education learners, and World Language Education learners.

<b>2: Proficiency For All</b>	Professional development for teachers on technology and remote learning for English learners with exceptional needs	Because they are 100% -171.2% in ELA and math.	The teachers are having to develop technology skills to support instruction to its full potential for students that are English learners with an IEP to implement their instruction and supports according to their accommodations for the students' learning needs. All RSP personnel need to have massive, continuous, precise and monitored professional development by designated staff by school, local district and others, to improve instructions and ELA and math outcomes to 10%	EL/Sped student support	In collaboration with the Special Education Unit, MMED has developed professional development to specifically support virtual Individual Education Plans and Student Support and Progress Teams. Moreover, MMED developed and provided EL/Special Education in person and online professional development for approximately 2000 teacher participants.	MMED, in collaboration with the Special Education Unit, has continued to support the establishment of systems to conduct virtual IEP and SSPT meetings. Training was provided in the spring and fall of 2020 to enhance school systems. In addition, teachers have been provided opportunities to participate on professional development on the unique needs of ELs with disabilities, including PLTEs and LTELs with disabilities.
<b>2: Proficiency For All</b>	Instruction	There is a need to implement a district-wide program to address the academic performance of Standard English Learners. There an estimated population of 189,000 SELs that are not receiving focused strategies to improve the academic performance of these students. In the 2018-2019 school year, none of the target subgroups met the targeted goal.	The Master Plan states that resources should be allocated to support SELs. There have been some target programs implemented, such as the Academic English Mastery Program, which is limited to a set number of schools primarily in the South District. Instruction, support, professional development and funding allocated district-wide similar to that of the English Learner program.	SEL support	MMED is collaborating with Access, Equity and Acceleration (AEA) team to develop policy, implement professional development, and build cohesiveness of programs and instructional services on what SELs need. AEA is also developing a plan to expand the the Academic English Mastery Program to include an additional 65 schools in five years and additional AEMP model schools to 40 in the next five years based on the the recommendations outlined in the Board Resoluton: <i>MAKING GOOD ON LOS ANGELES UNIFIED SCHOOL DISTRICT'S COMMITMENT TO ALL STUDENTS: MAXIMIZING THE TALENTS AND GIFTS OF AFRICAN AMERICAN STUDENTS BY PUTTING INTO ACTION (RESOLUTION-025-18/19)</i> .	Based on Resolution 011, proposed budget increase 10 AEMP emerging model schools to 40 over 5 years: additional SEL coaches, targeted professional development, continued work with university practitioner partners, increase representatives to recruit and increase parent involvement, materials to outfit classrooms,
<b>2: Proficiency For All</b>	Instructional Technology	As we can see with what is happening globally with the pandemic, there is a clear technology divide between students. As we move towards instruction and taking exams online, students need to have access to technology. The district should provide 1:1 laptops for every middle and high school student. This should be met.	Less than half the district's students have managed to log on to Schoology during the pandemic. Many of them do not have access to computers and internet connection to engage in remote learning from home.	Improve technology access	As a response to support remote learning during the pandemic, the District has utilized funds to ensure that every student K-12 has a device and internet connectivity.	The District continues to provide devices and hotspots to schools to assure every student has access.

<b>2: Proficiency for All</b>	Action 3	With the Covid19 pandemic and schools having to shut down, the lack of accessible technology became evident in our district.	As a district, we need to focus on providing adequate technology to all students, regardless of what area of the district their school is located in. Our students need to be equipped and prepared to access academic instruction remotely.	Improve technology access		
<b>2: Proficiency for All</b>	The district's action 5 continues to show improvement in student assessment but English Learners, Foster Youth, Students with Disabilities and African American Students are not meeting grade-level standards.	We need more personalized learning and to be able to identify students who are struggling at an early age and provide additional support to be able to achieve grade-level standards.	We would like to see 100% of students meeting their grade-level standards.	More personalized early learning	The District also desires 100% of students meeting grade level standards. The Division of Instruction continues to implement core and intervention curriculum and instruction strategies to provide additional support for students who are not yet meeting grade level standards. One example includes the Early Literacy and Language Program which provides additional professional development for elementary teachers to utilize early literacy assessment results to provide personalized instruction to meet student needs.	The Early Language and Literacy Plan and the Primary Promise initiative provide resources, professional development and support staff for identified schols to provide personalized instruction to students based on assessment data and the developmental stages of learning to read.
<b>2: Proficiency For All</b>	The organizational body must streamline the district goals.	Graduation (and college attendance, and employment, and every other positive outcome we want for our students) depends on their proficiency.	Our real focus should be on Proficiency, which I realize is its own goal. But if 100% of students are proficient (an unrealistic goal, I feel, but also necessary to set because we SHOULD feel like anything less than 100% is a failure, if we are to stay in this game), then 100% of students will, naturally, graduate as a result, all things being equal.	Focus on proficiency for all	The District Goals are aspirational and were first generated in the LAUSD strategic plan in 2012. Additional explanation and detail will be provided in the future LCAP to further define each District Goal and how they are connected to specific targets that the District has set.	As we look ahead to the 2021-24 LCAP, the Los Angeles Unified School District has already begun our engagement to ensure that the new LCAP reflects the needs and priorities of our District community, and that our Goals are clearly and transparently communicated.
<b>2: Proficiency For All</b>	Prioritize 100% proficiency among your goals--it should be looked at first in every scenario.	Most, if not all, of the rest of the objectives are secondary to this.	Just as a general comment (not actionable suggestion), THIS needs to be our #1 priority. If you have 100% proficiency, you basically have it all. 100% graduation will be a natural outcome. 100% attendance doesn't matter if you're proficient, etc.	Focus on proficiency for all		



<b>2: Proficiency For All</b>		In CAASPP, of African American students, only 32.09% met or exceeded grade level proficiency in ELA and only 20.18 met or exceeded grade level proficiency in Math and only 13.60% met or exceeded grade level proficiency in Science in the 2018 - 2019 school year, which are the lowest scores for any ethnic group.	We would like to see comprehensive language development programming that helps the student, particularly African American student, learn academic language with funding, and accountability that ensures that the program is being implemented; and evaluation and tweaking of the program by a group of stakeholders that monitor its progress of increasing African American achievement. We would like to see the CAASPP scores (percentages) at least double within the first year of instituting this program.	Support for African American student achievement	The Division of Instruction Access, Equity and Acceleration team is developing a Reference Guide to outline the procedures for monitoring the academic progress of Standard English Learners (SELs) in accordance with SEL Resolution RES-097-13/14, the 2018 EL/SEL Master Plan, and (RESOLUTION-025-18/19) for Local Districts. AEA will approve and monitor the implementsstion of each Local District plan.	Draft SEL Monitoring Accountability Learner Achievement Plan to identify Standard English Learners; I. Data reviewed, LAS Links, School Experience Survey, My Data , II: Based on data reviews, conduct analysis of SEL achievement in ELA, Review Probable SELs and identify key strategies for identified instructional needs, III. Set the Local Districts Measurable objectives, IV: Selection of one or more Focus Areas: PD , Intervention/Enrichment, Effective Instruction, Building Family Capacity abd Social Emotional Learning Environment
<b>2: Proficiency For All</b>	10 - Instructional Technology Support	Schools do not have enough support in technology for teachers to be able to teach without any issues.	The District needs to fund IT support positions for schools. This will allow school systems and classroom teaching to function more effectively.	IT support at schools	The Instructional Technology Division has a robust system to provide technical support and assistance to school personnel. For additional support in integrating technology into instruction, there are currently 16 Instructional Technology Facilitator positions that support 16 Practitioner Schools during the school day and facilitate District-Wide professional learning afterschool and on weekend.	ITI provides onging professional development for all educators. The session for educators include the International Society for Technology in Education Standards (ISTE), Digital Citizenship and Computer Science Education. Please see the link below for professional learning opportunities. <a href="https://achieve.lausd.net/Page/13396">https://achieve.lausd.net/Page/13396</a>
<b>2: Proficiency For All</b>	10 - Instructional Technology Support	Schoology, Parent Portal and other platforms are not user friendly.	The District needs to provide more training on the different platforms it uses as well as making them more user friendly.	More training for technology platforms	Workshops led by school site staff, Local District staff, Parent Community Services staff and Instructional Technology Initiative staff are held both in person and virtual to support this need. In addition, on demand videos are available for families to access on the Instructional Technology Division and Parent Community Services websites.	Resourse for families in the area of digital citizenship can be found at <a href="https://achieve.lausd.net/Page/16676">https://achieve.lausd.net/Page/16676</a> . ITI provides onging professional development for all educators. The session for educators include the International Society for Technology in Education Standards (ISTE), Digital Citizenship and Computer Science Education. Please see the link below for professional learning opportunities. <a href="https://achieve.lausd.net/Page/13396">https://achieve.lausd.net/Page/13396</a> . ITD has also established a cloud based phone line at schools sites for families to directly connect with their schools to receive support with technology and online connectivity. Families are also able to access hotspots for their students at teh school site or by contacting the Los Angeles Unfied Family Hotline at 213-443-1300. Online engagement via Zoom has also generated greater engagement in many of our schools thorough Zoom and social media sites like Facebook. During these meetings families are provided support with Parent Portal, Schoology, online learning, mental health, and enrichment family activities. The Los Angeles Unified continues to text families who are not connecting and who do not have an email account on file to help families learn basic online applications. PCS is helping in this area by developing a Tech Talk series for beginner and experience online users for school sites to support their
<b>2: Proficiency For All</b>	Instructional technology	Local districts should offer training on the computer about the different platforms to use.	Local districts should offer training to students, teachers and parents about how to use the different platforms, like Google doc, word and excel so they can help with the students.	More training for technology platforms		
<b>4: Parent, Community and Student Engagement</b>	Action #2 Parent Involvement: Targeted Training	Due to the Coronavirus, it is evident that not all Parents have access to technology to move us into the 21st Century. Although some training has been provided, that is insufficient to address the need precipitated by the virus.	Targeted funding in no less than 1 million dollars must be advocated to train every single parent on how to navigate the technological worlds. Our current time demands it, and this should be a priority in order for parents to support their children's education.	More training for technology platforms		

<b>2: Proficiency For All</b>	Parents/Guardians & students will have a transparent understanding of what is expected for them each year.	Information for grade level class curriculum overview and goals for standard achievement for the year is not available on school website or Schoology.	We would like to have the schools provide a general grade level curriculum overview and goals for standards of achievement listed on the official school website and also on LAUSD Schoology. This info should be easily accessed. 2. We would like the District to provide a best practice template outline for teachers to submit to parents and kids for their class curriculum overview, goals, expectations, supplies needed and any special events for the upcoming year when they receive teacher assignments, so parents can have time to review with their child and prepare for the 1st day of instruction. Some teachers are great in communicating expectations to parents and some are not, and they are general.	Curriculum overview for parents	Resources for the public about grade level curriculum and standards are available on various District websites (Division of Instruction, Parent Community Services). The Division of Instruction can work with Parent Community Services to provide more parent-friendly descriptions of the state standards and make that available in Schoology and on District and School websites. The Division of Instruction can also provide teachers with examples of class syllabi so that minimum expectations can be shared with teachers.	The district is in the process of reviewing features within Schoology to provide parents and students more information to support students. Feedback from various stakeholders will assist the development of providing tools that communicate learning goals for students.
<b>2: Proficiency For All</b>		The achievement gaps for students with disabilities, foster youth, English learners, and African American students continue.	We would like to see interventions that utilize best practices and are research-based to address these achievement gaps in middle school and high school. We would also like to see that professional development be made available to teachers, with incentives upon completion and implementation in the classroom of these interventions, to address the achievement gaps. We also recommend the use of technology, such as video conferencing and online materials placed on Schoology, to supplement instruction and to assist students who are chronically absent due to illness. We would like to see a 15% decrease in the distance from standards met for these student groups within 2 school years.	Reduce achievement gaps	The Division of Instruction is constantly reviewing intervention strategies and programs to provide schools with resources to address struggling students. Reviews of these programs include an evaluation of the evidence of success as well as alignment with District curriculum and software platforms. These strategies and programs include both traditional paper/pencil curriculum as well as online platforms for student self-paced learning. The District learning management system, Schoology, has integration with three video web conferencing applications. There are also self-paced online resources available through District core and supplemental resources that educators can assign to students.	The district continues to update various Schoology groups with resources intended to support learning. These resources include content specific videos to support synchronous and asynchronous instruction. Training is ongoing and available for students to complete throughout the year. Additional training is being planned and will focus on student engagement and embedded technology into instructional practice. Students who are chronically absent have opportunities to view and complete tasks posted on their class Schoology page.

<b>2: Proficiency for All</b>	The district continues to show improvement in student instruction, but English Learners, Foster Youth, Students with Disabilities are not meeting their potential.	We need more support for students who are struggling.	We would like to see more programs to support the needs of struggling students.	Reduce achievement gaps		
<b>2: Proficiency For All</b>		In the Proficiency for All goal, Students with Disabilities under the “Average Distance from Standard Met on the Smarter Balanced Assessment for Language Arts (Grades 6-8)” will have a target goal from -116.9 to -107.9 by the end of the 2019-20 school year. Students are performing at low levels and the gap is increasing.	The Los Angeles Unified School District can assign more funds to close the gap. The distribution of funds should be used to buy programs to better prepare students. Also, allocated funds for professional development of teachers will prepare students to perform better in the Smarter Balanced Assessment for English Language Arts and Mathematics from grades 3rd to 8th and 11th. These students can perform better, teachers will be well prepared to teach special needs students, and increase the scores by having better results in the Smarter Balanced Assessments.	Close achievement gap for students with disabilities	Greater inclusion of SWDs (having students spend more time in general education) will facilitate this goal. We need ALL teachers to be better prepared to work with SWDs and utilize Universal Design For Learning. The District will continue to invest in training for schools that implement inclusive strategies to integrate students with disabilities into more general education classes. In addition, the Division of Instruction in developing guidance for schools regarding our Multi-Tiered Systems of Support (MTSS). The guidance will included specific academic and social emotional interventions that need to be available to all students.	A presentation on shifting special education practices to a "specially designed instruction" model per IDEA was presented to Division staff and will have a follow up PD in coming months. A PD on equity and UDL was held and 250 staff participated. As of 2/5, 70 of the 85 schools in the sideletter have submitted their updated inclusion plans and additional schools are seeking to join.

<b>2: Proficiency For All</b>	Targeted Action # 11: Targeted Instructional Support/Standard Classification	<p>Based on LAUSD data: Standard Classification, the lowest performing students in English Language Arts and Mathematics are localized in Standard Nearly Met and Standard Not Met with 55.89% (138,697) for English Language Arts students and 66.53% (165,102) for Mathematics students. This clearly indicates there should be a greater concentration of funding and resources to attend to the need of these two areas.</p>	<p>In order to assist the Lowest Performance Students in these two areas: Standard Nearly Met and Standard Not Met, the following steps should be implemented: a) Each student in these categories must have an Individualized Strategic Plan identifying the weak academic areas and challenges the student is facing. b) Parents must be included in the Strategic Plan c) The Plan must be review on a quarterly basis d) The Individualized Strategic Plan must include: 1. Process, Expectations; Evaluation/Monitoring and outcome e) Teachers must be provided additional support in the form of Teacher Assistants dedicated to the task of working with the students in question f) adequate materials and, potentially and due to the current Coronavirus, a reduction of students per teacher. In addition, a buffer must be created between Standard Met and Standards Nearly Met in order to deter students from falling into the category of Standard Nearly met. Close monitoring of this area is essential to prevent our students from academically failing as opposed to advance academically. Schools, with the support of Local District Superintendents, need to create a strategic/preventative plan regarding the buffer. Last, students in Standard Exceeds and Standard Met must be constantly monitored and supported. In summary, funding must be appropriated differently to support students in the two lowest categories. The end result with this plan is a greater percentage of students moving toward 100% graduation and proficiency for all students.</p>	Track and support low performing students	<p>The District agrees that individualized support for students may be necessary when students are identified as needing additional academic, social-emotional and/or behavioral support. For students identified by parents or school staff as in need of additional support, school sites are expected to hold Student Support and Progress Team meetings to determine student needs and an action plan to support the student. Parents are invited to attend those meetings. This is part of the District's multitiered system of support process. The District continues to improve core curriculum and instruction in schools to ensure that teachers have the resources and strategies to ensure initial instruction is individualized to support all students for success.</p>	<p>School sites continue to hold Student Support and Progress Team (SSPT) meetings to determine and monitor the individualize socio-emotional, academic and behavioral supports that may be necessary for specific students. Parents continue to be an integral part of the SSPT process. Professional development and resources continue to be provided to support school staff in individualize support for students.</p>
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<b>2: Proficiency for All</b>	% in ELA and math from 1-11 on the smarter balance test assessment	Local districts needs to make the tests more transparent to all students.	The district needs to make it more transparent for all the students to understand what is required of them.	Increase student familiarity with the tests	The District continues to require the administration of interim Smarter Balanced Assessments District-wide to ensure that all students are familiar with the assessment and what is required of them. This requirement also provides an opportunity for teachers to become familiar with the expectations for achievement.	The state has modified the Smarter Balanced Summative Assessments for ELA and Math. Both ELA and Math have two parts, the Performance Task (PT) and the Computer Adaptive Test (CAT). The state has decreased the number of questions on the CAT by half. Consequently, the testing time requirements for the CAT has been decreased by half when compared to the 2019-20 school year. No other CAASPP summative assessments have been modified. The number of questions and testing time requirements for the California Science Test, California Spanish Assessment and the California Alternate Assessments remain unchanged. Note that the Interim Assessments also remain unchanged.
<b>2: Proficiency for All</b>	Targeted action /targeted instructional support/ standard classification	Local district should bring back tutoring for the students throughout the district.	The district needs to bring back in-home tutoring for the lowest performing students who have not met the requirements needed to reach out to the companies that offer tutoring. It was done before.	In-home tutoring needed for students	Schools are provided with funding to allocate for teachers and other staff to provide tutoring. Beyond the Bell also provides afterschool tutoring available to students in need. Many schools offer teacher office hours for students to receive additional support.	The district is in the process of developing a list of tutoring partners who can assist students with their learning beyond the school and provide access 24 hours a day/7 days a week.
<b>3: 100% Attendance</b>		Chronic absenteeism continues to increase across all student groups as none met the 2018-2019 school year target for the percentage of students absent 9% or more.	We would like to see an increase in PSA counselors at schools, particularly schools with high percentages of chronically absent students, particularly African American students, foster youth, and English learners. We would also like to see incentive programs that target both the student and parents from these student groups to increase attendance. We recommend incentive programs that highlight not only perfect attendance, but also progress made toward better attendance. We would like to see a 15% reduction in chronic absenteeism within 2 school years.	Increase PSA counselors and incentive programs	The District agrees that Pupil Services and Attendance (PSA) Counselors provide a critical service for students, families, and school communities. Schools receive funding that allows them to make local decisions around needed personnel, including PSA Counselors. The District continues to advocate for increased funding so that schools have adequate budgets to meet student and community needs. PSA Counselors work with students across all attendance bands and recognize all levels of improvement to promote good and improved attendance districtwide.	The District agrees that Pupil Services and Attendance Counselors continue to be a critical and much needed service for our students, families, and school communities. The District believes that the decision to fund a PSA Counselor position should be made at a local level. As such, during school site budget development, individual school sites are able to make a decision to purchase a PSA Counselor.



<b>100% Attendance</b>		The 100% Attendance goal recommends that All Students under the category “Percentage of Students Attending School 96% or More (172-180 School Days)” will hit a target goal from 63% to 64% by the end of the 2019-2020 school year. The goal is to increase the attendance of this group by 1%. Students in the Targeted Student Population (TSP) of English Learners, Socioeconomically Disadvantaged, and Foster Youth are at risk of not achieving the 100% Attendance goal.	The district needs to allocate more funds to hire PSA counselor positions to assist students with chronic absenteeism. PSA counselors can work with families by assisting the student's needs.	Increase PSA counselors and incentive programs		
<b>3: 100% Attendance</b>	Chronic absenteeism	Local districts should have a day of celebration for the students who brought up their absences.	Have a day with the principal, parent and student get recognized for the achievement with bringing up their absences, like a movie day, cake day, food truck day, ice cream day, for middle and high school student, game truck day.	Increase PSA counselors and incentive programs		
<b>3: 100% Attendance</b>	Find/hire case workers for all current and former Foster Youth	Foster Youth have many and complex demands, and not too many adults looking out for them. They need and deserve the extra help.	It is my understanding that all Foster Youth are assigned a caseworker until their cases closes--why not have this point person until they are 18? Or even, until 5 years after their case closes? They are certainly going to have needs that don't end once their case ends.	Foster youth caseworkers	The District has invested in Student Health and Human Services staff, Specialized Student Populations (SSP) counselors, who are assigned to every school site and are dedicated to providing direct support and case management for our students in foster care. Students continue to receive support and follow-up after their DCFS case closes. SSP counselors also link students to additional resources, community agencies, and support to ensure that there is continuity of services once their case closes. We serve approximately 8,000 students in foster care each year. We continue to advocate for additional funding in order to expand our reach and services for students.	Specialized Student Services (SSS) counselors are dedicated to providing direct support and case management for our students in foster care who qualify under the LCFF definition of foster care, which includes students residing with their parents who have an open court case (DCFS). SSS counselors continue to provide support to students involved in the foster care system whose case closes during the academic school year. Students who no longer have an “open” DCFS case continue to qualify for certain educational rights. SHHS continues to advocate for additional funding in order to expand our reach and services for students, given that we serve over 8,000 students identified in foster care each year.

<b>3: 100% Attendance</b>	2 - Targeted Supports to Increase Student Engagement at Campuses of Highest Need	Social emotional needs in students have grown.	Students, teachers and staff need to attend mandatory workshops on social emotional topics by the Psychiatric Social Worker or other qualified support staff to ensure the wellbeing of every student and personnel.	More social-emotional strategies for students	Addressing social-emotional needs are important in meeting the needs of the whole child. Schools have staff who are trained to provide emotional support and resources for students. Professional development is offered at the school site and through online modules. In addition, schools utilize programs and strategies such as: Second-Step, Schoolwide Positive Behavior Supports, and Community Building/Restorative practices.	The district has provided lessons focused on social-emotional supports for all secondary schools to be used in advisory periods and in other assigned classes as appropriate. Elementary schools also have access to the "Harmony" resources which support social emotional learning. School administrators have been provided with supports and resources to support students and school staff during this time. Additional training is being planned for school staff.
<b>3: 100% Attendance</b>	2 - Targeted Supports to Increase Student Engagement at Campuses of Highest Need	Chronic absenteeism needs to be reduced.	Create a new and more relevant presentation on the importance of attendance for the Pupil Services and Attendance Counselors to present to students in their classrooms and parents in workshops.	Attendance workshops for students and parents	PSA Counselors will continue to revise and develop standardized presentations and tools to support student engagement/attendance across all grade levels.	PSA Counselors have continued to develop presentations and tools to support students and families. Ongoing professional development is provided to PSA counselors to continue to meet student and school community needs. In addition, each Local District has a Local District PSA Coordinator under the supervision of the Local District Superintendent. The Pupil Services Field Coordinator serves as administrator for the coordinating for Child Welfare and Attendance Supports and Initiaves, including the development of presentations and workshops.
<b>3: 100% Attendance</b>	Gather data on homeless students more than once a year.	Housing situations can change quickly. A family with a home could lose it by Christmas, and if you only gather housing information at back-to-school, that's nearly a year the child is living homeless before the district finds out and can help.	Gather data on homeless students more than once a year. At a minimum, twice. Situations can change fast and this is not a problem we want to grow for too long before intervening.	Track data on homeless students	The Student Housing Questionnaire (SHQ) is provided to students on an annual basis at the time of enrollment and/or at the start of the new school year. Beginning in the 2020-2021 school year, we will be requiring the homeless liaison at each school to outreach to students/families twice a year to ensure that the SHQ is updated. In addition, any time that a family requests basic needs or communicates housing insecurity, the school/homeless liasion will provide an SHQ to be updated. Lastly, we plan to send out Blackboard Connect calls to families reminding them to update the SHQ/nighttime residency twice a year (at a minimum).	District policy requires all schools to distribute and collect Student Housing Questionnaires from all families annually. Our Homeless Education Office also works with school site homeless liaisons to support proper identification of our students who are experiencing homelessness. This year, an additional outreach effort was made via a brief commercial that continues to play on KLCS. This public service announcement defines the nighttime residencies that qualify students as experiencing homelessness and a contact number for assistance. The commercial can be found on the Homeless Education website and the Student Supports webpage and social media platforms. Our Student Health and Human Services Student and Family Wellness hotline continues to provide information, resources, and referrals in support of all students and our students who are experiencing homelessness in particular. We have received over 12,000 calls since the hotline was launched in response to the pandemic. To ramp up identification efforts, staff assigned to the SHHS Student & Family Wellness hotline were provided training on the process to complete the SHQ on behalf of a parent/guardian or student. Additionally, due to school closures, SHHS support staff assigned to schools and Homeless School Site Liaisons can complete and submit the SHQ to the Homeless Education Office once a student's nighttime residence has been verified.

<b>3: 100% Attendance</b>	Eliminate this goal. Call it "Attendance support" or something if you must, or roll the objectives into the other goals (students' services and homeless youth programs could be under Basic Services, the leadership program could be under proficiency, etc.)	Students are living in conditions, which make the achievement of this goal impossible, and it is unreasonable and unfair to expect 100% attendance from every student.	This goal has little-to-no significance. What's really important? That students become proficient. And I know that attendance is tied to proficiency, however, to paraphrase Abraham Lincoln, you can have all of the students some of the time, and some of the students all of the time. Additionally, this goal specifically discriminates against students with disabilities, especially those with complex health needs who cannot attend school every day, or who see many/multiple specialists and doctors for needed treatment. Also, Foster Youth, who miss school when moving environments. Homeless students. Students living in such poverty that they don't have shoes or clean clothes to wear, or an adult looking out for them to make them go. It's great if you want to provide services to support those students attending, I think you should, but I think 100% attendance is a nonsense goal that is actually harmful to some, which makes it bad.	Consider changing 100% Attendance goal	The District recognizes that this goal is aspirational and will add language in the new LCAP to further describe the scope of Actions associated with this goal. We have staff, Specialized Student Populations (SSP) counselors, assigned to every school site who provide direct services, support, consultation, and case management for our students experiencing homelessness or in foster care. SSP counselors also link students to additional resources, community agencies, and support to ensure that there is continuity of services to improve school attendance. We understand that access to basic needs, changing of placements, and/or poverty impact our students' ability to attend regularly and to be ready to learn. We will continue to partner with our LAUSD staff, community agencies, and caregivers to improve attendance, and ultimately school outcomes for students in special populations and/or at-promise.	We continue to recognize this goal as aspirational; at a school, local district, and district-wide level, excellent attendance (96%+) rates are also monitored. We will continue to strive for excellent attendance and engagement in support of accelerating outcomes for all students. Targeted investments in Specialized Support Services Counselors have shown promise with increasing student engagement and attendance, particularly for our students in foster care.
<b>3: 100% Attendance</b>	English learners the number of days of instruction lost	English learners on the goal are at 42.1%	All ELAC committees have a presentation on data for only English learners by grade level and develop recommendations on incentives to expand and continue, and that the incentives are by school to be support tools for academic achievement for English learners (trips, computer labs to support learning). Set an attendance goal by school and schools that have increased their attendance to be provided one more PSA day by year and are recognized by the Board of Education or by the district channel 58. With these practices and strategies implemented to increase 42.1% to 50.1%.	Strategies to improve EL attendance	PSA field coordinators and PSA Counselors are funded at the Local Districts and school sites to support schools' attendance improvement efforts. ELAC committees should continue to work with LD support personnel to consult on these presentations. If a school purchases a PSA Counselor, they are also able to work with the school site ELAC personnel to provide child welfare and attendance presentations. In addition, schools with more English learners receive more Student Equity Needs Index funds so that the school has can invest in more resources for those students.	Every Local Distict has a Local District PSA Coordinator under the supervision of the Local District Superintendent. The Pupil Services Field Coordinator serves as administrator for the coordinating for Child Welfare and Attendance Supports and Initiaves. Schools with more EL students receive funds, schools have the option to purchase a PSA counselors based on their budget allocation.

<b>3: 100% Attendance</b>	Chronic Absenteeism	English learners are at 26.1% on chronic absenteeism of 180 days. They only attend 135-140 days. It is almost a third of the school year.	English learners have to be provided with continuous interventions, with parents to give socioemotional, health and economic support. These students should have the support from the PSA and the counselors, social worker to form follow-up, focus and support groups. Give an updated report on how many English learners are receiving these services to the committees ELAC and DELAC to be able to decrease chronic absenteeism by 5.1%, targeted participation.	Strategies to improve EL attendance		We agree that students should be provided with the services of a PSA counselor. School have the option of purchasing a PSA counselor based on their budger allocation. PSA counselors are child welfare and attendance experts that work directly with students who experience difficulties in achieving their academic potential due to social/emotional, home and community barriers. PSA Counselors support students' academic, social-emotional, and career development by improving student attendance. PSA counselors utilizes a student-focused and data-driven approach to attendance, to identify where prevention and early intervention are needed. We utilize a three-tiered model (prevention, early intervention, and intensive intervention) to improve individual and system-wide student attendance, engagement, achievement and graduation.
<b>4: Parent, Community, and Student Engagement</b>		The Parent, Community and Student Engagement goal in LCAP requires that schools provide four academic workshops during the school year. Some schools are not complying with this requirement.	Local districts have to work more closely with Principals and Community Representatives at their local schools to accomplish and fulfill this requirement every year. It would be ideal for the district to require professional development for community representatives. This will allow the community representatives to comply with the requirement without exceptions.	Accountability for parent engagement	PCS will be working in partnership with Local Districts to promote staff development for all staff, including Community Representatives, to strengthen the role of family engagement schoolwide. Local Districts will hold events next school year. PCS will also provide Local Districts with a parent and family engagement dashboard highlighting schools meeting family engagement responsibilities. The office initiated this process during the spring semester.	A series of 3 parent and family engagement modules has been developed and widely distributed to schools, Community of School leaders, and offices for school staff to engage families in assessing family and student needs at schools and in aligning budget resources to support those needs. These 3 modules promote collaboration and decision-making between school staff and families. The objective of the modules is to co-plan student supports and especially parent and family engagement offerings and use of dollars at the school sites. The process is organized to inform the parent and family engagment section of the Local Plan for Student Achievement and Targeted Student Population plan.
<b>4: Parent, Community and Student Engagement</b>	Target Parental Involvement	Many schools do not have Parent/Community Representatives due to lack of funding. In many schools, it is the Parent/Community Representative that coordinates parent activities school-site volunteer program and workshops.	The district should provide funding for 50% of the Parent/Community representative salary. Schools can then fund the other 50% so that the position is more attractive to parents and community members. There should be an onsite Parent/Community representative reaching out to parents, signing parents up to volunteer and coordinating events/workshops to engage and provide support to parents.	Fund Parent/Community Representatives	Schools are provided with funding to support their needs, many of which hire staff for their Parent and Family Centers. In addition to funding Community Representatives, schools also provide teachers with a teaching differential that result with academic based engagement opportunities to families. The 709 Title I schools purchase 1,024 Community Representatives in total, with many schools purchasing more than one position. Sixty-four schools provide teachers with differentials.	Schools continue to use funds to purchase support staff to focus on family engagement, including staff for the Parent and Family Centers, as well as funding differentials for teachers to focus on family engagement.

<b>4: Parent, Community and Student Engagement</b>	Parental Involvement	Many parents are not aware of the district parent advisory committees and the purposes of these committees. Many schools do not have on their websites information regarding the various committees, the election process for the committees, and the members of these committees.	There is no accountability regarding the school sites dissemination of information regarding parent committees to parents. Parents should be given notice at the beginning of the school year and that information should also be available on the school's website. This will give parents additional opportunities to be involved in the school.	Hold schools accountable for sharing District parent engagement opportunities	The Office of Parent & Community Services and PACE will collaborate with parent leaders to organize a campaign that promotes SSC, ELAC, volunteer opportunities and central committees. We may also explore Zoom workshops and use of BlackBoard to inform families about these leadership opportunities. Online training will also assist with strengthening family voice in school site committees.	PCS and PACE collaborated with parent leaders to develop a workshop series for parent leaders at schools and those serving at the central office level to strengthen their understanding of parliamentary procedures, as these are used by leaders on School Site Council and the English Learner Advisory Committee. In addition, parents across the District were invited to attend the Meet and Greet workshop series to learn more about leadership opportunities at schools. Lastly, parent leaders, PCS and PACE collaborated to design Fall and Spring Title I Conferences, which offer workshops at each Local District on a variety of topics.
<b>4: Parent, Community and Student Engagement</b>	The District provides ways and continues to encourage Parent Involvement, but Parent Engagement continues to be low.	We need better ways to monitor, evaluate and implement parent and community services.	We would like families and school staff to have the opportunity to work together to plan, design, implement, and evaluate family engagement activities at school and district level, to decrease the gap between parents and schools and to have a two-way communication between the home and school site.	Improve and monitor parent engagement	We are working to align family engagement practices at the school site, Local District, communities of schools and central office level so that families and school staff, including teachers, have more opportunities to collaborate starting early in the year. We will coordinate with Local District parent and community engagement teams to organize a needs and assets assessment for family engagement in the new year. This will be of value because Local Districts will support communities of schools that directly supervise school sites.	A series of 3 parent and family engagement modules has been developed and widely distributed to schools, Community of School leaders, and offices for school staff to engage families in assessing family and student needs at schools and in aligning budget resources to support those needs. These 3 modules promote collaboration and decision-making between school staff and families. The objective of the modules is to co-plan student supports and especially parent and family engagement offerings and use of dollars at the school sites. The process is organized to inform the parent and family engagement section of the Local Plan for Student Achievement and Targeted Student Population plan.
<b>4: Parent, Community and Student Engagement</b>	Make parents aware of the importance of a good education.	The parents, specifically Latinos, concentrate more on the economic and leave education in the back burner.	Take advantage of the first meetings to give the information since it is when more parents attend and that will lend the opportunity for more engagement.	Improve and monitor parent engagement		
<b>4: Parent, Community and Student Engagement</b>	Engage parents more.	Yes, engage more parents and get more points of view.	And this will help to get to know your surrounding community to be able to develop prevention systems.	Improve and monitor parent engagement		
<b>4: Parent, Community and Student Engagement</b>	Meeting with parents, explain what is needed of them	No parent engagement	It should be joint, parents, teacher together, not just teachers.	Improve and monitor parent engagement		



<b>4: Parent, Community and Student Engagement</b>	Continue building positive communication .	Teachers or counselors call with positive comments same as with concerns or misconduct so that parents can make the connection. Also, with the current situations with COVID-19, we are seeing the great digital divide that does not allow giving support for the learning process for the students.	Create a work plan for parents, to include parents, that include how to navigate the different portals and programs that are allowed in LAUSD. Use the resources for adult education, use of educational apps on mobile devices. This will allow to have a better possibility to support more effectively and successfully our students.	Improve training on digital tools for parents	Multiple opportunities will be provided throughout the District for parents to learn how to navigate different portals and programs. Los Angeles Unified is developing the Los Angeles Unified Mobile App to serve the role of pushing positive messages to families about student progress in coordination with Schoology. BlackBoard is another tool that we can promote to push out messaging for student progress.	The Los Angeles Unified Mobile App is continuing to be refined with new features added. Schools and offices continue to use Blackboard to promote family engagement. The objective for the Los Angeles Unified Mobile App is to integrate multiple online applications, including the Parent Portal and Parnet Hotline, and will also establish an interacting space for families to access school and district information, event invitations, and groups.
<b>4: Parent, Community and Student Engagement</b>	Connect more organizations.	Many families are low income and do not have the resources to survive decently.	Create resources for homeless students; provide meal resources for those living in poverty, something like what is being done now. It has given all a great sense of security and has strengthened the partnerships with school communities.	Increase resources for low income families	A Parent Help Desk will begin during the 2020-21 school year to complement school site services. The first phase of the effort is operating at the Los Angeles Unified as the Parent COVID Hotline. This line will provide families to open service tickets for issues and concerns, as well as connect to valuable services supporting family livelihood. In addition, Student Health and Human Services has a dedicated hotline to support families with accessing basic resources, including food, clothing, shelter, health insurance enrollment, as well as school enrollment resources and mental health support and consultation.	The Student & Family Wellness hotline continues to be staffed by SHHS departments, including Student Support Programs and Wellness Programs. The hotline is available Monday- Friday from 8:00 am to 5:00 pm and limited hours on holidays. We have received over 12,000 calls since the hotline was launched, and provide a range of supports, including connections to district resources and community partners to support identified needs. Hotline agents provide families with resources including academic support, emergency shelter, transitional housing services, food pantries, clothing resources, laundry services, mental health services, and other social services. These resources are also available, by Local District, on the Homeless Education webpage. With the collaboration of the Food Services Division, regular meals have been provided to LAUSD students participating in the Kids First partnership pilot who are living in crisis housing the San Fernando Valley area. With the expansion of the Pandemic EBT card, the District will help to facilitate the distribution of the benefits cards that will provide access to food resources for parents with eligible children.
<b>4: Parent, Community and Student Engagement</b>	Eliminate this as a standalone goal--streamline by adding it to another category.	Parent engagement is important, but as described, it fits within the other goals.	Engaging parents doesn't need to stand alone--in the interest of streamlining goals, it could be made a part of school safety (increased parent presence and neighborhood strength increases safety) or Basic Services or something.	Consider combining goal with others	We recognize the importance of parent, community and student engagement across all of the goals. We believe that specific targets are necessary and can be called out to ensure that schools and communities of schools are focused on involving their stakeholders to improve outcomes for students.	As we look ahead to the 2021-24 LCAP, the Los Angeles Unified School District has already begun our engagement to ensure that the new LCAP reflects the needs and priorities of our District community, and that our Goals are clearly and transparently communicated. Parent engagement is also part of multiple school site assessment instruments such as the School Operations Rubric of Implementation, Single Plan, TSP and others because parents are the bridge for our students and community.

<b>4: Parent, Community and Student Engagement</b>	Streamline the process of having things on campus to increase community involvement.	Communities want strong schools; they are good for communities. But the schools are currently unwelcoming.	Why is this category called parent, community and student engagement, but the actions both just relate to parents? Consider also bringing in community members. Many of the district's policies, for example, are really a barrier to community involvement--the hoops one jumps through to host events on campus, additional fees, the myriad departments that must approve (and don't necessarily talk to each other--I handle this job on my campus, and I have to contact risk finance, and then report their results to leasing. Why can't risk finance talk directly to leasing?)	Improve community engagement	PCS is coordinating with Local Districts who work with schools to continue the practice of organizing professional development for school teams in the areas of welcoming environment and cultivating home-to-school partnerships.	Parent leaders and district personnel led the process to develop a Family Empowerment Rubric which has been established to assist schools with analyzing their family engagement practices, and a series of modules has been developed to assist school teams in strengthening home-to-school partnerships. This series will be finalized in late winter and piloted this semester by Local District Parent and Community Engagement Teams. PCS also partners with offices in place to support community partnerships and collaboration. The offices are in place to increase partnerships and assist organizations to complete procedures required by the California Education Code. Offices who partner with PCS in the area of partnerships include the Partnerships Office, Student Health & Human Services Organizational Facilitators, and Beyond the Bell.
<b>4: Parent, Community and Student Engagement</b>	Action # Action #2: Parent Involvement/Structural modification	As it currently stands, the Parent Involvement structure is highly ineffective hence necessitating a solid structure that will support authentic and engaged parents for the purpose of LCFF/LCAP. The State Mandated PAC does not connect with all the schools in the District. The current membership reflects less than 0.01% of the total number of parents in the District. In addition, and to make matters worse, those members of PAC do not have a platform at school where they could share their information with their own constituents.	In order to remedy this lack of structure, the District must create a structure that embraces all parents. This can be accomplished by creating a pipeline between the Central District Committees and the School sites through the Local Districts. For this to happen, then, bases should be established for Low Income parents, English Learners (which they already have) and Foster Youth at each school site. Since English Learners already have a school site committee, all they need is to create the pipeline from the site to Local District to Central. For Low Income and Foster Youth, the base might be combined. Once combined, the pipeline from the School Site to the Central through the Local District must be activated. This activation could be through the current LCAP Study Groups and Title I Study Groups for Low Income Parents.	Consider improving structure of parent engagement for PAC	PCS is working with the Deputy Superintendent to establish a link for the LCAP to the school site. The Los Angeles County Office of Education is asking school systems to align and integrate school decision making efforts to the LCAP at multiple levels of the school system.	PCS has established additional supports designed to coordinate alignment of parent leadership from the school site to the Local District and with the central office. This year alone a series of Meet and Greet learning opportunities were organized monthly for School Site Council, English Learner Advisory Committee, local district study group participants and central parent committees. All parent members are invited by email, text and online invitations. Participants are solely parent leaders and staff were not invited to the sessions. PCS also released public service messages to eligible SSC and ELAC members. These two bodies are important bodies organized to organize supports for Title I, foster, English Learner and students with disabilities. They are also invited to local district study groups and conferences on the topics of English Learners, LCAP and Title I.

<b>4: Parent, Community and Student Engagement</b>		African American parents and families do not have a committee/group to partner with their school site, local district, nor central district to collaborate, discuss, and evaluate programs being used to increase African American achievement.	We would like an African American Advisory committee at each school site, local district, and central district to facilitate the partnership between parents/families and the school communities to increase academic achievement of African American students. This committee would discuss and evaluate programming used to increase the academic achievement of African American students.	Consider African American committee structure	Maximizing the Talents and Gifts of African American Students by Putting Equity Into Action RESOLUTION – 025-18/19 presented by Board member(s) McKenna and Gonez called for the establishment of a Local District African American Family Study Group for each Local District to meet with LD leadership to improve student and family engagement as well as identify evidence-based practices to assist schools in closing opportunity and achievement gaps. The Access, Equity and Acceleration Unit in collaboration with community/family partners and District personnel has developed an action plan which includes an African American Parent Study Group at each Local District pending Board approval.	Currently collaborating with the Office of Parent and Community Services to initiate a new district -level Parent Advisory Committee to support the development and needs of African American families, to be called an African American Parent Advisory Committee.
<b>4: Parent, Community and Student Engagement</b>	We would like to build a strong relationship between neighboring schools, public /city servants, business and community.	The District provides parents with parent workshops, community engagement opportunities and resource center either in downtown or local districts but parents are not aware or are unable to attend due to location.	We would like to have a dedicated parent center in each school so that the PTO/PTA or parent group and volunteers can have a place to meet engage community, and a place to hold parent training workshops. If the school does not have any room on campus, then perhaps partner with either business stakeholder or Neighborhood Council or City Venue that has meeting space that other neighborhood schools can have access to.	Dedicated parent centers at schools	The Los Angeles Unified is currently supporting the final phase 7 with the remaining funds provided by the District's Parent and Family Center bond program. Schools and families are encouraged to strengthen relationships with community partners and recommend priorities to the School Site Council for developing effective parent programs.	The Los Angeles Unified Parent & Family Center Project has opened and renovated 51% of the Los Angeles Unified Parent Centers. PCS continues to support this effort and is currently evaluating school applications for Phase 7 consideration. Multiple District offices are collaborating to continue the work of performing school scoping visits to choose schools that are able to undergo renovations and receive the Parent and Family Center training.
<b>4: Parent, Community and Student Engagement</b>	4.2	Even though parent and family centers are a known "best practice" in parent engagement, many school sites still do not have parent centers or, if they do, cannot afford to allocate 7E046 and/or TSP funding to hire and retain qualified Parent Center Directors or an equivalent position. This disparity results in a significant inequity, since some sites are able to hire one or more such staffers while other sites have none.	LAUSD must commit and allocate sufficient resources from the 7E046 Title I Parent Involvement Set-aside, the Targeted Student Population (TSP) allocation, and/or other sources, to enable each and every PK-12 school site in the District to place at least one qualified Parent Center Director or the equivalent position on site in a dedicated Parent Center, for a minimum of four (4) hours per day, at least four (4) days per week, for the entire school year.	Dedicated parent centers staff in schools	Schools are provided with funds to be able to purchase staff for the Parent and Family Center. Los Angeles Unified does want schools to do a needs assessment to identify and prioritize their needs. A Parent Help Desk will begin during the 2020-21 school year to complement school sites services. The first phase of the effort is operating at the Los Angeles Unified as the Parent COVID Hotline. This line will provide families to open service tickets for issues and concerns, as well as connect to valuable services supporting family livelihood.	A series of modules has been developed and widely circulated to provide schools staff with support in conducting an asset and needs assessment, especially during budget development season. The LA Unified Help Desk was established last summer to provide families with one number to contact to receive support for a variety of needs. Schools continue to purchase staff to support family engagement. The Los Angeles Unified is also decentralizing school based decision making so that School Site Council and English Learner Advisory Committee members can request the staffing needs for Parent & Family Centers.

<b>4: Parent, Community and Student Engagement</b>	1 - Targeted Parental Involvement	Parents need support at various times during the school day, but Parent and Family Centers are open for a limited amount of hours because the community representative positions are part time only.	To be able to have the school Parent and Family Centers open throughout the school day, the community representative positions need to be full time. This allows more support to parents and families as well as increased parent engagement. Increase funding for full-time community representatives.	Increase funding for full-time community reps		
<b>4: Parent, Community and Student Engagement</b>	We would like to build a strategic partnership with vetted nonprofit organizations for the school to fill the budgetary gap schools are lacking.	Although the District put a moratorium for facility license fees for fundraising efforts for school for this school year, Parent Volunteer/ PTO 501 (c) (3) nonprofit boards for PTA organizations that was created to support school enrichment efforts has challenges with facility license usage fees and RISK Management license policy procedures.	We would like the district to revise facility and risk management license process and fundraising policies and build a Task Force or Advisory Board that is comprised of PTO /PTA Presidents/Treasurers / Nonprofit Officers to help advise on policies to help push forward fundraising efforts from community. This Task Force/Advisory Board would develop & share best practices for community engagement and fundraising strategies.	Fundraising strategies	Los Angeles Unified has been and continues to engage with community partners to review risk management, fundraising and leasing processes to make them more responsive to community needs.	A module has been created to assist schools and community partners with streamlining fundraising and leasing efforts. This module is in its final stages of review and will be piloted for use in the Spring. The PCS is routinely convening the facilities and budget teams to simplify the application process for facilities and fundraising. A new online site will be launching where parent organizations will register their leadership, upload and submit facilities and fundraising forms, and track real time status of their applications.
<b>4: Parent, Community and Student Engagement</b>	New Action (3): Parent Translation Services	Parents whose first language is not English need translation services throughout the entire District.	Interpreters of various languages are needed throughout the entire District for parents. Translation services increase parent engagement in schools. Increase funding to hire a minimum of 50 additional interpreters.	Increase translation services	Translation is currently on the list of actions for the new LCAP in the Parent & Family Engagement goal. Existing capacity supports Spanish translation so it is important to elevate this service for our families.	PCS is recommending for translation services to be on one of the actions included in the new LCAP. Greater investment by the Los Angeles Unified may assist with helping schools request and receive services in multiple languages, including American Sign Languages.

<b>4: Parent, Community and Student Engagement</b>	targeted participation English learners	<p>The information and parent involvement from the school, local district and central level is deplorable, but the data is masked because appropriate indicators are not used to outreach to parents or there are no opportunities to expand and maintain a robust and authentic parent engagement. This goal only has 2 actions and are only using the parent survey that not all answer due to learning barriers and limited parents’ involvement. There are no advisory committees for each stakeholder group: low income, by school, local district, or central district. Many ELAC committees are not functioning properly, are not connected to the DELAC activities because there are only 8 representatives and 4 alternates by district that go to DELAC, and DELAC attendance fluctuates from 30-35 per meeting including alternates. The policies are not updated with the specific needs to include all parents at all school levels, local district and central district. DELAC presentations not to be the same that are presented at the local district and school level.</p>	<p>“To be able to expand and keep parents, there needs to be targeted trainings for each group in all schools where there is an ELAC committee and give trainings on the strategies for parents on math and ELA, ELD and ELD strategies for all grade levels and for all proficiency and fluency levels. Understanding and practices for the ELPAC and SBAC exams, DIBELS, RI and etc. Trainings about understanding the Master Plan and trainings for parents with children with IEP, trainings to support socioemotional learning, training for all parents on technology, grade K-12, and give a report on how many parents are using the Parent Portal by school. All schools to provide how many parents participate in each training, a breakdown. How many parents are English learners, low income, special education, foster home? Need to implement in all schools, have a goal for parents to outreach, include and engage by year, and that every year there is an increase of 10%. Develop more parent advisory committees, so that parent engagement and parent representation is more significant and equitable for all committees, ELAC, SSC, LOW INCOME, PAC, DELAC, and CAC and other stakeholder groups.”</p>	Improve parent participation	<p>Schools are required to hold trainings for families that address the specific needs of parents and students. The implementation of these trainings is monitored regularly, and support in offering these school trainings is provided by various offices in the LA Unified. The Office of Parent &amp; Community Services and PACE are supporting schools with conducting a needs and assets assessment to determine the barriers and promising practices in family engagement. Targeted goals for family engagement are identified and monitored by the School Site Council and school leadership also.</p>	<p>A series of 3 budget modules has been developed and widely promoted to facilitate the partnership of families and school staff with aligning school resources and supports to an assets and needs assessment. A family engagement rubric has been finalized with parent leaders and will be part of the professional development for school teams to assist them in assessing their family engagement practices.</p>
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4: Parent, Community and Student Engagement	4.1	<p>Even though parent and family centers are a known "best practice" in parent engagement, many school sites still do not have parent centers or, if they do, cannot afford to allocate 7E046 and/or TSP funding to hire and retain qualified Parent Center Directors or an equivalent position. This disparity results in a significant inequity, since some sites are able to hire one or more such staffers while other sites have none. The "Parent and Family Engagement" category falls far short of providing an accurate metric to assess the level of true, authentic, actual engagement of parents and families in our District. Basing three of these six local indicators on responses to the School Experience Survey (SES) is grossly inaccurate and possibly intended to ensure that the District is able to show 'Standard Met' in this category when, in fact, we have a long way to go. As proven by several decades of research, student achievement is positively correlated to parent engagement. Merely completing and submitting a survey, in and of itself, is NOT an indicator of actual parent engagement. Volunteering at a school site, on the other hand, is.</p>	<p>School sites must be required to demonstrate actual parent engagement by registering and approving a minimum of five (5) parents, guardians, and/or family members of at least five (5) different students from different families, enrolled at the site, and then demonstrate that these adults are present on campus, performing any meaningful activity or activities, on at least three (3) occasions per school year. It is strongly recommended that these five registered volunteers NOT be members of the school's PTA, PTO, or booster club, or others who are typically present on campus every day or so frequently that they are seen as "always around." Rather, every effort should be made to proactively recruit working parents and those who would otherwise seldom or never be present on campus.</p>	<p>Require parent volunteers at school sites</p>	<p>Schools are encouraged to develop a vision for the welcoming and use of volunteers strategically throughout the year. There are resources made available by the Office of Parent and Community Services to support schools in establishing this vision. Through a needs and assets assessment, schools can define specific strategies for reaching out to all members of the school community. The assessment will identify the needs for volunteers, which will direct how and when outreach is conducted.</p>	<p>The Los Angeles Unified Parent &amp; Family Center Project has opened and renovated 51% of the Los Angeles Unified Parent Centers. PCS continues to support this effort and is currently evaluating school applications for Phase 7 consideration. Multiple District offices are collaborating to continue the work of performing school scoping visits to choose schools that are able to undergo renovations and receive the Parent and Family Center training. We are also looking into evolving measures and action in the LCAP to offer measures of family engagement that capture types of engagement, and quality of engagement and frequency. This new LCAP offers the opportunity to develop greater measures for this goal.</p>
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<b>4: Parent, Community and Student Engagement</b>	Targeted support to increase student engagement at campus of highest need	Local districts should have a culture day where students dress in their culture, reach out to different programs that are willing to help.	Have students dress in their culture and have a forum where they can talk about it; have a day where different programs come to the school and help out in and around lunch time, like Brotherhood Crusade, Big Brothers, etc.	Student engagement strategies	The District Student Empowerment Unit has organized student conferences focused on Latino and black boys and girls in recognition that these students may need more access to mentors and opportunities to expand their college and career options. Culture may be represented by more than just clothes, and the District has focused on increasing training for school site staff on culturally and linguistically relevant teaching strategies to ensure all students are engaged in learning. The Student Empowerment Unit will continue to offer mentorship opportunities for high needs students.	The Student Empowerment Unit continues to offer student leadership conferences that support the needs of African American and Latino students. These conferences provide a platform for students to learn from role models who inspire them to step up, become innovative scholars, and attain a college education. Student participation in the leadership conferences has increased by almost 150%. In addition, the Student Empowerment Unit continues to increase the number of schools that offer mentoring programs by leveraging strong partnerships with community organizations and district staff. Moreover, the Student Empowerment Unit provides leadership training to Associated Student Body (ASB) leaders across the district so that they can help create culturally responsive school environments. The Student Unit also offers an enrichment leadership class to empower students with the tools needed to become successful leaders and strong advocates for their education and the education of their peers. Furthermore, the Student Empowerment Unit, in collaboration with the Access, Equity, and Acceleration Unit, organized the African American Family Day to celebrate the rich culture of African American students and their families. Finally, the Student Empowerment Unit is committed to continuing to increase the number of student engagement and leadership opportunities available to students.
<b>4: Parent, Community and Student Engagement</b>	Parental Involvement	The district needs to train the parent reps on how to tell parents about the different committees the district has.	Parent reps need to be trained on how to get the parents involved in the district at the district level; need to let parents know what the office of parent and community engagement is; what they can do for their district with the help of the principal, who needs to let parents know also, like at coffee with the principal, back to school night, open house!	Parent rep training	PCS will work with PACE to discuss how we shift from providing Community Representatives with informational content at trainings to skills-based leadership development so they can support the recruitment of parent leaders to serve in opportunities both in and outside of their schools.	Local District PACE units are shifting the practice of providing information to Community Representatives at monthly meetings to providing both information and skill development opportunities for staff. PCS has also developed professional development content that will be adapted and organized by Local District Parent & Community Engagement Teams. Please contact your Community of Schools and Parent & Community Engagement Administrators to inquire how this will be implemented in your community.
<b>4: Parent, Community and Student Engagement</b>	Engage parents more	The principal and parent rep need to be friendly and tell parents about what is going on in the district.	Have a parent night with the principal and parent rep to offer what they can do for their school and talk about the different committees the district has for them to serve on; get the parents' information about what is PAC, CAC, Title I Study Group.	Parent rep training		

<b>4: Parent, Community and Student Engagement</b>	Targeted parental involvement	Local districts should have parent centers open to help with their school needs.	Parent centers should be open to offer help to parents who need to use computers or talk with the teachers, talk to the student who are not listening to the teacher.	LD parent centers	Beginning in the 2020-21 school year, each Community School will host a Welcome Center with family-oriented personnel. Each Local District will organize approximately 7-8 communities of schools. For further information about this concept, contact the Local District Administrator for Parent & Community Engagement.	Each Local District has established Community of Schools and each Community of Schools has opened a Welcome Center. Each center will include full time staff available to address parent questions and concerns. The objective is for concerns to be addressed and resolved at the Community of School level.
<b>5: School Safety</b>	2 - District Safety Operations	Campuses and the surrounding environment need more School Police Officers to prevent rushing to another location for an emergency. For example, a School Police Officer rushed over to the Sal Castro Middle School shooting to attend the dangerous situation because there was none on site.	Each campus, especially middle and high schools, needs their own School Police Officers to ensure student and staff safety at all times.	Fund more School Police	Student safety is of the utmost importance and as such, having a police officer assigned to school sites improves the overall safety of our campuses. Unfortunately, due to a \$25 million reduction to the Los Angeles School Police budget, response times and the presence of officers will be reduced in the 2020-2021 school year as the result of the reduction in personnel.	<p>As a result of the recent Board resolution coupled with LASPD leadership's desire to continue to provide safety services that align with the redefining of school safety a realigning of the LASPD organizational structure is in progress.</p> <p>The LASPD will have a condensed organizational structure, and therefore a reduction of uniform presence on campus. Campus officers will become Community Resource Officers (CROs) and will no longer be on campuses. Police service will be provided based on a call for service basis and officers will respond to schools based on areas that align with the 44 LAUSD Community of Schools (CoS).</p> <p>With the reduced number of officers, the LASPD will have approx. 2-3 officers assigned to each CoS, responsible for serving approx. 217 area schools and facilities.</p> <p>The LASPD will continue to strive to provide safety and customized service with the following Strategic Goals:</p>
<b>5: School Safety</b>			Paid crossing guards, more school Police, give tickets to parents who don't follow rules, too warning to students.	Fund more School Police		
<b>5: School Safety</b>	2 - Districtwide Supports	Lack of adult presence and supervision on school transportation results in injuries in small children with special needs.	Small children with special needs get injured on school buses because there is no adult presence and supervision. LAUSD transportation must have an assistant during bus rides for these students to avoid getting injuries.	Supervision on buses	Los Angeles Unified provides supervision on school buses based on Individual Education Programs' (IEP's). We are unable to assign aides to bus routes that don't require bus aide supervision.	The safety of students in our number one priority. We will continue to ensure bus routes have the appropriate special education supervision staff assigned as per students IEP.
<b>5: School Safety</b>	If you're interested in streamlining, make this a part of basic services	Safety is a basic service.	This is a very important goal, however it could also be part of Basic Services, as safety is a basic right and maintaining it is the least level of services we can provide to students.	Consider combining this goal with basic services	We agree that many of these goals overlap. School safety was originally identified as a separate District Goal because it has specific targets that are separate from those in Basic Services. In the new LCAP, we will make sure to include additional information to justify this continued District Goal.	As we look ahead to the 2021-24 LCAP, the Los Angeles Unified School District has already begun our engagement to ensure that the new LCAP reflects the needs and priorities of our District community, and that our Goals are clearly and transparently communicated.

<b>5: School Safety</b>	Tighten building & campus security (esp. before & after school instructional hours)	The District does not have security protocols in place for after school 3pm-6pm. With the high rise of homelessness and mental and drug illness for people in our communities, there are more frequent occurrences where they can easily walk on campus after school. (i.e. Youth Services does not have enough supervisors to monitor kids or monitor gate. Anyone can go in/out if gate is left open.)	1. Install security cameras / CCTV at point of entry of office, student entry gates, if possible outside bathrooms, hallways, playgrounds, lunch area or key areas for protection per security recommendation. Install panic button or automatic door lock for front door for the office and/or main entrances to gain access into the school. 2. Install gate/door with automatic locks so once someone exits pick up/reunion gate it will lock automatically. 3. Have system in place for parent/guardian when they pick up kids from after school programs (Youth Services, or other after school programs) so gates/door remain locked/secured from 3pm-6pm	Improve security protocols		In support of Board Resolution No. 032-17/18, <i>Protecting our Students and School Sites</i> , Facilities developed a recommendation for a secure entrance standard that would require all schools to have a buzzer and an intercom in the main office which will allow visitors to enter the school through the main office, either directly or through a remote gate. The buzzer/intercom system would include a security camera at the school entrance and monitor in the main office. An assessment was performed at all schools to determine which sites met this standard for secure entry. The cost to implement the standard (buzzer, intercom, camera/monitor system) at schools that did not meet this requirement is approximately \$20 million. The implementation of such a District-wide program has been on hold pending identification of available funding. In the interim, secure entrance projects sponsored by Local Districts and/or Board Members have been carried out on a school-by-school basis. After additional funding has been identified, staff will present a District-wide implementation plan for Board Approval at a future date.
<b>5: School Safety</b>	Train administrators on how to handle maladaptive behavior with creative in-school consequences (in school suspensions, counseling, restorative actions, etc.)	There must be consequences for students that are not simply removing them from the environment (which no one really wants anyway).	I am concerned that principals are not giving consequences to students because they don't want their suspension/ expulsion rates to go up. Train principals and administrators on how to deal with maladaptive behavior IN SCHOOL so they do not need to suspend/expel, the students get meaningful consequences, and others see that the maladaptive behavior is not swept under the rug.	Restorative Justice	Tools, resources and professional development are available for staff to support use of Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) including: community building and regular check ins, systems of teaching, modeling, reinforcing and correcting expected behaviors, the use of restorative questions and conferences as alternatives to suspension and strategies to de-escalate behavior.	Division of Student Health and Human Services continues to curate and provide tools, resources and professional development to District staff to support social emotional wellness, engagement, connectedness and trust through the use of Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) including: community building and regular check ins, systems of teaching, modeling, reinforcing and correcting expected behaviors, the use of restorative questions and conferences as alternatives to suspension and strategies to de-escalate behavior. Our PBIS/RP team has also created a professional learning community to support teachers and staff with implementing best practices. We share resources with over 10,000 teachers and district staff who have signed up to receive these resources through our Schoology group. More information is available on our website <a href="https://achieve.lausd.net/PBIS_RP">https://achieve.lausd.net/PBIS_RP</a>

<b>5: School Safety</b>	District Safety Operations	School Safety Plans, when updated, should be made available to parents and posted online. Administration should identify and inform parents of approved drop-off locations.	Parents need to know the procedures in the event of an emergency such as were to pick up their child. Many community members complain about blocked driveways and picking up students in unsafe areas.	Post and share school safety plans	The Integrated Safe School Plan (ISSP) is not available online for security reasons, but emergency plan information is available to parents in other ways. Each fall a meeting is held to review the plan with parents, and they can request to view a copy of the plan in the school office. LA Unified also has an emergency plan app in English and Spanish; look for Crisis Manager in the app store on your device or check <a href="https://www.lausd.net/emergencyapps">achieve.lausd.net/emergencyapps</a> for details. General information about emergencies at school is also available online in five languages at <a href="https://www.lausd.net/ParentEmergencyInformation">ParentEmergencyInformation.lausd.net</a> . In a significant emergency, schools may release students to their parents individually through gates marked with red and white signs. The Request Gate is where parents ask to have their child released to them and the Reunion Gate is the location where parents pick up their children.	LD Operations will be provided with strategies to increase parent engagement and awareness of Integrated Safe School Plans including, but not limited: - Serving as representatives on the school safety planning committee; - Participation in emergency drills; - Participation in CERT, FEMA or other trainings <a href="https://www.lausd.net/Page/4699">https://www.lausd.net/Page/4699</a>
<b>5: School Safety</b>	School Climate & Restorative Justice	Students should be provided with training on how to identify various forms of bullying & other forms of abuse. At many schools, there has been an increase per the School Survey in various forms of bullying.	Students should be provided with training on how to identify various forms of bullying & other forms of abuse. At many schools, there has been an increase per the School Survey in various forms of bullying.	Bullying	Student Health and Human Services (SHHS), along with the Divisions of Instruction and Special Education have developed a number of tools, resources and professional development to support staff with using Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) including: community building and regular check ins. SHHS Human Relations, Diversity & Equity (HRDE) and School Mental health has staff assigned to each local district who assist with the design and delivery of interventions and supports, both prevention efforts related to suicide, bullying and other topics, as well as restorative responses following an incident.	Student Health and Human Services oversees a multi-disciplinary team, including Human Relations Diversity & Equity, Positive Behavior Interventions and Supports/Restorative Practices; and School Mental Health. These teams collaborate to include bullying prevention, intervention and response strategies into all aspects of the school environment, with targeted outreach to administrators, parents, teachers and students. Positive relationships and community building are evidence based most effective prevention strategies. District policy provides guidance on school site supports and interventions to prevent and address bullying behavior. School counselors, mental health, and Restorative Justice teachers purchased by schools are available to meet the individual and collective needs of students. All school-based mental health staff Psychiatric Social Workers (PSWs) have received training on social-emotional curriculum called FOCUS. The curriculum supports student learning in the areas of emotional regulation, communication, goal-setting, problem solving, and managing stress. School-based PSWs are
<b>5: School Safety</b>	School climate and restorative justice	Local districts should have a plan that helps students deal with suicide and bullying in middle and high school.	There should be a mental health professional who can develop a plan on how to deal with students who have low self-esteem and deal with bullying. There should be a program where students feel free to talk about their feelings, like a church group who comes in and does talks with middle and high school kids.	Bullying		



<b>6: Basic Services</b>	School Personnel/Staffing Support	There is a need for additional campus aids at many schools. Some schools have to closed bathrooms during lunch and nutrition because there is not enough campus supervision to have multiple bathrooms open. This causes long lines and for some students to have to use restroom during class time.	At both my daughter's middle school and high school, counselors, administration and other staff, in addition to campus aids, were required to supervise during nutrition and lunch due to a lack of staffing. This has resulted in students spending their break time in long lines to use the restroom and some students seeking permission to go during class or waiting until they got home. Providing more funding for campus aides would allow other staff to do their actual jobs and for students to utilize their breaks for more than just using the restroom.	Increase funding for campus aides	School leaders develop site supervision schedules based on the number of available staff. The Division of District Operations will continue conversations with Local Districts regarding campus aide allocations and assignments to ensure safety priorities and student needs are taken into consideration.	In addition to reviewing and analyzing the current deployment of campus aides, a new safety position, funded through a portion of the \$25M reinvestment in Black students, will support effectively advancing racial equity in their interactions with students, families, faculty, and administrators and promote overall campus safety.
<b>6: Basic Services</b>	District-wide Supports	To provide water filters at every school site.	It is not healthy to drink unfiltered water and it may cut down on the use of plastic water bottles if students thought it was safe to drink school water.	Water filters	The District continues to evaluate and proactively address lead in drinking water as part of the Drinking Water Quality Program. The goal of the current phase of the program is to bring all drinking water fountains below 5 parts per billion (ppb) in lead content. Currently, all drinking water outlets are below 15 ppb, which is the standard of the State of California as well as the U.S. Environmental Protective Agency. Schools serving the youngest students and most sensitive receptors, for example, Early Education Centers, Special Education Schools and as many Elementary Schools as the initial funding permits, will receive upgrades to drinking water fountains (which include filters) to bring them below 5 ppb. In addition, water bottle filling-stations will be installed in accordance with District standards. Due to the limited funding available, we will be focusing on these schools at first. Funding will need to be identified at a future date to reach the overall goal at all schools, including middle schools and high schools.	To date, we have completed water bottle filling station installations at over 50 EEC school sites and anticipate completing at all EECs by Summer 2021. After completing work at EECs, we will begin installation of bottle filling stations at elementary schools.
<b>6: Basic Services</b>	District wide support	Local districts should have water filter stations at the elementary and middle and high school level.	There should be water filter stations at all local district schools, because I think most students get sick from drinking the water. There should be water filter stations at every district school.	Water filters		After additional funding has been identified, we will expand this effort to include the remaining schools, including middle schools and high schools. A proposal for authorization and funding to provide water fountain upgrades and bottle filling stations at these schools will be brought to the Board for approval at a future date.

<b>6: Basic Services</b>	Provide expanded access to meals in evenings, on weekends, and in summer	I believe around 80% (if not 85%) of students in LAUSD are eligible for free/reduced price meals. This is a needed service.	Provide meals students can take, additional outlets. I hear the meal distribution since the school closures has been great!	Meals to go	Food Services programs are regulated by USDA and have specific requirements. We serve three meals daily: breakfast, lunch and supper. We do have a summer program as well. However, the program does not allow for weekend meals. With regards to providing additional access to meals, one proposal is for schools to incorporate multiple or staggered meal periods into their Bell schedules so that all students get the opportunity to eat. Proposals have been sent to USDA to allow waivers which will allow students to take meals home, but that option will only be possible when this approval is granted by them.	We started providing weekend meals starting November 19, 2020. We have worked with other agencies to provide boxes of both shelf stable and fresh food like cheese, milk, fresh fruits, vegetables and frozen meats. On February 1st we crossed the 100 million mark of meals served to students and the community. Under current USDA regulations through June 30, 2021, we are allowed to serve meals which parents and guardians can take home. Since our program is a federal program we are keeping track of the changes in regulations and will keep everyone updated. When schools open for hybrid learning, there may be additional food distribution times
<b>6: Basic Services</b>	5 - Expanded Access to Meals	Cafeteria food has been given to students cold or frozen when it is supposed to be hot or at room temperature.	For health reasons, cafeteria workers must ensure all food for breakfast, lunch, field trips and hot supper meals must not be given frozen nor cold if it is supposed to be hot or at room temperature.	Meal preparation	We have specific Safety guidelines which are followed diligently. Hot meals are served hot and must be above 141 F when served and below 40 F is served cold. Frozen food other than slushes are not on the menu. As part of our daily operation, temperature of food is taken when prepared as well as prior to service. Temperature records are kept at the cafeteria. Also our cafeterias are inspected twice a year to ensure that all safety protocols are followed. Our staff routinely does frequent handwashing, uses gloves and all managers are Serv Safe certified.	Every cafeteria takes food and equipment temperatures multiple times a day to ensure that all Food Safety standards are followed with no exception. All our staff is trained on food safety protocols and the managers and Sr. Food Services Worker are required to be Serv Safe certified which is a rigorous certification which all restaurant, hospitality and food services workers are required to take and pass. Every cafeteria is audited and reviewed by the LA Health Department two times a year. In short food safety is a priority for the division. As stated earlier, hot food is served hot and cold food cold within Health Department guidelines. Currently, when we are serving food from our Grab N Go centers, the food served is either shelf stable, frozen (ready to heat and eat) or cold like sandwiches and salads. Heating instruction for all the food served is posted on our website and is updated with each menu change.
<b>6: Basic Services</b>	Expanded access to meals	Local school need to make sure the food is at a warm temperature	The food should not be served cold to students. The principal needs to make sure the cafeteria is keeping the food warm and not lukewarm because a lot of kids get sick off of eating cold food or not warm at all.	Meal preparation	As stated earlier, hot food is served hot and cold food is served cold. Food Services takes food safety very seriously and has systems and procedures to ensure food served is both safe and nutritious. Any incident of students reporting sick are taken seriously and investigated fully which includes a laboratory evaluation of the served food. We serve ~ 700,000 meals daily and have not had reported incidents of students falling sick after eating in the cafeteria.	Please refer to our response to #83. We run a large operation, and even under the current operation serve more than 240,000 meals 7 days a week. We have had hardly any complaints and take great pride in serving safe food.

<b>6: Basic Services</b>	Reduce spreading viruses and being out sick.	In order to help protect the health of the school community and help students manage their own personal hygiene routines, and there is a lack of hand washing stations or hand sanitizing stations and water fountains in the school to promote recommendation below.	1. We would like to see hygiene guidelines added to the Parent & Student Handbook and also have all teachers and/or aids teach and remind students K-12 about proper hand washing after restroom, before eating, after playing outside, after touching something dirty, after coughing, sneezing or blowing their nose, whenever hands are dirty etc., teach and enforce covering nose & mouth with tissue when coughing or sneezing so it doesn't become airborne and also teach healthy diet & water digestion (i.e. not allowing sodas & junk food on campus). i.e. Parents & students are given hygiene guidelines (i.e. it can be an online fun video and test for kids to take) and need to review and sign acknowledgement every school year as part of registration packet and teachers & aids can reinforce while at school.	Student hygiene stations	Posters and signs will be posted in classrooms and throughout school campuses to remind students, staff and visitors regarding frequent hand washing, social distancing and other safety measures.	<p>Starter-kits have been provided to each school. Kits include the following items, as well as information on where social distancing signs and stickers should be placed.</p> <ul style="list-style-type: none"> <li>- Hand Sanitizer</li> <li>- Reusable and disposable masks</li> <li>- Sneeze guards-2 per school for front office staff</li> <li>- Social distancing stickers and directional arrows for floors</li> <li>- Signs to remind people to wear a mask, wash hands frequently, and social distance</li> <li>- Stickers for desks and other seating that are not be used</li> <li>- Stickers for restroom partitions that are not to be used</li> </ul>
<b>6: Basic Services</b>	84% LAUSD students are free & reduced meals -		We would like for LAUSD to do more in revising their definition of “high standards for food quality”. The Good Food Procurement Policy that was recently created to help support healthy sustainable local food does not ban food procurement that is processed, pesticide free, non-GMO and high added sugar etc. I would highly recommend that the district be the first district in the nation to follow World Health Organization and other scientific health & nutrition experts and re-evaluate USDA and FDA food recommendations, since our nation is the 12th obese country out of 192 countries worldwide per the Central Intelligence Agency. If you start feeding children with clean food, when they are in TK - 8th grade and on, then their health, mental & physical wellbeing will be strong and sustainable. Access to quality, healthy & clean food that is low in sugar and processed foods etc. should be given to all children, and not just the families who are socially economically at a disadvantage.	Food quality	The regulations for the program are determined by a team of dieticians and the Institute of Medicine who provide the guidelines of what should be served for each meal segment. The food served is whole grain rich, has reduced sodium, has no added trans fats, free of artificial colors/ sweeteners, nitrates, nitrites and sulfites. Fresh fruits and vegetables are served daily. We are required to serve vegetables in different categories, green, orange, starchy, legumes for which the program is audited routinely. The regulations are designed to provide students with a balanced meal. We started the farm to school program at a few schools, and will continue to expand it. Our Nutrition Team which includes registered dieticians reviews each and every product that is put on the menu to ensure that it is compliance with federal requirements.	LAUSD started the Farm to Table program in September/October 2019 and was all set to add another 6 sites in March 2020 and more in September 2020. However, the pandemic brought changed plans. Having said that once schools reopen we will be restarting the program. Fruits and vegetables served are in accordance with USDA regulations. Additionally, LAUSD was one of the first district in the nation to embrace the Good Food Procurment policy guidelines.

6: Basic Services			Have proper healthy food, less cheese and breads.	Food quality	Since the program is USDA sponsored, all food served is strictly in compliance with the guidelines provided by them. The food served is a balance of grain, protein, carbohydrates, with specific limitations on the calorie levels for each grade level. We only serve whole grain rich products, and the cheese which is considered to be a meat alternative is only 2oz and has reduced fat. Fresh vegetables and fruits are served daily.	All food served meets USDA nutritional guidelines. The grains served are whole grain and the cheese is reduced fat.
6: Basic Services	Action 3 & 4	As we face the current Covid19 situation, we need to implement a comprehensive cleaning/maintenance plan to help keep our school sites sanitized and clean.		Clean facilities	The District will implement a custodial plan in accordance with CDC, CDE and LA County Public Health requirements and guidelines. Existing resources will be augmented which includes the hiring of additional custodial staff to clean and sanitize high-touch areas. In addition, electrostatic sprayers, which are specialized disinfecting equipment, will be purchased for the custodial crews as part of this enhanced cleaning process.	School facilities are being kept clean and sanitized. Classrooms are being disinfected top to bottom every day with electrostatic disinfecting equipment, as well as restrooms, offices and common spaces in use. Air conditioning system controls were re-wired to support increased air ventilation and existing MERV 8 air filters were replaced with high performance MERV 13 filters. (The higher the MERV value, the more efficient the filter is in catching airborne particles.) We have also increased our filter inspections for replacements from once every four months to once every month.