

**Superintendent Responses to Comments from the
Parent Advisory Committee (PAC)
June 2026**

2026-27 LCAP Goal	Committee	Comment	Response
Goal 1 Academic Excellence			
Goal 1: Academic Excellence	PAC	Multiple studies have proven that a curriculum with a robust music program greatly improves student academic performance and engagement. Provide detailed budget, goals and plan to ensure that schools will provide music classes and access to musical instruments.	The LCAP outlines how state LCFF funds are used to support music and other arts programs and services in Goal 1, Action 6: Base-Funded Arts Education and 1.07: Supplemental Arts Education. The Elementary Orchestra Office staff assists school orchestras with providing orchestra instruments for school-based programs. The Arts Education Branch continues to prioritize hiring music educators to expand programming. Please find the District's Budget Transparency Tool that was developed so educational partners could find and research the budgets by District level and school level: https://budgettransparency.lausd.net/. Additional details about LCFF and non-LCFF funds can be found in the Adopted Final Budget.
Goal 1: Academic Excellence	PAC	The District should continue to use i-Ready as an diagnostic metric, so that parents have a better understanding of their children's academic performance. The District should also provide training to parents on how to interpret the i-Ready data.	The District utilizes i-Ready as an interim assessment tool in reading and mathematics to help monitor student progress and inform instruction. The assessment is designed to provide educators with information on student performance and areas of need to support targeted instruction. Schools may share assessment results with families through conferences, reports, or other communication methods to support understanding of student progress. The District continues to review opportunities to support families in accessing and interpreting student data. The District is also expanding training for parents to help them understand assessment tools like i-Ready and how the results are used to support their child's learning in the classroom. See example from a Family Academy presentation .
Goal 1: Academic Excellence	PAC	Improve resources available to parents to utilize in the support of students' education at home (ie. math solution keys so parents can review and correct homework / test results). Provide a budget and plan to disseminate this support.	Schools have resources on supports for parents to leverage when working with their children at home on literacy and numeracy skills, for example, in elementary school. The District has provided Family Academy sessions aimed at helping families support students at home on topics such as: Supporting Student Growth with i-Ready; Talk, Write, Thrive: Building Literacy at Home; Growing Algebraic Minds; and Learning with Purpose. For information on the Family Academy

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			sessions and to access webinar recordings and presentations, visit: https://families.lausd.org/apps/pages/index.jsp?uREC_ID=4390902&type=d&pREC_ID=2612507
Goal 1: Academic Excellence	PAC	Increase the number of intervention services offered to students, including expanding afterschool and Saturday tutoring opportunities.	The District acknowledges the importance of expanding intervention services to better support student learning and academic success. Efforts are ongoing to increase access to afterschool programs, tutoring, and additional academic support opportunities. Schools are encouraged to identify student needs and provide targeted interventions, including extended learning options, such as Locally Designed Saturday programs, where feasible.
Goal 1: Academic Excellence	PAC	Provide specific data to parents and the community about which schools offer afterschool tutoring, Saturday tutoring, and intervention programs, organized by different Regions, and how much money is being utilized to support each of these programs.	Availability of afterschool tutoring, Saturday programs, and interventions may vary by school site based on student needs, funding sources, and program design. Los Angeles Unified provides information on student support programs, including tutoring and intervention services, through various district- and school-level communications. The District continues to review how program information and funding details are communicated to families and the community at the school level via the School Budget and Spending tool (https://budgettransparency.lausd.net/school-budget) and also through School Plans for Student Achievement and Targeted Student Populations Plans, which can be viewed through the District's School Directory: (https://schooldirectory.lausd.net/schooldirectory/)
Goal 1: Academic Excellence	PAC	Provide specific data to parents and the community about how much time is spent on diagnostic tests for iReady and how much time during the day is utilized for iReady math and iReady English Language Arts and whether each school is mandated by the District to utilize this amount of time or each school can decide on their own by January 2027. If each school is allowed to decide this on their own, provide the process that is utilized for this determination to be made.	Personalized learning is a strategic approach that tailors learning experiences to meet each student's unique strengths, needs, and learning styles based on students' performance on the interim i-Ready diagnostic assessments in reading and math. i-Ready MyPath uses diagnostic results to identify each student's skill needs aligned to grade-level standards. MyPath automatically assigns customized standards-aligned lessons matched to individual placement levels, creating a pathway that accelerates progress toward grade-level proficiency and beyond. The following is the recommendation for both i-Ready MyPath in reading and math:

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			- 30-45 minutes per week in each subject: reading & math (5-10 minutes a day) - 70%+ passing rate for each lesson Parents may request a meeting with their child's teacher to understand the personalized learning digital tools and resources being used and opt-out as needed. In April 2026, the LAUSD Board adopted the resolution, "Using Technology with Intention: Establishing Guidelines for Student Screen Time." Among the elements stated in the resolution is the Board directing the District to conduct a review of all its current systems and processes, both internal and external, to determine how to regularly track and report students' time spent on one-to-one devices.
Goal 1: Academic Excellence	PAC	For schools that are identified as "priority schools" and who reach their academic goals, the District should not immediately remove the intervention services (i.e. tutoring, aides) the following school year, but should create a transition plan.	Certainly a consideration for the District to transition a school to possibly having less intervention services as a result of the school seeing academic success. The support for Priority schools is built on an equity system; providing greater resources and supports for students at schools needing the additional support as shown in student performance outcomes such as the California School Dashboard. Schools do not immediately lose resources and are provided with supplemental supports for transition. The specific schools will continue to have intensive supports from the Educational Transformation Office (ETO), in addition to supports from their respective Region offices.
Goal 1: Academic Excellence	PAC	The District should not rely only on SBA and iReady results to assess students' academic progress, but should also consider utilizing portfolios and classroom work to gather a more holistic representation of the students' academic work and progress.	The state Smarter Balanced Assessments (SBA) in English Language Arts (ELA) and math as well as i-Ready diagnostic assessments at the beginning of the year, middle of the year, and end of year are meant to provide information on the students' academic work and progress. However, these are not the only assessments that are completed. The District's Division of Instruction (DOI) provides resources to schools on multi-method ways of assessing students' academic progress through portfolios, presentations, unit exams, and other assessments aligned with the District's Teaching and Learning Framework.

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Goal 1: Academic Excellence	PAC	The District needs to ensure that foundational skills are still being taught, such as how to write in cursive.	Supporting students with developing foundational reading skills is a primary focus in K-2 and on-going based on the needs of students. Handwriting and cursive instruction are integrated into the core English Language Arts curriculum for grades 1-6 in elementary schools. Note that signed cursive writing instruction was signed into California state law in 2024.
Goal 1: Academic Excellence	PAC	The District needs to more aggressively research the use of AI, the pros and cons and take that research to develop more preventative measures regarding the impact of AI on student learning and to provide professional development to teachers on ways that they can combat this problem.	The District follows state guidance through the CDE AI website and toolkits as research in this area is still emerging. Internally, the District's Office of Research and Program Evaluation (ORPE) supports the District's EdTech/Innovation Department in ensuring that AI practices within LAUSD align to existing research. ORPE is also exploring potential no-cost partnerships with external researchers on the use of AI across our system. Professional learning opportunities are also being updated to not only highlight AI tools, but also summarize existing research, share best practices, and highlight approaches to successfully engage educators and students in using AI responsibly, ethically, and effectively. Since the 2023-24 school year, LAUSD has convened an AI Task Force that has evolved through the years. The first iteration of the AI Task Force tackled issues around the basics of AI, introducing Task Force members to various organizations doing work around AI. Last year, the AI Task Force known as Innovative Strategies Task Force, came up with AI beliefs and principles for emerging technologies. This coming year, as directed by the Board Resolution Using Technology with Intention, the District will establish an Ad Hoc Committee to tackle AI.
Goal 1: Academic Excellence	PAC	The District needs to find better ways to motivate the students to study and perform their best, balancing recognizing the students' achievements, such as by giving out the President's Medal Awards, but also working to not detrimentally expose students who can't achieve those high-standards.	The District and schools recognize students by celebrating multiple forms of success—not only top academic performance, but also growth, effort, improvement, attendance, creativity, leadership, and perseverance. Schools strive to: • Emphasize individual progress recognizing how far students have grown, not solely how they compare to benchmarks or peers. • Promote a growth mindset in classrooms, reinforcing that ability

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			develops with effort, practice, and support. • Ensure inclusive recognition practices that uplift students without unintentionally discouraging others, such as using classroom-based acknowledgments, student goal-setting, and opportunities for all students to experience success. • Provide targeted support so every student has access to the instruction and resources needed to meet high expectations. The District's goal is to create a culture where excellence is celebrated, but where motivation is driven by personal growth, meaningful engagement, and a sense of belonging, not comparison. Students should experience: • Engaging & Relevant Learning: Lessons spark curiosity and connect to students' real-world experiences, cultural backgrounds, and future aspirations. Instruction is interactive—incorporating technology, student-led inquiry, and performance tasks that demand critical thinking and creativity. • Collaborative Learning Opportunities: Students learn through meaningful dialogue, peer feedback, and shared problem-solving. Structured group work promotes academic language development, strengthens social-emotional skills, and nurtures a sense of collective responsibility for learning. • Purposeful Feedback That Fuels Growth: Students receive timely, actionable feedback that helps them understand their progress and set learning goals. Teachers use conferencing, rubrics, and reflective routines to support student ownership of their learning journey. To learn more about the District's Teaching and Learning Framework, visit: https://academicexcellence.lausd.org/apps/pages/index.jsp?uREC_ID=4403738&type=d&pREC_ID=2629941
Goal 1: Academic	PAC	The District needs to ensure that each school is using their TSP funds for the targeted student	Every year, schools complete a Targeted Student Population (TSP) plan that outlines how they are using allocated Student Equity Needs Index

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Excellence		group and that the funds are not being used to support the entire school (like funding the PSA Counselor with the TSP funds). Provide data on each school's targeted student group and appropriate metrics showing the use of funds to that student group.	(SENI) Targeted Student Population (TSP) funds as well as LCFF supplemental and concentration funds to provide additional supports and services to English Learners, students from low-income families, and students in foster care. These plans align with the following LCAP goals: Goal 1 - Academic Excellence; Goal 2 - Joy and Wellness; Goal 3 - Engagement and Collaboration. Region staff and the District's Equitable School Performance Office (ESPO) assist schools in developing TSP plans and oversee the allowable use of TSP funds. SENI TSP funds are school-specific allocations with student performance metrics that are publicly visible on the LAUSD Open Data Dashboard. In addition, all school TSP plans are publicly available via the LAUSD School Directory. The TSP plans for 2026-27 will be available by September 2026. Visit: https://schooldirectory.lausd.net/schooldirectory/
Goal 1: Academic Excellence	PAC	Adjust classroom sizes (or staffing levels) to conform to evidence based performance data, i.e. there should be 1 adult per 10 students in a TK class, 1 adult per 20 students in grades K through 5th grade, 1 adult per 26 students in grades 6th through 12th grade	Class sizes are determined by bargained student-to-teacher ratios and District policies, which are then applied to school staffing based on enrollment data. The term "norm allocation" and how the District budgets for school site positions was outlined by the District's Chief Financial Officer in a presentation to the PAC in January 2026.
Goal 1: Academic Excellence	PAC	Inform parents to any available accommodations for students, who may need/qualify for them, during SBA testing.	Each school has a testing coordinator that communicates with parents and families by sending letters, emails, and Parent Portal messages on the assessments students will take during the year, testing dates, available accessibility supports and accommodations, and other related information.
Goal 1: Academic Excellence	PAC	Provide specific data on what types of testing accommodations are available for students in special education and students with IEPs or 504 Plans and how parents can request these accommodations.	The District provides testing accommodations for students with IEPs and 504 Plans as determined by each student's individualized plan, which may include supports such as extended time, small-group testing, or designated accommodations aligned to state guidelines. Information regarding a student's specific accommodations is documented in the IEP or 504 Plan and is shared with school staff to support implementation. Parents may request accommodations or discuss changes by contacting their child's school and participating in IEP or 504 meetings, where

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			decisions are made collaboratively. Additional information about special education supports and processes is available through the Division of Special Education and school site staff.
Goal 1: Academic Excellence	PAC	Provide more time for teachers to plan, specifically utilizing one professional development day (“banked time Tuesdays”) per month, for grade-level or classroom lesson-planning and/or planning for after school intervention and Saturday tutoring.	Professional development is provided by the District's Division of Instruction (DOI), as well as by the Region, other divisions, and departments. The District's DOI collects feedback from participants on the effectiveness of the PD using a uniform feedback form. The collective bargaining agreement with the teachers' union, United Teachers Los Angeles (UTLA), outlines the amount and type or structure of professional development time. This is negotiated between the District and the teachers' union. Teachers can utilize teacher collaborative planning time to improve student instruction, for example: grade-level or department planning, collaborative lesson design, and intervention planning.
Goal 1: Academic Excellence	PAC	Improve/provide staff supervision and support for Kindergarten and Pre-K students during breakfast time to ensure that the students are able to access their breakfast properly, including opening their milk and juice box.	Schools have available staff to supervise and support our youngest students during breakfast service so the students are able to access their breakfast items, such as milk and juice boxes. The expectation to provide available staff is consistent with the District's policies and safety guidelines. The District will continue to work with school administrators to review supervisory practices and ensure they are being implemented at the school level.
Goal 1: Academic Excellence	PAC	Afterschool tutoring should not only be focused on standardized testing, but should be engaging and fun for both elementary and secondary school students.	A main focus of afterschool tutoring is on personalizing learning for individual students to achieve grade-level proficiency in literacy and math. There are strategies to make learning more engaging and fun by turning learning into a challenge or using games. The use of such strategies is unique to each student. School sites have additional information on the specific strategies used to make afterschool tutoring more engaging and fun.
Goal 1: Academic Excellence	PAC	Provide evidence demonstrating how the comments made by the PAC were integrated into the LCAP.	PAC comments are integrated into the LCAP and documented in the Engaging Educational Partners section under the prompt, “A description of how the adopted LCAP was influenced by the feedback provided by educational partners.” This section summarizes PAC input and identifies

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			the related actions and impact within the plan, with additional details provided in the corresponding Goal and Action sections. At the time this comment was received, the LCAP was still in progress; therefore, to provide PAC members with timely responses in advance of the LCAP Board hearing, the example below is from the Board-adopted 2025–26 LCAP. The 2025-26 LCAP received the following comment from the PAC: <i>"Increase on-campus safety and safety around the school"</i>. The District incorporated the PAC's feedback to increase on-campus safety and safety around schools into Goal 2, Actions 1, 2, 3 and 4 of the LCAP. Specifically, Goal 2, Action 1 expanded environmental health, safety, and emergency readiness assessments, increasing completion rates from 49% to 85% (with 95% projected), ensuring safer school facilities. Goal 2, Action 2 strengthened campus and surrounding area safety through increased LASPD patrols (from 60 to 76 daily units), improved response times (7 minutes), and enhanced collaboration with school sites, with a refined model in 2025–26 that includes off-campus safety support. LCAP Goal 2, Actions 3 and 4 addressed supervision and school climate by providing and training over 1,500 campus aides in safety, de-escalation, and conflict resolution, along with supplemental staff to support high-need student groups. These efforts will continue in 2025–26 with progress monitored through safety assessments, patrol data, and School Experience Survey results related to student perceptions of safety and support. The District values the time, effort, and thoughtful input provided by the PAC, as well as the DELAC, SSAC, and other educational partners. Feedback plays an important role in shaping the LCAP. The LCAP will continue to note the feedback from our educational partners and indicate the relevant goals and actions they influenced.

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Goal 2 Joy and Wellness			
Goal 2: Joy and Wellness	PAC	Increase the exposure to music and the arts, both of which are vital components to the educational experience.	Los Angeles Unified remains committed to expanding meaningful access to the Arts for both elementary and secondary students, ensuring creative learning opportunities continue to enrich student experiences across all grade levels. Outside of the state LCFF funds used to support LCAP goal actions, as seen in Goal 1, Actions 6: Base-Funded Arts Education and 7: Supplemental Arts Education, the District increased access to music and the arts by using funding such as Proposition 28 to hire additional teachers, provide materials, and expand programs like music, theater, dance, and visual/media arts in schools. Arts partner organizations also collaborate with the District to provide supplemental support in the visual and performing arts. Additionally, schools receive Cultural Arts Passport funding to provide students with supplemental in-person experiences aligned to the visual and performing arts through field trips, on-campus performances, visual and media arts showcases, events, and visual and performing arts workshops beyond the regular school day.
Goal 2: Joy and Wellness	PAC	Students need to have two or more choices when selecting a musical instrument to pursue, rather than be forced to play an instrument in which they are not interested. Provide detailed budget, goals and plan to ensure that schools offer students two or more choices of musical instruments to pursue.	Student participation in music is important, with instrumental music offerings determined at the school level. Schools offer multiple instrument options depending on staffing and student enrollment. A school's music program is largely determined at the school site through input from principals, arts coordinators, and School Site Councils. The District's LCAP does not outline how musical instruments are selected or assigned at school sites. Instrument selection and the design of a school's music program is managed at the school level.
Goal 2: Joy and Wellness	PAC	Overhaul psychomotor curriculum to include more sport playing experiences.	Psychomotor curriculum focuses on learning through physical movement, coordination, and motor skills. The curriculum focuses on students in grades K-8. Psychomotor development is primarily focused on early grade levels and is implemented through physical education

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			lessons, which may include sport playing experiences.
Goal 2: Joy and Wellness	PAC	Greater emphasis on the elementary age to make learning fun by creating more opportunities of friendly and competitive environments for collaboration through group work.	LAUSD creates engaging and enjoyable learning environments by incorporating opportunities for collaboration and structured group work to increase student motivation, participation, and overall engagement. As part of the District's instructional focus, schools are supported to: • Design structured collaborative learning experiences that promote active participation for all students • Incorporate age-appropriate engagement strategies, including games and challenges that reinforce learning goals • Ensure that activities maintain a strong focus on academic rigor, reasoning, and understanding, not just participation • Create inclusive environments where all students feel supported and encouraged to contribute
Goal 2: Joy and Wellness	PAC	Create accountability metrics and reporting mechanism for parents in order to evaluate and administer The Safe Passage program, including personnel reviews.	The Safe Passage program is a community-based safety initiative that stations trained staff and volunteers along key routes to school to monitor and assist students coming to and from school. This program is a part of the District's Every School Safe: A Blueprint for Safety focused on community-based, non-police interventions. Information is reported at the District-level through the School Safety and Climate Committee. The District will review additional avenues to share the information outside of the District-level committee.
Goal 2: Joy and Wellness	PAC	Increase social justice and school climate advocate staff and programs, with a focus on parents and students, rather than administration and District.	The role of School Climate Advocate staff is to create safe, welcoming, and positive school environments through conflict resolution and de-escalation, use of mentoring groups to teach responsible decision making and relationship skills, and connecting students to on campus resources including school counselors and Psychiatric Social Workers. The District has reinforced positive school climates through the additional investments over recent years with an additional focus on providing training for parents at the school site and through District training provided through the Family Academy. For more information on

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			trainings, visit: https://families.lausd.org/apps/pages/index.jsp?uREC_ID=4390902&type=d&pREC_ID=2612507
Goal 2: Joy and Wellness	PAC	Bring back / increase Early Childhood Education. This critical program not only improve readiness for transitional kindergarten & kindergarten classes but also offer critical family support for new parents. Determine access and equity in ECED centers within Regions and locations.	Early Childhood Education (ECE) continues to be a district priority, grounded in research demonstrating that early learning experiences significantly improve students' academic achievement and social-emotional development over time. In alignment with this commitment, the District proactively implemented Universal Transitional Kindergarten (UTK) two years ahead of the statewide mandate, ensuring access for all four-year-olds by the 2025-26 school year. LAUSD's Board of Education has also prioritized the expansion of early learning opportunities, including infant and toddler programs, to address the critical shortage of affordable childcare for families. District-operated programs, such as Transitional Kindergarten and Early Education Centers, offer year-round services designed to support both children and working families. To increase access and promote equitable enrollment across regions, the District has implemented multiple outreach strategies, including targeted mailers, participation in community events, and on-site informational booths where staff engage families and distribute program materials. Additionally, eligibility has been expanded through the state's Neighborhood School Eligibility Provision, allowing families residing within the attendance boundaries of qualifying Free and Reduced-Price Meal (FRPM) schools to access services more readily. The District continues to assess regional distribution and access to Early Education Centers to ensure equitable availability of programs, particularly in underserved communities, and remains committed to expanding capacity where gaps are identified.
Goal 2: Joy and Wellness	PAC	Incorporate additional and alternative specialties in wellness services (both mental and physical)	The District provides student wellness services through established programs, which include mental health support, social-emotional

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		trainings and/or as providers. Examples include: Yoga, meditation, spirituality focused on universal human values.	learning, and physical wellness initiatives. Schools may incorporate activities such as mindfulness, stress management, and wellness-based practices as part of their comprehensive student support programs, consistent with District guidelines. Schools implement wellness supports based on student needs, available resources, and District frameworks.
Goal 2: Joy and Wellness	PAC	Modify the programmatic approach for students by integrating English into the daily routine in a natural and playful way. Focus on fun, pressure-free learning to foster motivation, and leverage the resources that both the district and the school provide.	A Comprehensive ELD Program includes both Designated English Language Development (dELD) and Integrated English Language Development (iELD) to support Emergent Bilinguals (EB), also known as English Learners (EL), in developing language and academic proficiency. The iELD is incorporated across all content areas through playful, engaging, and meaningful learning experiences that build confidence, motivation, and a positive connection to learning within friendly and welcoming classroom environments.
Goal 2: Joy and Wellness	PAC	Overhaul the School Experience Survey with question input from the PAC. Provide the PAC the compiled results.	The District is creating a new School Experience Survey (SES) through feedback received from educational partners through May 2026. A digital survey was made available for educational partners across the District to complete. Focus group meetings with educational partners occurred with parents, community partners, and staff in Regions and across the District. The feedback is assisting the District in developing a new SES for implementation in February 2027. The District will continue to publish the results of the SES annually.
Goal 2: Joy and Wellness	PAC	Expand education of the IEP process, so parents understand the resources and each designation is used to support students.	The Division of Special Education hosts annual presentations on “Preparing for the IEP Meeting” and “Empowering Families: An Intro to Special Education” in October, both of which are also available asynchronously on the Special Education website (sped.lausd.org/apps/pages/parents). Additionally, the “Empowering Families: An Intro to Special Education” is presented at each elementary school twice per year and virtually in all regions each semester for all families. The Division of Special Education also works closely with the Region Family and Community Engagement departments to provide meaningful

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			engagement opportunities and valuable resources annually, three times a year at each region, through the Special Education Region Ambassador meetings, where experts share important Special Education information and resources with families.
Goal 2: Joy and Wellness	PAC	Increase the opportunities for field trips, which may provide experiences for students they may otherwise have no access to.	Field trips at the school site can be important to student learning and increase engagement and academic performance. Schools will continue to provide students with learning opportunities through the use of field trips, including participation in the Cultural Arts Program, which is connected to instruction at schools. Parents can connect with their child's school for additional information on field trip opportunities.
Goal 2: Joy and Wellness	PAC	Create mutually beneficial partnerships with local businesses and community groups to provide resources to enhance the learning experience (I.E. gift certificates, dine-outs, advertising).	The District has a variety of partnerships with community organizations. Schools continue to collaborate with nonprofit and business partners to bring programs, guest speakers, and experts into classrooms and school events. The Los Angeles Unified School District Education Foundation is a charitable organization that raises private funding and develops partnerships to support schools, students, teachers, and families. For more information, visit: https://lausdedfoundation.org/
Goal 2: Joy and Wellness	PAC	Use generally accepted educational & behavioral study data to implement professional development trainings specific to kindergarten/transitional kindergarten (tk) age students and families to foster parent engagement and attendance, focused on addressing issues surrounding the initial formal educational experience of kindergarten/tk families.	In the development and implementation of professional development for teachers, staff, and administrators, the District emphasizes research-based early learning practices, parent engagement, culturally responsive instruction, and professional development for educators working with young children and their families. For example, the District's Early Childhood Education Division provides professional development aligned with California Preschool Learning Foundations, Transitional Learning Foundations, and family engagement strategies to support first-time students and their families.
Goal 2: Joy and Wellness	PAC	Look for strategies to identify each student's different skills and strengths, not create an environment of inequality and rejection, and instead, when a negative situation arises, refer these students to appropriately trained staff.	Each school has staff and services to support students academically, behaviorally, and socially. These supports are designed to meet individual student needs and help create a positive learning environment for all students and staff. Schools use a Multi-Tiered System of Support (MTSS) to organize and deliver these services. MTSS is a framework that matches support to student need using three levels of assistance. At

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			Tier 1, all students receive high-quality instruction, clear behavior expectations, and social-emotional supports. If a student needs more help, Tier 2 provides targeted supports such as small-group instruction, mentoring, counseling groups, or attendance interventions. For students with the greatest needs, Tier 3 provides intensive, individualized support, which may include one-on-one services, specialized interventions, or mental health and special education support. Schools use data such as grades, attendance, behavior, and assessments to decide what level of support each student needs.
Goal 2: Joy and Wellness	PAC	Expand the breadth and amount of extracurricular programs that are accessible to all types of students.	Extracurricular programs and offerings have been expanded by the District through after-school programs and interscholastic athletics. This expansion has been supported through the use of state-allocated Expanded Learning Opportunities Program (ELO-P) funds to increase or expand free before-school, after-school, and summer enrichment opportunities for students.
Goal 2: Joy and Wellness	PAC	Increase accessibility to afterschool sports programs, especially in lower and middle school.	Accessibility to afterschool sports programs in elementary and middle schools has been an area of focus for the use of the Expanded Learning Opportunities Program (ELOP) funds. ELOP, a state funded program, non-LCFF, and not discussed in the LCAP, provides before, after, and summer opportunities for students in grades TK-6, with a primary focus on EL, foster youth, and students from low-income families. The afterschool sports program for middle school has been expanded for students offering year-round seasonal sports such as soccer, flag football, basketball, and soccer. The school teams participate in regional and citywide tournaments and also serve as a pipeline for students to participate in high school sports.
Goal 2: Joy and Wellness	PAC	In 2024-25 the PAC was presented with data about the investments on counselors and PSWs, but there is no correlative data on how these services support students' academic performance.	The recent increases in student attendance, decreases in chronic absenteeism, and increases proficiency in English Language Arts and math, for example, suggest the investments are supporting student performance.
Goal 2: Joy and Wellness	PAC	Expand mental health services to tier 1 and tier 2 to encourage family support and support systems	L.A. Unified is bolstering efforts to strengthen family-school connections through our Home-Based Healing initiative. The District has increased



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		for parents or guardians to increase stability in their homes. Hold more workshops focused on families, students with IEP, IPP, Psychologist, and services.	the accessibility of information and empowerment workshops for families, as well as treatment-focused events that help families overcome and increase resilience to trauma. The District's School Mental Health Department plans to continue increasing opportunities in 2026-27.

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Goal 3 Engagement and Collaboration			
Goal 3: Engagement and Collaboration	PAC	Change the safety policy so that each school may decide if it needs School Police services, as crime in LAUSD schools has increased, such as drug sales and use, human trafficking, student bullying, fights, student deaths inside the schools, weapon possession, and recruitment of minors into gangs. All these real situations cannot be addressed with counseling.	Los Angeles Unified maintains established policies regarding school safety that include the services of the Los Angeles School Police Department (LASPD) as part of a broader, Districtwide approach. Decisions regarding safety support, including the role of LASPD, are guided by District policies, Board direction, and collaboration with school sites and community stakeholders. LASPD officers are deployed where they are needed most, based on safety concerns, data, and requests from schools. When schools are experiencing higher levels of incidents, LASPD can provide short-term on-campus support and safe passage patrols during arrival and dismissal or when specific issues arise. The District continues to implement a comprehensive safety framework that includes prevention, intervention, and response strategies such as safe passage, school climate initiatives, and coordinated support services. Ongoing engagement with school communities and safety collaboratives helps inform how these supports are implemented to address site-specific needs within the District's overall guidelines.
Goal 3: Engagement and Collaboration	PAC	Improve awareness of IEP support services within the District and in LA County, including flyers in Parent Centers and links on school websites.	All school sites in the District are provided with Division of Special Education (DSE) published resources, including the "Individualized Education Program (IEP) and You: A Parent's Guide to Special Education Services", and the "Individual Transition Plan (ITP) and You". Each Region also hosts a Family Resource Fair in collaboration with District and community partners to improve awareness of special education services and community resources. The parent section of the DSE website hosts documents as well as video recordings of all recent training sessions so parents/guardians can learn more at a time convenient for them (sped.lausd.org/apps/pages/parents). Through the Family Academy, the District provides information and awareness of IEP support services. View the Family Academy website for more information: https://families.lausd.org/apps/pages/index.jsp?uREC_ID=4390902&typ

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Goal 3: Engagement and Collaboration	PAC	The Office of Strategic Initiatives has repeatedly failed to provide data-centric, financial and metric-based reporting, as directed by the PAC, severely limiting the PAC's ability to analyze, discuss, and provide smart and comprehensive LCAP Comments. Going forward, detailed information, including detailed program information, LCAP line-item associations, accountability metrics, budgeting, etc, must be provided.	The District believes transparency, accountability, and educational partner engagement are important to support students. To improve fiscal transparency, the District developed with educational partner feedback the Budget Transparency Tool (https://budgettransparency.lausd.net/) that allows partners to view District and school-level budgets, their connection to the District's LCAP and Strategic Plan, as well as upcoming allocations for the coming year. The tool has been reviewed and discussed with the District-level parent and student committees. In addition, the District continues to maintain and develop digital folders for District-level committees containing fiscal information and metric-based data reporting, including the effectiveness of LCAP goal actions that are reported in the District's LCAP on an annual basis. The Strategic Initiatives Office continues to welcome collaboration and planning with District-level committees such as the PAC throughout the year and is looking forward to meeting in summer 2026 to plan out the meetings for the upcoming school year.
Goal 3: Engagement and Collaboration	PAC	Present systematically each school year to the PAC about the existence of and calculation of the Student Equity Needs Index (SENI), Specific Student Population (TSP) and the allocations of funds to individual schools. Routinely publish all materials and presentations that are provided to all PAC Subcommittees on the public facing section of the SFACE website.	Information on the Student Equity Needs Index (SENI) and Targeted Student Population (TSP) is presented to the PAC as part of the annual LCAP overview, including how these measures inform school funding allocations. TSP plans and summaries of SENI scores and allocations for individual schools are available on the District's LCAP website at: https://lcap.lausd.org/ .
Goal 3: Engagement and Collaboration	PAC	Require principals to be present during the monthly "Coffee with the Principal" meetings and allow PAC members to provide a five (5) minute presentation to inform parents, staff, and administration about District information received at the monthly PAC meetings in an effort to increase parent engagement and parent-school-District collaboration	Principals routinely co-host Coffee with the Principal events and may occasionally be absent due to emergencies or participation in District training. They collaborate with school personnel to help families learn about school events, services, and District initiatives. The District continues to encourage principals to allocate time on meeting agendas for council and committee members to share updates with the broader school community. Principals whose schools have parents serving on District parent committees are also invited to a briefing where they are

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			encouraged to provide opportunities for CAC, DELAC, and PAC members to share updates. SFACE will partner with Region leadership to reinforce these opportunities and provide additional avenues for District-level committee members to share their learning.
Goal 3: Engagement and Collaboration	PAC	Improve the structural supports for parent representatives to support other parents.	Parent and Family Center staff receive monthly training where they learn about resources and how to engage families through workshops and other engagements. The training is hosted by the Region Family and Community Engagement teams. Beginning in the 2026-27 school year, they will receive additional hours of training and experience certifications that help them grow their skills to support families overall. Training topics will include, but are not limited to, Parent Portal, School Volunteer Program, maintaining a Parent and Family Center, Know Your Rights and immigration resources, literacy, numeracy, and social emotional learning tools, and wellness.
Goal 3: Engagement and Collaboration	PAC	Parent Centers need to be a place of collaboration where staff aren't merely a mouthpiece of the Principal. Workshops and meetings needs to be open collaborative dialogue and not lectures.	To serve as ambassadors for District and school initiatives, Parent and Family Center personnel have participated in training on effective learning strategies. They also collaborate with school administration to develop monthly Parent and Family Center calendars that include workshops and presentations from service providers. The District monitors some of this engagement through reports submitted by principals via a centralized reporting portal. In the coming year, Parent and Family Center personnel will continue partnering with content experts to learn, co-facilitate collaborative workshops, and apply strategies that support meaningful dialogue with families.
Goal 3: Engagement and Collaboration	PAC	Establish collaborative action teams from LCAP to our local school sites to create a bridge of communication, between PAC, CAC, and DELAC that outlines and identifies ways to increase Parent Engagement. Example: The Principal is providing information on attendance at the school site, and if we as PAC members state that this is a District Wide problem as leaders we don't have the credibility - PAC members should be able to	SFACE and Region FACE have collaborated with Region leadership and school principals to offer opportunities for District parent committee members from the CAC, DELAC, and PAC to share updates with school site councils and committees during regularly scheduled meetings. These opportunities will continue to be reinforced, and schools are informed of available resources provided to District parent committee members, including presentation materials, to support effective communication and information-sharing with families at their school sites. The District encourages District parent committee members to

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		promote PAC membership, and have a form to share information, data with all families.	serve on the School Site Council and the English Learner Advisory Committee to contribute their learning with the elected school site advisory leadership.
Goal 3: Engagement and Collaboration	PAC	Develop and immediately implement Parent Engagement policy KPIs. The district must monitor the effectiveness of the implementation of true parent engagement at the school level and hold administrators accountable for not adhering to this policy.	The District has procedures in place to ensure that school sites establish family engagement performance measures aligned with school plans. This includes principals developing action items through the Targeted Student Population (TSP) Plan and the School Plan for Student Achievement (SPSA) in collaboration with School Site Councils; uploading family engagement benchmarks into a centralized portal that captures monthly engagement activities; and reviewing feedback provided by families through the School Experience Survey. This data complements family engagement reporting collected as part of the District's Strategic Plan. Region Directors, who supervise school principals, evaluate principals on their family engagement performance using the District School Leadership Framework.
Goal 3: Engagement and Collaboration	PAC	Develop PAC informational flyer, similar to CAC, with simple to understand outline of committee overview, responsibilities and time commitments. Flyer should be posted at every school site and should be distributed to all parents at the beginning of each school year during the election cycles and when there are vacancies.	SFACE and parent leaders have found the CAC informational flyer to be an effective tool to promote the committee. This has led to increased participation in the membership elections. A similar flyer will be designed for the Parent Advisory Committee and the District English Learner Advisory Committee. Distribution will be organized with Region leadership, school sites, Parent and Family Centers, and the membership of the PAC.
Goal 3: Engagement and Collaboration	PAC	Expand the role of PAC members, specifically in the Region by featuring PAC members at Region events, allowing families in our region to discuss and share their concerns so that we can advocate on behalf of all families in our region.	The District will continue to explore ways to expand opportunities for PAC member engagement at the Region, including integrating them into the Region LCAP Ambassador sessions, while ensuring alignment with established roles and responsibilities.
Goal 3: Engagement and Collaboration	PAC	Instruct ELACs needs to be more inclusive of other stakeholders, through updated policy/bulletin(s).	The current policy guiding the formation and functioning of school English Learner Advisory Committees (ELACs) includes opportunities for both parents of English Learners and other parents to serve on the committee. Committee composition is established by the California Education Code and requires that parents of English Learners represent

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			at least the same percentage as the school's English Learner student population. All remaining seats may be made available to parents who do not have English Learner students.
Goal 3: Engagement and Collaboration	PAC	Increase school site resources for Parent Center and Liaisons, specifically, increase the paid hours so staff as the time do to this critical work.	Los Angeles Unified is projected to increase paid hours for Community Representatives at school sites with 200 or more enrolled students. This increase in hours will result in greater opportunity for professional development and providing personnel with resources. Parent and Family Center staff at all schools will continue to receive updates and training from Region FACE teams on the multiple resources available for families.
Goal 3: Engagement and Collaboration	PAC	Engage parent leaders (members of PAC, CAC, DELAC) to overhaul the lack of true and meaningful parent engagement and partnership, which at present, is merely lipservice.	Members of the District parent committees are provided opportunities to advise the District on ways to promote meaningful family engagement. Implementation is measured through reports on monthly workshops and events hosted at school sites. Evidence is included in the School Plan for Student Achievement (SPSA) and the Targeted Student Population (TSP) Plan, and feedback is collected from parents through the School Experience Survey. CAC, DELAC, and PAC members are encouraged to serve on school councils and committees to help their schools strengthen authentic and meaningful family engagement practices while fostering strong school-family partnerships.
Goal 3: Engagement and Collaboration	PAC	Engagement needs to be more standardized to improve consistency, irrespective of administration or school type (lower, middle, high) and to address withholding of valuable information about events that occur at schools (IE medical issue, crime), infringing on the rights of parents to know what is occurring at our children's school.	The District has systems and procedures in place to provide timely communication to parents regarding school events and emergencies. Communications are structured to inform families about incidents while adhering to legal requirements related to student privacy and confidentiality. The District also has established protocols through the Office of Communications and the Division of School Operations to guide school sites in delivering consistent, accurate, and timely communication based on the specific circumstances of each situation.
Goal 3: Engagement and Collaboration	PAC	Systematically publish all videos of all meetings of the PAC Subcommittees on SFACE's public website.	While PAC business meetings are currently recorded and posted on the SFACE website, subcommittee meetings held in virtual breakout rooms cannot be recorded as recording is limited to the main virtual meeting room. To address this, the District will work with subcommittee members

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			to identify a secretary responsible for taking notes and ensuring that they are shared with the membership.
Goal 3: Engagement and Collaboration	PAC	Create PAC, CAC, and DELAC committees by Region. Every school should have its own representatives, which attend the Region committee meetings, to inform and empower parents and have the opportunity to decide the topics of interest in each region! The current model does not allow for empowerment, does not allow for leadership, and does not allow for informed parental feedback. Each regional committee must have its own executive board so that parents feel like equal partners in their children's education and take the responsibility for stewarding school funds and being informed critics. We would have at least 100 parents involved per region, because the current model only allows for approximately 10.	Los Angeles Unified currently supports regional parent engagement through the Region Ambassador Program, which is designed to inform and elevate parent voice to learn how the District and Region offices support English Learners, Students with Special Needs, and LCAP implementation. In the second year of the program, participation increased to 3,597 in 2025, up from 2,500 in 2024. In 2025-26, 4,313 people attended Region Ambassador sessions, with surveys collected revealing that 82.3% of respondents agreed or strongly agreed that they gained new skills or strengthened existing skills. The District welcomes specific feedback to help families continue to learn about the topics offered by Region Ambassadors.
Goal 3: Engagement and Collaboration	PAC	Provide school site administrators with tools and/or supplies to ensure that all parents feel welcomed to volunteer in whatever capacity that they can provide and that the parents have the knowledge and tools to help out in the various volunteering opportunities that exist.	Many resources currently exist for promoting the School Volunteer Program with families. Last year, over 42,000 parents and community members gave of their time and talents to support Los Angeles Unified students. This was a record for the program's existence. The resources will continue to be promoted next year at the annual Region Family Engagement Professional Development Summits in the winter and spring, during the assistant principal and principal preparation meetings and at Parent and Family Center personnel training. In addition to supporting volunteers, school sites host a volunteer orientation to introduce volunteer roles available, review general procedures and conduct expectations, and to establish a schedule of service. This is how the District is continuing to grow the capacity and knowledge of its volunteers.
Goal 3: Engagement and Collaboration	PAC	Determine and possibly implement a more streamlined process for parent volunteer screening. Create a Volunteer Experience Survey	Over the last four years, the streamlined process for school volunteer applications has increased approval timing significantly, from approximately 45% approved within 30 days to over 80% being



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		and a survey addressing why parents do not volunteer, to identify areas of improved in order to increase volunteerism.	approved within 30 days. This school year, as of the end of April, the District reached a new record by processing over 43,000 volunteers. The District is utilizing this data to inform how it operates the school volunteer program. Next year, bi-monthly office hours will be provided for school staff to improve efficiencies.

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Goal 4 Operational Effectiveness			
Goal 4: Operational Effectiveness	PAC	Parents and guardians are very skeptical that school safety is an LAUSD priority. Provide what the budget and plan was to ensure safety across all campuses and the data describing how successfully safety was achieved. Provide budget, goal and plan to successfully implement safe schools.	School safety is a priority for Los Angeles Unified. The District allocates funding for safety personnel. School personnel, including administrators and campus aides, receive districtwide training in a wide range of safety protocols. These include, but are not limited to, fostering safe and welcoming environments, practicing active supervision, applying de-escalation and conflict resolution strategies, maintaining a secure campus, and implementing emergency drill and response procedures. In addition, the District has invested in cameras, secure entrances, and additional modernization projects over multiple years to improve campus security. The capital investments of \$300+ million have been supported with investments in school police and additional staffing at school sites.
Goal 4: Operational Effectiveness	PAC	Provide data demonstrating which classrooms and facilities across the district fall short of safe occupancy standards. Provide detailed budget, goals and implementation strategy describing safe classroom and facilities status and repair.	Facilities Maintenance & Operations resolves occupancy matters as quickly as possible to return spaces to full occupancy. Classrooms are closed at times due to unforeseen conditions or impacts caused by natural disasters or other events (e.g. storms, fires, broken waterlines, etc.). Routine Restricted Maintenance Account (R.R.M.A.) funds are allocated to align with M&O's mission to provide safe, clean, and well maintained campuses so families and students can focus on learning and 100% graduation.
Goal 4: Operational Effectiveness	PAC	Some TK students need access to take home laptops (Chromebooks). Provide detailed budget, goals and plan to provide laptops to TK students, when needed.	Los Angeles Unified is committed to ensuring all students have access to the technology they need to learn -- and equally committed to ensuring that technology use is developmentally appropriate, purposeful, and standards-aligned. In April 2026, the Board of Education passed Resolution "Using Technology with Intention," which directs the District to implement evidence-based screen time guidelines aligned to the American Academy of Pediatrics recommendations, with particular attention to early learners in TK through 1st grade. That resolution reflects the Board's recognition that unsupervised or excessive and passive screen exposure at young ages carries documented

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			developmental risks. In light of that direction, the District's current approach for TK students prioritizes hands-on teacher-directed learning with supervised, teacher-guided technology use through a shared device model, with exceptions for state and district-mandated assessments, and default to No 1:1 for Take-Home devices. This is consistent with both the Board's adopted resolution and the instructional model at the TK level, where hands-on, play-based learning remains the foundation. The District does not currently have a program to issue take-home Chromebooks to TK students, and any future expansion would need to be evaluated against the screen time framework the Board established. Families who have specific technology access needs at home are encouraged to connect with their school principal
Goal 4: Operational Effectiveness	PAC	Teachers should have adequate computers in the classroom, especially at STEM schools. Often the IT department does not fix classroom computers in a timely manner or have programs installed for the students to use, resulting in wasted classroom time. Provide what the IT department classroom computer budget and plan was and data detailing how long classroom computer service requests took to be completed. Provide detailed budget, goals and plan to ensure that classroom computers are ready and serviced in a timely manner.	Los Angeles Unified is committed to ensuring that classroom technology is functional and ready for instruction. ITS supports school and district devices through a regional field service structure with technicians assigned across Regions North, South, East, and West, supplemented by a centralized help desk that triages and routes repair requests. In 2024-25, the District processed just under 500,000 technology service requests. Classroom repair tickets are prioritized based on instructional impact, with schools flagged for escalated response when instructional continuity is at risk. The District has also expanded remote diagnostic capabilities, allowing many software and configuration issues to be resolved without an onsite visit, reducing resolution time. For device readiness at the start of the school year, the District is actively working to reduce mean time to resolution for classroom tickets. Parents and teachers can submit and track service requests through the LAUSD Help Desk portal at helpdesk.lausd.net .
Goal 4: Operational Effectiveness	PAC	When a permanent police officer is deemed necessary at schools in order to provide and maintain a safe environment, the funds to pay for the officer come from the School's budget. Instead, the funds should come from the LAUSD budget. Provide detailed budget, goals and plan to allocate	LASPD does not assign officers to schools on a permanent basis. Instead, LASPD utilizes a service model that deploys officers in an off-campus safety support role, responding to emerging safety trends, imminent safety concerns or threats, and post-incident needs at individual school sites. LASPD's partnership with LAUSD administrators, staff, and school communities to maintain safe campuses and

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		district funds to pay for permanent campus police officers.	administrative sites remains a top priority. Schools may request short-term police support when specific safety concerns arise. These requests are addressed in accordance with established guidelines, which outline how additional support is provided based on need. Under this approach, short-term police services on campus are funded and deployed through the LASPD budget, rather than through individual school site budgets.
Goal 4: Operational Effectiveness	PAC	Outline the specific process for how schools request police services and provide data that demonstrates how successfully schools received the services. Improve this process so that schools can receive police services as needed.	LASPD provides schools with multiple ways to request police services for both emergency and non-emergency situations, including 24/7 access through the Communications Center, administrative coordination, and LASAR (LAUSD's anonymous reporting application). Emergency calls receive immediate response, while non-emergency and planned requests are prioritized based on need. All requests are assessed to determine an appropriate level of response. LASPD deploys patrol officers, School Safety Officers, and specialized units, including investigative and mental health teams. Personnel are assigned geographically to support timely response and continuity of service. Incidents and responses are documented to ensure accountability. LASPD works with school administrators on follow-up actions, including additional patrols, safety planning, and coordination of District resources. Effectiveness is measured through key performance indicators such as response times, service volume, incident types, and reductions in repeat incidents, along with feedback from school administrators and educational partners. During the 2025-26 school year (year-to-date), LASPD has maintained consistent operational capacity and service delivery, deploying an average of 68 patrol units per day to support school safety and respond to calls for service. LASPD has handled 75,122 calls for service for safety support across school sites. This approach ensures schools have reliable access to police services that prioritize student safety, accountability, and positive school environments.
Goal 4: Operational	PAC	School campuses used to be a place for the community to congregate and foster relationships.	Specific District processes and requirements to obtain Lease and Civic Center permits for community events are managed by the District's Real

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Effectiveness		Outline the current processes and requirements to obtain Lease and Civic Center permits for community events (i.e. PTA meetings, Girl Scout meetings, etc.). Streamline this process so that it is equitable, logical and easy.	Estate and Business Development department and not outlined in the District's LCAP. Please visit: https://facilities.lausd.org/apps/pages/real-estate In November 2025, the Board adopted a resolution to improve systems for family and community use of facilities. The District is developing a more transparent and user-friendly online platform for facility use and leasing.
Goal 4: Operational Effectiveness	PAC	Provide a detailed summation of Goal #4 Operation Effectiveness goals, plans and results, to determine how successfully Goal #4 was achieved. Improve and update plan to clearly describe budget, goals and plan.	To provide PAC members with timely responses in advance of the LCAP Board hearing, we provide an example from the Board-adopted 2025-26 LCAP: example used is from the Board- adopted 2025-26 LCAP. Operational Effectiveness focuses on maintaining safe and modern facilities, expanding access to technology, improving the use of data and budgeting practices, and increasing access to programs that meet the needs of diverse students. The goal also prioritizes safe and clean learning environments, which are associated with improved attendance and overall school safety. The Goal includes six actions: (1) Assessments and Evaluations, (2) Facilities and Physical Infrastructure, (3) Technology Infrastructure, (4) Budgeting and Operations, (5) Magnet Schools, and (6) Transportation. Goal 4 metrics are aligned with state requirements and serve as the basis for measuring the effectiveness of this goal. Data related to these areas can also be accessed through the <u>District's Open Data Dashboard</u> (LCAP Dashboard) Information on implementation, material differences, effectiveness, and changes for the upcoming year related to actions under Operational Effectiveness can be found on pages 285-297. 2025-26 planned expenditures and the 2024-25 Annual Update are reflected on pages 626-632 and 636-641. All actions within the goal are base funded.

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			The Budget Transparency Tool, can be accessed, and is updated regularly. Information related to LCAP goals—including Goal 4—such as effectiveness, metrics, and budgetary information has been shared with PAC members through the PAC resource folder. This practice will continue for upcoming LCAP cycles to support transparency and provide opportunities for review and engagement.
Goal 4: Operational Effectiveness	PAC	Describe in detail the training that campus staff (teachers, admin, therapists, etc.) receives and who supervises them on a day-to-day basis. Update the plan to require continued staff training and to ensure that staff utilizes the training that they receive.	Training and supervision of school staff falls under the responsibility of the school principal, supported by specific Districtwide training. Specific training of school staff would be addressed at the school level and is accomplished in banked-time Tuesday meetings as well as ongoing professional development in areas such as literacy, numeracy, beginning teacher, and the use of research-based practices. The District's LCAP outlines professional development on a District-level, such as training for teachers.
Goal 4: Operational Effectiveness	PAC	Parents/guardians and students have observed past earthquake drills that were performed to “check the box” and not to adequately prepare for an earthquake. Update and improve earthquake drills, ensuring that the tone of the instruction is serious and professional.	Earthquake drills at schools sites and District facilities are critical for students and staff to practice how to respond quickly and safely during an earthquake. Earthquake drills are mandated by law under the California Education Code. Observations by educational partners regarding earthquake drills that do not comport with the law or the seriousness of such a drill should be reported to the school's principal immediately.
Goal 4: Operational Effectiveness	PAC	Provide data outlining campus facility earthquake readiness, highlighting which facilities fall short of standards. Provide detailed budget, goals and implementation strategy to ensure successful earthquake readiness of campus facilities.	California seismic building standards are strict and fall under the Fields Act. As a result, all newer District buildings have been designed for earthquake safety with older buildings being retrofitted to meet modern earthquake standards. In addition, principals maintain an electronic log of emergency preparedness drills. In a LAUSD Board of Education meeting on November 18, 2025, the District outlined the disaster preparedness planning and drills that occur each year, including annual facility resilience updates, as well long-term capital improvements to support the upgrades.

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Goal 4: Operational Effectiveness	PAC	Provide data outlining cleanliness, maintenance and safety of bathrooms. Update plan with sufficient budget and staffing to ensure that bathrooms are clean, functional and safe.	Los Angeles Unified maintains standards for campus cleanliness, maintenance, and safety, including restroom facilities. The School Accountability Report Card (SARC) available for each school site and outlines the conditions of cleanliness and maintenance of facilities. The responsibility of an individual school and its restrooms would ultimately be that of the school's principal to ensure bathrooms are clean, stocked, and open during the school day. School facilities staff would address the cleaning and disinfecting of bathrooms.
Goal 4: Operational Effectiveness	PAC	To ensure safety of students of all ages and to eliminate unauthorized activities in campus bathrooms, (fighting, drug use, cell phone usage, etc.), provide budget and plan to patrol bathrooms regularly, require physical permission slips to go to the bathroom, and manage bathrooms to ensure that only students from a similar age range can be in the bathroom at the same time.	Ensuring school facilities are safe and accessible to students is a primary focus for the District. Schools manage bathroom access and supervision for students, working to ensure the bathrooms are clean, stocked, and accessible during the school day. Bathroom passes or permission slips to use the restroom during instruction are managed at the school level with the school's principal and teachers.
Goal 4: Operational Effectiveness	PAC	Air conditioning and heating systems can be too cold or hot, potentially causing students to become ill. Provide data demonstrating performance and maintenance of school air conditioning and heating systems. Provide budget and plan to ensure proper performance of school air conditioning and heating systems, especially during extreme temperature conditions.	The District prioritizes a safe and healthy school learning environment for students and staff. While schools have heating, ventilation, and air conditioning (HVAC) systems that are regularly maintained, there are occasional situations where immediate repair is needed, such as a breakage. The District works proactively to update and invest in the modernization of its HVAC systems, and the maintenance of these systems is tracked and evaluated. School district LCAPs are focused on broad District goals and actions and are not specific to HVAC, for example, and the costs associated with maintaining and upgrading such systems. For budgetary information, the District developed the Budget Transparency Tool, which can be accessed at: https://budgettransparency.lausd.net/
Goal 4: Operational Effectiveness	PAC	Street vendors can clog the sidewalks and curbs, making it difficult to walk with strollers or cross the street with children. To ensure a safe environment for students, provide a budget and plan to limit and/or eliminate street vendors near schools.	Street vendors obstruct sidewalks outside of schools on occasion. Schools and Region offices communicate those concerns to the City of Los Angeles, which is responsible for accessibility compliance and enforcement on sidewalks and streets. Note that prior to 2024, the Los Angeles Municipal Code provision section 80.73 stated it was "unlawful

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			to vend within 500 feet” of the nearest property line of any school.
Goal 4: Operational Effectiveness	PAC	Assistant principals are shared among too many schools, diluting their performance and minimizing their connection to schools. Provide data demonstrating how assistant principals were shared among schools. Provide a budget and plan that will enable assistant principals to be shared among fewer schools.	Assistant principals (APs) are sometimes shared across campuses, as with other school-level positions, when a single school may not have funding for a full-time assistant principal based on the school's student enrollment. School districts such as Los Angeles Unified try to prioritize classroom teachers and direct student services. Schools sharing an AP are working to maximize the use of available funds.
Goal 4: Operational Effectiveness	PAC	Schools often do not have engaging indoor activities prepared for hot and rainy days (i.e. activities located inside classroom, library, gymnasium, and student centers). Provide detailed budget, goals and plan to provide engaging indoor activities during hot and rainy days.	Student engagement during hot or rainy weather is important. School principals are responsible for student activities and supervision during indoor days due to inclement weather. Principals and their staff manage how instructional time and enrichment activities are used on such days. Schools have access to indoor spaces, such as gyms, libraries, and other facilities, to support enrichment activities on hot and rainy days.
Goal 4: Operational Effectiveness	PAC	Consider Park and Rec staff to supplement school staff, since they have already undergone background checks and have been fingerprinted, cutting through red tape and saving money.	Los Angeles Unified must independently confirm an applicant's compliance with state education laws and child safety requirements. Background checks would not be transferable between agencies. The District submits live scan fingerprint/background clearance to the California Department of Justice (DOJ) and Federal Bureau of Investigation (FBI) as a pre-employment screening.
Goal 4: Operational Effectiveness	PAC	A number of LAUSD due process specialists are assigned to resolve SPED disputes, but do not have adequate SPED experience. Provide detailed budget, goals and plan to hire and retain due process specialists familiar with SPED law.	Disputes related to Special Education, such as IEP disagreements and due process complaints, are not addressed or resolved through the LCAP process. Such disputes would be handled through an IEP process or due process hearings. Special education due process disputes are handled by the Office of General Counsel (OGC) in partnership with the Division of Special Education. The LCAP is focused on the goals and services supporting all students including targeted student populations.
Goal 4: Operational Effectiveness	PAC	Many parents and guardians are unaware of the dynamic programs offered by Parks and Rec. Provide detailed budget, goals and plan to educate to take advantage of Parks and Rec programs.	Los Angeles Unified's 2022–26 Strategic Plan called for the establishment of at least 12 Education Compacts with local governments by 2026. Through these partnerships, the District works collaboratively with cities and community organizations to expand access to educational, recreational, and enrichment opportunities for students and

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			families. In addition, Community School Parks—developed through a partnership between the City of Los Angeles Department of Recreation and Parks and Los Angeles Unified—provide free, safe, and accessible recreational spaces on school campuses during non-school hours for students, families, and community members. The Parks and Recreation Program is overseen by the City of Los Angeles' Department of Recreation and Parks. Additional information regarding those programs can be found at : https://recreation.parks.lacity.gov/ The District is exploring possible partnerships.
Goal 4: Operational Effectiveness	PAC	Parent volunteers are invested and dedicated to serving students and schools. Provide detailed budget, goals and plan to recruit, train and utilize parent volunteers.	The Office of Student, Family, and Community Engagement (SFACE) shared in PAC meetings the increase in parent volunteers throughout the District. As shared in an additional response by SFACE, approximately \$48,000 is allocated annually for materials and equipment supporting the School Volunteer Program. Over 1,042 School Volunteer designees are available at school sites to help with the application process. The District is also exploring enhancements to its performance measures for the program, including tracking the percentage of Tier II volunteer applications processed within 30 days to help expedite volunteers' ability to serve in schools.
Goal 4: Operational Effectiveness	PAC	Provide a detailed budget on how legal fees have been allocated from the District budget, and confirm that legal expenses don't come directly from school site budgets.	Legal fees are not an expenditure category in the District's LCAP and would be included in the District's general operating funds. Legal fees are not planned or reported in the District LCAP as an action or expenditure tied to student outcomes. For information on the District budget, visit: https://budgettransparency.lausd.net/
Goal 4: Operational Effectiveness	PAC	Classrooms and classroom bathrooms need to be cleaned and maintained in order to provide a healthy and safe environment to students. Provide detailed budget, goals and plan to clean and maintain classrooms and classroom bathrooms.	Los Angeles Unified maintains standards for campus cleanliness, maintenance, and safety, including restroom facilities. Each school's School Accountability Report Card (SARC) outlines the cleanliness and maintenance conditions of its facilities. The school's principal is ultimately responsible for ensuring bathrooms are clean, stocked, and accessible during the school day. School facilities staff would address the cleaning and disinfecting of bathrooms.

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Goal 4: Operational Effectiveness	PAC	Considering there is a budget decline, community support, (i.e. Cub Scouts, food banks, etc.) and volunteers should be considered as an option to augment school staff, so that current, limited school budgets are not overly-reliant on paid contractors. Provide budget, goals and plan to recruit and organize volunteers and community support.	Los Angeles Unified welcomes the talents and support of parents and community members in schools, regardless of budgetary circumstances. It is the goal of the District to increase the percentage of volunteers processed within 30 days to mitigate barriers to participation. While volunteers cannot take the place of classified or certificated school staff, they can augment and enrich support so that all interested adults in the community can contribute to student achievement. The Division of School Operations hosts a School Safety Volunteer option for principals who may need additional support from Tier III volunteers who clear LiveScan fingerprints.
Goal 4: Operational Effectiveness	PAC	It is important for the district to oversee school site efforts to effectively implement family engagement policies. Provide detailed budget, goals and plan to strengthen district oversight and accountability of school site family engagement policies.	School family engagement policies are developed annually by parents in Title I schools and approved by the School Site Council, which reviews and discusses potential revisions to strengthen their impact. The District provides training and implementation support through annual Region Family Engagement Professional Development Summits, offering opportunities for Region leaders, principals, and school staff to enhance planning and implementation of family engagement practices aligned with school policies. Currently, the District invests over \$49 million in school-site Parent and Family Center personnel, approximately \$9 million in Region Family and Community Engagement personnel, and about \$64,000 in annual training for practitioners. This infrastructure and associated budget allocation exceeds that of other urban school systems in California. These systems and support provided by personnel serve as the District's oversight and accountability to enhance family engagement practices.
Goal 4: Operational Effectiveness	PAC	Install or implement an improved real-time LAUSD Bus Punctuality communication system among bus drivers, the District, school sites and parents/guardians, so that all parties are aware if buses are on-time, late, or absent. Students who are tardy due to bus transportation related issues	Transportation is currently undergoing a modernization project to upgrade internal systems to provide accurate GPS location and estimated school bus arrival times for families. All components of the modernization project are scheduled for deployment in August 2026. Additional information on the modernization project can be found at transportation.lausd.org/ .



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		will automatically have their tardiness/absence will be excused, without further action needed by the student or parents.	
Goal 4: Operational Effectiveness	PAC	Buses sometimes arrive tardy or not at all. Provide LAUSD bus transportation punctuality data, to determine how often buses arrived late or not at all. Outline budget and plan to ensure that there are enough functional buses and licensed drivers so that bus transportation is not tardy or absent.	The District operates an extensive transportation system serving thousands of students daily across 1000+ routes. Service reliability can be influenced by factors such as traffic conditions, staffing, and routing needs. Transportation is currently undergoing a modernization project to upgrade internal systems to provide accurate GPS location and estimated school bus arrival times for families. All components of the modernization project are scheduled for deployment in August 2026. Additional information on the modernization project can be found at transportation.lausd.org/. Information on Transportation's budget can be found in various sources, such as the LCAP (Goal 4 Operational Effectiveness, Action 6: Transportation). The complete budget can be found in the Adopted Final Budget.

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Goal 5 Investing in Staff			
Goal 5: Investing in Staff	PAC	Determine and increase the wellness services for teachers and staff. Make them easy to access. Focus on how to ensure our schools are great places to work, which includes school climate and support.	Teacher and staff wellness is important to the District, as reflected in Goal 5, Action 5: Staff Wellness of the LCAP. In addition to the Health and Wellness Programs included in the District's health plans, the District offers employees access to the CredibleMind application, which is a free, confidential online platform designed to support employee mental wellbeing. The District also offers EASE, an employee assistance program that provides counseling services, workshops, and crisis response services to all District employees and their families. Finally, a six-part wellness series has been offered to administrators, teachers, and school-based classified staff for the last several years, which promotes wellness and self-care through mindful practices, focused breathing, reflection, and stress management. The metrics in Goal 5: Investing in Staff are meant to track the success of Goal 5 actions, including Staff Wellness.
Goal 5: Investing in Staff	PAC	Audit "central office" personnel to determine necessity of job positions and reduce any positions not mission critical to support school positions. This is a vital cost cutting exercise aimed to help close the massive budget deficit.	Central office and school-level positions are evaluated according to need on an annual basis. The District's Fiscal Stabilization Plan outlines how the LAUSD is evaluating and making funding recommendations to the Board of Education.
Goal 5: Investing in Staff	PAC	There are a number of Professional Development (PD) requirements put in place by the District that are either unenforceable due to union contract limitations or that are just not being followed by staff. Reporting needs to be developed and implemented tracking attendance at PD workshops/webinars/classes and clear policy addressing accountability steps for teachers and staff that do not adhere to the requirements.	My Professional Learning Network (MyPLN) is the District's employee learning management system and currently provides reporting capabilities that allow authorized Region and Central Office staff to monitor Professional Development (PD) attendance, completion, participation, evaluation, and compliance through integrated dashboards and reporting metrics. In addition, school leaders have access to District-mandated PD completion reports for their staff through the Principal Portal. Accountability for non-compliance is addressed through District policy, site administration, and applicable collective bargaining agreements.
Goal 5: Investing in Staff	PAC	Audit school site job roles (IE. duplicative administrative positions such as Athletic Directors)	School site budgets are determined by school sites and reviewed and approved by Region administrators. This includes decisions to fund or

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		and eliminate positions not deemed mission critical. This is vital cost cutting exercise aimed to help close the massive budget deficit.	not fund specific positions in alignment with student need and District initiatives.
Goal 5: Investing in Staff	PAC	Develop a high school teacher pipeline. Investing in high schools to ensure students can understand and be able to access classified and certificated positions that could transition a student to a school-related career.	The Division of Human Resources has partnered with the Division of Instruction on the Educators of Tomorrow program. Through this initiative, high school students in select CTE pathways in Child Development/Education and Public Service gain access to programming that prepares them to take the District Proficiency and Instructional Assistance exams. These exams are minimum requirements for Teaching Assistant and Special Education Trainee positions are available to these students upon their graduation from high school. Further, once students matriculate into these entry-level positions, they are invited to apply to the District Career Ladder's STEP UP and Teach program where they can receive support in pursuing a Bachelor's Degree and teaching credential in a high-need subject area.
Goal 5: Investing in Staff	PAC	Develop a community college teacher pipeline and support CC students to work in K-12 public schools. Would support the move to review additional revenues and resources, e.g., grants, scholarships. Move the District to partner with institutions to access resources.	The District currently develops teachers through its Career Ladder Programs, which support paraeducators and other classified employees in pursuit of careers in teaching and school nursing. The Career Ladder Programs offer financial assistance, individualized mentorship, professional guidance, and test preparation for employees in a teaching pathway, including those in community college.
Goal 5: Investing in Staff	PAC	Increase LCAP funding to support classified staff in obtaining the relevant credentials to become teachers with credentials and receive training.	The District has a goal action specific to supporting classified staff in becoming teachers: Goal Action 5.02 - Teacher Pipeline Support. The District develops teachers through programs like STEP UP and Teach, iCAPP (Intern, Credentialing, and Added Authorization Program), and BiLAA (Bilingual Added Authorization), which help staff earn teaching credentials, bilingual authorizations, and strengthen their pedagogical skills. The District also partners with universities, such as UCLA, and recruits at events like the California Association for Bilingual Education Conference to build a strong pipeline of multilingual educators.
Goal 5: Investing in Staff	PAC	Develop a School Experience Survey specifically for teachers and support staff, to directly about	The School Experience Survey (SES) provided to students, teachers, and staff is administered annually in February through March to collect

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		what their needs are to better target resources. The survey or needs assessment data should be shared with parents on the school website and at “Coffee with the Principal”, so parents can advocate for those resources.	feedback in a number of areas to better target resources. The SES is currently being updated by the District for February 2027 after receiving feedback from parents, community partners, staff, and students. School-level SES data is made available to school principals in addition to being published online. Families can contact their school's principal for more information regarding SES results.
Goal 5: Investing in Staff	PAC	Board members and their staff should be required to completed professional develop on procurement processes.	LAUSD has formal procurement policies, manuals, rules, and training programs for District staff. The role of the members elected to the Board of Education is centered on governance, oversight, and approval of contracts.
Goal 5: Investing in Staff	PAC	Understand how the PLAS schools support students through the use of non-profit organizations in the support of instruction and student development. Offer workshops/training for parents to understand this relationship. Establish a partnership at colleges and universities, receiving interns from colleges and universities that can be placed within schools, zero to no cost for the District.	The District maintains partnerships with local universities, such as California State University Northridge, for teacher residency programs and interns in a number of District positions. The Partnership for Los Angeles Schools (PLAS) is an independent non-profit that manages a small number of District schools. For information on PLAS, visit: https://partnershipla.org/
Goal 5: Investing in Staff	PAC	Develop a baseline standard for staffing levels. Refocus on norm staffing levels and the available support staff and teachers at school sites.	The District employs standards for staffing levels, as evidenced in collective bargaining agreements and District policies. For information on staffing levels, visit: https://schoolfiscalservices.lausd.org/
Goal 5: Investing in Staff	PAC	Increase bilingual staff in schools.	As the largest school district in California serving the largest student population of English Learners and multilingual households, LAUSD continues to prioritize the recruitment and professional development of bilingual staff, including teachers, counselors, and office staff.
Goal 5: Investing in Staff	PAC	Create collaborative decision-making by establishing a formal plan or mechanism in which parents, staff, and students participate directly in the evaluation and effectiveness of LCAP actions.	The governance and accountability structure of Los Angeles Unified on a local level falls under the District's Board of Education (Board). The Board is responsible for decisions on the use of state funds, including those allocated using the Local Control Funding Formula (LCFF), towards LCAP goals and aligns metrics with state priority areas. Budgeting and program evaluation and adjustments are a Board

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			responsibility, and comes under the purview of the elected Board members. The District is accountable to the Board and to the state. During the LCAP process, educational partners such as the District parent and student committees learn about LCAP goals and actions, including the effectiveness of the goal actions and the use of expenditures in funding the actions. Recommendations from the District committees are provided to the District's Board of Education to inform LCAP development and the Board of Education.
Goal 5: Investing in Staff	PAC	Parent Centers staff need to be trained about inclusion for all parents and to use the Parent Center properly, since Parent Center staff has selective groups and this leads some parents to stop getting involved because the doors are closed on us.	Parent and Family Center staff are to attend the monthly professional development meetings provided by Regional Family and Community Engagement (FACE) teams, where a recurrent topic is the expectation to provide a warm and welcoming environment for all families. This expectation is reinforced as part of the training modules developed for Parent and Family Center staff, including training on use of the Parent and Family Center Resource Guide to develop effective systems that provide equal opportunity for all parents to participate in the activities taking place at the parent center and elsewhere in the school. Parents who feel that these expectations are not adhered to and/or that there is unfair, preferential treatment on part of District staff are strongly encouraged to speak with their school principal to address concerns.

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Goal 6 English Learner Supports			
Goal 6: English Learner Supports	PAC	English Learner teachers and assistants need extra professional training and support to effectively teach their students. Provide a detailed budget, goals, and plan to create a specific English Learner pipeline which provides training and support to EL teachers and assistants.	Ongoing professional development and support are provided for teachers and International Newcomer Instructional Aides to strengthen instruction for EBs. Training includes dELD/iELD, Culturally and Linguistically Responsive Pedagogy (CLRP), social-emotional practices, and instructional strategies aligned to state standards. Monthly meetings are also held with 32 International Newcomer Instructional Aides to support effective push-in instruction for newcomer students. Additionally, 192 schools receive targeted support from Multilingual Multicultural Accelerated Learning Coaches (MMALCs), regional teams, and central office staff to build instructional capacity and ensure coherent support for multilingual learners across school sites. Actions, goals, and associated budgets supporting this work are outlined in the Local Control Accountability Plan (LCAP) and the District's Budget Transparency Tool, which is accessible at https://budgettransparency.lausd.net/ .
Goal 6: English Learner Supports	PAC	Local universities and community colleges enroll a multitude of students studying TESOL (Teaching English to Speakers of Other Languages) and English as a Second Language program, potentially offering a pipeline of teaching assistants and interns to LAUSD schools. Provide a detailed budget, goals, and plan to create an English Learner Internship Program partnered with local universities and community colleges.	The District partners with institutions of higher education to support teacher preparation and workforce development, including pathways for individuals pursuing credentials in EB instruction. Through Seal of Biliteracy pathways, career ladders, and collaboration with Human Resources, students and aspiring educators are encouraged and supported in pursuing careers in education. Existing partnerships support student teachers, interns, and instructional staff placements based on school needs and capacity. Actions, goals, and associated budgets supporting these efforts are outlined in the Local Control Accountability Plan (LCAP) and budget transparency resources. For additional budgetary information, please visit: https://budgettransparency.lausd.net/
Goal 6: English Learner Supports	PAC	Parents/guardians need help from schools and parent centers to provide effective support to their EL students. Provide detailed a budget, goals, and plan to empower parents/guardians to support their EL students.	During English Learner Advisory Committee (ELAC) meetings, schools share valuable information about the School Plan for Student Achievement (SPSA), including goals, budgets, and planned actions to support English Learners. Parent workshops are also provided on EL instruction, assessments, reclassification, and strategies to support

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			learning at home, including Expanded Learning Opportunities Program (ELOP) parent workshops. In addition, the three Region Ambassadors' parent meetings support families with information about EBs and ways they can support their children academically at home. EL Designees and MMALCs receive ongoing monthly training to support this work and help ensure families are informed, engaged, and able to actively participate in their child's education.
Goal 6: English Learner Supports	PAC	Provide a detailed budget, goals, and plan to increase the ELPAC passage rate for students that are graduating from high school by 10% by the end of the 2026-2027 school year.	All actions are measured through metrics identified in the LCAP and LAUSD's Open Data Dashboard, which include targets and current data relevant to each metric. In addition, schools continue to support students through the "Go Blue" campaign, which promotes growth of at least one English Learner Progress Indicator (ELPI) level each year to support progress toward English proficiency and reclassification. Schools are recognized and celebrated for accomplishments and growth in ELPI outcomes and ELPAC achievement. Information can be disaggregated by District or school through the Open Data Dashboard: https://opendata.lausd.org/ .
Goal 6: English Learner Supports	PAC	ELL high school seniors have a wealth of knowledge and experience with which as counselors, they can provide support and guidance to their high school peers in the form of a peer support ELD specialty program. This program can also provide EL senior counselors with community service credit. Provide a detailed budget, goals, and plan to create a Peer Support ELD specialty program which also provides community service credit to senior counselors.	Emerging Bilingual students (EBs) receive support through established instructional programs, counseling services, and peer engagement opportunities aligned with school site plans. The Multilingual Multicultural Education Department (MMED) and the Division of Instruction (DOI) collaborate to provide ongoing meetings and support for counselors to ensure they are informed of EB needs, graduation requirements, and pathways to success. Schools may also incorporate peer leadership and mentoring opportunities through existing Service Learning Projects, a graduation requirement that integrates community service with academic learning and civic responsibility. Additional peer-to-peer mentoring opportunities are available through programs such as Everyone Mentors LA and Beyond the Bell, which include school-based volunteering, peer mentoring for middle school students, and specialized support for high-need students, often meeting for at least one hour each week. School sites determine implementation based on student needs, site capacity, and available funding resources. Additional information

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			regarding goals, budgets, and progress monitoring can be found in the Budget Transparency Tool at https://budgettransparency.lausd.net , as well as the Open Data Dashboard at https://opendata.lausd.org/ .
Goal 6: English Learner Supports	PAC	Local professionals across all career industries can offer a wide spectrum of real life skills and business language proficiency to ELL high school students in the form of workshops and internships. Provide a detailed budget, goals, and plan to recruit local professionals to conduct EL-focused career workshops and internships to ELL students.	Emergent Bilingual students (EBs) receive support through established programs such as dELD/iELD instruction, counseling services, and college and career readiness pathways, including Career and Technical Education (CTE) and Linked Learning. Schools also collaborate with local partners, businesses, and community organizations to provide career exploration opportunities, workshops, mentorship, and internships that support college and career readiness for students. These opportunities are aligned with instructional goals and help students develop academic and professional language skills. Goals, actions, and associated funding are outlined in the LCAP and can be monitored through the Budget Transparency (https://budgettransparency.lausd.net) and Open Data (https://opendata.lausd.org/) platforms.
Goal 6: English Learner Supports	PAC	The goal is for students to approach or reach the expected average level for students who are learning English as a second language. Provide detailed budget, goals and plan to support students in learning the English language by using the i-Ready program to strengthen reading and comprehension skills in grades 4–6, and support teachers to continuously follow up on students' progress, with the goal being that at least 50% of English learner students will show progress in their reading and comprehension skills based on program evaluations.	Recognizing the importance of EBs making steady progress toward English proficiency, reclassification, and college and career readiness, schools use tools such as i-Ready to monitor reading and comprehension growth and to provide targeted instruction and intervention for students in grades 4-6. Teachers regularly review student progress data to guide instruction, identify areas of need, and provide additional support to help students strengthen literacy skills. Ongoing monitoring and support are designed to increase student growth in reading and comprehension while supporting long-term academic success and Seal of Biliteracy pathways. Goals, actions, and associated funding are outlined in the LCAP and can be monitored through the Budget Transparency (https://budgettransparency.lausd.net) and Open Data (https://opendata.lausd.org/) platforms.
Goal 6: English Learner Supports	PAC	Schools must ensure that teachers have the necessary support to provide general instruction during the ELPAC testing window, including substitutes and teacher assistants. Provide a detailed budget, goals, and plan to ensure that	The English Language Proficiency Assessments for California (ELPAC) are used to measure how well students in grades K-12 understand English when it is not their primary language. The initial ELPAC for new students learning English is provided throughout the school year and must be given within 30 days of a student enrolling in a California

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		teachers have the necessary support to provide general instruction during the ELPAC testing window.	school. The summative ELPAC is provided to English Learners each year during the February-May assessment window. At the school level, principals manage coverage and testing through the use of ELPAC coordinators, in accordance with state law and District policies.
Goal 6: English Learner Supports	PAC	Schools must provide intervention support for English learner students who are identified as low in red on the CA Dashboard. Intervention will be offered at least 2 days a week before and after school. The school will identify students by grade level and those in red. The intervention will begin in the first semester of the 2026-2027 school year and the goal will be to increase their scores by 8% by the end of the school year. Provide a detailed budget, plan, and goals to empower schools to provide intervention support for English learner students who are identified as low in red on the CA Dashboard, with the goal to increase English proficiency by 8% by the end of the school year.	Recognizing the importance of EBs making steady progress and reclassifying within a reasonable time, ongoing monitoring and support help ensure students graduate ready for college and careers and earn the Seal of Biliteracy. Schools use assessment data, including ELPAC, i-Ready, and local measures, to identify students needing additional intervention and support through before- and after-school programs, ELOP, Beyond the Bell, high-dose tutoring, and acceleration / enrichment cycles. Efforts such as the “Go Blue” campaign encourage students to increase at least one English Learner Progress Indicator (ELPI) level annually to support progress toward English proficiency and reclassification. Additional information regarding goals, budgets, and progress monitoring can be found through the following Budget Transparency (https://budgettransparency.lausd.net) and Open Data (https://opendata.lausd.org/) platforms.
Goal 6: English Learner Supports	PAC	By the end of the 2026-2027 school year, schools must implement intervention, tutoring, and resource programs in the areas of reading and comprehension from the first year of elementary school with the goal that 50% of students receiving support can demonstrate an increase of one level in reading assessments and strengthen their academic skills and support the reclassification process. Provide a detailed budget, plan, and goal to enable schools to implement intervention, tutoring, and resource programs in the areas of reading and comprehension from the first year of elementary school with the goal that 50% of students receiving support can demonstrate an increase of one level in reading assessments and	Recognizing the importance of early literacy and targeted intervention, schools provide support programs in reading and comprehension beginning in the elementary grades to strengthen academic achievement, English proficiency, and reclassification outcomes for EBs. Schools use assessment data, including ELPAC, i-Ready, and local measures, to identify student needs and provide intervention through ELOP, Beyond the Bell, acceleration and enrichment cycles, high-dose tutoring, and targeted literacy support programs. International Newcomer Instructional Aides and designated ELD supports also assist students in developing language and comprehension skills. Ongoing progress monitoring helps schools provide timely intervention and support students toward long-term academic success, graduation, and Seal of Biliteracy pathways. Additional information regarding goals, budgets, and progress monitoring can be found through the Budget Transparency (https://budgettransparency.lausd.net) and Open Data

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		strengthen their academic skills and support the reclassification process.	(https://opendata.lausd.org/) platforms.
Goal 6: English Learner Supports	PAC	Increase / improve support for English Learner students prior to the ELPAC, and supports for students who do not reclassify.	Guidance and resources are provided to support EBs through a Comprehensive ELD program aligned to the California ELD Standards and LAUSD's 2025 Multilingual Multicultural Master Plan. Schools use student assessment data, including ELPAC results, ELPAC Interim Assessments (IA), and i-Ready, to guide instruction and provide additional support for students who have not yet met reclassification criteria. Additional support is provided through the Extended Learning Opportunity Program (ELOP)/MMED EL Acceleration Afterschool Program, including services for dually identified students. Collaboration with the Division of Special Education includes ongoing professional development for Assistant Principals, Elementary Instructional Specialists (APEIS) and Special Education teachers to strengthen support for EB students across instructional settings.

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Goal 7 Black Student Achievement Plan Implementation			
Goal 7: Black Student Achievement Plan Implementation	PAC	Discipline vs intervention for children who bully- Tier 1 and 2, they have support leadership and support staff at the school. Tier 3 is in Region North there is a higher suspension rate, address AA student Diversity equity and inclusion and how to avoid that to decelerate suspension. South has a higher Percentage of students, address representation in the schools, Target schools that do not have representation, incentives for students. Staff for restorative justice. Less than 10 percent of African Students.	Each Region is committed to supporting positive student behavior through a comprehensive approach that integrates Positive Behavior Intervention and Support (PBIS) with restorative practices. At school sites, Restorative Justice (RJ) Teachers play a key role in building staff capacity by modeling classroom strategies, facilitating community-building circles, supporting conflict resolution, and helping develop Tier 1–3 interventions that focus on prevention, accountability, and relationship-building. This work strengthens school culture and promotes safe, inclusive learning environments for all students. All schools have implemented PBIS and Multi-Tiered Systems of Support (MTSS) to ensure students receive intervention as needed, including restorative justice. Additionally, the District focuses on alternatives to suspension. Through the Black Student Achievement Plan (BSAP), the District ensures targeted support by placing BSAP staff in schools based on program criteria to provide direct services, mentorship, and professional development. Additionally, schools continue to receive support through regional coaching, access to resources, and collaboration to ensure equitable implementation of restorative practices and PBIS aligned to student needs across all campuses.
Goal 7: Black Student Achievement Plan Implementation	PAC	Due to the complexity of the role of the BSAP designee; there should be structured training. The training should include but not be limited to how to navigate the budget. It should include all expectations, responsibilities, tentative dates, etc. Transparency will motivate students & parents, BSU for BSAP advisory, & school site; while strengthening them with the educational tools needed to achieve the goal.	Throughout the fall semester, BSAP Designees receive ongoing guidance and support to ensure successful implementation of BSAP initiatives at their school sites. Designees are trained on how to review and interpret their school budgets, identify allowable BSAP-funded programs, and navigate budget allocations effectively. They are also informed of key timelines for securing vendors to ensure each school provides at least one culturally responsive student experience or professional development opportunity during the school year. In addition, BSAP Designee roles, responsibilities, expectations, and required deliverables are explicitly reviewed multiple times throughout the

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			semester, including support on how to accurately complete and submit monthly logs and documentation. The BSAP organization structure enlists supports to address the needs of BSAP schools within the four regions. Region BSAP Directors, Regional Administrative Coordinators, and BSAP Instructional Coaches all work towards motivating students and parents providing them with the necessary educational tools.
Goal 7: Black Student Achievement Plan Implementation	PAC	Address safety and bullying on campus by having parent volunteer designees. as well as form Black committees. This will help us address the needs of ultra minority students on campus.	LAUSD is committed to providing a safe learning environment, free from discrimination, harassment, intimidation, and/or bullying. The District understands that parent connections are vital and therefore encourages interested parents to apply to be a parent volunteer.
Goal 7: Black Student Achievement Plan Implementation	PAC	Annually, provide data on the composition of the African American student population by Region, including gross number, number vs number of foster youth and number that are also foster youth.	BSAP prioritizes the use of data to monitor student progress, identify needs, and implement targeted supports for students across the District. Detailed information around BSAP student participation is shared by Region BSAP representatives at the LCAP Region Ambassador meetings. Information is also shared at school site meetings, Coffee with the Principal, and BSAP town hall meetings.
Goal 7: Black Student Achievement Plan Implementation	PAC	Improve community outreach related to the definition of and services provided by BSAP, and improve the resource allocation to BSAP representatives.	Community outreach is a foundational element within the BSAP tenets, and the department remains committed to strengthening relationships with the community through meaningful engagement and expanded opportunities for collaboration. The BSAP administrative team works collaboratively with local Region leadership, school leadership teams, communities, and families to create collaborative relationships. The BSAP Steering Committee, which is composed of community organization representatives, labor partners, parents, and students, provides input about the plan. Additional details about BSAP funds can be found in the Adopted Final Budget .
Goal 7: Black Student Achievement Plan Implementation	PAC	Provide a detailed budget, goals, and plan to expand cultural equality education, beginning with age appropriate lessons in lower (elementary) school.	Information on the BSAP budget can be accessed via the Budget Transparency platform (https://budgettransparency.lausd.net). Information regarding the BSAP is included in the District LCAP.
Goal 7: Black Student	PAC	Provide a detailed budget, goals, and plan to increase cultural workshops to help parents	Information on the BSAP budget can be accessed via the Budget Transparency platform (https://budgettransparency.lausd.net).

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Achievement Plan Implementation		identify with other cultures.	Information regarding the BSAP is included in the District LCAP.
Goal 7: Black Student Achievement Plan Implementation	PAC	Expand investments into the 5,000 Role Models program, allowing for field trips to Washington DC for students to learn. Develop a parallel 5,000 Role Model program for the girls.	BSAP prioritizes mentorship, student engagement, and culturally relevant learning experiences to improve outcomes for participating students. The District remains committed to supporting student success through mentorship initiatives and programs.
Goal 7: Black Student Achievement Plan Implementation	PAC	Expand recruiting for more African American community members to be involved. Extend invitation to more African American mentors, educators, moderators as role models to speak to students. This will help with social awareness.	BSAP emphasizes collaboration with families and community partners to ensure culturally relevant support systems that promote student success and social awareness. Increasing representation of positive role models further strengthens student social-emotional awareness, management, and a positive cultural identity for students who participate in BSAP. BSAP Community Representatives and parent volunteers engage in meaningful outreach and efforts that support students and families through BSAP. This includes organizing and supporting culturally responsive family engagement events, parent workshops, school-based parent committees, and health and wellness events that support and strengthen relationships between schools, families, and the community.
Goal 7: Black Student Achievement Plan Implementation	PAC	Research more funding to support African American studies courses for all students for elementary through high school.	In accordance with the FAIR Act and local Board of Education resolutions, the District ensures that curriculum and instruction is inclusive at all grade levels. For secondary schools, the District developed the Advanced Placement (AP) African American Studies course, the African American Studies course, and the Ethnic Studies course. In addition, the District developed inclusive Ethnic studies themes and instruction for integration across all K-12 grade levels.
Goal 7: Black Student Achievement Plan Implementation	PAC	Improve parent educational opportunities through adult education classes/workshops, specifically in the area of African American history and culture.	Opportunities for parent workshops and parent education strengthen connections between schools and families while promoting cultural awareness and shared learning experiences. Many schools host ongoing BSAP parent meetings and trainings throughout the year (in person and virtually) around topics such as supporting student learning at home, understanding BSAP and student success strategies, and mental health and wellness for families.
Goal 7: Black	PAC	Provide teachers and administrators with additional	Los Angeles Unified schools foster diversity through various cultural

**Superintendent Responses to Comments from the
Parent Advisory Committee (PAC)
June 2026**

2026-27 LCAP Goal	Committee	Comment	Response
Student Achievement Plan Implementation		training/support to improve the implementation and quality of cultural celebrations for all cultures, in schools, including during the school day as well as after school, for families.	celebrations. Targeted training for teachers and administrators enhance the quality and authenticity of cultural celebrations, ensuring they are meaningful, educational, and inclusive. For more information, visit the District's Calendar of Commemorative Dates and Observances, which is posted at the following link: https://humanrelations.lausd.org/apps/pages/index.jsp?uREC_ID=4413875&type=d&pREC_ID=2646118
Goal 7: Black Student Achievement Plan Implementation	PAC	Develop a training toolkit establishing BSAP policies. The toolkit should include a booklet, training video and other vital information needed to succeed. This toolkit should be practiced by all schools as a structural approach for supporting cultural awareness.	The Black Student Achievement Plan is the guiding document for implementation of the program, and the District has created toolkits to support implementation of the Plan. School sites personalize their programs within Plan guidelines to support the needs of their school communities through collaboration with families and community partners in order to increase academic achievement. For additional information, visit: https://bsa.lausd.org/