	Goal	What Action is connected with your comment?	Describe the need/evidence to support your comment	Explain your comment and suggest an outcome	Grouping	Responsible Team	Final Response
1	1: 100% Graduation	Programs & Interventions/College & Career Readiness	The need is to increase the graduation rates for both middle school and high school students. The dropout rate for middle & high school has not met targeted goals. While, for the 2018-19 school year, the high school dropout did decrease from 10% to 12.2%, it increased for middle school students from .5% to .7%.	Culturally relevant/sensitive pedagogy needs to be implemented across the curriculum. Also, including incentives and/or recognition to students for improving their academic achievement through growth data and in class performance. Engaged students will stay in school.	Improve student engagement	Administrator, High School Instruction	The District will continue to expand professional development for teachers and administrators on culturally-relevant instruction. Because each school has its own unique needs, the District investment in the Student Equity Needs Index will continue to allow schools to invest in strategies to engage students and help incentivize student growth and achievement.
2	1: 100% Graduation	General Adult and Career Education	There is a need to support a college going/career readiness culture. Students are not aware that there are free or financial aid for summer resident college programs and college fly-in programs. Students are also penalized if they attend these programs both academically and with attendance.	The district should have college and guidance counselors inform and prepare middle school & high school students to apply for summer resident and fly-in programs. Attendance at these programs during junior & senior year should be excused and work should be able to be turned in upon the student's return. This should be consistent across the district. That students apply to and attend these programs in order to be exposed to the college experience.	College experiences	Director, A-G Intervention	The Division of Instruction' A-G Intervention team continues to support the increased use and completion of Naviance lessons. Schools are expected to have students complete tasks and features that explore career opportunities based on student interests, personality and strengths. Naviance, accessible to all District middle and high school students, provides lessons on financial aid and expand appointments with college reps that provide information on resident college programs and college fly-in opportunities. The A-G Intervention team develops and prints a Junior and Senior Booklet each year to support students, families and counselors with the college planning, application and transition process. Professional development has been offered to all high school counselors to improve their skills in support students through the collect application and enrollment process.
3	1: 100% Graduation	The District graduation rate, action 8, has been improving but English Learners, Foster Youth, Students with Disabilities and African American Students continue to struggle to meet graduation requirements.	We need to improve graduation rates, and the student achievement gap needs to improve.	We would like ways to monitor students who are struggling and have support for them to be able to meet the graduation requirements.	On-track to graduation monitoring	Administrator, High School Instruction	The District has developed on online dashboard to track student progress toward graduation in real-time. Local District and schools utilize this system to identify students in need of support and utilize their supplemental/concentration funds to invest in strategies to improve student progress.
4	1: 100% Graduation		The percentage of graduating cohort completing A-G requirements with a C or better for African American students, students with disabilities, English learners, and foster youth have not reached their target.	We recommend that additional interventions and programs, that utilize best practices and are research-based to address the barriers that these student groups face in completing A-G requirements, be provided. Additionally, we recommend the provision of professional development with incentives for completion be made for high school teachers to implement in the classroom and address gaps in reaching targets. We would like to see that the student groups mentioned in this comment reach the targets within 3 school years.	Targeted supports for student groups to improve grad rates	Administrator, High School Instruction	The District utilizes a variety of targeted supports to improve student progress toward graduation. District monitoring and credit recovery strategies have contributed to improving graduation and A-G completion rates. District Student Support and Progress Teams develop plans to support individual students who are identified as needing additional academic, social-emotional and/or behavioral support. The District will continue to invest in additional professional development for counselors and teachers to improve their understanding of the A-G requirements and college readiness expectations. The District will also continue to invest in Naviance to provide all middle school and high school students with access to college and career readiness resources.
5	1: 100% Graduation	The targeted focus by subgroups (English learner, foster, special education) that are the ones with the most difficulty in meeting the graduation goals.	These subgroups need more attention and resources to reach the graduation goals including psychological, for the English learners that are newcomers to be guided towards adapting to the system since they arrive without knowing the system and the families do not pay appropriate attention since they focus more on the economical aspect.	Counselors to identify at the beginning of the school year, struggling students both academically and psychologically, taking into consideration previous middle school records so that they can develop specific plans that will lead us to success from our system. Not forgetting the psychosomatic, the teachers should maintain open communication that in many schools it does not exist. No empathy is shown. The counselor to act as the mentor in the academic area as well as socioemotional one so that they are able to identify the needs and they can develop a work group and assign students a specific counselor that guides him/her the majority of the time and acts as the mentor	Targeted supports for student groups to improve grad rates	Administrator, High School Instruction	

#	Goal	Area	Comment	Detailed Comment	Recommendation	Responsible	Response
6	1: 100% Graduation	Provide stipends/training for teachers in the areas of transitioning.	If more teachers were trained in transitioning, career ed, college prep etc., they could use that to support students transitioning out into the world of work and school.	Since we didn't really get comments from the local district this year, based on the responses from the different departments within LAUSD, I think we need stipends for teacher training to support students to be college and career ready. This is an essential part of 100% graduation, and so we need to prepare teachers to support students with this.	Train teachers to support college readiness	Director, A-G Intervention	The Division of Instruction A-G Intervention team is currently expanding the College Access for All (CAFÉ) training series to an online platform in Schoology and expanding parent videos on college access. The District continues to provide National College Attainment Network training licenses for teachers, counselors and administrators. The District has also developed remote learning videos for counselors and students. High school counselors continue to be the main point of contact for students interested in college.
7	1: 100% Graduation	1 - Programs & Interventions / College & Career Ready	Many newcomer English Learners struggle with basic computer and technology skills.	Classes for basic computer and technology skills need to be implemented for newcomer English Learner students so that they may build and master literacy and academic skills to be successful.	Provide computer literacy to newcomers	Director, ITI	The technical skills for basic computer usage skills are integrated into instructional lessons during the regular school day. The Instructional Technology Initiative team will coordinate with the Multilingual, Multicultural Education Department to determine the extent to which additional instructional resources are needed for newcomer students.
8	1: 100% Graduation	5 - School Autonomy	There is a lack of nurses in the District because the pay rate is not as attractive.	The nurse position pay rate needs to be raised to have more positions filled. That way, we may have more nurses to attend the needs of the students throughout the District.	Improve pay for nurses	Administrator, Student Health and Human Services	Human Resources and District Nursing Services (DNS)/Student Health and Human Services (SHHS) have been working closely to increase hiring of school nurses. The District has also partnered with the LA Chamber of Commerce and the Mayor's Office to support with marketing and assisting with attracting more nurses to the field of school nursing. DNS and SHHS also continue to seek feedback from school nurses about working conditions and support needs, and DNS/SHHS have implemented numerous efforts to improve and enhance school nurse working conditions, including training and support, in order to improve retention. DNS/SHHS are also working with labor partner (nurse's union) on issues such as pay, health office/working conditions, and ensuring nurses have needed supplies and equipment since these are items that must be discussed and agreed on by both the District and the union.
9	1: 100% Graduation	Program and investments/college and career readiness/English learners	English learners are at 0.2% in English language arts and in math 0.7% being one of the lowest groups because the objective is to advance annually by 1% in ELA and math	My comment is: All the investments on Intervention programs such as ELLP, CGI, CTE, BTGDI are to be monitored continuously by the Instructional Directors in each Local District, including the Local District Superintendents, and give and distribute these programs and services continuously (quarterly or twice a year). How many English learners participate in these programs and their academic achievement by program including the courses takes through credit recovery during the summer? Continuous and precise evaluation for all investments, programs and services. To be able to close the academic gap of 10% of the annual targets of 100% graduation	Monitor EL academic performance	MMED	L.A. Unified is committed in addressing the linguistic and academic needs of English Learners during the school year and during intervention/enrichment activities. EL participate in summer educational opportunities like credit recovery courses for high school, Extended Learning Opportunities Summer (ELOS), and the Title III Newcomer Summer Program. Since ELs come with different needs, the instructional supports and services they received are catered to meet their individual needs. All ELs have yearly language and academic expectations for them to become proficiency in English and meet grade level standards as quickly as possible.
10	1: 100% Graduation	Immediate Intervention Plan for A-G Courses for English learners is at 21.4%	English learners with the A-G courses area only at 7% in annual progress with these requirements as the minimum qualifications to be admitted to college and English learners are not meeting these opportunities since they are at a 93% rate of not achieving.	An action plan needs to be developed from middle school for A-G courses and have a detailed breakdown of how many English learners are meeting the A-G requirements starting in the 9th grade and early intervention since 9th grade and not wait until 11 or 12 to do credit recovery in the summer. Also, be able to provide data on how many English learners are graduating without reclassifying and work with a greater focus on them reclassifying in elementary and middle school and give continuous data on the Newcomer program that are meeting the requirements for A-G. To have annual progress of 10%	EL A-G completion	MMED	The Multilingual and Multicultural Education Department agrees with the recommendation that there needs to be a plan for ELs to be successful in A-G courses and meet graduation requirements. To support the educational success of high school ELs, MMED supports early intervention for Potential Long Term ELs and Long Term ELs so that they meet the reclassification criteria and the Title III Newcomer Summer Program to provide accelerated English language development for Newcomer students. Once ELs achieve English proficiency and reclassify, they achieve at high levels and graduate in high percentages. For example, currently, 90% of reclassified students are meeting graduation requirements compared to 68% of English Learners.

#	Goal		Description 1	Description 2	Metric	Responsible	Notes
11	1: 100% Graduation		1. Under the 100% Graduation goal, Students with Disabilities, under a 4-Year Cohort Graduation Rate, will have a target goal from 64% to 67% by the end of the 2019-20 school year.	This goal can be achieved by increasing more funds for the A - G Diploma Program from the supplemental/concentration funds. We propose that these funds be used to buy more qualified academic and college and career counselors for Students with Disabilities at the high school level. Students with Disabilities will start receiving early intervention from 9th grade to 12th grade. They will have a greater opportunity to graduate from high school and be college-ready.	Sped graduation rate	Director, Division of Special Education	The Division of Special Education staffs one Transition Teacher at every high school in the district to assist students in preparing for post secondary education and careers. We would like to see these teachers serve as experts on the school site for best practices in facilitating college for students with disabilities. Moving forward, the Division of Instruction and Division of Special Education will ensure collaboration between Counseling Coordinators and District Office of Transition, including sharing student progress and strategies to increase outcomes.
12	1: 100 % Graduation		Under the 100% Graduation goal, Students with Disabilities that are under the category group "Percentage of Graduating Cohort A-G requirements with a "C" or better" will have a target goal from 24% to 27% by the end of the 2019-2020 school year. According to the Equity Scorecard, the Los Angeles Unified School District did not achieve the targeted goal set for the 2019-2020 school year. These students need more support for their academic achievements.	The district needs to assign more funds for this category of students in order for them to graduate high school and go to college or university. With those funds, the district can hire more qualified academic counselors that specialize and concentrate with special needs students. With their support, they can graduate from high school and attend college and universities. Higher education gives Special Needs students a better and brighter future.	Sped A-G completion rate	Director, Division of Special Education	Understanding that our student with disability A-G data is not meeting expectations, once again we want to state the importance of utilizing our Transition Services. These specialized teachers can work with school counselors on how to strengthen our A-G data and support teachers in assisting students in increasing executive functioning skills.
13	1: 100% Graduation	General adult and career education	Local district should hold a mockup college day for middle and high school students.	Local district should hold a mockup college day like college rush week where middle and high school students learn what financial aid and scholarships are, with the help of the parents guiding them.	College day	Director, A-G Intervention	Each Local District has an annual college fair and the A-G Intervention team organizes a Districtwide College Palooza each year that includes workshops for students, parents, counselors and teachers as well as an afternoon college fair.
14	2: Proficiency For All	% in ELA and math from K-11 on the Smarter Balanced assessments	The English learners in all grades from K-11 in ELA in 6-8 grade -139.7%, grades 3-5 -102.2% and 11th grade 137.5% in math 3-5 grade -96.5% 6-8 grade - 177.2% and 11 grade 190.9% literacy in kinder DIBELS 60% and in second grade DIBELS 41% are the lowest group.	All Instructional Directors, along with the designated coach from each district have to monitor, evaluate and give achievement data by school, district, quarterly or two times a year from all supports and services for English learners from elementary to high school. Set academic achievement goals for English learners in ELA and math by school and by district and give a report to the committees, ELAC, SSC, Local District Study Groups, PAC, DELAC, Board of Education and other appropriate groups. Professional development for K-12 teachers to be more focused and targeted to implementation strategies for designated and integrated ELD. And, more intensive, massive, continuous, precise support in math in middle and high school level to reduce the academic achievement gap by 10% in ELA and math.	EL academic monitoring and support	MMED	MMED, in collaboration with Local District personnel, provides ongoing professional development to support teachers, EL Designees and administrators in meeting the linguistic and academic needs of English Learners. A few of the offered professional developments include: (1) Essential Practices for ELs online professional development to approximately 4500 participants, (2) A Master Plan Institute to approximately 900 participants; (3) a microcredential course for teachers of English Learners; and (4) ongoing Dual Language Professional Development for teachers teaching in Dual Language Education programs. Moreover, MMED prepares on a monthly basis instructional resources, targeted PowerPoints on ELs, and English Learner Typology Monitoring Reports for Local Districts to use with principals and EL Designees.
15	2: Proficiency For All	Professional development for teachers on technology and remote learning for English learners with exceptional needs	Because they are 100%-171.2% in ELA and math.	The teachers are having to develop technology skills to support instruction to its full potential for students that are English learners with an IEP to implement their instruction and supports according to their accommodations for the students' learning needs. All RSP personnel need to have massive, continuous, precise and monitored professional development by designated staff by school, local district and others, to improve instructions and ELA and math outcomes to 10%	EL/Sped student support	MMED/Sped	In collaboration with the Special Education Unit, MMED has developed professional development to specifically support virtual Individual Education Plans and Student Support and Progress Teams. Moreover, MMED developed and provided EL/Special Education in person and online professional development for approximately 2000 teacher participants.

#	Goal	Area	Need	Suggestion	Theme	Responsible	Response
16	2: Proficiency For All	Instruction	There is a need to implement a district-wide program to address the academic performance of Standard English Learners. There is an estimated population of 189,000 SELs that are not receiving focused strategies to improve the academic performance of these students. In the 2018-2019 school year, none of the target subgroups met the targeted goal.	The Master Plan states that resources should be allocated to support SELs. There have been some target programs implemented, such as the Academic English Mastery Program, which is limited to a set number of schools primarily in the South District. Instruction, support, professional development and funding allocated district-wide similar to that of the English Learner program.	SEL support	AEA	MMED is collaborating with Access, Equity and Acceleration (AEA) team to develop policy, implement professional development, and build cohesiveness of programs and instructional services on what SELs need. AEA is also developing a plan to expand the the Academic English Mastery Program to include an additional 65 schools in five years and additional AEMP model schools to 40 in the next five years based on the the recommendations outlined in the Board Resoluton: *MAKING GOOD ON LOS ANGELES UNIFIED SCHOOL DISTRICT'S COMMITMENT TO ALL STUDENTS: MAXIMIZING THE TALENTS AND GIFTS OF AFRICAN AMERICAN STUDENTS BY PUTTING INTO ACTION (RESOLUTION-025-18/19)*.
17	2: Proficiency For All	Instructional Technology	As we can see with what is happening globally with the pandemic, there is a clear technology divide between students. As we move towards instruction and taking exams online, students need to have access to technology. The district should provide 1:1 laptops for every middle and high school student. This should be met.	Less than half the district's students have managed to log on to Schoology during the pandemic. Many of them do not have access to computers and internet connection to engage in remote learning from home.	Improve technology access	ITI	As a response to support remote learning during the pandemic, the District has utilized funds to ensure that every student K-12 has a device and internet connectivity.
18	2: Proficiency for All	Action 3	With the Covid19 pandemic and schools having to shut down, the lack of accessible technology became evident in our district.	As a district, we need to focus on providing adequate technology to all students, regardless of what area of the district their school is located in. Our students need to be equipped and prepared to access academic instruction remotely.	Improve technology access	ITI	
19	2: Proficiency for All	The district's action 5 continues to show improvement in student assessment but English Learners, Foster Youth, Students with Disabilities and African American Students are not meeting grade-level standards.	We need more personalized learning and to be able to identify students who are struggling at an early age and provide additional support to be able to achieve grade-level standards.	We would like to see 100% of students meeting their grade-level standards.	More personalized early learning	Administrator, Elementary Instruction	The District also desires 100% of students meeting grade level standards. The Division of Insruction continues to implement core and intervention curriculum and instruction strategies to provide additional support for students who are not yet meeting grade level standards. One example includes the Early Literacy and Language Program which provides additional professional development for elementary teachers to utilize early literacy assessment results to provide personalized instruction to meet student needs.
20	2: Proficiency For All	The organizational body must streamline the district goals.	Graduation (and college attendance, and employment, and every other positive outcome we want for our students) depends on their proficiency.	Our real focus should be on Proficiency, which I realize is its own goal. But if 100% of students are proficient (an unrealistic goal, I feel, but also necessary to set because we SHOULD feel like anything less than 100% is a failure, if we are to stay in this game), then 100% of students will, naturally, graduate as a result, all things being equal.	Focus on proficiency for all	Office of the Chief Strategy Officer	The District Goals are aspirational and were first generated in the LAUSD strategic plan in 2012. Additional explanation and detail will be provided in the future LCAP to further define each District Goal and how they are connected to specific targets that the District has set.
21	2: Proficiency For All	Prioritize 100% proficiency among your goals--it should be looked at first in every scenario.	Most, if not all, of the rest of the objectives are secondary to this.	Just as a general comment (not actionable suggestion), THIS needs to be our #1 priority. If you have 100% proficiency, you basically have it all. 100% graduation will be a natural outcome. 100% attendance doesn't matter if you're proficient, etc.	Focus on proficiency for all	Office of the Chief Strategy Officer	
22	2: Proficiency For All		In CAASPP, of African American students, only 32.09% met or exceeded grade level proficiency in ELA and only 20.18 met or exceeded grade level proficiency in Math and only 13.60% met or exceeded grade level proficiency in Science in the 2018 - 2019 school year, which are the lowest scores for any ethnic group.	We would like to see comprehensive language development programming that helps the student, particularly African American student, learn academic language with funding, and accountability that ensures that the program is being implemented; and evaluation and tweaking of the program by a group of stakeholders that monitor its progress of increasing African American achievement. We would like to see the CAASPP scores (percentages) at least double within the first year of instituting this program.	Support for African American student achievement	AEA	The Division of Instruction Access, Equity and Acceleration team is developing a Reference Guide to outline the procedures for monitoring the academic progress of Standard English Learners (SELs) in accordance with SEL Resolution RES-097-13/14, the 2018 EL/SEL Master Plan, and (RESOLUTION-025-18/19) for Local Districts. AEA will approve and monitor the implementsstion of each Local District plan.

23	2: Proficiency For All	10 - Instructional Technology Support	Schools do not have enough support in technology for teachers to be able to teach without any issues.	The District needs to fund IT support positions for schools. This will allow school systems and classroom teaching to function more effectively.	IT support at schools	ITI	The Instructional Technology Division has a robust system to provide technical support and assistance to school personnel. For additional support in integrating technology into instruction, there are currently 16 Instructional Technology Facilitator positions that support 16 Practitioner Schools during the school day and facilitate District-Wide professional learning afterschool and on weekend.
24	2: Proficiency For All	10 - Instructional Technology Support	Schoology, Parent Portal and other platforms are not user friendly.	The District needs to provide more training on the different platforms it uses as well as making them more user friendly.	More training for technology platforms	ITI	Workshops led by school site staff, Local District staff, Parent Community Services staff and Instructional Technology Initiative staff are held both in person and virtual to support this need. In addition, on demand videos are available for families to access on the Instructional Technology Division and Parent Community Services websites.
25	2: Proficiency for All	Instructional technology	Local districts should offer training on the computer about the different platforms to use.	Local districts should offer training to students, teachers and parents about how to use the different platforms, like Google doc, word and excel so they can help with the students.	More training for technology platforms	ITI	
26	4: Parent, Community and Student Engagement	Action #2 Parent Involvement: Targeted Training	Due to the Coronavirus, it is evident that not all Parents have access to technology to move us into the 21st Century. Although some training has been provided, that is insufficient to address the need precipitated by the virus.	Targeted funding in no less than 1 million dollars must be advocated to train every single parent on how to navigate the technological worlds. Our current time demands it, and this should be a priority in order for parents to support their children's education.	More training for technology platforms	ITI	
27	2: Proficiency For All	Parents/Guardians & students will have a transparent understanding of what is expected for them each year.	Information for grade level class curriculum overview and goals for standard achievement for the year is not available on school website or Schoology.	We would like to have the schools provide a general grade level curriculum overview and goals for standards of achievement listed on the official school website and also on LAUSD Schoology. This info should be easily accessed. 2. We would like the District to provide a best practice template outline for teachers to submit to parents and kids for their class curriculum overview, goals, expectations, supplies needed and any special events for the upcoming year when they receive teacher assignments, so parents can have time to review with their child and prepare for the 1st day of instruction. Some teachers are great in communicating expectations to parents and some are not, and they are general.	Curriculum overview for parents	Administrators, Elementary and High School Instruction	Resources for the public about grade level curriculum and standards are available on various District websites (Division of Instruction, Parent Community Services). The Division of Instruction can work with Parent Community Services to provide more parent-friendly descriptions of the state standards and make that available in Schoology and on District and School websites. The Division of Instruction can also provide teachers with examples of class syllabi so that minimum expectations can be shared with teachers.
28	2: Proficiency For All		The achievement gaps for students with disabilities, foster youth, English learners, and African American students continue.	We would like to see interventions that utilize best practices and are research-based to address these achievement gaps in middle school and high school. We would also like to see that professional development be made available to teachers, with incentives upon completion and implementation in the classroom of these interventions, to address the achievement gaps. We also recommend the use of technology, such as video conferencing and online materials placed on Schoology, to supplement instruction and to assist students who are chronically absent due to illness. We would like to see a 15% decrease in the distance from standards met for these student groups within 2 school years.	Reduce achievement gaps	Administrators, Elementary and High School Instruction	The Division of Instruction in constantly reviewing intervention strategies and programs to provide schools with resources to address struggling students. Reviews of these programs include an evaluation of the evidence of success as well as alignment with District curriculum and software platforms. These strategies and programs include both traditional paper/pencil curriculum as well as online platforms for student self-paced learning. The District learning managment system, Schoology, has integration with three video web conferencing applications. There are also self paced online resources available through District core and supplemental resources that educators can assign to students.
29	2: Proficiency for All	The district continues to show improvement in student instruction, but English Learners, Foster Youth, Students with Disabilities are not meeting their potential.	We need more support for students who are struggling.	We would like to see more programs to support the needs of struggling students.	Reduce achievement gaps	Administrators, Elementary and High School Instruction	

	Goal	Targeted Action	Rationale/Data	Proposed Action/Steps	Need	Responsible	District Response
30	2: Proficiency For All		In the Proficiency for All goal, Students with Disabilities under the "Average Distance from Standard Met on the Smarter Balanced Assessment for Language Arts (Grades 6-8)" will have a target goal from -116.9 to -107.9 by the end of the 2019-20 school year. Students are performing at low levels and the gap is increasing.	The Los Angeles Unified School District can assign more funds to close the gap. The distribution of funds should be used to buy programs to better prepare students. Also, allocated funds for professional development of teachers will prepare students to perform better in the Smarter Balanced Assessment for English Language Arts and Mathematics from grades 3rd to 8th and 11th. These students can perform better, teachers will be well prepared to teach special needs students, and increase the scores by having better results in the Smarter Balanced Assessments.	Close achievement gap for students with disabilities	Sped	Greater inclusion of SWDs (having students spend more time in general education) will facilitate this goal. We need ALL teachers to be better prepared to work with SWDs and utilize Universal Design For Learning. The District will continue to invest in training for schools that implement inclusive strategies to integrate students with disabilities into more general education classes. In addition, the Division of Instruction in developing guidance for schools regarding our Multi-Tiered Systems of Support (MTSS). The guidance will included specific academic and social emotional interventions that need to be available to all students.
31	2: Proficiency For All	Targeted Action # 11: Targeted Instructional Support/Standard Classification	Based on LAUSD data: Standard Classification, the lowest performing students in English Language Arts and Mathematics are localized in Standard Nearly Met and Standard Not Met with 55.89% (138,697) for English Language Arts students and 66.53% (165,102) for Mathematics students. This clearly indicates there should be a greater concentration of funding and resources to attend to the need of these two areas.	In order to assist the Lowest Performance Students in these two areas: Standard Nearly Met and Standard Not Met, the following steps should be implemented: a) Each student in these categories must have an Individualized Strategic Plan identifying the weak academic areas and challenges the student is facing. b) Parents must be included in the Strategic Plan c) The Plan must be review on a quarterly basis d) The Individualized Strategic Plan must include: 1. Process, Expectations; Evaluation/ Monitoring and outcome e) Teachers must be provided additional support in the form of Teacher Assistants dedicated to the task of working with the students in question f) adequate materials and, potentially and due to the current Coronavirus, a reduction of students per teacher. In addition, a buffer must be created between Standard Met and Standards Nearly Met in order to deter students from falling into the category of Standard Nearly met. Close monitoring of this area is essential to prevent our students from academically failing as opposed to advance academically. Schools, with the support of Local District Superintendents, need to create a strategic/ preventative plan regarding the buffer. Last, students in Standard Exceeds and Standard Met must be constantly monitored and supported. Funding must be appropriated differently to support students in the two lowest categories. The end result with this plan is a greater percentage of students moving toward 100% graduation and proficiency for all students.	Track and support low performing students	Administrators, Elementary and High School Instruction	The District agrees that individualized support for students may be necessary when students are identified as needing additional academic, social-emotional and/or behavioral support. For students identified by parents or school staff as in need of additional support, school sites are expected to hold Student Support and Progress Team meetings to determine student needs and an action plan to support the student. Parents are invited to attend those meetings. This is part of the District's multitiered system of support process. The District continues to improve core curriculum and instruction in schools to ensure that teachers have the resources and strategies to ensure initial instruction is individualized to support all students for success.
32	2: Proficiency for All	% in ELA and math from 1-11 on the smarter balance test assessment	Local districts needs to make the tests more transparent to all students.	The district needs to make it more transparent for all the students to understand what is required of them.	Increase student familiarity with the tests	Administrators, Elementary and High School Instruction	The District continues to require the administration of interim Smarter Balanced Assessments District-wide to ensure that all students are familiar with the assessment and what is required of them. This requirement also provides an opportunity for teachers to become familiar with the expectations for achievement.
33	2: Proficiency for All	Targeted action /targeted instructional support/ standard classification	Local district should bring back tutoring for the students throughout the district.	The district needs to bring back in-home tutoring for the lowest performing students who have not met the requirements needed to reach out to the companies that offer tutoring. It was done before.	In-home tutoring needed for students	Administrators, Elementary and High School Instruction	Schools are provided with funding to allocate for teachers and other staff to provide tutoring. Beyond the Bell also provides afterschool tutoring available to students in need. Many schools offer teacher office hours for students to receive additional support.

#	Goal	Category	Concern	Recommendation	Topic	Responsible	District Response
34	3: 100% Attendance		Chronic absenteeism continues to increase across all student groups as none met the 2018-2019 school year target for the percentage of students absent 9% or more.	We would like to see an increase in PSA counselors at schools, particularly schools with high percentages of chronically absent students, particularly African American students, foster youth, and English learners. We would also like to see incentive programs that target both the student and parents from these student groups to increase attendance. We recommend incentive programs that highlight not only perfect attendance, but also progress made toward better attendance. We would like to see a 15% reduction in chronic absenteeism within 2 school years.	Increase PSA counselors and incentive programs	Administrator, Student Health and Human Services	The District agrees that Pupil Services and Attendance (PSA) Counselors provide a critical service for students, families, and school communities. Schools receive funding that allows them to make local decisions around needed personnel, including PSA Counselors. The District continues to advocate for increased funding so that schools have adequate budgets to meet student and community needs. PSA Counselors work with students across all attendance bands and recognize all levels of improvement to promote good and improved attendance districtwide.
35	100% Attendance		The 100% Attendance goal recommends that All Students under the category "Percentage of Students Attending School 96% or More (172-180 School Days)" will hit a target goal from 63% to 64% by the end of the 2019-2020 school year. The goal is to increase the attendance of this group by 1%. Students in the Targeted Student Population (TSP) of English Learners, Socioeconomically Disadvantaged, and Foster Youth are at risk of not achieving the 100% Attendance goal.	The district needs to allocate more funds to hire PSA counselor positions to assist students with chronic absenteeism. PSA counselors can work with families by assisting the student's needs.	Increase PSA counselors and incentive programs	Administrator, Student Health and Human Services	
36	3: 100% Attendance	Chronic absenteeism	Local districts should have a day of celebration for the students who brought up their absences.	Have a day with the principal, parent and student get recognized for the achievement with bringing up their absences, like a movie day, cake day, food truck day, ice cream day, for middle and high school student, game truck day.	Increase PSA counselors and incentive programs	Administrator, Student Health and Human Services	
37	3: 100% Attendance	Find/hire case workers for all current and former Foster Youth	Foster Youth have many and complex demands, and not too many adults looking out for them. They need and deserve the extra help.	It is my understanding that all Foster Youth are assigned a caseworker until their cases closes--why not have this point person until they are 18? Or even, until 5 years after their case closes? They are certainly going to have needs that don't end once their case ends.	Foster youth caseworkers	Administrator, Student Health and Human Services	The District has invested in Student Health and Human Services staff, Specialized Student Populations (SSP) counselors, who are assigned to every school site and are dedicated to providing direct support and case management for our students in foster care. Students continue to receive support and follow-up after their DCFS case closes. SSP counselors also link students to additional resources, community agencies, and support to ensure that there is continuity of services once their case closes. We serve approximately 8,000 students in foster care each year. We continue to advocate for additional funding in order to expand our reach and services for students.
38	3: 100% Attendance	2 - Targeted Supports to Increase Student Engagement at Campuses of Highest Need	Social emotional needs in students have grown.	Students, teachers and staff need to attend mandatory workshops on social emotional topics by the Psychiatric Social Worker or other qualified support staff to ensure the wellbeing of every student and personnel.	More social-emotional strategies for students	Administrator, High School Instruction	Addressing social-emotional needs are important in meeting the needs of the whole child. Schools have staff who are trained to provide emotional support and resources for students. Professional development is offered at the school site and through online modules. In addition, schools utilize programs and strategies such as: Second-Step, Schoolwide Positive Behavior Supports, and Community Building/Restorative practices.
39	3: 100% Attendance	2 - Targeted Supports to Increase Student Engagement at Campuses of Highest Need	Chronic absenteeism needs to be reduced.	Create a new and more relevant presentation on the importance of attendance for the Pupil Services and Attendance Counselors to present to students in their classrooms and parents in workshops.	Attendance workshops for students and parents	Administrator, Student Health and Human Services	PSA Counselors will continue to revise and develop standardized presentations and tools to support student engagement/attendance across all grade levels.

40	3: 100% Attendance	Gather data on homeless students more than once a year.	Housing situations can change quickly. A family with a home could lose it by Christmas, and if you only gather housing information at back-to-school, that's nearly a year the child is living homeless before the district finds out and can help.	Gather data on homeless students more than once a year. At a minimum, twice. Situations can change fast and this is not a problem we want to grow for too long before intervening.	Track data on homeless students	Administrator, Student Health and Human Services	The Student Housing Questionnaire (SHQ) is provided to students on an annual basis at the time of enrollment and/or at the start of the new school year. Beginning in the 2020-2021 school year, we will be requring the homeless liaison at each school to outreach to students/families twice a year to ensure that the SHQ is updated. In addition, any time that a family requests basic needs or communicates housing insecurity, the school/homeless liasion will provide an SHQ to be updated. Lastly, we plan to send out Blackboard Connect calls to families reminding them to update the SHQ/nightime residency twice a year (at a minimum).
41	3: 100% Attendance	Eliminate this goal. Call it "Attendance support" or something if you must, or roll the objectives into the other goals (students' services and homeless youth programs could be under Basic Services, the leadership program could be under proficiency, etc.)	Students are living in conditions, which make the achievement of this goal impossible, and it is unreasonable and unfair to expect 100% attendance from every student.	This goal has little-to-no significance. What's really important? That students become proficient. And I know that attendance is tied to proficiency, however, to paraphrase Abraham Lincoln, you can have all of the students some of the time, and some of the students all of the time, but you can't have all of the students all of the time. Additionally, this goal specifically discriminates against students with disabilities, especially those with complex health needs who cannot attend school every day, or who see many/multiple specialists and doctors for needed treatment. Also, Foster Youth, who miss school when moving environments. Homeless students. Students living in such poverty that they don't have shoes or clean clothes to wear, or an adult looking out for them to make them go. It's great if you want to provide services to support those students attending, I think you should, but I think 100% attendance is a nonsense goal that is actually harmful to some, which makes it bad.	Consider changing 100% Attendance goal	Administrator, Student Health and Human Services	The District recognizes that this goal is aspirational and will add language in the new LCAP to further describe the scope of Actions associated with this goal. We have staff, Specialized Student Populations (SSP) counselors, assigned to every school site who provide direct services, support, consultation, and case management for our students experiencing homelessness or in foster care. SSP counselors also link students to additional resources, community agencies, and support to ensure that there is continuity of services to improve school attendance. We understand that access to basic needs, changing of placements, and/or poverty impact our students' ability to attend regularly and to be ready to learn. We will continue to partner with our LAUSD staff, community agencies, and caregivers to improve attendance, and ultimately school outcomes for students in special populations and/or at-promise.
42	3: 100% Attendance	English learners the number of days of instruction lost	English learners on the goal are at 42.1%	All ELAC committees have a presentation on data for only English learners by grade level and develop recommendations on incentives to expand and continue, and that the incentives are by school to be support tools for academic achievement for English learners (trips, computer labs to support learning). Set an attendance goal by school and schools that have increased their attendance to be provided one more PSA day by year and are recognized by the Board of Education or by the district channel 58. With these practices and strategies implemented to increase 42.1% to 50.1%.	Strategies to improve EL attendance	Administrator, Student Health and Human Services	PSA field coordinators and PSA Counselors are funded at the Local Districts and school sites to support schools' attendance improvement efforts. ELAC committees should continue to work with LD support personnel to consult on these presentations. If a school purchases a PSA Counselor, they are also able to work with the school site ELAC personnel to provide child welfare and attendance presentations. In addition, schools with more English learners receive more Student Equity Needs Index funds so that the school has can invest in more resources for those students.
43	3: 100% Attendance	Chronic Absenteeism	English learners are at 26.1% on chronic absenteeism of 180 days. They only attend 135-140 days. It is almost a third of the school year.	English learners have to be provided with continuous interventions, with parents to give socioemotional, health and economic support. These students should have the support from the PSA and the counselors, social worker to form follow-up, focus and support groups. Give an updated report on how many English learners are receiving these services to the committees ELAC and DELAC to be able to decrease chronic absenteeism by 5.1%, targeted participation.	Strategies to improve EL attendance	Administrator, Student Health and Human Services	
44	4: Parent, Community, and Student Engagement		The Parent, Community and Student Engagement goal in LCAP requires that schools provide four academic workshops during the school year. Some schools are not complying with this requirement.	Local districts have to work more closely with Principals and Community Representatives at their local schools to accomplish and fulfill this requirement every year. It would be ideal for the district to require professional development for community representatives. This will allow the community representatives to comply with the requirement without exceptions.	Accountability for parent engagement	PCS	PCS will be working in partnership with Local Districts to promote staff development for all staff, including Community Representatives, to strengthen the role of family engagement schoolwide. Local Districts will hold events next school year. PCS will also provide Local Districts with a parent and family engagement dashboard highlighting schools meeting family engagement responsibilities. The office initiatied this process during the spring semester.

#	Goal						
45	4: Parent, Community and Student Engagement	Target Parental Involvement	Many schools do not have Parent/Community Representatives due to lack of funding. In many schools, it is the Parent/Community Representative that coordinates parent activities school-site volunteer program and workshops.	The district should provide funding for 50% of the Parent/Community representative salary. Schools can then fund the other 50% so that the position is more attractive to parents and community members. There should be an onsite Parent/Community representative reaching out to parents, signing parents up to volunteer and coordinating events/workshops to engage and provide support to parents.	Fund Parent/Community Representatives	PCS	Schools are provided with funding to support their needs, many of which hire staff for their Parent and Family Centers. In addition to funding Community Representatives, schools also provide teachers with a teaching differential that result with academic based engagement opportunities to families. The 709 Title I schools purchase 1,024 Community Representatives in total, with many schools purchasing more than one position. Sixty-four schools provide teachers with differentials.
46	4: Parent, Community and Student Engagement	Parental Involvement	Many parents are not aware of the district parent advisory committees and the purposes of these committees. Many schools do not have on their websites information regarding the various committees, the election process for the committees, and the members of these committees.	There is no accountability regarding the school sites dissemination of information regarding parent committees to parents. Parents should be given notice at the beginning of the school year and that information should also be available on the school's website. This will give parents additional opportunities to be involved in the school.	Hold schools accountable for sharing District parent engagement opportunities	PCS	The Office of Parent & Community Services and PACE will collaborate with parent leaders to organize a campaign that promotes SSC, ELAC, volunteer opportunities and central committees. We may also explore Zoom workshops and use of BlackBoard to inform families about these leadership opportunities. Online training will also assist with strengthening family voice in school site committees.
47	4: Parent, Community and Student Engagement	The District provides ways and continues to encourage Parent Involvement, but Parent Engagement continues to be low.	We need better ways to monitor, evaluate and implement parent and community services.	We would like families and school staff to have the opportunity to work together to plan, design, implement, and evaluate family engagement activities at school and district level, to decrease the gap between parents and schools and to have a two-way communication between the home and school site.	Improve and monitor parent engagement	PCS	We are working to align family engagement practices at the school site, Local District, communities of schools and central office level so that families and school staff, including teachers, have more opportunities to collaborate starting early in the year. We will coordinate with Local District parent and community engagement teams to organize a needs and assets assessment for family engagement in the new year. This will be of value because Local Districts will support communities of schools that directly supervise school sites.
48	4: Parent, Community and Student Engagement	Make parents aware of the importance of a good education.	The parents, specifically Latinos, concentrate more on the economic and leave education in the back burner.	Take advantage of the first meetings to give the information since it is when more parents attend and that will lend the opportunity for more engagement.	Improve and monitor parent engagement	PCS	
49	4: Parent, Community and Student Engagement	Engage parents more.	Yes, engage more parents and get more points of view.	And this will help to get to know your surrounding community to be able to develop prevention systems.	Improve and monitor parent engagement	PCS	
50	4: Parent, Community and Student Engagement	Meeting with parents, explain what is needed of them	No parent engagement	It should be joint, parents, teacher together, not just teachers.	Improve and monitor parent engagement	PCS	
51	4: Parent, Community and Student Engagement	Continue building positive communication.	Teachers or counselors call with positive comments same as with concerns or misconduct so that parents can make the connection. Also, with the current situations with COVID-19, we are seeing the great digital divide that does not allow giving support for the learning process for the students.	Create a work plan for parents, to include parents, that include how to navigate the different portals and programs that are allowed in LAUSD. Use the resources for adult education, use of educational apps on mobile devices. This will allow to have a better possibility to support more effectively and successfully our students.	Improve training on digital tools for parents	PCS	Multiple opportunities will be provided throughout the District for parents to learn how to navigate different portals and programs. Los Angeles Unified is developing the Los Angeles Unified Mobile App to serve the role of pushing positive messages to families about student progress in coordination with Schoology. BlackBoard is another tool that we can promote to push out messaging for student progress.
52	4: Parent, Community and Student Engagement	Connect more organizations.	Many families are low income and do not have the resources to survive decently.	Create resources for homeless students; provide meal resources for those living in poverty, something like what is being done now. It has given all a great sense of security and has strengthened the partnerships with school communities.	Increase resources for low income families	PCS/Administrator, Student Health and Human Services	A Parent Help Desk will begin during the 2020-21 school year to complement school site services. The first phase of the effort is operating at the Los Angeles Unified as the Parent COVID Hotline. This line will provide families to open service tickets for issues and concerns, as well as connect to valuable servces supporting family livelihood. In addition, Student Health and Human Services has a dedicated hotline to support families with accessing basic resources, including food, clothing, shelter, health insurance enrollment, as well as school enrollment resources and mental health support and consultation.
53	4: Parent, Community and Student Engagement	Eliminate this as a standalone goal-- streamline by adding it to another category.	Parent engagement is important, but as described, it fits within the other goals.	Engaging parents doesn't need to stand alone--in the interest of streamlining goals, it could be made a part of school safety (increased parent presence and neighborhood strength increases safety) or Basic Services or something.	Consider combining goal with others	Office of the Chief Strategy Officer	We recognize the importance of parent, community and student engagement across all of the goals. We believe that specific targets are necessary and can be called out to ensure that schools and communities of schools are focused on involving their stakeholders to improve outcomes for students.

#	Category	Action #	Comment	Proposal/Detail	Topic	Entity	Response
54	4: Parent, Community and Student Engagement	Streamline the process of having things on campus to increase community involvement.	Communities want strong schools; they are good for communities. But the schools are currently unwelcoming.	Why is this category called parent, community and student engagement, but the actions both just relate to parents? Consider also bringing in community members. Many of the district's policies, for example, are really a barrier to community involvement--the hoops one jumps through to host events on campus, additional fees, the myriad departments that must approve (and don't necessarily talk to each other--I handle this job on my campus, and I have to contact risk finance, and then report their results to leasing. Why can't risk finance talk directly to leasing?)	Improve community engagement	PCS	PCS is coordinating with Local Districts who work with schools to continue the practice of organizing professional development for school teams in the areas of welcoming enviornment and cultivating home to school partnerships.
55	4: Parent, Community and Student Engagement	Action # Action #2: Parent Involvement/Structural modification	As it currently stands, the Parent Involvement structure is highly ineffective hence necessitating a solid structure that will support authentic and engaged parents for the purpose of LCFF/LCAP. The State Mandated PAC does not connect with all the schools in the District. The current membership reflects less than 0.01% of the total number of parents in the District. In addition, and to make matters worse, those members of PAC do not have a platform at school where they could share their information with their own constituents.	In order to remedy this lack of structure, the District must create a structure that embraces all parents. This can be accomplished by creating a pipeline between the Central District Committees and the School sites through the Local Districts. For this to happen, then, bases should be established for Low Income parents, English Learners (which they already have) and Foster Youth at each school site. Since English Learners already have a school site committee, all they need is to create the pipeline from the site to Local District to Central. For Low Income and Foster Youth, the base might be combined. Once combined, the pipeline from the School Site to the Central through the Local District must be activated. This activation could be through the current LCAP Study Groups and Title I Study Groups for Low Income Parents.	Consider improving structure of parent engagement for PAC	PCS	PCS is working with the Deputy Superintendent to establish a link for the LCAP to the school site. The Los Angeles County Office of Education is asking school systems to align and integrate school decision making efforts to the LCAP at multiple levels of the school system.
56	4: Parent, Community and Student Engagement		African American parents and families do not have a committee/group to partner with their school site, local district, nor central district to collaborate, discuss, and evaluate programs being used to increase African American achievement.	We would like to have an African American Advisory committee at each school site, local district, and central district to facilitate the partnership between parents/families and the school communities to increase academic achievement of African American students. This committee would discuss and evaluate programming used to increase the academic achievement of African American students.	Consider African American committee structure	AEA	Maximizing the Talents and Gifts of African American Students by Putting Equity Into Action RESOLUTION – 025-18/19 presented by Board member(s) McKenna and Gonez called for the establishment of a Local District African American Family Study Group for each Local District to meet with LD leadership to improve student and family engagement as well as identify evidence-based practices to assist schools in closing opportunity and achievement gaps. The Access, Equty and Acceleration Unit in collaboration with community/family partners and District personnel has developed an action plan which includes an African American Parent Study Group at each Local District pending Board approval.
57	4: Parent, Community and Student Engagement	We would like to build a strong relationship between neighboring schools, public /city servants, business and community.	The District provides parents with parent workshops, community engagement opportunities and resource center either in downtown or local districts but parents are not aware or are unable to attend due to location.	We would like to have a dedicated parent center in each school so that the PTO/PTA or parent group and volunteers can have a place to meet engage community, and a place to hold parent training workshops. If the school does not have any room on campus, then perhaps partner with either business stakeholder or Neighborhood Council or City Venue that has meeting space that other neighborhood schools can have access to.	Dedicated parent centers at schools	PCS	The Los Angeles Unified is currently supporting the final phase 7 with the remaining funds provided by the District's Parent and Family Center bond program. Schools and families are encouraged to strengthen relationships with community partners and recommend priorities to the School Site Council for developing effective parent programs.
58	4: Parent, Community and Student Engagement	4.2	Even though parent and family centers are a known "best practice" in parent engagement, many school sites still do not have parent centers or, if they do, cannot afford to allocate 7E046 and/or TSP funding to hire and retain qualified Parent Center Directors or an equivalent position. This disparity results in a significant inequity, since some sites are able to hire one or more such staffers while other sites have none.	LAUSD must commit and allocate sufficient resources from the 7E046 Title I Parent Involvement Set-aside, the Targeted Student Population (TSP) allocation, and/or other sources, to enable each and every PK-12 school site in the District to place at least one qualified Parent Center Director or the equivalent position on site in a dedicated Parent Center, for a minimum of four (4) hours per day, at least four (4) days per week, for the entire school year.	Dedicated parent centers staff in schools	PCS	Schools are provided with funds to be able to purchase staff for the Parent and Family Center. Los Angeles Unified does want schools to do a needs assessment to identify and prioritize their needs. A Parent Help Desk will begin during the 2020-21 school year to complement school sites services. The first phase of the effort is operating at the Los Angeles Unified as the Parent COVID Hotline. This line will provide families to open service tickets for issues and concerns, as well as connect to valuable servces supporting family livelihood.

#	Goal Area	Action	Need	Request	Category	Owner	Response
59	4: Parent, Community and Student Engagement	1 - Targeted Parental Involvement	Parents need support at various times during the school day, but Parent and Family Centers are open for a limited amount of hours because the community representative positions are part time only.	To be able to have the school Parent and Family Centers open throughout the school day, the community representative positions need to be full time. This allows more support to parents and families as well as increased parent engagement. Increase funding for full-time community representatives.	Increase funding for full-time community reps	PCS	
60	4: Parent, Community and Student Engagement	We would like to build a strategic partnership with vetted nonprofit organizations for the school to fill the budgetary gap schools are lacking.	Although the District put a moratorium for facility license fees for fundraising efforts for school for this school year, Parent Volunteer/ PTO 501 (c) (3) nonprofit boards for PTA organizations that was created to support school enrichment efforts has challenges with facility license usage fees and RISK Management license policy procedures.	We would like the district to revise facility and risk management license process and fundraising policies and build a Task Force or Advisory Board that is comprised of PTO /PTA Presidents/Treasurers / Nonprofit Officers to help advise on policies to help push forward fundraising efforts from community. This Task Force/Advisory Board would develop & share best practices for community engagement and fundraising strategies.	Fundraising strategies	PCS	Los Angeles Unified has been and continues to engage with community partners to review risk management, fundraising and leasing processes to make them more responsive to community needs.
61	4: Parent, Community and Student Engagement	New Action (3): Parent Translation Services	Parents whose first language is not English need translation services throughout the entire District.	Interpreters of various languages are needed throughout the entire District for parents. Translation services increase parent engagement in schools. Increase funding to hire a minimum of 50 additional interpreters.	Increase translation services	PCS	Translation is currently on the list of actions for the new LCAP in the Parent & Family Engagement goal. Existing capacity supports Spanish translation so it is important to elevate this service for our families.
62	4: Parent, Community and Student Engagement	targeted participation English learners	The information and parent involvement from the school, local district and central level is deplorable, but the data is masked because appropriate indicators are not used to outreach to parents or there are no opportunities to expand and maintain a robust and authentic parent engagement. This goal only has 2 actions and are only using the parent survey that not all answer due to learning barriers and limited parents' involvement. There are no advisory committees for each stakeholder group: low income, by school, local district, or central district. Many ELAC committees are not functioning properly, are not connected to the DELAC activities because there are only 8 representatives and 4 alternates by district that go to DELAC, and DELAC attendance fluctuates from 30-35 per meeting including alternates. The policies are not updated with the specific needs to include all parents at all school levels, local district and central district. DELAC presentations not to be the same that are presented at the local district and school level.	"To be able to expand and keep parents, there needs to be targeted trainings for each group in all schools where there is an ELAC committee and give trainings on the strategies for parents on math and ELA, ELD and ELD strategies for all grade levels and for all proficiency and fluency levels. Understanding and practices for the ELPAC and SBAC exams, DIBELS, RI and etc. Trainings about understanding the Master Plan and trainings for parents with children with IEP, trainings to support socioemotional learning, training for all parents on technology, grade K-12, and give a report on how many parents are using the Parent Portal by school. All schools to provide how many parents participate in each training, a breakdown. How many parents are English learners, low income, special education, foster home? Need to implement in all schools, have a goal for parents to outreach, include and engage by year, and that every year there is an increase of 10%. Develop more parent advisory committees, so that parent engagement and parent representation is more significant and equitable for all committees, ELAC, SSC, LOW INCOME, PAC, DELAC, and CAC and other stakeholder groups."	Improve parent participation	PCS	Schools are required to hold trainings for families that address the specific needs of parents and students. The implementation of these trainings is monitored regularly, and support in offering these school trainings is provided by various offices in the LA Unified. The Office of Parent & Community Services and PACE are supporting schools with conducting a needs and assets assessment to determine the barriers and promising practices in family engagement. Targeted goals for family engagement are identified and monitored by the School Site Council and school leadership also.

#	Category	Topic	Description	Recommendation	Short Title	Department	Response
63	4: Parent, Community and Student Engagement	4.1	Even though parent and family centers are a known "best practice" in parent engagement, many school sites still do not have parent centers or, if they do, cannot afford to allocate 7E046 and/or TSP funding to hire and retain qualified Parent Center Directors or an equivalent position. This disparity results in a significant inequity, since some sites are able to hire one or more such staffers while other sites have none. The "Parent and Family Engagement" category falls far short of providing an accurate metric to assess the level of true, authentic, actual engagement of parents and families in our District. Basing three of these six local indicators on responses to the School Experience Survey (SES) is grossly inaccurate and possibly intended to ensure that the District is able to show 'Standard Met' in this category when, in fact, we have a long way to go. As proven by several decades of research, student achievement is positively correlated to parent engagement. Merely completing and submitting a survey, is NOT an indicator of actual parent engagement.	School sites must be required to demonstrate actual parent engagement by registering and approving a minimum of five (5) parents, guardians, and/or family members of at least five (5) different students from different families, enrolled at the site, and then demonstrate that these adults are present on campus, performing any meaningful activity or activities, on at least three (3) occasions per school year. It is strongly recommended that these five registered volunteers NOT be members of the school's PTA, PTO, or booster club, or others who are typically present on campus every day or so frequently that they are seen as "always around." Rather, every effort should be made to proactively recruit working parents and those who would otherwise seldom or never be present on campus.	Require parent volunteers at school sites	PCS	Schools are encouraged to develop a vision for the welcoming and use of volunteers strategically throughout the year. There are resources made available by the Office of Parent and Community Services to support schools in establishing this vision. Through a needs and assets assessment, schools can define specific strategies for reaching out to all members of the school community. The assessment will identify the needs for volunteers, which will direct how and when outreach is conducted.
64	4: Parent, Community and Student Engagement	Targeted support to increase student engagement at campus of highest need	Local districts should have a culture day where students dress in their culture, reach out to different programs that are willing to help.	Have students dress in their culture and have a forum where they can talk about it; have a day where different programs come to the school and help out in and around lunch time, like Brotherhood Crusade, Big Brothers, etc.	Student engagement strategies	Student Engagement	The District Student Empowerment Unit has organized student conferences focused on Latino and black boys and girls in recognition that these students may need more access to mentors and opportunities to expand their college and career options. Culture may be represented by more than just clothes, and the District has focused on increasing training for school site staff on culturally and linguistically relevant teaching strategies to ensure all students are engaged in learning. The Student Empowerment Unit will continue to offer mentorship opportunities for high needs students.
65	4: Parent, Community and Student Engagement	Parental Involvement	The district needs to train the parent reps on how to tell parents about the different committees the district has.	Parent reps need to be trained on how to get the parents involved in the district at the district level; need to let parents know what the office of parent and community engagement is; what they can do for their district with the help of the principal, who needs to let parents know also, like at coffee with the principal, back to school night, open house!	Parent rep training	PCS	PCS will work with PACE to discuss how we shift from providing Community Representatives with informational content at trainings to skills-based leadership development so they can support the recruitment of parent leaders to serve in opportunities both in and outside of their schools.
66	4: Parent, Community and Student Engagement	Engage parents more	The principal and parent rep need to be friendly and tell parents about what is going on in the district.	Have a parent night with the principal and parent rep to offer what they can do for their school and talk about the different committees the district has for them to serve on; get the parents' information about what is PAC, CAC, Title I Study Group.	Parent rep training	PCS	
67	4: Parent, Community and Student Engagement	Targeted parental involvement	Local districts should have parent centers open to help with their school needs.	Parent centers should be open to offer help to parents who need to use computers or talk with the teachers, talk to the student who are not listening to the teacher.	LD parent centers	PCS	Beginning in the 2020-21 school year, each Community School will host a Welcome Center with family-oriented personnel. Each Local District will organize approximately 7-8 communities of schools. For further information about this concept, contact the Local District Administrator for Parent & Community Engagement.
68	5: School Safety	2 - District Safety Operations	Campuses and the surrounding environment need more School Police Officers to prevent rushing to another location for an emergency. For example, a School Police Officer rushed over to the Sal Castro Middle School shooting to attend the dangerous situation because there was none on site.	Each campus, especially middle and high schools, needs their own School Police Officers to ensure student and staff safety at all times.	Fund more School Police	School Police	Student safety is of the utmost importance and as such, having a police officer assigned to school sites improves the overall safety of our campuses. Unfortunately, due to a $25 million reduction to the Los Angeles School Police budget, response times and the presence of officers will be reduced in the 2020-2021 school year as the result of the reduction in personnel.

69	5: School Safety				Paid crossing guards, more school Police, give tickets to parents who don't follow rules, too warning to students.	Fund more School Police	School Police	
70	5: School Safety	2 - Districtwide Supports	Lack of adult presence and supervision on school transportation results in injuries in small children with special needs.	Small children with special needs get injured on school buses because there is no adult presence and supervision. LAUSD transportation must have an assistant during bus rides for these students to avoid getting injuries.	Supervision on buses	Division of Special Education	Los Angeles Unified provides supervision on school buses based on Individual Education Programs' (IEP's). We are unable to assign aides to bus routes that don't require bus aide supervision.
71	5: School Safety	If you're interested in streamlining, make this a part of basic services	Safety is a basic service.	This is a very important goal, however it could also be part of Basic Services, as safety is a basic right and maintaining it is the least level of services we can provide to students.	Consider combining this goal with basic services	Office of the Chief Strategy Officer	We agree that many of these goals overlap. School safety was originally identified as a separate District Goal because it has specific targets that are separate from those in Basic Services. In the new LCAP, we will make sure to include additional information to justify this continued District Goal.
72	5: School Safety	Tighten building & campus security (esp. before & after school instructional hours)	The District does not have security protocols in place for after school 3pm-6pm. With the high rise of homelessness and mental and drug illness for people in our communities, there are more frequent occurrences where they can easily walk on campus after school. (i.e. Youth Services does not have enough supervisors to monitor kids or monitor gate. Anyone can go in/out if gate is left open.)	1. Install security cameras / CCTV at point of entry of office, student entry gates, if possible outside bathrooms, hallways, playgrounds, lunch area or key areas for protection per security recommendation. Install panic button or automatic door lock for front door for the office and/or main entrances to gain access into the school. 2. Install gate/door with automatic locks so once someone exits pick up/reunion gate it will lock automatically. 3. Have system in place for parent/guardian when they pick up kids from after school programs (Youth Services, or other after school programs) so gates/door remain locked/secured from 3pm-6pm	Improve security protocols	Facilities	
73	5: School Safety	Train administrators on how to handle maladaptive behavior with creative in-school consequences (in school suspensions, counseling, restorative actions, etc.)	There must be consequences for students that are not simply removing them from the environment (which no one really wants anyway).	I am concerned that principals are not giving consequences to students because they don't want their suspension/ expulsion rates to go up. Train principals and administrators on how to deal with maladaptive behavior IN SCHOOL so they do not need to suspend/expel, the students get meaningful consequences, and others see that the maladaptive behavior is not swept under the rug.	Restorative Justice	RJ team	Tools, resources and professional development are available for staff to support use of Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) including: community building and regular check ins, systems of teaching, modeling, reinforcing and correcting expected behaviors, the use of restorative questions and conferences as alternatives to suspension and strategies to de-escalate behavior.
74	5: School Safety	District Safety Operations	School Safety Plans, when updated, should be made available to parents and posted online. Administration should identify and inform parents of approved drop-off locations.	Parents need to know the procedures in the event of an emergency such as were to pick up their child. Many community members complain about blocked driveways and picking up students in unsafe areas.	Post and share school safety plans	Operations	The Integrated Safe School Plan (ISSP) is not available online for security reasons, but emergency plan information is available to parents in other ways. Each fall a meeting is held to review the plan with parents, and they can request to view a copy of the plan in the school office. LA Unified also has an emergency plan app in English and Spanish; look for Crisis Manager in the app store on your device or check achieve.lausd.net/emergencyapps for details. General information about emergencies at school is also available online in five languages at ParentEmergencyInformation.lausd.net. In a significant emergency, schools may release students to their parents individually through gates marked with red and white signs. The Request Gate is where parents ask to have their child released to them and the Reunion Gate is the location where parents pick up their children.
75	5: School Safety	School Climate & Restorative Justice	Students should be provided with training on how to identify various forms of bullying & other forms of abuse. At many schools, there has been an increase per the School Survey in various forms of bullying.	Students should be provided with training on how to identify various forms of bullying & other forms of abuse. At many schools, there has been an increase per the School Survey in various forms of bullying.	Bullying	Student Health and Human Services	Student Health and Human Services (SHHS), along with the Divisions of Instruction and Special Education have developed a number of tools, resources and professional development to support staff with using Positive Behavior Interventions and Supports/Restorative Practices (PBIS/RP) including: community building and regular check ins. SHHS Human Relations, Diversity & Equity (HRDE) and School

#	Category	Topic	Comment	Detail	Keyword	Department	Response
76	5: School Safety	School climate and restorative justice	Local districts should have a plan that helps students deal with suicide and bullying in middle and high school.	There should be a mental health professional who can develop a plan on how to deal with students who have low self-esteem and deal with bullying. There should be a program where students feel free to talk about their feelings, like a church group who comes in and does talks with middle and high school kids.	Bullying	Student Health and Human Services	Mental health has staff assigned to each local district who assist with the design and delivery of interventions and supports, both prevention efforts related to suicide, bullying and other topics, as well as restorative responses following an incident.
77	6: Basic Services	School Personnel/Staffing Support	There is a need for additional campus aids at many schools. Some schools have to closed bathrooms during lunch and nutrition because there is not enough campus supervision to have multiple bathrooms open. This causes long lines and for some students to have to use restroom during class time.	At both my daughter's middle school and high school, counselors, administration and other staff, in addition to campus aids, were required to supervise during nutrition and lunch due to a lack of staffing. This has resulted in students spending their break time in long lines to use the restroom and some students seeking permission to go during class or waiting until they got home. Providing more funding for campus aides would allow other staff to do their actual jobs and for students to utilize their breaks for more than just using the restroom.	Increase funding for campus aides	Operations	School leaders develop site supervision schedules based on the number of available staff. The Division of District Operations will continue conversations with Local Districts regarding campus aide allocations and assignments to ensure safety priorities and student needs are taken into consideration.
78	6: Basic Services	District-wide Supports	To provide water filters at every school site.	It is not healthy to drink unfiltered water and it may cut down on the use of plastic water bottles if students thought it was safe to drink school water.	Water filters	Facilities	The District continues to evaluate and proactively address lead in drinking water as part of the Drinking Water Quality Program. The goal of the current phase of the program is to bring all drinking water fountains below 5 parts per billion (ppb) in lead content. Currently, all drinking water outlets are below 15 ppb, which is the standard of the State of California as well as the U.S. Environmental Protective Agency. Schools serving the youngest students and most sensitive receptors, for example, Early Education Centers, Special Education Schools and as many Elementary Schools as the initial funding permits, will receive upgrades to drinking water fountains (which include filters) to bring them below 5 pbb. In addition, water bottle filling-stations will be installed in accordance with District standards. Due to the limited funding available, we will be focusing on these schools at first. Funding will need to be identified at a future date to reach the overall goal at all schools, including middle schools and high schools.
79	6: Basic Services	District wide support	Local districts should have water filter stations at the elementary and middle and high school level.	There should be water filter stations at all local district schools, because I think most students get sick from drinking the water. There should be water filter stations at every district school.	Water filters	Facilities	
80	6: Basic Services	Provide expanded access to meals in evenings, on weekends, and in summer	I believe around 80% (if not 85%) of students in LAUSD are eligible for free/reduced price meals. This is a needed service.	Provide meals students can take, additional outlets. I hear the meal distribution since the school closures has been great!	Meals to go	Food Services	Food Services programs are regulated by USDA and have specific requirements. We serve three meals daily: breakfast, lunch and supper. We do have a summer program as well. However, the program does not allow for weekend meals. With regards to providing additional access to meals, one proposal is for schools to incorporate multiple or staggered meal periods into their Bell schedules so that all students ge the opportunity to eat. Proposals have been sent to USDA to allow waivers which will allow students to take meals home, but that option will only be possible when this approval is granted by them.
81	6: Basic Services	5 - Expanded Access to Meals	Cafeteria food has been given to students cold or frozen when it is supposed to be hot or at room temperature.	For health reasons, cafeteria workers must ensure all food for breakfast, lunch, field trips and hot supper meals must not be given frozen nor cold if it is supposed to be hot or at room temperature.	Meal preparation	Food Services	We have specific Safety guidelines which are followed diligently. Hot meals are served hot and must be above 141 F when served and below 40 F is served cold. Frozen food other than slushes are not on the menu. As part of our daily operation, temperature of food is taken when prepared as well as prior to service. Temperature records are kept at the cafeteria. Also our cafeterias are inspected twice a year to ensure that all safety protocols are followed. Our staff routinely does frequent handwashing, uses gloves and all managers are Serv Safe certified.

82	6: Basic Services	Expanded access to meals	Local school need to make sure the food is at a warm temperature	The food should not be served cold to students. The principal needs to make sure the cafeteria is keeping the food warm and not lukewarm because a lot of kids get sick off of eating cold food or not warm at all.	Meal preparation	Food Services	As stated earlier, hot food is served hot and cold food is served cold. Food Services takes food safety very seriously and has systems and procedures to ensure food served is both safe and nutritious. Any incident of students reporting sick are taken seriously and investigated fully which includes a laboratory evaluation of the served food. We serve ~ 700,000 meals daily and have not had reported incidents of students falling sick after eating in the cafeteria.
83	6: Basic Services	Reduce spreading viruses and being out sick.	In order to help protect the health of the school community and help students manage their own personal hygiene routines, and there is a lack of hand washing stations or hand sanitizing stations and water fountains in the school to promote recommendation below.	1. We would like to see hygiene guidelines added to the Parent & Student Handbook and also have all teachers and/or aids teach and remind students K-12 about proper hand washing after restroom, before eating, after playing outside, after touching something dirty, after coughing, sneezing or blowing their nose, whenever hands are dirty etc., teach and enforce covering nose & mouth with tissue when coughing or sneezing so it doesn't become airborne and also teach healthy diet & water digestion (i.e. not allowing sodas & junk food on campus). i.e. Parents & students are given hygiene guidelines (i.e. it can be an online fun video and test for kids to take) and need to review and sign acknowledgement every school year as part of registration packet and teachers & aids can reinforce while at school.	Student hygene stations	Facilities	Posters and signs will be posted in classrooms and throughout school campuses to remind students, staff and visitors regarding frequent hand washing, social distancing and other safety measures.
84	6: Basic Services	84% LAUSD students are free & reduced meals -		We would like for LAUSD to do more in revising their definition of "high standards for food quality". The Good Food Procurement Policy that was recently created to help support healthy sustainable local food does not ban food procurement that is processed, pesticide free, non-GMO and high added sugar etc. I would highly recommend that the district be the first district in the nation to follow World Health Organization and other scientific health & nutrition experts and re-evaluate USDA and FDA food recommendations, since our nation is the 12th obese country out of 192 countries worldwide per the Central Intelligence Agency. If you start feeding children with clean food, when they are in TK - 8th grade and on, then their health, mental & physical wellbeing will be strong and sustainable. Access to quality, healthy & clean food that is low in sugar and processed foods etc. should be given to all children, and not just the families who are socially economically at a disadvantage.	Food quality	Food Services	The regulations for the program are determined by a team of dieticians and the Institute of Medicine who provide the guidelines of what should be served for each meal segment. The food served is whole grain rich, has reduced sodium, has no added trans fats, free of artificial colors/ sweetners, nitrates, nitrites and sulfites. Fresh fruits and vegetables are served daily. We are required to serve vegetables in different categories, green, orange, starchy, legumes for which the program is audited routinely. The regulations are designed to provide students with a balanced meal. We started the farm to school program at a few schools, and will continue to expand it. Our Nutrition Team which includes registered dieticians reviews each and every product that is put on the menu to ensure that it is compliance with federal requirements.
85	6: Basic Services			Have proper healthy food, less cheese and breads.	Food quality	Food Services	Since the program is USDA sponsored, all food served is strictly in compliance with the guidelines provided by them. The food served is a balance of grain, protein, carbohydrates, with specific limitations on the calorie levels for each grade level. We only serve whole grain rich products, and the cheese which is considerd to be a meat alternative is only 2oz and has reduced fat. Fresh vegetables and fruits are served daily.
86	6: Basic Services	Action 3 & 4	As we face the current Covid19 situation, we need to implement a comprehensive cleaning/maintenance plan to help keep our school sites sanitized and clean.		Clean facilities	Facilities	The District will implement a custodial plan in accordance with CDC, CDE and LA County Public Health requirements and guidelines. Existing resources will be augmented which includes the hiring of additional custodial staff to clean and sanitize high-touch areas. In addition, electrostatic sprayers, which are specialized disinfecting equipment, will be purchased for the custodial crews as part of this enhanced cleaning process.