



**Superintendent Responses to Comments from the  
 Parent Advisory Committee (PAC)  
 District English Learner Advisory Committee  
 (DELAC) Superintendent's Student Advisory Council  
 (SSAC)  
 June 2025**

2024 LCAP Goal	Committee	Comment	Response
Goal 1: Academic Excellence	PAC	The District must continue to use i-Ready as an official metric for our students' academic achievement	i-Ready is the interim K-12 reading and math assessment for the District that is used as a formative tool to help teachers identify learning gaps, adjust instruction, and support student growth. It is intended to monitor progress and guide teaching, as well as create a personalized learning path for students based on results.
Goal 1: Academic Excellence	SAC	Broaden the availability of after-school academic enrichment and tutoring opportunities	After-school tutoring is available at all schools from various vendors. After-school intervention and enrichment programs are available in literacy, math, STEAM, robotics, etc.
Goal 1: Academic Excellence	SAC	Advance equitable access to online Advanced Placement (AP) coursework	Students may be offered the option to enroll in Edgenuity online AP courses, allowing students to take AP courses that may not be available at the school site due to staffing or scheduling limitations.
Goal 1: Academic Excellence	SAC	Expand professional development opportunities for Advanced Placement (AP) educators	AP professional development is provided to AP teachers during the summer and throughout the school year.
Goal 1: Academic Excellence	SAC	Implement regular, comprehensive AP and SAT preparation programs	All high schools in the District have access to the full range of AP courses, giving students the opportunity to challenge themselves academically. To ensure students have supplemental instruction and support to be successful in both the AP class and in their AP exam, the District offers the AP Readiness program to students enrolled in AP classes. In addition, students take the SAT at no charge and have full access to



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			practice materials via the College Board and through Khan Academy.
Goal 1: Academic Excellence	SAC	Expand PSAT access to students in Grades 9-11 and promote early exposure in Grade 8	It is District policy that all 10th grade students have the opportunity to take the PSAT/NMSQT exam and all 11th grade students can take the SAT at no cost.
Goal 1: Academic Excellence	SAC	Designate dedicated instructional days for SAT and PSAT Preparation	Counselors are available to guide students in accessing resources to help them prepare for the SAT beyond the school day. In addition to local instructional efforts, schools can leverage supplemental resources provided by the College Board, including official SAT Practice on Khan Academy, personalized learning pathways tied to students' PSAT scores, College Board's Bluebook™ App for digital SAT practice and familiarization with test formats, as well as SpringBoard Curriculum and AP Classroom, which are designed to enhance literacy and reasoning skills foundational to college readiness.
Goal 1: Academic Excellence	SAC	Broaden access to high-quality internships and summer enrichment opportunities	Linked Learning programs, including summer bridge programs, continue to expand across the District. These programs provide enrichment and orientation to students entering middle and high school for two weeks over the summer in structured, project-based learning experiences that incorporate industry partners through work-based learning. CTE-Linked Learning provides career-connected enrichment



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			opportunities to CTE students in partnership with colleges and industry professionals where students earn certificates, college credit and/or a stipend. The Division of Instruction is working to establish Districtwide internship access through work experience programs.
Goal 1: Academic Excellence	SAC	Establish a centralized database of internships and career development programs	CTE-Linked Learning is working to centrally house internship and other work-based learning opportunities vetted by the District and aligned to CTE pathways that will be available to schools and students.
Goal 1: Academic Excellence	SAC	Provide individualized college essay guidance and step-by-step college application support	The District held student workshops on essay writing for juniors/seniors and provided additional assistance at college access hubs. College access hubs provide step-by-step support to students completing college and financial aid applications. Counselors and advisors from partner universities provided assistance at these hubs. Next school year, the District will expand on these efforts by holding Senior and Junior Nights.
Goal 1: Academic Excellence	SAC	Establish a districtwide policy requiring school counselors to conduct regular, individualized meetings with English learner students	Counselors meet individually with students, including English learners, throughout the year to review their individualized graduation plans, assess their on-track progress, and provide support when adjustments are needed.
Goal 1: Academic	DELAC	What is the Los Angeles School District doing	The Multilingual Multicultural Education Department



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Excellence		for students who graduate from 12th grade and are not reclassified. How monitoring continues after graduation.	(MMED), in collaboration with regional staff and schools, closely monitors the progress of English Learners (ELs) to ensure ELs reclassify before they graduate. To support this effort, MMED has established clear protocols for schools' Student Support and Progress Teams (SSPTs) to monitor EL progress at the school-wide level, by typology groups, and individually. These teams are responsible for identifying targeted acceleration and enrichment strategies to ensure that ELs meet the criteria for reclassification before reaching LTEL status. To further strengthen reclassification outcomes, MMED has made strategic staffing investments at the high school level, including the placement of dedicated International Newcomer Counselors/Coaches to support International Newcomer ELs through graduation. MMED is also working in close partnership with the Division of Special Education to ensure that English Learners with disabilities receive the necessary supports and services to make meaningful progress toward reclassification before they graduate.
Goal 1: Academic Excellence	PAC	Make the Dual Language Program announcements more visible to ensure that all students and parents are informed about the opportunity to graduate with dual language proficiency and earn the gold seal. This	The Multilingual Multicultural Education Department (MMED) provides principals, EL Designees, regional staff, and families with comprehensive information regarding all TK–8th Grade Pathway to Biliteracy Awards and the 12th Grade Seal of Biliteracy. MMED



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		information should also be shared during the "Coffee with the Principal" sessions.	regularly hosts virtual informational meetings and celebratory pep rallies for educators, students, and families. These events are promoted through various platforms, including social media (Instagram and Facebook), teacher groups on Schoology, the MMED website, and family webinars. Please visit the <a href="#">MMED website</a> for more information and resources for families and staff.
Goal 1: Academic Excellence	PAC	Require Superintendent Carvalho to formally respond to the 2023-24 school year PAC motions, which were developed by PAC members as LCAP comments for the 2023-24 school year.	Los Angeles Unified values the input and recommendations submitted by the Parent Advisory Committee (PAC) as part of the Local Control and Accountability Plan (LCAP) process. The Superintendent's formal written responses related to the 2023-24 LCAP are made available to the public through the District's <a href="#">LCAP website</a> and are also shared with the PAC to ensure transparency and accountability. Los Angeles Unified is committed to honoring this process and continuing to engage parents as critical partners in shaping educational priorities and investments.
Goal 1: Academic Excellence	DELAC	Daughter in Elem. School has good teachers they need to raise funds for gardner, music, art, dance	The District will continue to plan, develop, design and construct new ADA improvement projects such as greening spaces that will provide students and communities with equal opportunity access to programs and activities on campuses. Los Angeles Unified develops, promotes and implements a comprehensive standards-based visual and



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			performing arts education program available to all students at all grades levels. All LAUSD students, from every culture and socioeconomic level, deserve quality arts learning in dance, music, theatre, visual and media arts as part of the core curriculum.
Goal 1: Academic Excellence	DELAC	What is the instructional format used in the classroom?	Los Angeles Unified classrooms use high-quality, standards-based instruction that is culturally responsive, inclusive, and personalized to meet student needs. Teachers use technology and data to guide learning and ensure all students are prepared for college, career, and life.
Goal 1: Academic Excellence	DELAC	What is the District's Strategic Plan for mental health support for students who do not pass the exam and are feeling a sense of failure. For students who are in middle school and high school.	Los Angeles Unified supports middle and high school students' mental health through counseling, wellness centers, and social-emotional learning. Students who feel a sense of failure get access to trained staff, telehealth, and programs that build resilience and emotional support.
Goal 1: Academic Excellence	PAC	The district must invest in writing development and promote the typing programs that already exist on Clever. Reduce the use of technology during instruction time. Lastly, combining data from DIBELS, SBAC and i-Ready would give parents a clearer view of student progress. Teachers should not replace instructional time with the use of i-Ready.	The District supports strong writing instruction through its Academic Excellence pillar, which promotes high-quality, standards-based teaching—including literacy across content areas. It also encourages the use of technology tools, like typing programs on Clever, to enhance (not replace) instruction. The District emphasizes a balanced approach: technology should support learning, not dominate it. Our District has user-friendly platforms (like the Whole Child



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			Dashboard) to give families a clear view of student progress.
Goal 1: Academic Excellence	PAC	Clearly define academic excellence in the LCAP with specific, measurable, and achievable goals that guide student success.	Academic Excellence is defined in the LCAP as “providing high-quality instruction and enriching experiences that eliminate opportunity gaps and ensure students are college and career ready.” Like all LCAP goals, it includes the state priorities addressed and the rationale for its development. Specific, measurable metrics—including baselines, outcomes, and targets—are outlined in the “Measuring and Reporting Results” section for each goal.
Goal 1: Academic Excellence	PAC	Tutoring is given in many of our schools in math, reading and literacy, but does not show significant academic progress. The strategies used to carry out intervention must be changed.	The District recognizes this need and commits to improving academic outcomes by using data-driven, targeted interventions—especially in math and literacy. The District is focused on refining strategies like Acceleration Days, summer programs, and tutoring, ensuring they are aligned to student needs and based on what works. Continuous improvement is key to making interventions more impactful.
Goal 1: Academic Excellence	PAC	Provide evidence of how the comments made by PAC were integrated into LCAP.	Input from PAC, DELAC, SSAC, and broader community engagement—including families, students, and staff—is considered in shaping the District's LCAP. Actions and services within the LCAP reflect collective feedback and cannot be attributed to a single comment or source. While advisory committees play an important role, additional engagement occurs



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			across departments and throughout the District, all contributing to informed decision-making.
Goal 1: Academic Excellence	PAC	The District/SIO: Provide data information in a clear and accessible way. In addition, provide the Effectiveness Data from the programs that are implemented since they have not been shared.	The District is committed to providing information in a manner that supports transparency and accessibility. The LCAP process includes a review of program effectiveness, aligned with the state's reporting timeline. Effectiveness data and related context are included in the Goal Analysis sections of the LCAP. In addition, the <a href="#">Open Data Dashboard</a> allows parents and community members to view, download, and interact with District and School performance data compiled from a variety of sources. The site includes such information as graduation rates, state assessment scores, and college and career readiness.
Goal 1: Academic Excellence	PAC	Provide an academic focus in homeroom aligned with the instructional curriculum.	Homeroom Advisory can contribute to a positive school climate by fostering a sense of belonging among students. Additionally, it can serve as a space to identify, monitor, and support students facing academic challenges, with referrals made to appropriate intervention resources as needed. Homeroom can also provide time for personalized instruction and review of grade-level content and skills.
Goal 1: Academic Excellence	PAC	Clearly define academic excellence within the LCAP, setting specific, measurable and	Academic Excellence, like all LCAP goals, is developed with input from educational partners and





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		achievable goals for students and without referencing the strategic plan.	structured in accordance with the California Department of Education's required template. Each goal includes specific, measurable metrics to track progress.
Goal 1: Academic Excellence	PAC	Share what investments are being made for the academic improvement of different student groups	Los Angeles Unified's LCAP outlines how LCFF funds are allocated to support academic improvement for all students, including targeted student groups. Additionally, the upcoming launch of the Modern Budget Transparency Tool in July will provide greater visibility into these investments across the District.
Goal 1: Academic Excellence	PAC	Provide timely iReady test data, broken down by relevant student groups as well as totals, to all district-level parent committees well in advance of LCAP comment deadlines.	i-Ready is the interim K-12 reading and math assessment for the District that is used as a formative tool to help teachers identify learning gaps, adjust instruction, and support student growth. It is intended to monitor student progress and guide teaching, as well as create a personalized learning path for students based on results. i-Ready data is used to inform instructional practices at school sites and to provide families with a snapshot of their child's academic progress to support learning at home.
Goal 1: Academic Excellence	PAC	Provide timely iReady test data, broken down by relevant student groups as well as totals for that school, to school parent committees well in advance of SPSA plan completion deadlines.	i-Ready is the interim K-12 reading and math assessment for the District that is used as a formative tool to help teachers identify learning gaps, adjust instruction, and support student growth. It is intended to monitor student progress and guide teaching, as well as create a personalized learning path for



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			students based on results. i-Ready data is used to inform instructional practices at school sites and to provide families with a snapshot of their child's academic progress to support learning at home.
Goal 1: Academic Excellence	PAC	Present each LCAP action metric to include the baseline measurement, target goal, and outcome for each school year. Include clear indicators to document whether each metric was met or not.	Each LCAP action metric includes a baseline, annual outcome, target for year 3 outcome, and current difference from baseline. This aims to support a broader understanding of progress. The third Goal Analysis prompt allows the District to reflect on overall effectiveness. Through feedback from educational partners, the District included "Metrics at a Glance" visuals, which are designed to make this information more accessible to families.
Goal 1: Academic Excellence	PAC	We would like information about the new changes to technology-based instruction, since we know that LAUSD is running pilot programs implemented at certain schools. We want a list of all those projects. Since they do not provide us with timely information, the PAC committee cannot give an opinion on the said changes.	Each year, PAC members are invited to provide input on topics of interest through a survey that helps guide LCAP-related presentations. The District encourages ongoing feedback to inform future presentations aligned with member interests. For updates on technology-based instruction, please visit the ITI website at: <a href="http://www.iti.lausd.org">www.iti.lausd.org</a> .
Goal 2: Joy & Wellness	DELAC	Teachers should refrain from communicating their ideologies or thoughts on the LGBTQ community to students. Keep your way of living and your personal life private. Respect the values that students hold and not harm them. Teachers play a significant role because	The District follows local board, state, and federal mandates for policies and practices. LAUSD policies and practices are in line with all protected categories/populations. In CA, the FAIR Education Act provides guidance for the inclusion and celebration in our academic content areas of the contributions from



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		students spend most of their day with their teachers.	native populations, people with disabilities, and LGBTQ+ people. They join past integrated policies celebrating contributions of women, African Americans, LatinX, Asian American, Native Americans, etc. All categories of staff in LAUSD, including teachers, provide support and encouragement for all students and families in our communities. The District is committed to providing a safe space by treating every staff member, parent/caregiver, and student with respect and dignity.
Goal 2: Joy & Wellness	PAC	Academic counselors should have closer contact with students and conversations with parents.	School Counselors receive training on conducting the required Individualized Graduation Plan conferences with students, and parents are encouraged to join the conference. In addition, counselors receive training on ways to facilitate individual and group meetings with students about different topics. Administrators receive training on different ways their counselors can facilitate presentations to their families and build connections with families and the school community.
Goal 2: Joy & Wellness	PAC	More bilingual and culturally competent staff to support student diversity in the school community.	To support its linguistically diverse student population, Los Angeles Unified employs multiple strategies to recruit and develop bilingual educators. For example, the STEP UP and Teach program, which is a career ladder program for classified employees interested in becoming teachers, includes a Multilingual and Multicultural Cohort, helping participants earn a teaching credential with Bilingual Authorization for



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			<p>Dual Language programs. The District Intern Credentialing and Added Authorization Program (iCAPP) program provides tuition-free, accredited pathways for earning credentials and bilingual authorizations in Spanish, Korean, Mandarin, or French. The Bilingual Added Authorization (BiLAA) Program strengthens teachers' skills in English language development and bilingual instruction, emphasizing cultural competence. The District also builds a bilingual educator pipeline through partnerships with local universities known for their bilingual authorization programs (e.g., UCLA, LMU, CSULA, CSULB, CSUN) and engages with prospective candidates at events like the California Association for Bilingual Education (CABE) conference, promoting career opportunities and reinforcing its commitment to multilingual education.</p>
Goal 2: Joy & Wellness	PAC	<p>LAUSD needs to provide additional funding for School Police and change the policy of how police is allowed on campus and assigned to the COSA area. Strengthen policy regarding student safety on campus with stricter consequences if they are found to have weapons/guns/drugs /accessories that promote drug use. For example, merchandise from the brand Cookies. Communication needs to be provided to families in a timely manner if there</p>	<p>The Los Angeles School Police Department will continue to support comprehensive District safety and remain vigilant with supporting schools with violence prevention, emergency preparedness, traffic safety, student wellness, and crisis intervention to create a safe, secure learning environment for students and school personnel.</p>



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		is a situation involving drugs/paraphernalia at school sites. (Safety Concerns)	
Goal 2: Joy & Wellness	DELAC	What other option do students in 12th grade have if they have not been reclassified but want the certificate of biliteracy. The district should provide more information about bilingualism.	Even if English Learners are not reclassified, all 12th grade English Learners could obtain the Seal of Biliteracy as long as they meet the English Language and the Language Other Than English (LOTE) requirements. The Multilingual Multicultural Education Department (MMED) regularly hosts virtual informational meetings and celebratory pep rallies for educators, students, and families. These events are promoted through various platforms, including social media (Instagram and Facebook), teacher groups on Schoology, the MMED website, and family webinars.
Goal 2: Joy & Wellness	DELAC	Ensure that schools comply with the reclassification of newcomer students in elementary school, with reclassification as the goal.	The Multilingual Multicultural Education Department (MMED) has developed streamlined systems to ensure the timely reclassification of English Learners (ELs) who meet the established criteria in elementary schools. Once an EL, including International Newcomers, meets the K–12 reclassification criteria, reclassification is processed within 24 hours. To ensure consistent implementation of these procedures, MMED and Regional staff closely monitor the progress of all ELs and take proactive steps to ensure qualifying ELs are reclassified.
Goal 2: Joy & Wellness	DELAC	Require nurses in schools, provide monitoring, and make sure they are bilingual.	All K-12 schools are allocated a full-time school nurse. The District has hired over 300 school nurses in the



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			<p>past two years, and it continues to actively recruit for nursing positions. School nurses provide first aid and emergency care; treat ill or injured students; perform state-mandated screenings such as vision, color vision, and hearing tests; collaborate with parents/families whose children require medical follow-up; provide students/families with referrals to physical health or mental health resources; follow up with immunizations and communicable diseases; administer medications per a healthcare provider's order; perform procedures such as tube feedings, catheterizations, diabetic management, and other protocols as ordered by a healthcare provider; perform health assessments; assess student's health history and current health status for IEPs; among other duties. The District has bilingual nurses who speak languages such as Spanish, Tagalog, Armenian, and Russian.</p>
Goal 2: Joy & Wellness	DELAC	<p>Improve parent engagement by giving them the opportunity to participate in the lessons so that children feel more supported and provide support to parents who do not have the knowledge to support their children.</p>	<p>Los Angeles Unified values the essential role parents play in supporting student learning. The LCAP's Engagement and Collaboration goal includes a metric that reflects this, measuring the percentage of parents who report receiving instructional resources to support their child's education. In 2024–25, this metric showed a 0.6% increase from the previous year, indicating continued efforts to strengthen support for families. The District strives to increase this outcome, as</p>



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			reflected in its Target for Year 3 Outcome on the LCAP.
Goal 2: Joy & Wellness	DELAC	It is important for a student to have communication with their teachers. Before school begins, have schools ensure/verify that English learner students have the necessary classes.	The District is committed to ensuring equitable access and personalized learning for all students, especially English Learners. Schools will work proactively to verify that English Learner students are placed in the correct courses before the school year begins. Additionally, the District emphasizes strong student-teacher communication through culturally responsive practices and targeted support so every student feels connected and empowered to succeed.
Goal 2: Joy & Wellness	DELAC	Daughter has ADHD, struggled during COVID, currently happy with the school, school staff supports the students well and they are able to receive supports needed.	Los Angeles Unified strives for all of our schools to offer a welcoming environment so that our students and families can thrive.
Goal 2: Joy & Wellness	DELAC	Attends mental health workshops, safety at her site, Kid Watch, is very well.	Los Angeles Unified values building strong connections between families and schools through efforts like mental health workshops, campus safety initiatives, and other programs. Parent involvement truly makes a difference in building that sense of community.
Goal 2: Joy & Wellness	PAC	Encourage socialization among students through inclusive activities in the classroom. Inform parents about surveys in advance of these activities and ask for their opinion. Implement programs that promote positive	The District prioritizes inclusive classroom activities that foster empathy, respect, and positive peer relationships. Los Angeles Unified is also committed to engaging families by sharing surveys and gathering input in advance to ensure these efforts reflect our



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		relationships between peers, empathy, and respect for both students and staff.	communities' voices.
Goal 2: Joy & Wellness	PAC	Specify the specific socio-emotional learning (SEL) programs and resources that will be implemented and assessed to measure their effectiveness.	Los Angeles Unified is implementing several evidence-based social-emotional learning (SEL) programs to support student development. These include Positive Behavior Interventions and Supports (PBIS) and Restorative Practices, which help promote a positive and inclusive school culture. A districtwide SEL curriculum is being integrated into classroom instruction to foster key competencies such as growth mindset, self-efficacy, self-management, and social awareness. To support effective implementation, staff will receive ongoing professional development, and families will have access to resources that help reinforce SEL at home, particularly during key school transitions.
Goal 2: Joy & Wellness	PAC	Principals should ensure that teachers are aware of how many of their students have an IEP in general education classes.	Teachers receive student IEPs at the beginning of every school year so that the District can ensure that students are receiving the support aligned in the IEP.
Goal 2: Joy & Wellness	PAC	The District should focus on academics and not on gender identity.	The District prioritizes academics while also ensuring all students feel safe and respected. Supporting students of all identities helps create inclusive environments where everyone can thrive academically, as outlined in our Strategic Plan.
Goal 2: Joy & Wellness	DELAC	Prioritize mental health and a safe environment, and we want to invest in mental health through	The Student Mental Health and Wellness Services Branch is leading a transformative approach to





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		assistance and learning.	school-based mental health by integrating comprehensive support systems directly into the learning environment. With over 750 Psychiatric Social Workers (PSW), students have access to the care they need to succeed in safe, inclusive spaces that build emotional resilience. Student and Family Navigators, Coordinators, Health Care Advocates, and Organizational Facilitators strengthen critical partnerships, connecting families to essential resources and support networks. Additionally, 59 Black Student Achievement Plan (BSAP) PSWs provide culturally responsive intervention to further promote mental health equity. Los Angeles Unified is also expanding access to mental health care through telehealth, which enables students to connect with therapists via video conferencing technology from school or home. Families are now able to request these services through the Parent Portal.
Goal 2: Joy & Wellness	PAC	Allocate funds to provide psychologist services for students who do not necessarily have an IEP. The PSW does not have the knowledge.	The recruitment, hiring, and scope of work of School Psychologists is under the purview of the Division of Special Education, Psychological Services who remain committed to meeting the needs of all students.
Goal 2: Joy & Wellness	SAC	Establish designated wellness centers on all school campuses	Student Mental Health and Wellness Services has identified funding through California's Student Behavioral Health Incentive Program to develop as many as ten school-based wellness spaces per



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			region. The District is implementing a process to allow schools to submit proposals for wellness spaces on their campuses and will coordinate with each region to review and select sites during the 2025-26 school year. Based on the success of these spaces once established (frequency of use, reductions in mental health-related incidents, etc.) the District will explore other potential funding avenues to expand the program to meet demand.
Goal 2: Joy & Wellness	SAC	Increase the visibility and accessibility of Psychiatric Social Workers (PSWs) through proactive outreach	A new and revised poster on mental health matters and available resources will be distributed to all schools during the 2025-26 school year.
Goal 2: Joy & Wellness	SAC	Strengthen strategic collaboration between PSWs and student-led organizations to co-create wellness initiatives	The Student Mental Health and Wellness Services Branch collaborates with the Student Empowerment Unit to ensure smooth coordination of wellness projects and initiatives to support students. This collaborative effort has been instrumental in the success of several initiatives, such as the annual Mental Health and Wellness Symposium.
Goal 3: Engagement & Collaboration	DELAC	Academic workshops on comprehension subjects, in-person workshops, not via Zoom	The District continues to offer professional development for teachers across content areas, both in-person and online, to ensure ongoing support and high-quality instruction for students.
Goal 3: Engagement & Collaboration	DELAC	Workshops for new parents of English learners at the beginning of the school year. The parent coordinator should offer workshops based on	During English Learner Advisory Committee (ELAC) meetings, families are encouraged to provide input and share feedback regarding the information they



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		parents' ideas.	need to support their child's academic success. All schools are required to conduct orientation meetings and parent workshops at the beginning of the school year to review the programs and services available for English Learners. These sessions include information on English Learner identification, required parent notifications, pathway recognitions, the Seal of Biliteracy, and the criteria for reclassification. Additionally, the District hosts Regional Ambassador meetings, where families receive valuable resources and information to help support their children at home.
Goal 3: Engagement & Collaboration	DELAC	How the district is handling reclassification with an alternate curriculum for students who have a kindergarten level and are in high school.	For English Learners (ELs) on an alternate curriculum, the District implements a personalized reclassification process aligned with updated state guidelines. All ELs, including those with disabilities, must demonstrate English language proficiency, scoring Level 4 on the ELPAC or Level 3 on the Alternate ELPAC to be eligible for reclassification. The process involves collaboration with the IEP team, including school staff and parents, and considers multiple measures such as English proficiency, progress in the alternate curriculum, and team input.
Goal 3: Engagement & Collaboration	DELAC	I think more community involvement - bringing professionals from the community to engage with the students.	Los Angeles Unified strongly supports increased community involvement and actively works to connect students with professionals from diverse fields. This is accomplished through a variety of initiatives, including Linked Learning and Career Pathways Programs.



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			<p>These programs integrate academics with real-world experiences by partnering with local industries and professionals to provide students with mentorships, internships, and career exposure. The District has a variety of partnerships with community organizations as well. Additionally, schools collaborate with nonprofit and business partners to bring programs, guest speakers, and experts into classrooms and school events. Los Angeles Unified remains committed to expanding these opportunities to ensure students benefit from strong school-community connections that support both academic and personal development.</p>
Goal 3: Engagement & Collaboration	DELAC	<p>Provide better announcements for ELAC/SSC/Parent conferences meeting. Feels if the school staff needs participation, she is called, however for said meetings she never hears about.</p>	<p>Los Angeles Unified recognizes that timely and effective communication is critical to ensure meaningful parent participation in school committees such as ELAC, SSC, and parent conferences. To support this, the District monitors how schools provide required meeting notices in line with state law and District policy, including posting agendas at least 72 hours in advance in visible areas and online. Schools use multiple communication methods, such as BlackBoard messages, flyers, and teacher outreach; and Parent and Family Center staff receive monthly training to support family engagement and promote participation. Evidence of outreach is collected through an online portal monitored by Region Family</p>



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			and Community Engagement teams. This feedback will be shared with school staff during future trainings to strengthen outreach and communication practices.
Goal 3: Engagement & Collaboration	DELAC	Ensure that schools offer hybrid platforms where parents are informed of what happens in their schools, e.g.: Coffee with the Principal, committee and council meetings. Also use all means of communication and resources: computer or hard copy, to improve communication and stay better informed, since parents cannot come to or enter their schools.	Los Angeles Unified employs a multifaceted approach to ensure parents remain informed and engaged. This includes offering hybrid platforms for meetings and utilizing diverse communication methods to accommodate all families. To keep parents informed, the District employs multiple communication tools, one of which is the LAUSD Mobile App 3.0. This App serves as a comprehensive portal, providing updates on student progress, school events, and important announcements, allowing parents to access their child's academic records, attendance, and other essential information. For families with limited digital access, schools distribute hard copies of newsletters, meeting agendas, and other pertinent documents. These combined efforts ensure that all parents, regardless of their ability to physically visit schools, remain connected and informed about their children's education.
Goal 3: Engagement & Collaboration	DELAC	Give students an extra credit point when their parents attend events, meetings, or Coffee with the Principal. This is a great way to motivate students. The more parent volunteers we have in our schools, the more successful we will be with our children.	Although not required for schools, individual teachers may offer extra credit at their discretion, as outlined in school-specific policies. Los Angeles Unified encourages families and community members to volunteer their time, when able and available, knowing that student achievement increases with robust family



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			engagement.
Goal 3: Engagement & Collaboration	DELAC	Monitor the Parent Center and Coffee with the Principal without giving notice.	Region Family and Community Engagement teams provide monthly training to Parent and Family Center personnel and regularly visit school centers to support family engagement. Most schools prepare a calendar that promotes Coffee with the Principal meetings and workshops. School sites also release a monthly Family Course Catalogue promoting opportunities for parents to engage with the school site.
Goal 3: Engagement & Collaboration	DELAC	Have communication with schools and parents via email, phone calls, and texts regarding school matters.	Los Angeles Unified employs a comprehensive communication strategy to ensure parents are well-informed about school matters. This includes utilizing email, phone calls, and text messages released through the BlackBoard Connect system. BlackBoard Connect is regularly used by school sites, and messaging may include the release of weekly communications notifying parents about events and resources available at the school site weekly.
Goal 3: Engagement & Collaboration	DELAC	There should be more engagement in parent centers	The District actively promotes increased engagement in Parent and Family Centers through a variety of initiatives designed to empower families and strengthen school-community partnerships. Parent and Family Centers serve as hubs for learning, offering workshops on topics such as understanding instructional standards and assessments, communication with educators, and strategies to



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			support children's learning at home. These centers also provide information on social and emotional development, college readiness, and access to community resources. The District plans to work with Parent and Family Center personnel during their monthly professional development sessions to make public the engagement hosted in the center and at the school site.
Goal 3: Engagement & Collaboration	DELAC	Community reps should promote the parent center more and set goals for them. There should be a goal for community reps, and if they don't meet it, there should be monitoring.	Los Angeles Unified emphasizes the importance of community representatives (community reps) in fostering parent engagement through Parent and Family Centers. During the 2025-26 school year, the Office of Student, Family and Community Engagement and Region Family and Community Engagement teams will work with Parent and Family Centers to post their Strategic Plan-aligned measures for family engagement and to share them with engaged families.
Goal 3: Engagement & Collaboration	DELAC	Schools should have a community rep trained to provide services to parents.	Community Reps are expected to participate in professional development and training sessions offered monthly by the Region Family and Community Engagement Team. These sessions equip them with the skills and knowledge of District initiatives needed to effectively support parents and families.
Goal 3: Engagement &	DELAC	Make a motion at the councils (ELAC) at the beginning of the first meeting: community reps	The California Department of Education establishes procedures for the composition of ELAC membership.



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Collaboration		should get involved in school councils. And there should be a report from the Community Rep.	Staff members who wish to join ELAC may do so by running for one of the available non-English Learner parent seats.
Goal 3: Engagement & Collaboration	DELAC	Parent workshops to learn how to navigate the local and state SPSA budgets	Los Angeles Unified provides training for parents to build their understanding of school and District budgets, including the School Plan for Student Achievement (SPSA) and its alignment with local and state funding priorities. Schools host annual budget consultation sessions for parents and the community, while school sites and the Family Academy offer workshops explaining how the SPSA is developed and how funds are allocated. Parents serving on School Site Councils and other school committees also receive training on interpreting budgets, understanding funding sources such as Title I, and monitoring SPSA implementation. During 2024-25, over 2,300 parents participated in the Districtwide trainings. The District continues to support school personnel by providing access to budget resources and training modules through the SFACE website. In the upcoming school year, the District will launch a new budget transparency tool developed with input from representatives of District parent committees.
Goal 3: Engagement & Collaboration	DELAC	Train the Community Representative at the Parent Centers well so that they are professional with all parents and do not show favoritism toward other parents.	Los Angeles Unified emphasizes the importance of professionalism and impartiality among Community Reps at school Parent and Family Centers. While specific policies regarding favoritism are not explicitly





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			detailed, the District provides comprehensive guidelines to ensure that Community Reps maintain a welcoming environment for all parents. The Office of Student, Family and Community Engagement plans to arrange training for the Parent and Family Center with Region Family and Community Engagement teams to review expectations regarding engagement with all families.
Goal 3: Engagement & Collaboration	PAC	Allocate additional funds to hire more staff at the SFACE level to train, monitor, and assess, with a rubric designed by parents to assess the effectiveness of the parent center. To improve transparency and parent engagement, the district should require all schools to post attendance, agendas, minutes and materials online for SSC, ELAC and Leadership Committees, indicating that they are public meetings where photos and videos are allowed. Attendance at central committees (DELAC, PAC, CAC) should also be shared. SFACE should implement an email system like the school board to automatically send meeting information. Although some schools already do so, most do not, district policy should make it mandatory.	The District actively monitors school compliance with the Greene Act requirement to post council and committee agendas at least 72 hours in advance. Schools are required to upload evidence annually to demonstrate compliance, which is necessary to complete the annual budget development process. Meeting signage stating that meetings are open to the public is also outlined in District bulletins, and Region teams regularly attend meetings to observe implementation. The Office of Student, Family, and Community Engagement, in collaboration with Region FACE teams, provides ongoing training and technical assistance to school staff, including Title I and EL Coordinators, to support transparent and timely communication of council and committee meetings. Evidence collected indicates that the majority of schools are following required procedures. If a school site is found to be out of compliance, parents are encouraged to submit a Uniform Complaint Procedure



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			form so that corrective actions can be taken both retroactively and moving forward.
Goal 3: Engagement & Collaboration	PAC	Food security must improve, and LAUSD must cover the cost of TB testing for parents and volunteers. Wellness centers must be accessible outside school hours. Eliminating waste will improve facilities and fund effective programs.	Los Angeles Unified supports families in accessing low-cost medical services, including assistance with enrolling in Medi-Cal, which helps streamline the process for obtaining tuberculosis (TB) screenings. In addition, the District offers at least four opportunities each year for parents to receive free TB screenings provided by District nurses. This initiative began in 2024 and will continue at the start of the new school year. Los Angeles Unified recognizes that the mental health and wellness needs of our students do not go away when school is not in session. Therefore, the District is regularly seeking new and expanded partnerships with organizations in our communities that can supplement the work of our school and region-based mental health and wellness services after hours, on weekends, and holiday breaks. The District is delighted to share about a new partnership with Care Solace, which offers 24/7 year-round access to care teams that can connect students, families, and employees to care aligned with their unique needs.
Goal 3: Engagement & Collaboration	PAC	Parent coaches in each region should visit schools in person to train, inform, and provide resources to parents about the programs and workshop services they offer, such as	Los Angeles Unified recognizes the importance of direct, in-person engagement and comprehensive parent education across all Regions. Each Region funds Family Educator Coaches as part of the FACE



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		information on IEPs, 504 plans, UCP, and Williams complaint, since parents express that they are not trained and do not have this information. The Parent Academy is not a practical way to learn, since asking questions verbally is not allowed and there is very little discussion. Written questions are only answered at the presenter's discretion. In addition, the region should evaluate parent engagement authentically within the parent centers and not just use Parent Portal enrollment percentage as involvement.	team. These coaches provide direct support to schools through site visits, technical assistance, and in-person trainings for families on critical topics such as IEPs, 504 Plans, Uniform Complaint Procedures, and Williams Complaints. In addition to the Family Academy, schools and Parent and Family Centers offer ongoing workshops and interactive, accessible information sessions on these and related topics. The District will be developing a Parent Rights and Responsibilities module, which will be used in school Parent and Family Centers and at school workshops.
Goal 3: Engagement & Collaboration	PAC	PAC members unanimously approved an increase in membership, as we have noticed that there is enough interest from parents to participate in each region. We hope that our voice will be heard.	The composition of the PAC will remain consistent with the structure approved by the Los Angeles Unified Board of Education in 2016, which provides for 71 members to represent all groups of families of students identified in the LCAP.
Goal 3: Engagement & Collaboration	PAC	Restructure parent engagement to create PAC, CAC, and DELAC committees by region. Each school must have its representatives to inform and empower parents and have the opportunity to decide what the topics of interest are in each region! The current model does not allow empowerment, does not allow leadership, does not allow informed opinions from parents. Each regional committee must have its own board of directors so that parents feel like equal partners	Los Angeles Unified currently supports regional parent engagement through the Region Ambassador Program, which is designed to inform and elevate parent voice to learn how Region offices support English Learners, Students with Special Needs, and LCAP implementation. Region Ambassadors serve as liaisons between families and the District, sharing important information and gathering input on topics of interest within their Regions. Los Angeles Unified is committed to strengthening communication, building



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		in their children's education and take responsibility for caring for school funds and being informed critics. We would have at least 100 parents involved per region, because the current model only allows about 10.	leadership capacity, and fostering equitable opportunities for meaningful parent participation in educational decision-making. In the second year of the program, participation increased to 3,597 in 2025, up from 2,500 in 2024. Surveys collected reveal that 85.7% of respondents agree or strongly agree that "I gained new skills or strengthened existing skills."
Goal 3: Engagement & Collaboration	PAC	The parent involvement system has failed for many years; there is no two-way communication, even though it is written in the plans; in reality it is very difficult for parents in schools to obtain information from the central committees and they do not know that they exist.	Los Angeles Unified acknowledges concerns about challenges in parent involvement and communication. The District is committed to improving two-way communication between families, schools, and central committees to ensure transparency and meaningful engagement. To address these concerns, Los Angeles Unified is actively working to enhance outreach by using multiple communication methods, including emails, texts, phone calls, and multilingual messaging, to reach diverse families effectively. The District is increasing awareness and understanding of central committees, such as PAC, DELAC, and CAC, through targeted information presented at workshops and events, school events, and through Parent and Family Centers. While we recognize that there is still room for improvement, progress is evident in the annual growth trends from the School Experience Survey. Notably, the percentage of families reporting positively on key engagement metrics has increased as follows:



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			<p>- Metric 3.03 – “I can easily find information about parent workshops or other programs offered at this school” rose to 87.4% in 2024-25, up from 86.0% in 2023-24.</p> <p>- Metric 3.04 – “This school provides instructional resources to help me support my child’s education” increased to 86.6% in 2024-25, up from 86.0% in 2023-24.</p>
Goal 3: Engagement & Collaboration	PAC	For many years, parents do not know what their rights are as equal partners in their children's education. The word PARENT has been removed from the policies and replaced with FAMILIES; this term is creating exclusion as parents. Furthermore, the focus of SFACE and LAUSD has been on immigration rights, which are very important, but they have forgotten about parents' rights as equal partners, where an impact can be made on students academically, but this issue is not addressed in any LAUSD public meeting nor in any committee in a comprehensive manner.	Consistent with state and federal policy, the use of the term “families” within Los Angeles Unified is intended to be inclusive of all caregiving roles, including parents, guardians, and others who support student success. However, the District remains committed to ensuring that parents’ rights are fully recognized, respected, and elevated in all engagement efforts. Through the District's Title I Parent and Family Engagement Policy and the Parent and Student Handbook, the District outlines clear rights for parents to participate in school governance, receive timely information, and engage in decision-making processes affecting their child’s education. This includes opportunities to serve on School Site Councils, ELAC, DELAC, CAC, and the PAC. The Office of Student, Family, and Community Engagement provides training, resources, and leadership development focused specifically on parents’ rights and roles in academic and school



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			improvement processes. These topics are also addressed through Family Academy workshops, the Region Ambassador Program, and collaboration with school-based staff. While immigrant rights remain an important area of support, the District continues to focus on academic partnership, family literacy, and capacity building, ensuring that parent involvement contributes directly to student learning outcomes. Los Angeles Unified welcomes ongoing dialogue and feedback to strengthen these efforts further and ensure that all parents feel seen, valued, and empowered.
Goal 3: Engagement & Collaboration	PAC	PAC membership is not taken into account when LAUSD makes changes to policies, and many times the SFACE office calls parents who do not know how the policies work to legitimize their actions, and the parent has no choice but to accept everything that this office wants to change because they are not trained and do not know what it is about, and the SFACE office chooses parents without the proper knowledge.	Los Angeles Unified offers multiple opportunities for parents and committees, including members of the Parent Advisory Committee, to provide input on the implementation of District programs and policies. The Office of Student, Family, and Community Engagement collaborates with various District offices and departments to host focus groups that typically include representatives from the CAC, DELAC, PAC, and Family Academy webinar sessions. Input is welcomed from parents with extensive experience, as well as from those who are developing their understanding of District procedures.
Goal 3: Engagement & Collaboration	PAC	At the school level, parents are not informed about the programs available at each school! We would like to request that there be a list at	For parents specifically at Title I school sites, the campus arranges a School-Parent Compact and Title I School Parent and Family Engagement Policy that



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		each school to inform students of all the different programs being offered. Schools should systematically inform all parents about the programs at the time of enrollment and should also post this information on each school's website.	narrates the services and programs offered for students and families at the school site. The documents are updated annually and shared with families via the school website or in hard copy.
Goal 3: Engagement and Collaboration	PAC	Routinely post all materials and presentations that are presented to all PAC subcommittees on the public-facing SFACE website.	The District recognizes the value of making all materials and presentations available and of regularly posting these resources online. The Office of Student, Family, and Community Engagement currently posts subcommittee agendas, meeting dates, and documents for the PAC subcommittees on the public-facing SFACE website at <a href="https://families.lausd.org/pac">families.lausd.org/pac</a> .
Goal 3: Engagement and Collaboration	PAC	Systematically post all PAC Subcommittee meeting videos on SFACE's public website	While PAC business meetings are currently recorded and posted on the SFACE website, subcommittee meetings held in virtual breakout rooms cannot be recorded as recording is limited to the main virtual meeting room. To address this, the District will work with subcommittee members to identify a secretary responsible for taking notes and ensuring that they are shared with the membership and posted on the website.
Goal 3: Engagement and Collaboration	SAC	Broaden the scope of student advisory councils to expand access to meaningful leadership opportunities	Over the past three years, the Student Empowerment Unit has expanded its programming by increasing the number of student advisory councils from one to five,





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			reaching full capacity. The District will continue to support schools at all levels with developing meaningful leadership opportunities for a greater number of students.
Goal 3: Engagement and Collaboration	SAC	Implement structured peer leadership and mentorship programs	The Student Empowerment Unit will continue to deliver comprehensive leadership training for all council members and will enhance its programming by introducing a structured peer mentorship component to further support student growth and development.
Goal 3: Engagement and Collaboration	SAC	Provide all middle and high school students with essential leadership training to cultivate empowered youth leaders	There is an opportunity for the Student Empowerment Unit to work with student councils on designing what leadership training could look like at middle and high school levels.
Goal 3: Engagement & Collaboration	DELAC	A call to parents, they need to get more involved in their schools to ensure their children are doing well academically.	Schools have parent centers to encourage and sustain dynamic engagement within the school community. These centers are meant to assist parents and families in supporting the academic and socio-emotional well-being of their children. The District encourages parents and families to connect with their school sites to address this need and initiate dialogue.
Goal 3: Engagement & Collaboration	DELAC	She encourages her daughter to participate in Leadership opps. Her child is in Elem. and feels the schools are announcing when these opportunities are available.	Los Angeles Unified strongly supports the development of student voice and leadership from an early age. While formal voting roles are not assigned to elementary students in school governance, many





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			schools incorporate student councils, leadership activities, and civic engagement lessons to help young learners understand democratic processes and build confidence in expressing their ideas. Families are encouraged to reach out to their school site administrator to address more ways leadership opportunities can be shared with students.
Goal 3: Engagement & Collaboration	DELAC	Coffee with the Principals: Introduce the LCAP so parents know how it is being implemented in the district.	A "Coffee with the Principal" LCAP presentation is available for principals to share with families, highlighting LCAP goals and examples of related actions. Additionally, families can engage with the Region LCAP Ambassador sessions, which offer insight into how LCAP goals are implemented locally with input from content experts leading the work.
Goal 3: Engagement & Collaboration	PAC	Create a clear and understandable plan as parent comments are considered and taken into account in the district's decision-making process. And which were taken into account in the decision-making process at LAUSD. The PAC committee does not receive official follow-up from the Board of Education and the Superintendent.	Los Angeles Unified values timely and effective communication to ensure meaningful parent participation in District and school committees. Relevant departments, in partnership with the Superintendent, examine and respond to the comments from PAC, DELAC, and SSAC. The insight and issues that are reflected in the feedback are shared with teams becoming part of the conversation, analysis, planning, and execution of actions that are implemented through data and feedback. Los Angeles Unified values the voices of all parents, students, staff and educational partners.



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Goal 3: Engagement & Collaboration	PAC	As parents, we want the school's focus to be on the academic curriculum. We disagree with imposing gender ideology on them, given that it is a very sensitive topic, just as religious topics are not allowed.	The District's primary focus remains on academic excellence, as outlined in the Strategic Plan. At the same time, creating respectful, inclusive environments supports student learning and well-being. Just as the District does not promote religious views, our goal is not to impose beliefs, but to ensure all students feel safe and respected so they can succeed in school.
Goal 3: Engagement & Collaboration	PAC	We would like to know what kind of research the American Institutes for Research (AIR) will be contracted for in the coming years.	Los Angeles Unified uses research and data to guide decision-making. The District prioritizes data-driven systems and program evaluations to improve instruction, equity, and student outcomes. AIR is on the District's evaluation bench and is conducting an ongoing evaluation of SENI.
Goal 3: Engagement and Collaboration	PAC	Parents should be able to navigate the Dashboard at the school level, at the local level, and at the individual school level, and these trainings should be provided systematically.	The District's Operational Effectiveness and Engagement and Collaboration pillars in the Strategic Plan emphasize the development of user-friendly data dashboards accessible to all educational partners and the importance of training families to use digital tools for engagement and advocacy. The District is committed to expanding access to these platforms and ensuring that parents are equipped with the skills needed to navigate data at the school, local, and District levels. The District is developing a District Budget Tool that will be released to the public on July 1, 2025.
Goal 3:	PAC	Each school year, provide the PAC with the	TSP Plans, along with a summary of the SENI



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Engagement and Collaboration		SENI/TSP amounts carried over per school from one year to the next.	allocation for each school and their SENI scores, are available on the LCAP website: <a href="http://www.lausd.org/Page/17238">www.lausd.org/Page/17238</a>
Goal 3: Engagement and Collaboration	PAC	Each school year, systematically present to the PAC on the Student Equity Needs Index (SENI) calculation and fund allocations to individual schools.	At the beginning of the year, SENI/TSP is presented as part of the Overview of the LCAP. TSP Plans, along with a summary of the SENI allocation for each school and their SENI scores, are available on the LCAP website: <a href="http://www.lausd.org/Page/17238">www.lausd.org/Page/17238</a>
Goal 3: Engagement and Collaboration	PAC	Each school year, systematically present to the PAC on the existence and purpose of the Student Equity Needs Index (SENI)/Targeted Student Population (TSP) school financial plans at each LAUSD school.	At the beginning of the year, SENI/TSP is presented as part of the Overview of the LCAP. TSP Plans, along with a summary of the SENI allocation for each school and their corresponding SENI score, are available on the LCAP website: <a href="http://www.lausd.org/Page/17238">www.lausd.org/Page/17238</a>
Goal 3: Engagement and Collaboration	PAC	Systematically inform the PAC each school year about the American Institutes for Research (AIR) studies, evaluations, and reports regarding the impact of SENI funds.	Los Angeles Unified uses research and data to guide decision-making. The District prioritizes data-driven systems and program evaluations to improve instruction, equity, and student outcomes.
Goal 3: Engagement and Collaboration	PAC	The Strategic Plan Budget Tracker was presented to the SENI Subcommittee, but finance staff confirmed that this system does not address the LCAP Goals or the Action Items, or the SENI/TSP LCAP Action Items.	The Modern Transparency Budget Tool houses two entities: the Strategic Plan Budget Tracker and the School Budget and Spending Report. The Strategic Plan Budget Tracker displays funding sources that are aligned to the Strategic Plan. The School Budget and Spending report does report on all operating funds by site.



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Goal 3: Engagement & Collaboration	PAC	Teachers should be hired based on their abilities and knowledge, regardless of their race. At Coffee with the Principal, they should show teacher's assessments (achievement). If schools do not offer Coffee with the Principal, they must offer another type of platform once a month to inform parents of what is happening at the school and provide updates. There are not enough teachers trained in sign language as this directly affects students with disability.	Los Angeles Unified recognizes the importance of transparent communication, inclusive practices, and equitable access to information and resources for all families. Additionally, the District's LCAP and Strategic Plan support hiring qualified teachers. The District is committed to providing a working and learning environment free from discrimination, harassment, intimidation, abusive conduct, or bullying. Schools are encouraged to hold monthly events like Coffee with the Principal to keep families informed. The District is also working to expand training in sign language to better support students with disabilities.
Goal 4: Operational Effectiveness	DELAC	Dual enrollment should begin in elementary school so that students are aware of the resources available to them when they enter middle school.	Currently, Dual Enrollment is only available for rising 9-12 graders. The District takes steps to inform all students of the available courses for enrichment and acceleration. Plans to launch a Dual Enrollment Guide are underway to further assist students and families.
Goal 4: Operational Effectiveness	PAC	Develop a physical education activity plan focused on exercise for students following a routine and not limited to cardiovascular movements. For example, in elementary school, you need to provide exercise, balance, spinning, and hanging upside down, as this helps develop their brains. Some school sites have limited access to equipment due to lack of staff to supervise them. We need to improve this. At the secondary level, what is currently	Los Angeles Unified continues to support schools with training and resources to strengthen standards-based PE instruction. While equipment and staffing decisions are made at the school-site level, the District encourages ongoing collaboration to advocate for needed support. Ultimately, the District's goal is to ensure all students engage in safe, developmentally appropriate physical activity that promotes lifelong fitness.



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		considered acceptable for physical education class seems to be walking, and this is sad. We need to improve. Add more equipment and update facilities throughout the district.	
Goal 4: Operational Effectiveness	DELAC	Limited sinks in restrooms and feels need more sinks or provide hand wipes. Would also like if students had time to brush their teeth after eating. Would like teachers to encourage students to wash their hands before eating. Also would like they to have more shade. The cooling system at their school is broken and although it was fixed however, now it's freezing in the classroom. Can this be fixed?	Restroom sink quantities are based on student occupancy and follow the Uniform Plumbing Code and Los Angeles Unified standards. Schools can request hand sanitizer from the District's Stores Warehouse and create signage to promote handwashing before meals. Students may use recess and passing periods to attend to personal needs, including brushing their teeth. Classroom temperatures are generally set between 68-74°F; if a room is too cold or too hot, a service request can be submitted for adjustment. The District is adding trees and providing shade through a variety of project types across the District, such as, Green Schoolyard Upgrade projects, Outdoor Learning Environment projects, Playground and Campus Exterior Upgrade projects, and Early Education Outdoor Classroom projects. Also, new shaded areas are included in Classroom Replacement, Major Modernization and Comprehensive Modernization projects.
Goal 4: Operational Effectiveness	DELAC	Feels schools do need more areas of shade.	The Los Angeles Unified Green Schoolyards for All Plan ( <a href="#">link</a> ) established a goal of 20% shade coverage for schoolyards in addition to the 30% green/natural goal set by the "Green Schools for All" Board



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			Resolution. The District is adding trees and providing shade through a variety of project types across the District, such as, Green Schoolyard Upgrade projects, Outdoor Learning Environment projects, Playground and Campus Exterior Upgrade projects, and Early Education Outdoor Classroom projects. Also, new shaded areas are included in Classroom Replacement, Major Modernization and Comprehensive Modernization projects. Additionally, over the course of the next school year, the District will be developing new projects as part of a dedicated program to provide shade shelters at playground equipment at elementary schools. Approximately \$40 million will be invested in this new program.
Goal 4: Operational Effectiveness	DELAC	It would be good if the police returned to our schools because when there are fights, adults don't intervene. It would be beneficial to have police officers present in schools to check backpacks whenever there is reasonable suspicion, so that all students feel safe and precautions are taken.	The Los Angeles School Police Department (LASPD) continues to prioritize investing in safe passage, peace- building, and community development programs to promote student safety, student engagement, and a positive school culture and climate.
Goal 4: Operational Effectiveness	PAC	The District should modify the safety policy regarding each school's decision on whether it needs an officer inside the school, especially in middle and high schools. Since without this service, many communities are vulnerable to the sale of drugs and gang recruitment. This	Los Angeles Unified prioritizes engaging in safe passage, peace-building and community development programs to promote student safety, student engagement, and a positive school culture and climate. The Los Angeles School Police Department (LASPD) supports the District's <i>Safe Routes to School</i>



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		service is important to protect our students.	program to help ensure safe and comfortable routes to school by educating students about traffic safety and providing patrols in and around pick-up and drop-off locations.
Goal 4: Operational Effectiveness	PAC	Bring back school police! Allow each school, together with parents, to choose whether they want school police officers assigned on the campus. Especially in middle and high schools. Schools should have the right to choose, because the policy that is currently in place prevents safety from being provided to the most vulnerable communities by not allowing officers to be inside schools and do prevention work. So now schools are exposed to drug dealers, crime, gang recruitment, and trafficking inside and outside of schools.	The Los Angeles School Police Department (LASPD) continues to participate in the collaborative process with the District, such as directly engaging with safety collaboratives Districtwide. These collaborative meetings offer an impactful opportunity for LASPD to develop two- way communication with the District and external educational partners regarding safety concerns, as well as identify solutions and strategies to keep our students and schools safe.
Goal 4: Operational Effectiveness	DELAC	It is important that we start in elementary school to give them a voice and a vote so that when they go to middle school, they can participate and know what democracy is.	Los Angeles Unified strongly supports the development of student voice and leadership from an early age. While formal voting roles are not assigned to elementary students in school governance, many schools incorporate student councils, leadership activities, and civic engagement lessons to help young learners understand democratic processes and build confidence in expressing their ideas.





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Goal 4: Operational Effectiveness	PAC	The district must create a requirement to hold at least one workshop at each school at the beginning of the school year on parents' right to file a William complaint and educate them about the process.	Los Angeles Unified complies with the state-mandated Williams Settlement requirements, which include informing parents of their rights to file a Williams complaint regarding issues related to the sufficiency of instructional materials, safe and clean facilities, and access to qualified teachers. To support this, each school provides a Williams Complaint Notice in visible areas, like the main office, and includes the information in parent handbooks and back-to-school materials. Parent education workshops that include information about Williams requirements are also offered by the Family Academy and. Additionally, information is shared at school-site meetings, orientations, and through the Parent and Family Center workshops. Online resources that offer information about the Williams Complaint process are available on the Los Angeles Unified website, including forms and instructions translated into multiple languages. The District continues to strengthen parent awareness through ongoing training and communication efforts, valuing feedback on how to enhance this outreach.





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Goal 4: Operational Effectiveness	DELAC	Parents are asking for the return of police in and around schools because we are seeing gangs recruiting children. We are seeing children using drugs in schools and using cold weapons (white arms).	The District focuses on creating safe, supportive school environments by promoting trauma-informed practices, engaging community partners, and providing mental health and wellness services. Schools are also working to strengthen relationships with students and families, increase access to counseling and intervention programs, and ensure safe routes to and from school—all to protect and support our students' well-being. The Safe Schools Task Force (SSTF) was created in response to the LAUSD Board Resolution Safeguarding our Schools: Demanding Common Sense Gun Laws and Best Practices to Protect our Students and Staff (Res-030-17/18). The SSTF includes community groups, parent groups, law enforcement partners, students, school staff, labor partners, and District personnel. The SSTF is divided into sub-committees tasked with reviewing existing District safety policies, developing metrics to determine policy progress and effectiveness, creating strategies to improve upon existing policies, and making recommendations for new programs. The SSTF meets quarterly to review progress and develop strategies to address safety issues impacting LAUSD.
Goal 4: Operational Effectiveness	PAC	We urge the Board of Education to prioritize clear and transparent communication channels between the district, schools and parents. This	The District emphasizes the importance of clear, consistent, and accessible communication under the Engagement and Collaboration pillar of the Strategic



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		is not happening in most schools.	Plan. It commits to improving communication tools, increasing multilingual outreach, and ensuring families are well-informed and connected. The District is working to strengthen these systems so that all schools actively engage parents and provide timely, transparent communication.
Goal 4: Operational Effectiveness	PAC	Conduct a survey on milk consumption in schools to prevent large amounts of waste and to be able to offer another variety of food.	Los Angeles Unified is committed to providing nutritious and delicious meals to students. Food Services worked collaboratively with the Culinary Institute of America to develop new recipes and train managers resulting in new breakfast and lunch menu items being introduced. Elementary schools have a daily fresh fruit and vegetable bar and secondary schools received combi-ovens that improved food quality and provided students with multiple food choices each day. The Board of Education passed the "Healthy Students, Healthy Families, Healthy Communities" Resolution introduced by Board Member Richard Vladovic on April 12, 2011. Its resolved is to make the excess or unused food served in the school meal program available to charitable organizations in an effort to reduce food waste.
Goal 4: Operational Effectiveness	PAC	Get parents involved in the School and District Safety Plan to obtain feedback.	The District emphasizes authentic engagement with families and encourages collaboration on important school matters, including safety. Involving parents in the development and review of School and District Safety Plans aligns with this vision by ensuring



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			feedback is heard and used to create safe, inclusive learning environments for all students. The Safe Schools Task Force (SSTF) was created in response to the LAUSD Board Resolution Safeguarding our Schools: Demanding Common Sense Gun Laws and Best Practices to Protect our Students and Staff (Res-030-17/18). The SSTF includes community groups, parent groups, law enforcement partners, students, school staff, labor partners, and District personnel. The SSTF is divided into sub-committees tasked with reviewing existing District safety policies, developing metrics to determine policy progress and effectiveness, creating strategies to improve upon existing policies, and making recommendations for new programs. The SSTF meets quarterly to review progress and develop strategies to address safety issues impacting LAUSD.
Goal 5: Investing in Staff	PAC	Parents' perception that teachers do not receive professional development because there is no system for measuring the effectiveness of the professional development and training that teachers receive. We request a report on professional development data, including topics and investments at the district, regional, and school levels.	Professional Development is provided by the District's Division of Instruction (DOI), as well as by the Region, other divisions, and departments. The District's Division of Instruction collects feedback from participants on the effectiveness of the PD using a uniform feedback form.
Goal 5: Investing in Staff	PAC	More interpreting "translators", are needed. Parents have shared that they are not provided	The school administrator or designee must arrange for a qualified bilingual interpreter (in person or via



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		with a certified interpreter especially when an IEP meeting is held. So, parents are left at a disadvantage, since the IEP is a legal document.	phone/video) whenever a parent requests language support during an IEP meeting. Principals must maintain a roster of staff members trained and qualified to serve as interpreters and submit it to the Division of Special Education . Schools are also responsible for sending staff to District-provided interpreter training when needed. If there is not a qualified translator available, the District utilizes an outside vendor to provide the service.
Goal 5: Investing in Staff	PAC	Hold democratic elections for parent representatives who will participate in staff recruitment, including teachers and the principal. The committee must have an equitable or equal number of parents and teachers.	Los Angeles Unified provides support to Region leadership and school sites to collaboratively establish hiring selection panels. These selection panels may include the following representative school stakeholders: teachers, classified staff, students (secondary level), parents/community representatives, and administrators.
Goal 5: Investing in Staff	DELAC	I propose that if schools are performing at a low level and then improve, funds should not be taken away, because it is thanks to those funds that schools improve, and if they are taken away, schools will decline again.	The Business and Finance Division will continue its analysis of SENI and other resources provided to the highest-needs schools in order to ensure that they are receiving the greatest amount of resources for student achievement.
Goal 5: Investing in Staff	DELAC	Has a child in 1st grade; shared tutoring was available for certain students. Curious how teachers receive training on the uniqueness of each child (ADHD) and how they are receiving support. Her child struggles with reading. Feels	Teacher credentialing programs include training to support students with diverse needs. In addition, Los Angeles Unified's Division of Special Education provides training to general education teachers to better understand the needs of diverse learners and



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		teachers provide support to all students regardless of their behavior. Feels teachers need more training on supporting students with IEP.	effectively implement accommodations and modifications. As each student is unique, it is recommended that general education teachers reach out to a student's case carrier to learn more about a particular student and what support may be needed.
Goal 5: Investing in Staff	DELAC	Maybe providing special assistance for classroom to help with students that need special assistance.	IEP teams analyze data and engage in discussion to determine each individual student's unique needs to access instruction. If additional support or services are recommended, they are implemented in accordance with the IEP document.
Goal 6: English Learner Supports	PAC	Require teachers to use the EGI grading system by making training mandatory for better implementation of this grading system.	While the District has added language regarding equitable grading and instruction (EGI) to the Secondary Grading Policy. The mandatory use of EGI requires negotiations with labor partners. The District continues its efforts to provide a variety of differentiated professional development opportunities to support educators in implementing equitable grading and instructional practices in their classrooms as well as increasing the number of teachers and administrators earning EGI certification.



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Goal 6: English Learner Supports	PAC	Teachers should be monitored at each school by the principal who should submit a regular report on student academic outcomes to school committees.	Los Angeles Unified has a comprehensive system for administrators to conduct informal observations. Administrators use the Informal Observation Tool which is housed on the My Professional Growth System (MyPGS) Platform. During 2024-25, over 82,000 informal classroom observations were conducted, 83% of classroom teachers were observed at least once, and nearly every school (96%) used the informal observation tool to log teacher informal classroom observations. The informal observation tool allows school leaders to track observations, capture and store information about the observation, and share details and feedback with teachers. Observations also inform professional development at school sites. School site administrators are expected to share student achievement data (DIBELS, iReady, etc.) with the School Site Council on a regular basis.
Goal 6: English Learner Supports	DELAC	How the district is handling reclassification with an alternate curriculum for students who have a kindergarten level and are in high school.	For high school English Learners (ELs) on an alternate curriculum, the District implements a personalized approach to instruction, support, and reclassification. The process involves collaboration with IEP teams, including school staff and the student's parents, and is guided by multiple measures of English proficiency, academic progress, and IEP team input.



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Goal 6: English Learner Supports	DELAC	LAUSD, which is involved, should visit ELAC (councils) to listen to the needs of English learners and strategies. Meet with local school committees.	Los Angeles Unified's Multilingual Multicultural Education Department (MMED) and Region staff regularly meet with English Learner Advisory Committees (ELACs) to listen to parent voices, collect ideas, understand student needs, and develop effective support strategies. The District values these important conversations and takes action based on parent input to enhance student services and supports.
Goal 6: English Learner Supports	DELAC	No English language learner who has completed elementary school should move on to middle school without reclassifying. All the necessary supports, including socio-emotional well-being with a semester-long course taught by a specialist.	Los Angeles Unified is dedicated to ensuring that all English Learners receive the academic, linguistic, and social-emotional support necessary to achieve reclassification prior to the completion of elementary school and to prevent students from becoming Long-Term English Learners (LTELs). This commitment is grounded in a deep respect for each student's unique strengths and needs. To support this objective, the District has strategically invested in instructional coaches and aides who provide targeted, in-class support. These efforts are designed to enhance the quality of instruction and accelerate the reclassification progress for all English Learners.



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Goal 6: English Learner Supports	DELAC	Monitor the English Learner coaches	The school principal, along with the District's MMED administrative staff, monitors and evaluates the performance of English Learner Coaches to ensure they effectively support schools in enhancing teacher capacity through evidence-based instructional practices. This oversight aims to address the academic, linguistic, and social-emotional needs of multilingual learners. Additionally, MMED regional staff review coaches' work logs and engage them in data analysis sessions to assess their activities and outcomes.
Goal 6: English Learner Supports	DELAC	Feels students that need Dual Lang Support is not receiving it. Her child is being pulled to participate (her 3's are now 4's) however children that do need help families are not participating in these opportunities. Maybe provide more 1 on 1 with these parents to help them understand the importance of their child's participation.	Schools provide ongoing information to parents about the Master Plan instructional program options, including detailed overviews of Dual Language Education programs and their associated benefits (the academic, cognitive, and sociocultural benefits of bilingualism and biliteracy). These informational meetings are held twice a year, at the beginning of the fall and spring semesters.
Goal 6: English Learner Supports	DELAC	My foster child just reclassified from English Learner to English Proficient and I feel like it's directly tied to her exposure to English speakers outside of school and speaking English at home with me. I have attempted to organize an english language conversation meet-and-greet with the EL students at her high school but the staff there has not been very good with	Los Angeles Unified allocates funds to support extended learning opportunities designed to help Multilingual students succeed academically and reclassify as early as possible. These opportunities are intentionally structured to promote rich academic discourse and active engagement in learning. To further enhance instructional support, the District funds 192 Multilingual Multicultural Accelerated





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		following up -- even though they are super excited with the idea.	Learning Coaches and 18 International Newcomer Coaches/Counselors, who are strategically placed at schools with high populations of Multilingual Learners. If a parent proposal is not being addressed by the school's English Learner Designee or school staff, families are encouraged to contact their Region office or the MMED office directly for assistance.
Goal 6: English Learner Supports	PAC	The supports currently provided to English language learners are not working, as district-wide data shows that these children's scores have dropped by 2%.	Los Angeles Unified continues to closely monitor data and refine the support provided to better address the needs of the District's Multilingual Learners. The District's goal is to ensure that every student has access to the tools, opportunities, and high-quality instruction necessary for academic growth and success.
Goal 6: English Learner Supports	PAC	Each school must provide information at public meetings or Coffee with the Principal about the progress and results of the instructional plan for English learners and other students broken down by grade level.	All schools with 21 or more English Learners are required to maintain a functioning English Learner Advisory Committee (ELAC), where progress data and Master Plan program information are regularly shared. To ensure meaningful participation, the ELAC is mandated to address and provide input to the school principal on the following key topics: the Importance of School Attendance, the Comprehensive Needs Assessment, and the School Plan for Student Achievement (SPSA). The overarching goal is to ensure that families remain informed and actively engaged in their child's education.



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Goal 6: English Learner Supports	DELAC	She agrees parents need to be more involved with their child.	Family engagement is critical to student success. The Engagement and Collaboration pillar of the Strategic Plan outlines specific actions to support family engagement, such as stronger family-school relationships, clear communication, and opportunities for parent participation in decision-making.
Goal 7: Black Student Achievement Plan (BSAP)	PAC	The investment of BSAP funds should be based on the academic needs of students, not limited to African American students.	BSAP is open to all students regardless of race or ethnic background. BSAP funds are allocated based on a variety of data points, including, but not limited to, academic, Social-Emotional Learning (SEL), and attendance.
Goal 7: Black Student Achievement Plan (BSAP)	PAC	The administrator should hold a meeting with everyone involved in special programs, such as i- Ready, special education, and English learners, to discuss their progress at the school level. This meeting should include parents and be public. As for BSAP, we must find ways to better share information to increase engagement and educate our African American parents and students. Providing written materials about BSAP will help raise awareness and foster more family engagement in the program. Furthermore, all information about BSAP events and programs should be shared consistently across all school sites and platforms to ensure equitable access for all.	Information regarding BSAP is shared via BlackBoard Connect (text, email), social media, Town Hall meetings, newsletters, school meetings, and other channels such as Class Dojo. The BSAP website provides updates, reminders, and information for families, and also hosts the Black Student Achievement Plan Newsletter.



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Goal 7: Black Student Achievement Plan (BSAP)	PAC	Safe passages: there is no information about who they are, who the contractors are. Parents are also not consistently informed about their duties.	Schools are asked to introduce the Safe Passage program/vendor to their school communities through "Coffee with the Principal" or similar events, BlackBoard Connect (BBC) messages, student assemblies, and lunch booths or tabling.