



DELAC Comments on 2022 LCAP Superintendent Responses

LCAP Goal	Comment Number / Theme	DELAC Comment	Assigned Team	RESPONSE	Impact on LCAP
Goal 1: 100% Graduation	#1 Academic and College Counseling	Review the latest grades for students in grades 1-12 to know where they need support and to develop a plan with the school. Assess in each academic level to ensure proficiency in all academic areas and reclassification in grades 1-12.	Academic and School Counseling/ DOI	<p>Schools, local districts, and central office staff monitor grade reports at mid-term and final mark reporting, and after Summer Term programming has concluded, to identify students off-track to meet graduation requirements and A-G requirements for college admission and to plan for appropriate supports to allow students to become “on track”.</p> <p>Counselors will meet with students who are off track and make the necessary changes to the Individualized Graduation Plan to allow the student to be on track as soon as possible.</p> <p>The A-G Intervention & Support team has created and continues to support intervention (grades 6-12) and credit recovery (grades 9-12) programs in ELA and Mathematics to support course completion with grades of “C” or better.</p> <p>Schools can also implement Booster Modules and Single Standard Concept Recovery Modules on the Edgenuity/Imagine Learning platform.</p>	<p>The 2022 LCAP will include multiple actions describing academic and school counseling to keep students on track academically:</p> <ul style="list-style-type: none"> - Goal 1, Action 3 will describe the work of the A-G Interventions and Supports team to improve A-G completion rates across the District - Goal 1, Action 4 will detail the work of the Middle School Diploma program to implement early supports for A-G interventions at targeted sites - Goal 2, Action 14 will include high school counselors as part of the District’s school-level staffing supports for individualized learning interventions - Goal 2, Action 29 will describe schools’ use of the new School Staffing Equity Grant funds for positions to support students, including academic and college

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					<p>counselors</p> <ul style="list-style-type: none"> - Goal 1, Action 10 and Goal 2 Action 30 will describe schools' investments of their TSP-SENI funds on staffing for 100% Graduation and Proficiency for All.
Goal 1: 100% Graduation	#2 Career Technical Education	Students in sixth grade and above to be offered technical careers like sewing, cooking, auto shop, plumbing, barbershop, etc.	CTE	<p>We are currently working to offer all middle schools a Career Lab. These labs provide students with opportunities to work on projects in different industry sectors. For instance, students can learn how to properly wrap a sprained ankle, how to cook healthy foods, how to read an x-ray, how to build a solar car, how to record and edit a video. Along with these projects students will also learn important work-ready skills such as working collaboratively, solving problems, and learning and using technical skills. Schools can choose 4-6 labs from 15 industry sectors and offer those labs to their students. Hands-on learning is engaging for all students, and very beneficial for our English Learners.</p>	<p>In order to ensure that LAUSD students graduate ready for college <u>and</u> careers, Goal 1, Actions 7 and 8 in the 2022 LCAP will describe the work of the Career Technical Education program and the Linked Learning program.</p>

<p>Goal 1: 100% Graduation</p>	<p>#3 Parent Involvement</p>	<p>Inform, train, and reinforce for students the importance of graduation requirements and A-G credits, beginning in seventh grade.</p> <p>Provide information, workshops, and training for parents about the A-G requirements, disaggregated academic and financial [information]. When parents understand the importance of the credits to graduate, we can support them and have the right resources to help them succeed.</p>	<p>A-G / DOI</p>	<p>Naviance is an online platform available for all grades 6-12 students and families that provides college awareness lessons, career interest surveys and exploration tools, and college research and access resources. It is projected that families will be able to access the platform through the Parent Portal. Naviance resources are available in multiple languages.</p> <p>Middle School College & Career Readiness Coaches support their schools with: strategies that build college and career-going culture, case management of students with academic, attendance or behavior challenges, delivering information on preparing for high school course requirements, etc.</p> <p>The Individualized Graduation Plan (IGP) has middle school and high school versions; it is a tool that tracks course completion with on-time graduation as the final goal.</p> <p>The College and Career Readiness Guide (CCRG) is a personalized report for all students 9-12 updated via MiSiS with information on grades, course completion, test results, etc. The CCRG can be accessed as part of IGP meetings and any time counselors, students and families communicate about progress.</p> <p>The A-G Intervention and Support team produces student and family-facing resources that support A-G awareness, graduation requirements, college costs, financial aid resources, and postsecondary access. These include the A-G Brochure, poster sets for schools, and the Junior and Senior College Journals.</p> <p>The College Access and Reminders Exchange (CARE) app is due to launch in the 2022-2023 school year. CARE will support families and students with consistently updated information and texting capability for ease of communication with schools.</p>	<p>As noted above, the 2022 LCAP will include multiple actions describing counseling to ensure A-G completion rates:</p> <ul style="list-style-type: none"> - Goal 1, Action 3 will describe the work of the A-G Interventions and Supports team to improve A-G completion rates across the District; - Goal 1, Action 4 will also detail the work of the Middle School Diploma program to implement early supports for A-G interventions at targeted sites; and - Goal 1, Action 10 will describe schools' investments of their TSP-SENI funds on staffing for 100% Graduation and Proficiency for All.
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Goal 2: Proficiency for All	#4 Parent Involvement	Every month teachers should notify English learner parents about their progress in achieving reclassification and how to support their student, to avoid falling into the category of Long-Term English Learner and continue monitoring.	MMED	Los Angeles Unified employs multiple strategies to ensure that English Learner progress toward reclassification is frequently monitored and that parents are informed of the progress their students are making on their journey toward reclassification and beyond. For example, the District targets attention and support to English Learners who are Potential Long-Term English Learners (PLTEs), ELs in grades 3-5 who have been classified as English Learners for 4 to 5.9 years. Teachers and EL Designees/Title III EL Coaches regularly review LTEL data and engage parents and students in data chats about their progress towards reclassification. During data chats, a collaborative Individual Reclassification Plan (IRP) is developed for each student to identify and support them in areas needed for reclassification. The aim is reducing the number of English Learners who started school in Kindergarten and do not reclassify before moving into middle school. For other ELs, schools use the EL progress profile to monitor and provide targeted intervention/enrichment toward reclassification.	<p>In order to better communicate and describe the differentiated supports for English Learners by typology, the 2022 LCAP will include a separate goal (Goal 7) for English Learner supports, including:</p> <ul style="list-style-type: none"> - ETK-12 English Learner Services, - International Newcomer Supports, - Probable Long Term English Learner (PLTEL) Interventions, and - Long Term English Learner (LTEL) Interventions. <p>Note that the LCAP only covers English Learner supports provided through Local Control Funding Formula funds, and does not include services provided with federal funds.</p>
Goal 2: Proficiency for All	#5 Special Education	Provide training for teachers to identify and refer a student for an IEP evaluation when there is	SPED	The Los Angeles Unified School District seeks to identify, locate, and evaluate children suspected of having a disability who may be eligible for special education services designed to meet their educational needs at no cost to families. This includes highly mobile	The 2022 LCAP will continue to communicate our District's work to support students with disabilities through the following programs and services:

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		<p>a suspicion that there is a special need.</p> <p>Provide workshops with a specialist to explain the process of requesting an IEP, the rights of parents and related services, as well as the accommodations that can be offered to a student with an IEP to reclassify.</p> <p>Monitor special education services identified in the IEP.</p>		<p>children, migrant children, children experiencing homelessness, children who are wards of the state and children attending private schools located within LAUSD boundaries regardless of where they reside. All other children must live in the LAUSD attendance area. Every school site that is located within the boundaries of LAUSD is required to post the Child Find poster within public view. Private schools and community-based organizations located within LAUSD boundaries are provided with a Child Find poster on an annual basis. Additionally, school sites are required to have a Student Support and Progress Team (SSPT) meet regularly to discuss concerns regarding student needs.</p> <p>The Division of Special Education offers a variety of parent workshops facilitated by Specialists and other support staff throughout the school year. All parent workshops are announced in the Division of Special Education website in both the homepage, the Parents webpage and in the bi-monthly parent newsletter. We are expanding our parent workshops for the 2022-23 school year.</p> <p>There are several processes for monitoring service delivery at various levels. At the District level, global reports are run on a regular basis (bi-monthly) to monitor the performance of our State Performance Plan Indicators (SPPI). Examples of these indicators include but not limited to (IEP timelines, Assessments on time and Least Restrictive Environment progress). Each school site has access</p>	<ul style="list-style-type: none"> - Goal 2, Action 23: Special Education Base Program, including supports to meet the requirements of a student’s IEP; - Goal 2, Action 24: Extended School Year; - Goal 2, Action 25: Intensive Diagnostic Education Centers (IDEC); - Goal 2, Action 26: Inclusion Services; and - Goal 2, Action 27: Special Day Program. <p>As noted above for English Learner Supports, the LCAP only covers Special Education services provided through Local Control Funding Formula funds, and does not include services provided with federal funds.</p>

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				<p>to Focus Dashboard and Whole Child data which is used to monitor timelines, assessments, service tracking for each student with disabilities at their school site. In addition, the Division of Special Education on a quarterly basis notifies schools and families for students receiving less than 70% of their prescribed service. The intent of this process is to ensure that as a District, we are transparent with families and supportive to schools in meeting the prescription expectation for each child.</p>	

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Goal 2: Proficiency for All	#6 Tutoring	After-school or Saturday tutoring in small groups or one on one for students who are academically behind and have not yet reclassified in their need in a specific area such as listening, writing, comprehension, and speaking.	DOI / MMED	<p>As part of the Los Angeles Unified Multi-tiered System of Supports (MTSS) framework, all schools District-wide must provide and plan for extended support, tutoring, intervention or enrichment opportunities to ensure that all English Learners reach English proficiency and meet academic benchmarks as quickly as possible. As part of the MTSS, every school forms a Student Support and Progress Team (SSPT) responsible for monitoring group or individual student progress school-wide. The SSPT evaluates the school's instructional program and intervenes as necessary to ensure all ELs have the best instructional program and support.</p> <p>Moreover, the Multilingual and Multicultural Education Department (MMED) provides funding every year to Local Districts part of the EL Improvement and Achievement Plans to fund extended support/intervention for EL students at schools. In addition, MMED has redefined the role of Title III EL Coaches at schools to include push-in targeted intervention/enrichment to English Learners individually or in small groups for up to 50% of their workday.</p>	<p>As noted above, the 2022 LCAP will include a separate goal (Goal 7) for English Learner supports, including:</p> <ul style="list-style-type: none"> - ETK-12 English Learner Services, - International Newcomer Supports, - Probable Long Term English Learner (PLTEL) Interventions, and - Long Term English Learner (LTEL) Interventions. <p>In addition, Goal 2 Action 30 will describe schools' investments of their TSP-SENI funds towards achieving Proficiency for All, including for tutoring and intervention supports.</p>

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Goal 3: Excellent Attendance	#7 Absenteeism - COVID	Students who were absent due to being in contact with someone who tested positive for COVID should not be marked absent because it is not due to illness but due to district policy, since [such] students have tested negative for COVID.	SHHS	<p>2021-22 School Year attendance is based on “in person” attendance (pre –pandemic attendance taking). SB98 which allowed participation in asynchronous/synchronous to count for attendance expired on June 30, 2021.</p> <p>Students are marked present when they are in attendance. A child who does not attend school must be marked absent as governed by state law. COVID-19 related absences are excused absences once the school has received communication from the parent/guardian/caregiver indicating such an absence.</p> <p>If a student is identified as a close contact from an in-school exposure, and is not experiencing any COVID-19 symptoms, students are able to come to school and participate in all before, during, and after-school activities. They must participate in the weekly testing at their school site, monitor for symptoms, and are required to wear a highly protective mask at school for 10 days following exposure.</p>	<p>LCAP Goal 3, Action 6 will describe the District’s ongoing efforts and interventions to support excellent attendance and ensure that students are in school and ready to learn. In addition, LCAP Goal 3, Action 10 will also describe how schools are investing their LCFF-SENI funds to support local strategies for attendance interventions.</p> <p>Finally, LCAP Goal 3, Actions 1 and 2 will share the work of the District Nursing Services team to support student health for all students and to close health access and equity gaps for our high-needs students, so that more students are healthy and well to attend school.</p>
Goal 3: Excellent Attendance	#8 Attendance Incentives	Students who improved attendance in K-12 were given a certificate for improvement. Also motivate them with a	SHHS	In alignment with Superintendent Carvalho’s 100 day plan, the Los Angeles Unified School District’s (LAUSD) iAttend LAUSD campaign will offer a framework, tools and resources to engage students, families and staff in support of student attendance and connectedness.	As noted above, LCAP Goal 3, Action 6 will describe the District’s ongoing efforts and interventions to support excellent attendance and ensure that students are in school and ready to learn. In addition, LCAP

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		<p>monthly certificate, monthly pizza party, little stars, medals, games, and instructional materials according to their age. Moreover, provide an incentive for the entire family because parents ensured that their students attended school. This motivates and supports students who face socio-emotional problems due to the pandemic.</p>		<p>Campaign materials and protocols will focus on four areas, which will include (1) Cultivating a School-Wide Culture of Attendance, (2) Prevention and Intervention Strategies, (3) Student, Family and Community Engagement, and (4) Building Capacity of all stakeholders.</p> <p>Cultivating a School Wide Culture of Attendance will provide school teams with ideas to support the motivation of students to attend school regularly.</p>	<p>Goal 3, Action 10 will also describe how schools are investing their LCFF-SENI funds to support local strategies for attendance interventions, including attendance incentives.</p>

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Goal 4: Parent, Student, and Community Engagement	#9 Accountability	<p>They should create a paper school report that provides information about the number of students in the schools on how many English learners, how many students took SBAC, ELPAC, and all the information that may be difficult for us to get.</p> <p>The district must respect its own policies on committees within the schools. There must be a penalty / or reprimand and document [this] in the principal's file, when they do not respect policies, specifically about committees.</p>	<p>ODA</p> <p>PCS / HR</p>	<p>These data can currently be found in Open Data and the Open Enrollment sites. The Office of Data and Accountability is reviewing the available reports in Open Data to include counts, as currently only rates are available. As always, we appreciate the DELAC's recommendations for how we can improve the availability and accessibility of data for our families and communities.</p> <p>Concerns with Principals should be addressed with the Community of School Administrator at the Local District. Principal concerns should be addressed at the Local District level.</p> <p>Human Resources recommends that parents be provided a directory of the Community of School Administrators.</p>	<p>The 2022 LCAP will include roughly 50 metrics to track and report outcomes for student success and District services. In addition, using the Open Data LCAP Dashboard, families and communities can not only track District performance on these metrics, but can also access and print performance by Board District, Local District, Community of Schools, and school.</p> <p>In addition, the 2022 LCAP will describe the District's work to articulate and align parent and family engagement under Goal 4, Action 1.</p>

<p>Goal 4: Parent, Student, and Community Engagement</p>	<p>#10 Parent empowerment / committees</p>	<p>Parents who participate in the central committees should be provided a \$75 stipend for each training they attend. Trainings are important for parents' development as leaders and for their input to be based on a better overall understanding.</p> <p>ELAC committees must consist of a minimum of 10 members who are parents of English language learners, we have seen committees with 3 parents. Schools do not strive to involve parents and are complacent, despite having an ELAC committee, parents do not know that their children are English learners.</p> <p>The district should provide leadership classes that are accessible to all parents</p>	<p>PCS</p>	<p>The Los Angeles Unified is not able to use its public funds and provide members of the ELAC and DELAC with payment in the form of a stipend. Two reasons defined by California statutes include: the English Learner Advisory Committee (ELAC) parents cannot be District employees, and the function of the membership is to serve as parent volunteers. The law designates the ELAC to serve in a volunteer capacity and offer comments to the District on English Learner assets and needs. Providing a stipend, payment, and voucher beyond mileage and childcare reimbursement would be gifting of public funds.</p> <p>The District honors the time provided by families to councils and committees as volunteers, and releases a bulletin to guide schools with providing mileage and childcare reimbursement. Los Angeles Unified follows models provided by the California Department of Education and can be found by visiting the following bulletin: https://bit.ly/bulletin67482. Guidance is also included in the Parent and Community Services mileage and childcare reimbursement form.</p>	<p>As noted above, Goal 4 of the 2022 LCAP will describe the District's work to articulate and align parent and family engagement under Action 1. In addition, Goal 4, Action 3 will describe the LCAP team's continuing work to align strategic engagement, planning and accountability processes throughout the District.</p>
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		<p>and that schools commit to sending 3 to 4 parents. Schools with 1,000 or more students should send 5 parents. It is important for parents to get involved so that they know their rights.</p>			
<p>Goal 4: Parent, Student, and Community Engagement</p>	<p>#11 Parent involvement</p>	<p>Parental involvement has kept away due to complaints that there is no bilingual staff and due to this there is no communication which creates mistrust and stress. Parents are not heard, and their proposals are dismissed within the committees, without justification from the school administrators. LAUSD should define clear expectations to ensure parent communication, motivation, and</p>	<p>PCS</p>	<p>The Office of Parent and Community Services and Multilingual and Multicultural Education Division have updated the module content of mandated training for the ELAC. Based on this comment provided by the DELAC, a segment will be added to the modules where school sites offer ELAC members a crosswalk to show the comments provided by ELAC and which comments were adopted by School Site Council and school administrators. This message will be integrated into the training organized for Title I coordinators and school site English Learner designees.</p> <p>The Los Angeles Unified as a public institution cannot require parents of English Learners to attend 3 meetings per year. Nonetheless, Superintendent Carvalho is establishing a Family Academy that will specifically serve multilingual families by exposing them to a course of webinars that address reclassification, its benefits, and role of serving in ELAC. A second pathway for English Learner families is to enroll in the Family</p>	<p>As noted above, Goal 4 of the 2022 LCAP will describe the District’s work to articulate and align parent and family engagement under Action 1. In addition, the 2022 LCAP will include a separate goal (Goal 7) for English Learner supports, including supports for parents and families of English Learners.</p>

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		<p>engagement within schools like incentives to achieve academic success for our students.</p> <p>Require parents of English learners to attend 3 meetings per year to inform them about reclassification, its benefits, and how not reclassifying affects them, and in these meetings encourage parents to participate in the ELAC committee, as well as inform them about the importance of the advocacy for their children</p>		<p>Academy Equity Pathway course for multilingual learners where families may learn about English Learner instructional support and standards through this 8-week course experience. The Family Academy will be initiated during the 2022-23 school year.</p>	
Goal 4: Parent, Student, and Community Engagement	#12 Parent training	LAUSD should offer training on parent rights, responsibilities, and leadership [. For it] to be a requirement, for each local district, 3 times a year	PCS	Superintendent Carvalho is establishing a Family Academy that will invite families to enroll in the Family Academy Equity Pathway course series. Families will select one of four core pathways including multilingual learners, Black and African-American family, early literacy, and students with special needs. The first segment of classes for the 8-week course are focused on	As noted above, Goal 4 of the 2022 LCAP will describe the District’s work to articulate and align parent and family engagement under Action 1. This Action will also specifically communicate the work to establish the Family Academy, including the four pathways for

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		<p>sending 3 parents from each school per local district to open these opportunities to all, not just those who participate in the central committees.</p> <p>Training is needed for parents to login to the Parent Portal, [about]budget, in addition to promoting the protocol on how to search for, collect, document, and follow up on a situation and resolution for parent concerns</p>		<p>family rights, responsibilities and leadership. The courses will be offered with the Division of Adult and Career Education and will serve as a first step to assist families with accessing higher education opportunities. The Family Academy will begin to enroll families during the 2022-23 school year.</p> <p>Local District Parent and Community Engagement Teams and Parent and Community Services will continue to offer families multiple opportunities to register and practice use of Parent Portal. Support organized for the 2021-22 school year will include school site 1-1 and small group assistance in the Parent and Family Center, at school events and activities, at Local District events such as device distribution sites, virtually as part of virtual meetings, and by offering families consultations on the Los Angeles Unified Family Hotline: 213-443-1300. School sites have also received one-time funds, specifically state and federal one-time funds, specifically for family engagement. Organizing support for Parent Portal registration is a recommended use of these funds.</p>	<p>multilingual learners, Black and African-American students, early literacy, and students with disabilities.</p>
Goal 4: Parent, Student, and Community Engagement	#13 Parent volunteers	Schools or principals should promote a welcoming environment for parent volunteers without having so many requirements in	PCS	The requirements for the School Volunteer Program are in place to ensure the safety of our students. The overwhelming majority of school volunteers serve as Tier III volunteers, which is for classroom, playground, and office volunteer assignments. The requested documents include the application, TB test verification	As noted above, Goal 4 of the 2022 LCAP will describe the District’s work to articulate and align parent and family engagement under Action 1. This Action will also specifically communicate the work to strengthen and

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		place.		<p>every four years and uploading COVID-19 vaccination record to the Daily Pass. The school site, Local District, Community of School and PCS directly support volunteers with this effort. PCS also continues to offer campus personnel with office hours to address questions and assist schools with processing volunteers. A four-page guide is available by visiting at: https://achieve.lausd.net/Page/10443.</p>	expand our School Volunteer Program to welcome more parents and families to get involved.
Goal 4: Parent, Student, and Community Engagement	#14 Translation	<p>The district must invest funds in translation devices in schools and identify bilingual staff who will perform simultaneous interpretation.</p> <p>The district must invest more funds to hire the translation/interpretation staff of a minimum of 18 people by adding languages other than Spanish. Additionally, hiring one translator/interpreter per local district.</p>	PCS / Translation	<p>The Translation Services team will continue to strive to support interpretation and translation needs to support engagement of our non-English speaking communities. Additional funding sources would need to be identified in order to purchase more interpretation equipment and to hire additional interpreters/translators. If additional funding is made available, the interpretation equipment that is purchased will be assigned to each Local District and individual schools as needed. Also, any additional full-time interpreter/translator that could potentially be hired to provide services in Spanish or any other language will be assigned to work directly at each Local District.</p>	The 2022 LCAP will continue to describe the Translation team’s current supports to empower engagement for our non-English speaking communities under Goal 4, Action 2.

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Goal 5: School Safety and Climate	#15 Behavior Interventions	Identify programs and resources for families and students who are at risk of expulsion for fighting, bullying and harassment problems and provide with the necessary services at that time regardless of if they have private insurance.	SHHS / Office of School Climate, Culture, and Safety	<p>LAUSD prioritizes wellness and nurtures the social-emotional development of the whole child, whole classroom, whole school, and whole community. With an emphasis on prevention, staff promote reflective thinking and collaborative problem solving to build community and repair harm when needed. All students are taught and supported in learning the skills necessary to enhance a positive school climate, engage in learning, and demonstrate responsibility for themselves and respect for others. Formal, exclusionary discipline practices, California Education Code 48195 violations, (e.g., suspension and expulsion) will be reserved for serious behavior incidents that pose a credible threat to the safety of our students and staff.</p> <p>Practical tools and resources are available to all District staff to support the implementation of a multi-tiered system of support on the PBIS/RP website.</p> <p>In addition, LAUSD Student Health and Human Services provides resources to support the social-emotional wellbeing for students, including individual and family counseling, linkages for students and families to resources, evidence based preventive, early intervention & acute services, and case management.</p>	<p>The 2022 LCAP will continue to communicate the District’s ongoing implementation of Positive Behavior Interventions and Restorative Practices to improve school climate and support social emotional learning. In addition, LCAP Goal 5, Actions 2 and 3 will detail the school supervision and climate supports provided by campus aides throughout the District.</p> <p>Finally, LCAP Goal 5, Action 6 will describe schools’ investments of their LCFF-SENI funds to support school safety and climate strategies at the local level.</p>

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Goal 5: School Safety and Climate	#16 School Police	To prevent something serious from happening, the district must hire more police officers to monitor, be on the lookout, and act, if necessary, on school campuses, and provide safety for employees and students. In addition, follow up and close cases. Train the school police department to avoid over-use of authority and treat students with respect, as well as knowing how to recognize a student with special needs.	LASPD / Office of School Climate, Culture, and Safety	<p>LASPD is actively working on recruitment and retention of personnel by attending college career days.</p> <p>LASPD personnel are assigned to support Community of Schools (COS) directly during safe passage (arrival and dismissal times) in alignment with the Superintendent’s 100 Day Plan. LASPD personnel are focused on ensuring safety for students arriving at school and concentrate support based on current criminal and incident trends that impact student’s safety.</p> <p>LASPD was involved in one use of force incident with a juvenile for Fall Semester 2021-22. A significant decrease from previous years. LASPD has not received any complaints from students involving unprofessional or disparate treatment during the Fall Semester of 2021-22.</p> <p>LASPD currently has 15 assigned Detectives to ensure timely closure of investigations. In addition, LASPD has implemented a robust Juvenile Diversion Program in alignment with the District and community stated efforts towards early intervention to divert youth out of the juvenile justice system.</p> <p>LASPD personnel are trained in de-escalation techniques mandated by the State of California under the Police Officer Standards and Training (POST) guidelines. LASPD personnel have also been trained</p>	<p>LCAP Goal 5, Action 1 will describe the work of the Los Angeles School Police Department to support school safety through their current off-campus deployment model.</p> <p>In addition, as stated above, LCAP Goal 5, Actions 2 and 3 will detail the school supervision and climate supports provided by campus aides throughout the District.</p>

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				<p>in violent threat/risk assessments to assist school site personnel with students and staff in crisis. LASPD personnel have been trained in the District’s Positive Behavior Intervention and supports (PBIS) aligned with the Multi-Tiered Systems of Support (MTSS) to assist our personnel with recognizing and supporting students with special needs.</p>	
Goal 5: School Safety and Climate	#17 School safety - cameras	The district must invest in and install safety cameras in all schools, hallways, courtyards, entrances and allow parents to view videos	District Operations / Facilities	<p>The District recently launched a program to create secure entrances at elementary schools in support of the Board Resolution <i>Protecting our Students and School Sites (RES-032-17/18)</i>. The secure entrance standard for schools is to have a buzzer and an intercom in the main office that will allow visitors to enter the school through the main office, either directly or through a remote gate. The buzzer/intercom system includes a security camera at the school entrance and monitor in the main office. Currently, funding has not been identified for a District-wide program at secondary schools. However, Complex Project Managers work closely with schools, and can provide options and guidance on new requests. Secure entrance projects not included in the current program may be sponsored by Local Districts and/or Board Members and carried out on a school-by-school basis.</p> <p>Operations coordinators should work with principals and the Information Technology Division (ITD) to ensure cameras are working correctly on school campuses. Cameras should be used to</p>	LCAP Goal 5 will continue to communicate the District’s work to ensure that our schools are safe and positive environments for our students, both through Districtwide investments and school-level SENI investments. In addition, Goal 6 will continue to describe the District’s approach to providing basic services across all schools.

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				proactively work before an incident occurs.	
Goal 5: School Safety and Climate	#18 School safety - drugs	<p>The district should share all the growing issues in LAUSD since the approval of the recreational use of CBD and seek to restrict the sale of narcotics around schools.</p> <p>Form a committee to establish a protocol for the return of backpack checks and include parents. Offer drug prevention and intervention programs for students and families in grades 4-12</p>	District Operations / Office of School Climate, Culture, and Safety	<p>LAUSD has three grants that support schools with substance abuse prevention and education. Beyond the Bell oversees the Tobacco Use and Prevention Education (TUPE) grant, which supports over 101 schools at 94 campuses. In addition, BTB has the Department of Justice (DOJ) grant, which supports 51 schools at 33 campuses. These grants provide direct support to students, staff, and parents regarding information on the harms of tobacco, cannabis, and healthy alternatives for students to use. In addition, both grants provide student leaders at these schools with the opportunity to share with their peers' information on the harms of vaping tobacco and cannabis. In alignment with the Superintendent's 100 Day Plan. Beyond the Bell has also collaborated with the L.A. City Attorney's office to identify vape shops located near schools that sell to minors before or after school. The Division of Instruction and Student Health and Human Services oversee Title IV grants regarding the use of Alcohol and other illegal Substances. This grant also provides support to parents, students, and staff regarding resources available for intervention and provides education.</p> <p>The Board of Education passed a resolution, which stopped random searches from taking place therefore a school is unable to establish a</p>	While the TUPE and DOJ grants are not included in the LCAP (as these are not Local Control Funding Formula funds), Goal 5 of the 2022 LCAP will continue to describe the District's work to ensure safe school environments for all students through school police, campus aides, mental health supports, positive behavior interventions, and school-level school safety and climate investments.

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				process to conduct student backpack checks.	
Goal 5: School Safety and Climate	#19 School Supervision	<p>The students should have adequate infrastructure for eating areas [by] by implementing adequate water services and hiring permanent cleaning staff.</p> <p>Hire more safety personnel and campus aides, above all to supervise the bathrooms, prevent the sale and use of controlled substances in school facilities. Also, implement metal detectors to strengthen safety in schools.</p> <p>Schools should have the appropriate traffic signage around the school campus,</p>	Facilities / Office of School Climate, Culture, and Safety	<p>To ensure student access to safe quality drinking water, all Los Angeles Unified schools meet (or exceed) the number of active drinking fountains required by state plumbing codes for drinking water in schools; District guidelines and standards; and school operations as defined by school principals. (For example: The California Plumbing Code requires one fountain per 150 occupants, and the District Design Guide requires a fountain on each floor of a permanent classroom building.) Complex Project Managers work closely with schools, and can provide options and guidance on requests for additional drinking water outlets and/or updated operational requirements.</p> <p>Every student is entitled to a learning space that is clean, safe, secure, and functional, and where school building systems are sound, efficient, and working. There is, however, a consistent lack of funding to clean and maintain school facilities. Even with temporary emergency relief COVID-19 funding to provide additional custodial support, Los Angeles Unified only has approximately 60% of the staff needed to meet our own custodial standards. Staff losses due to retirements and the COVID-19 vaccine requirement have also presented challenges in maintaining staffing levels. As such, we are</p>	<p>As noted above, Goal 6 will continue to describe the District’s approach to providing basic services across all schools, including clean and safe facilities (Goal 6, Action 1).</p> <p>In addition, LCAP Goal 5, Actions 2 and 3 will detail the school supervision and climate supports provided by campus aides throughout the District. Schools also use their TSP-SENI funds to invest in additional campus aides, as described in Goal 5, Action 6.</p>

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		and this must be coordinated with local city governments.		<p>aggressively recruiting and hiring as rapidly as possible. In 2021, the Board of Education adopted a resolution, <i>Clean, Safe, And Sanitary Schools For All (RES-028-20/21)</i>, calling upon the State to provide dedicated, consistent funding on an annual basis to maintain school facilities. Los Angeles Unified continues to clearly and persistently communicate our custodial best practices and industry trends to state legislative offices and agencies, and advocate for the development of statewide custodial and staffing standards, and the funding required to support those standards.</p> <p>In alignment with the Superintendent’s 100 Day Plan, the District is actively recruiting Campus Aides to ensure they are on campus supporting students’ safe passage to and from school. The position of a campus aide requires someone who has the ability to establish good relations with individual’s students and groups. Who reacts quickly and appropriately to emergencies and works effectively with District personnel, students, parents, the public, and others. Campus aides need to have graduated from high school or evidence of equivalent education proficiency. They need to know safety rules, standards of courtesy and behavior expected of students. They need to have the vocabulary and usage of terms common to the area served by the school.</p> <p>A resolution was passed where the use of metal detectors was to be</p>	

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				<p>discontinued on school campuses.</p> <p>The Office of Environmental Health and Safety has created Reference Guide, 4492.2, School Traffic Safety, to assist school administrators in requesting traffic surveys, speed limit signs, pavement marking, crossing guards or assistance to resolve traffic safety issues. In addition, Operations coordinators should conduct school traffic reports with the Office of Environmental Health and Safety in order to recommend additional crossing guards or ensure correct traffic signage is posted around the perimeter of the school.</p>	

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Goal 6: Basic Services	#20 Facilities	LAUSD should address the topic about water responsibly, since there is a concern about lead content in district schools, with changes in plumbing and water pipes. Provide sufficient water bottles in the classroom, most importantly during times when it is hot since they spend a lot of time playing in the sun. Offer tarp [shading] in all schools where it is sunniest as well as promoting and using the green spaces in all schools.	Facilities	<p>Under the Los Angeles Unified Drinking Water Quality Program, the District implements rigorous practices to ensure that drinking water at our schools meet or exceed regulatory guidance. The District was among the first in the country to conduct testing of drinking water fixtures and adopt a lead in drinking water standard of 15 parts per billion (ppb) which, at the time, was 25% lower than the U.S. Environmental Protective Agency guidelines, and years before the State of California established a standard for school districts.</p> <p>We continue to evaluate and proactively address lead in drinking water. Currently all drinking water outlets at our schools are below 15 ppb, which is the state and federal standard, and 75% of our schools are below 5 ppb. In 2019, the Board of Education approved the Drinking Water Quality Program’s current phase, which will bring all drinking water fountains below 5 ppb in lead content. Schools serving the youngest students and most sensitive receptors, for example, early education centers, special education schools and as many elementary schools as the initial funding permits, are receiving upgrades to drinking water fountains (which include filters) to bring them below 5 ppb. In addition, water bottle-filling stations are being installed at these schools in accordance with District standards.</p> <p>To date, we have completed upgrades and water bottle-filling station installations at early education centers and special education schools.</p>	As noted above, Goal 6 will continue to describe the District’s approach to providing basic services across all schools, including clean and safe facilities (Goal 6, Action 1).

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				<p>Work is now underway at elementary schools through 2025. We will next expand this effort to include any remaining schools, including middle schools and high schools. A proposal for authorization and funding to provide any necessary water fountain upgrades and bottle-filling stations at the remaining schools will be brought to the Board for approval at a future date.</p> <p>In addition, schools can, at the discretion of principals, order bottled water from the District's General Stores Distribution Catalog which is always well-stocked.</p>	
Goal 6: Basic Services	#21 District Operations	<p>Personnel in schools, local district and PCS should comply by answering and responding in writing, telephone, email, as well as providing ethical and professional communication in the required language. Provide follow-up to the verbal or written parent complaints and</p>	District Operations / PCS	<p>To strengthen home, school and District communication, it is essential to have clear communication and responses to families' concerns. As school, local district office and PCS personnel have returned from the pandemic this year, multiple communication structures have become available to connect with families. Families can email, call and visit to share their needs and obtain information and support. PCS addresses parent requests and needs daily through these multiple modalities. In addition, operations coordinators support schools to ensure there is parent follow up via phone to review solutions or to seek additional information regarding the concern. PCS has also organized a process where divisions come together to assist individual family needs, and respond to District level committee questions and responses through documents as well as through the office report segment of the agenda.</p>	<p>As noted above, Goal 6 will continue to describe the District's approach to providing basic services across all schools, including Operations and Staffing efforts under Goal 6, Actions 2 and 4.</p>

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		concerns and provide follow-up and conclude with a solution.		In the new fiscal year Los Angeles Unified will also release the availability of a ticketing tool by the name of Service Now. This is a resource where families may submit their own ticket and also have assistance from the Family Hotline personnel to submit their concerns. The ticket is document and follows a process for it to be resolved by school and COS leadership.	
Goal 6: Basic Services	#22 Nutrition	It is important to offer students breakfast every day so that they are able to learn well, as well as investing in cooks so that food is not to be processed and/or prepackaged. The district should invest funds to update school kitchens so that they can provide fresh and just prepared food to all students. Currently, tons and tons of food is waste	Food Services	Food Services will resume breakfast in the classroom in August 2022; due to COVID restrictions, BIC could not be served this school year. In the late 90s, the district decided to move to a heat and serve model, and equipment for bulk cooking was replaced by convection ovens. The district is in the process of purchasing equipment which will increase the capacity of school kitchens to provide fresher options to elevate school meals. Due to the current supply chain issues, equipment deliveries are taking significantly longer so we expect to make menu changes mid way through the 2022-23 academic year. Food Services is restarting Offer vs Serve, Sharing tables, Save it for Later initiatives and the donation program that will help to reduce food waste. There are USDA regulations that require food services staff to ask students to take food items that they do not wish to eat; districts across the nation are asking USDA to make program changes which will result in waste reduction.	Note that school nutrition services are not funded with Local Control Funding Formula dollars, and are therefore not included in the District LCAP. However, Goal 6, Action 2 will continue to describe the District's operational structures and investments.

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Goal 6: Basic Services	#23 Parent Involvement	District to require all schools to provide two trainings, one each semester, about what is the William’s complaint including an explanation on how to fill out the form, how to take action, and the process the district must take, for example, responding within two weeks.	Educational Equity Compliance Office / PCS	<p>The District resolves hundreds of Williams complaints every year fielded from a wide variety of stakeholders. Williams legislation requires classroom notices be posted in every classroom informing stakeholders of their rights. The District requires this and site administrators certify this has been done every year. Additionally, the District makes the information available in the Parent Student Handbook and online at the Educational Equity Compliance Office website. Further, the State verifies the notice is provided during compliance audits.</p> <p>The Educational Equity Compliance Office speaks to large groups of parent stakeholders every year in collaboration with the Office of Parent and Community Services. From that effort, a Public Service Announcement was also created and is posted online on sites for parents.</p>	As noted above, Goal 6 will continue to describe the District’s approach to providing basic services across all schools, including clean and safe facilities (Goal 6, Action 1) and operations support (Goal 6, Action 4).

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Goal 6: Basic Services	#24 Technology	<p>Continue to provide sufficient technology equipment and high-speed internet (fiber optic) in the schools and in the students' homes.</p> <p>The principals should implement the district policy on the electronic device distribution to students and they should be able to keep their electronic devices at home unless they are provide with an updated one.</p>	ITD	<p>The District (ITD) has been hosting weekend events at various sites including Local District offices to provide student devices and connectivity. Parents may request a home use device and/or internet connectivity for their students by submitting a request at device.lausd.net. Technicians are monitoring the portal and delivering devices weekly to school sites. These devices are for home use and students can keep them for as long as they attend an LAUSD school.</p>	<p>Goal 6 of the 2022 LCAP will also continue to communicate the District's technology services and infrastructure under Goal 6, Action 3.</p> <p>Additionally, with regards to instructional technology, Goal 2 will also include a separate action for the Instructional Technology Initiative (Goal 2, Action 16).</p>