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| Student supports - General Instructional Supports | <p>Extra curricular help with additional support.</p> <p>How will students be supported, as well as parents at home.</p> <p>There are strategies because it varies from child and their situation. Will it be individualized? Have it in writing how the support will be offered to children according to their situation. Previously, students were taken out to help them, but not now since it is the parent, how will the parent know if it is ok so that they can succeed.</p> <p>Lack of interest from the teachers to teach stakeholders (subgroups: English learners, special education students, foster youth)</p> <p>LAUSD must buy an academic enrichment program for all students and all levels because I think everyone will need this kind of help to prevent academic failure.</p> <p>How will students who are academically behind be supported and if they are not learning be?</p> | <p>MMED has created 25 days K-12 of dELD lessons, Dual Language Education programs, and World Language programs in multiple languages that have been made available to LA Unified teachers via the MMED website, Teachers by Teachers Handbook, Principals Handbook, and to Local District EL/DL/WL Coordinators who work directly with schools at the community level. These 25 days lessons provide a solid alignment to the California ELD Standards, Dual Language principles, and new World Framework for teacher implementation. An additional 25-50 lessons are being created with teacher leader feedback. MMED has also provided direct support in presenting these lessons to Local District instructional leadership teams and Title III coaches.</p> <p>MMED in collaboration with PCS has conducted virtual training of mail home resources and is planning a series of parent trainings that will provide parents with hands-on activities supported by digital materials. Specific dates are currently being aligned with the PCS parent support calendar. Reading Horizons and Rosetta Stone for all English Learners and Dual Language Education students have been secured as supplemental enrichment/intervention programs for all schools. Both programs have a landing page designed for LA Unified that specifically has parent support in their native language.</p> <p>Reading Horizons (iELD/ELA) accelerates learning through individualized instruction and practice. Every lesson, chapter, and comprehension exercise—in both the software and direct instruction materials—has built-in assessment components that allow teachers to easily monitor student progress every step of the way. If students demonstrate proficiency in a skill, they move faster. If they struggle, they slow down to get the instruction and practice they need.</p> <p>Rosetta Stone engages learners by developing language skills through a predefined sequence using sounds, images, and text to help students absorb meaning intuitively. English Learners will access this application to continue their path to English proficiency, while Dual Language Education students will continue to increase their proficiency in the target language (Arabic, Armenian, French, Korean, Mandarin or Spanish).</p> <p>Both Rosetta Stone and Reading Horizons are supplemental programs that schools and teachers have full access to based on student needs.</p> | <p>MMED created 50 Designated ELD lessons to support remote English language learning. In addition, 50 lessons were created to support the distance learning of Dual Language and World Language Education students. Schoology groups were created to facilitate teacher access to the lessons and instructional resources (such as Constructive Conversation Skills Posters in multiple language) to support the lessons. MMED provided professional development directly to teachers via My Professional Learning Network (MyPLN) on the developed lessons and resources. MMED provided training to parents on the developed resources to support instruction at home and school. Moreover, all parents of ELs were mailed instructional resources to support student learning at home. Families have been provided web-based resources for use of Rosetta Stone and Reading Horizons as supplemental instructional resources.</p> |
| Student Supports - Low Income Students | <p>The low income students are at risk of falling behind.</p> | <p>Additional resources and supports are provided to Title I schools, such as College and Career coaches at the middle school level, literacy (READ) expert teachers, etc. Intervention and enrichment opportunities are available for all students Districtwide.</p> | <p>College and Career Coaches and READ Experts continue to support Title I schools. READ experts provide small group instruction at 15 schools in the HEET and Achievement Networks. Districtwide Spring Intervention and Enrichment opportunities are launching.</p> |

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| Distance Learning - Teacher Accountability | <p>Structure classes in a way that there is monitoring that puts pressure on them so that they can keep monitoring the teachers and have control. / If there were few kids, there was no class.</p> <p>The teacher should be in school to be able to give the students quality classes and be able to motivate the students.</p> <p>Teachers should be evaluated at least monthly.</p> <p>Instruction presented by teachers is not being supervised. It is low quality instruction and in many cases there was no instruction for the neediest students. The lack of connection developed feelings among students that the staff does not like students.</p> <p>The time the teachers were on Zoom was 20 minutes every third day and it was not instruction but communication (socialize) among students. As parents, how will we provide academic instruction if we are not prepared? The teachers received pay for 20 minutes every three days and we parents received nothing. / The teachers did not receive the work that the children completed because they did not collect work or placed any importance on it. If students do not have technology, how will they do the work. / There is frustration over the work. The teacher has no sympathy, has not taken the time to call the student to ask how the child is doing.</p> <p>In secondary, the teacher needs to provide a structure that includes the assignments in schools hours and not after school.</p> | <p>Part of this year's Continuity of Learning Plan has been the prioritizing of lessons on Social Emotional Learning and Digital Citizenship during the first two weeks of school, as well as community and relationship building activities.</p> <p>Administrators are monitoring and supporting both live synchronous sessions and asynchronous lessons assigned to students.</p> <p>The school day schedules have been structured to provide time for students to participate in live synchronous instruction and complete asynchronous assignments during school hours. These schedules are based on the minutes required by Senate Bill 98.</p> <p>Although based on our current labor agreement permanent teachers will not be evaluated, site administrators will regularly conduct observations on instruction and provide feedback to teachers.</p> <p>Teachers have been provided training to better use Schoology, Zoom, Google Apps and other platforms so students can better receive and submit assignments. Additional supplemental tools have been purchased to provide engaging asynchronous learning activities.</p> | <p>Social Emotional Learning and Digital Citizenship and community and relationship building activities were prioritized during the first week of the second semester. They also continue to be incorporated in regular instruction.</p> <p>Administrators continue to monitor and support both live synchronous and asynchronous lessons.</p> <p>The school day schedules continue to provide the required instructional minutes as outlined by Senate Bill 98.</p> <p>Site administrators regularly conduct observations on instruction and provide feedback to all teachers.</p> <p>Ongoing support and professional development is being provided to support teachings in improving their ability to use digital tools for instruction.</p> |

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| Student Supports - Special Education | <p>IEP's out of compliance / What are you going to do with many out of compliance of those who have an IEP who have not received any support so far?</p> <p>The Resource Teacher was not able to meet with students (special education).</p> <p>In the case of special education students, the recommendation would be to consider going to class, because special education classes are usually in small groups and the distance between them can be kept. If someone prefers to do it online, because it worked with your child, it is fine too. Therefore, everyone has the opportunity to learn.</p> <p>Students with special needs need to be present in small groups of 4 to 6 students, but we demand that parents be given the budget so that they seek private supports that can give them individual education.</p> <p>How will they support students with dyslexia in high school in the socioemotional? What are the specific programs, services, and supports to strengthen the learning?</p> | <p>In addition to each school site having an administrator assigned to supervise and lead all aspects of special education, the Division of Special Education has made resources and training materials available to parents regarding the virtual IEP team meeting process, questions and answers related to special education, and the availability of the Call Center to answer specific inquiries, concerns and complaints. We are developing instructions for holding three year re-evaluation IEPs now as well, to try to limit the number of overdue IEPs when we return. The number of instructional minutes during virtual learning is different from the number of minutes during in person learning; staff are making efforts to provide the minutes stipulated in the IEP.</p> <p>Resource Specialists are expected to still provide services to their students. If a student is not receiving services, parents should contact the special education call center at 213-241-6701.</p> <p>LAUSD is closely following state and county recommendations regarding when and how in-person instruction can recommence. When it is safe to return to in-person learning, we will prioritize vulnerable student populations such as students with disabilities.</p> | <p>Student with disabilities are continuing to receive support and services through distance learning model. While this is not ideal, special education teachers and providers are providing supports and services through synchronous and asynchronous strategies. Parents are encouraged to visit our new and improved Division of Special Education website which displays the current resources and information. As of 2/1/21, we have conducted over 35,000 IEPs since the beginning of the school year. Once clearance is received to return to campus, we will restart our in person services and assessments. Parents are encourage to reach out to their childs case carrier(Special Education Teacher) if you have any questions or concerns. In addition, parents are welcomed to contact our School and Family Support Service at 213-241-6701.</p> |
| School Nutrition | <p>Instead of giving food, send a card or vouchers for food according to the number of kids in the household. / Take in consideration providing meals, but to look for ways to find a way to provide it through a card, vouchers or viable alternatives. Parents purchase and prepare the food at home. Maybe the food given is not eaten immediately, but what is prepared at home is and there are established times and students can better concentrate. Since schooling is being done at home, give parents a card./ Instead of meal pick up times, give parents direct cards or vouchers to purchase fresh food. Or, maybe directly have the school give fresh food.</p> <p>If they continue to give food, prepare the same day.</p> <p>Even though the intention was a good one to feed families, unfortunately the food was poor. / Grab and Go food is not nutritious and there is a lot of waste.</p> | <p>Food Services receives reimbursement by USDA for the meals which have been served to students. The School Nutrition Program provides food for eligible students but there is no option to provide vouchers or cards. Parents can apply for CALFRESH benefits to the county and receive cards or vouchers for purchasing food if they qualify. Food is prepared just in time so that it is ready in time for service. The menu is changed for each day of the week and must be in compliance with USDA regulations. We have incorporated fresh options into the daily options. In the next two weeks we will be introducing different bowls to provide additional menu options. Fresh fruit and vegetables are provided daily, all menu items are whole grain rich, low in sodium, have no trans-fats or preservatives, no artificial colors, sweeteners or MSG.</p> | <p>We serve meals that meet and exceed USDA requirements. the Healthy Hunger Free Kids Act of 2011 requires whole grain products, fresh fruits and vegetables, low sodium, lean meats, no presevaives, no artificial colors, sweetners or MSG in the meals that are served. The program is meant for students who are needy per the income levels determined by the federal government.</p> <p>Food Services is only reimbursed for the meals it serves which enables us to pay for our staff and the food served. Food Services funding it based on the reimbursement recieved for meals served and is separate from the District's funding. To get vouchers, food cards families can apply for CALFRESH benefits.</p> <p>We are audited routinely by CDE to assess the program and the nutritional content of the food served, and are proud to say that we have always passed without any issues.</p> <p>Our menus are posted every week and can be seen on our website</p> |

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| Access to Devices and Connectivity | <p>Internet connectivity is very poor, because when there is more than one child and only one hotspot, it does not work.</p> <p>District should pay for the Internet for families or give the money to the families. / Instead of spending on the hotspots, it would be better to pay internet bills, perhaps half the parents and half LAUSD. / Parents cannot be paying for expensive internet if they are low income, it is a duty and part of the methodology to teach and provide quality internet to all families.</p> <p>Even though there were good intentions to provide the devices, many were outdated and did not work. The internet and various communities does not support various students that are learning to use the District connection./ The iPads and Chromebooks do not work all the time, the students cannot go on the Dojo, Zoom and Schoology programs.</p> <p>Verifying Internet speed before classes and having a protocol to avoid technical problems, microphones, video, etc. / Train school T.A.'s to verify internet speed before students login.</p> <p>Hotspots do not work in all areas and it is better to have direct band width internet and verify the speed.</p> <p>Schools are taking a long time to provide the hotspots.</p> <p>The students were not able to submit their work on Dojo using the Chromebooks./ The application, por example IXL, not enough time was provided for students to complete their work.</p> <p>Many parents, we do not have scanners or printers and teachers require that the homework is submitted that way.</p> <p>Provide a breakdown list of how many schools have given devices and hotspots to all students if there are 3 children in a household it should be 3 devices and 3 hotspots. We have to see that data because they might say it and even write it, but there is no evidence that is true. / They have to bring inventory of how many devices there are and what they bought and also the quality of internet access that families have.</p> <p>How can we know how many use Schoology or Parent Portal? Also, some devices do not work and we also need to know what the action plan is.</p> | <p>The District has made great efforts to ensure that all devices are operational and sufficient for staff and students to participate in distance learning. ITD has a hotline for tech support for staff and students to assist with any hardware or software issues. Students with devices that are not operating properly should inform their school site. School sites are being provided replacement devices as needed. The emergency shift to distance learning in the spring may have led to some devices being distributed from school sites that were more outdated. ITD has worked with vendors to purchase additional devices for schools and students. Hotspot devices can connect as many as five devices at a time. Families without adequate bandwidth should contact the child's school to make them aware.</p> | <p>The District continues to provide devices and hotspots to schools to provide to students to assure access. The District is looking for additional ways to provide home internet access through partnerships with Internet Service providers.</p> |

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| Student Supports - English Learners | <p>We are told the hours of learning, but they do not say how many hours they will be for English learners and how they will do for the reclassification of those students who have not yet been able to reclassify and are in danger of becoming long-term learners. What about the instruction that can be given from the school site from teachers? What is the role of the MMED office in monitoring the implementation of the ELdI and ELDi standards and accommodations with students with IEP?</p> | <p>Per Education Code Section 43503 (a)(1): For the 2020-21 school year, a local education agency that offers distance learning shall comply with the requirements of subdivision (b). Distance learning should include all of the following: "...designated and integrated ELD instruction in English language development ...for English Learners." The side letter agreement between UTLA and LA unified states Attachment A "40 minutes of Tiered support (ELD/MELD) synchronous and Asynchronous"; which means that a teacher must determine and prioritize the needs of his/her students.</p> <p>MMED will continue to follow CDE guidelines and monitor the effectiveness and implementation of comprehensive ELD program (dELD/iELD) for English Learners. MMED will continue to work with Local District English Learner Coordinators and provide ongoing technical support and training and provide on-going training to title III coaches to ensure overall coherence and program effectiveness towards reclassification. Based on CDE guidelines, once made available, distance assessments protocols will be implemented to engage students who qualify in the reclassification process. We are currently working with our Special Education partners to ensure that all English Learners specific accommodations guaranteed by the IEP are supported.</p> | <p>MMED continues to provide resources and professional development to schools to support Designated and Integrated ELD. All schools are required to provide Comprehensive ELD for all English Learners, including ELs with disabilities. The side letter agreement between UTLA and LA Unified, Attachment A states "40 minutes of Tiered support (ELD/MELD) synchronous and asynchronous"; which means that a teacher must determine and prioritize the needs of his/her students. School principals and Community of School Administrators regularly monitor classroom instruction to ensure required instructional services are being implemented. The EL Designee regularly conducts classroom observations to inform student, program and professional development needs. As part of central English Learner Online Accountability System, MMED requires schools to submit evidence of Designated and Integrated ELD classroom observations. In addition, as part of the Certify Alerts System, MMED monitors secondary schools to ensure every EL has a designated ELD class.</p> |
| Distance Learning - School/System Accountability | <p>LCAP needs to have a rubric to make schools accountable.</p> <p>Who will monitor what is going to be happening? If it is not happening? What is the process? That it is not going to be research projects or watching videos. A child who needs a learning accommodation, how are these accommodations going to be integrated into Zoom and what supports will parents have to help their children at home? Madam President, I demand that you bring to this committee the agreement made with the unions, it is our right.</p> <p>All services or programs and including positions aimed at English learners should be evaluated to measure effectiveness and a breakdown of how many students benefit. This is crucial to know if the money is being used to close the academic gap of EL students.</p> <p>The District has no control over the schools, it is not monitoring as they claim.</p> <p>Why is money spent, but the shortcomings are not improved because of lack of transparency?</p> | <p>Los Angeles Unified agrees that accountability for planned actions is necessary to ensure that funds are implemented effectively. The District's implementation of distance learning includes tremendous efforts to coordinate data systems to monitor the quantity and quality of instruction during this time. A large part of this coordination involves ensuring that data for high needs student groups are available central office, local district, community of schools and school staff to ensure that all students are engaged and learning. As the Learning Continuity Plan is implemented during the 2020-2021 school year, stakeholders will have the opportunity to learn about District progress and the District will engage stakeholders in the development of the Local Control and Accountability Plan that is due in June 2021.</p> | <p>On January 25th, the California Department of Education approved and released an updated template for the Local Control and Accountability Plan, including an Annual Update to both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan. Our LCAP team will engage stakeholders, including our Parent Advisory Committee and our District English Learner Advisory Committee, both to provide those updates and to look ahead to our strategic planning for the next three years in the 2021-24 LCAP.</p> |

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| Health and Safety | <p>I do not think that we are ready to return to school because there is no soap and young children do not know how to wash their hands and they can get COVID and the teachers as well.</p> <p>How is it that if schools open, how they think they can have children social distance. That is impossible. In my opinion, I would not send my daughters to school.</p> <p>I understand what covid19, I think a proposal that I saw where some children could go to school in person and limit the number of students, even if it was 3 or 4 hours a day and not be recreational, that would help a lot even if parents had to support in person.</p> | <p>As was also shared in the Superintendent's Back to School Plan, Los Angeles Unified is adhering to public health requirements to ensure that staff and students remain safe and healthy during this pandemic. When public health guidance allows for students to begin attending school in person, the District will make appropriate investments and implement procedures to ensure students are safe at school. Part of the initial planning for school reopening also included scenarios for cohorts of students to attend in person. The District is committed to continuing a dialogue with all stakeholders to plan for a return to in-person instruction for students.</p> | <p>Los Angeles Unified remains committed to ensuring the safety and health of our staff and students during this pandemic. Based on current public health guidance, the District is unable to reopen schools. However, in our efforts to plan for our students to return to school in the safest manner possible, Los Angeles Unified is providing free COVID-19 testing for all students and staff at 41 testing sites. Los Angeles Unified is implementing a program to provide the highest standard of safety measures at schools. The key components of the program include daily health checks, COVID-19 testing of students and staff, and community engagement to follow up on positive cases of COVID-19 and employees who may have been exposed or are not feeling well. Additionally, reporting procedures have been developed in accordance with the law to keep the school community informed of this testing and its results and of the District's continued health mitigation measures.</p> |
| DELAC Engagement | <p>DELAC Group is not being heard. / DELAC has no Foster Youth parents.</p> <p>I think DELAC should think collectively to be part of how to develop these trainings and establish monitoring rubrics and for DELAC to update quarterly reports of how many parents have been trained and how to reach those who have not been trained and establish innovative practices to reach working parents or another barrier that needs to be achieved, for example: digital illiteracy</p> <p>When DELAC Zoom meetings are held, how are we going to do if our children are going to be in classes and are also going to use the tablets or Chromebook? How are we members going to join?</p> | <p>The district conducts and supports DELAC meetings, which allow for communication and collaboration. Based upon State guidelines being a Foster Youth parent is not a requirement for serving on DELAC. At this point in time, the majority of all district meetings are held virtually. Students are participating in online learning activities. Our goal is to ensure that all students have access to a device. The district and the Office of Parent Community are working to support parents who may need access to a device to attend meetings virtually. We continue to involve DELAC members with opportunities to present information to the membership and share their ideas and recommendations in the development of informational items at the school and district levels. Many of our meetings are held afterschool (after 3p.m.) and often end after 5:30 p.m to allow for more parents to participate in workshops and trainings. We offer tutorials and job aids to support parents with using technology. DELAC virtual meetings are held from 1-4p.m. Prior to COVID-19 meetings took place from 10-1p.m. Many parents continue to utilize their cell phones to access meetings. School funds cannot be used to purchase tablets or Chromebooks for parent members, however we have looked into outside organizations who may be in the position to donate technology.</p> | <p>We continue to partner with the DELAC and central parent committee officers to identify training and information that is organized for all meetings. The learning organized for the DELAC is organized in collaboration with the officers, central district administrators and PCS supports for the DELAC. PCS has also hosted quarterly meetings to discuss the budget, training and support for central parent committees. This was expanded to offer ways to routinely capture input from parent leaders.</p> |

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| <p>Parent technology training and support</p> | <p>Parent training on how to manage AP that the students will use in class.</p> <p>Give parents a reward for the support we are providing students at home. Especially when they are in special education. / Professionalize parents. / Provide monetary help to parents or pay the companies directly. Especially for families with multiple students.</p> <p>Support to teach parents that are not able to help kids to go online. Teach how to be on screen like etiquette when connected online, to be able to have student participation for those that are shy. Problems with the connection when connecting to the internet. Submitting work is difficult and affects the children, especially their grades.</p> <p>Include parent training because although parents are willing, maybe they do not know how to do it. How to be more interactive.</p> <p>LAUSD is not taking into account that parents work and not online, they work in person they have to leave their homes</p> <p>When have parents been trained with these programs? What is the program they have developed to support parents with English learners with IEP's with distance learning?</p> | <p>Based upon district and State guidelines we are not able to provide monetary support for parents providing support to their children. At times, the district does provide rewards in terms of certificates, pins, and plaques to recognize parents for their efforts in volunteering at school sites and offices. The district and the Office of Parent Community Services has (COVID-19 Resources) online tutorials and step by step job aids to provide support and guidance for parents to know how the different online platforms function. In addition, the district has a Family Hotline call in center to provide support to families. A series of workshops will continue to be offered regularly by each Local District and the Office of Parent and Community Services focusing on supporting parent technology needs. This effort will include a Tech Talk class for beginners learning about email, device, online account registration, as well as for advanced learners wishing to learn about Parent Portal, Schoology, and navigating district resources. This will be part of a package of modules for school sites. The Office of Parent and Community Services has developed multiple job aids, videos and presentations that can be used by schools and Communities of Schools to teach parents how to use technology to support student learning. The LAUSD Help Desk is also available Monday through Friday to assist parents and students with specific technological needs. The Office of Parent and Community Services is using Zoom's interpretation feature with the LAUSD Translations Unit to provide real-time translations for meetings with the public. The District will develop a communication plan to make schools more aware of the interpretation features.</p> | <p>The Los Angeles Unified continues to assist families with connectivity to the Parent Portal and Schoology, and we also have a significant population of families who do not have a Parent Portal account. Assisting disconnected families is our priority and support is available at multiple levels of the organization. School sites were provided web based phone numbers to help parents connect with Parent Portal support staff at the school site. In addition to 1-1 support, schools are also offering workshops and office hours with school administrators and support staff. At the Community of School and Local District office level staff continue to host town hall meetings by COS each month where families are directed to the Community of School Welcome Center and phone numbers where assistance is provided to families. At the central office level, we provide families with 1-1 support to open email accounts as well as Parent Portal accounts. Assistance is available Monday-Friday from 6:00 a.m.-6:00 p.m. When families are supported at the hotline they are also given step by step job aids, guided to videos and assistance via Zoom. Another recommendation made by central parent committees was to provide schools with beginner and experienced level training modules for family engagement activities. These include a PowerPoint, facilitator guide and information for families. Resources to assist with connectivity are also found at https://achieve.lausd.net/Page/10470.</p> |

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| Parent Communications | <p>Parents need to have more access to the teachers. For example, give them a district/state phone to communicate and help parents.</p> <p>Communication between families and teachers and the interest to communicate was weak. There was no commitment on behalf of the teachers to communicate with families to ensure student learning. When families asked for support, in many cases there was no response.</p> <p>Superintendent messages received on the phone, but they were only in English.</p> <p>The messages for Town Halls are received, but they are not understood or they are not clear for whom it is, what it is about.</p> <p>Many messages but it is not clear what they will be about.</p> <p>Lack of communication from the schools and teachers with the parents.</p> <p>Do not forget parents who speak a dialect and those who do not know how to read or write, for them, what help have they received, this seems like discrimination</p> | <p>The district along with the Office of Parent and Community Services provides workshops and training at the district level, local district, and school site levels. A series of workshops will continue to be offered regularly by each Local District and the Office of Parent and Community Services focusing on supporting parent technology needs. This effort will include a Tech Talks class for beginners learning about email, device, online account registration, as well as for advanced learners wishing to learn about Parent Portal, Schoology, and navigating district resources. This time period (COVID-19) has been very challenging for our families. Within the Community of Schools (CoS) structure, there are many layers of support and two-way communication for families. Schools can provide the first layer of support, with CoS administrators and their teams assisting schools and families with more specific needs. For individual concerns and needs the school and CoS leadership are available to address family concerns. The Local District can also assist with coordinating supports across communities of schools to ensure that families have multiple means and opportunities to be served. The Los Angeles Unified Family Hotline is also assisting families with one on one assistance. School site staff (administrators, including APEIS' s, teachers, coordinators, and coaches) using district and State guidelines around ELD and the IEP implementation will continue to provide information, support, and learning opportunities for parents. Within the Community of Schools (CoS) structure, there are many layers of support and two-way communication for families. Schools can provide the first layer of support, with CoS administrators and their teams assisting schools and families with more specific needs. For individual concerns and needs the school and CoS leadership are available to address family concerns. The Local District can also assist with coordinating supports across communities of schools to ensure that families have multiple means and opportunities to be served. The Los Angeles Unified Family Hotline is also assisting families with one on one assistance.</p> | <p>The district continues to provide workshops and training across the district, local districts, and school sites. In addition, Local districts, Community of Schools(CoS), and school sites conduct their own workshops and trainings, to support parent technology needs. The Office of Parent and Community Services will support a "Tech-Talk" training to support parents with basic and advanced training around technological platforms. Our schools, local districts, and CoS, will continue to bridge any gaps in communication and are committed to supporting our families. The Los Angeles Unified Family Hotline continues to be a support for families who have questions, concerns or who just need general guidance about resources to support various needs.</p> |
| Stakeholder Engagement | <p>I think we should bring the agreements that LAUSD is doing with UTLA that advocates for teachers and AALA that advocates for administrators and principals and who advocates for parents. It is just our voice and leadership united and not accepting the decisions that do not benefit our students.</p> <p>The superintendent should provide a public hearing where these agreements between the district and teachers union (UTLA) are explained, because until now no information has been given about this.</p> <p>This school year, how will ELAC and SSC elections be since they say that they will be online and like that the elections can be manipulated.</p> | <p>The district strives to ensure that parent have the opportunity to provide feedback on district policies for staff and students. District staff utilize feedback from parent surveys and parent groups along with other data to inform the development of agreements with its labor partners. PCS can work with the Office of Labor Relations to schedule a meeting to review the recent labor agreements.</p> <p>Guidance to schools regarding ELAC and SSC elections will include directions on how to ensure that elections are run fairly.</p> | <p>School Site Council and English Learner Advisory Committees transitioned to host meetings online with guidance from the Governors Executive Order for committees. The Office of Parent & Community Services released guidance to ensure families were supported to connect online and participate in meetings and direct support was provided to school sites from Local District Parent & Community Engagement Teams. SSC and ELAC members were directed to ask for support from the school site and by calling the Los Angeles Unified hotline at 213-443-1300.</p> |
| Parent Supports (non-technology support) | <p>Provide literacy classes for parents who cannot read</p> | <p>Many school sites have ESL classes available through our Adult Education Division, which also offers literacy based courses parents can register for.</p> | <p>Our District's Division of Adult and Career Education continues to support parents through our ESL classes, citizenship preparation, and Family Success Initiative. For more information, see https://www.launifiedadult.org/.</p> |

| Issue area | Comment | Superintendent Response (Fall 2020) | Implementation Update (February 2021) |
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| Mental Health Supports | <p>Alternative programs for social emotional programs for students and parents.</p> <p>The services offered do not meet the purpose of addressing family's needs.</p> <p>Needs are not addressed as an expectation for the staff. There needs to be training among personnel and families together, evaluation and observation of said training in the area of serving and supporting families as a duty. Families need to be served with respect and love towards families.</p> <p>The personnel that has this duty should fulfill it with true dedication toward services for students, families and community.</p> <p>On the Mental Health Services, monitoring carried out by District personnel or psychologist.</p> | <p>LA Unified agrees that student social emotional and mental well-being is important. Equally important is the providing supports to parents/caregivers in order to ensure that the family system is healthy and ready to be part of a learning community. LA Unified school mental health staff will receive professional development on how to engage and partner with parents/caregivers in order to foster resilient parenting strategies. Mental health staff will be able to provide parent/caregiver workshops. Additionally, SHHS has created interventions and strategies for all teachers to support social emotional wellness by creating a campaign that supports student wellness and engagement. This campaign supports the establishment of procedures and routines in the virtual classroom that cultivate connectedness and trust, therefore setting the stage for increased academic engagement and social success. The Division of Instruction has also developed social-emotional learning lessons and continues to support the implementation of adopted social-emotional learning curriculum district-wide. The Division of Instruction has also provided sample advisory period lessons that support teachers with leading social-emotional learning in their classes.</p> | <p>In September 2020, all mental health staff received 8hrs of training on how to engage and support parents/caregivers. The curriculum is called Resilient Families. Currently, there are 62 Resilient Family groups/workshops around the district. The Division of Student Health and Human Services continues to curate and provide tools, resources and professional development to District staff to support social emotional wellness, engagement, connectedness and trust through the use of Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) including: community building and regular check ins, systems of teaching, modeling, reinforcing and correcting expected behaviors, the use of restorative questions and conferences as alternatives to suspension and strategies to de-escalate behavior. SHHS launched a Resilience Daily campaign on-line, and has created a range of tools and resources in support of thematic days to reinforce the need to focus on wellness (Mindful Monday, Grati-Tuesday, Wellness Wednesday, Thoughtful Thursday, and Fun Friday) and has developed content that includes a social media campaign and television content airs on KLCS in support of these efforts. More information and resources can be found at: achieve.lausd.net/shhs and mental health specific resources at https://achieve.lausd.net/smh#spn-content</p> |