



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

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	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 information should also be shared during the "Coffee with the Principal" sessions.	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 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 MMED website 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 LCAP website and are also shared with the PAC to ensure transparency and

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			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	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 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	The District recognizes this need and commits to improving academic outcomes by using data-driven, targeted interventions—especially in math and

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		used to carry out intervention must be changed.	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 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 Open Data Dashboard 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.

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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 achievable goals for students and without referencing the strategic plan.	Academic Excellence, like all LCAP goals, is developed with input from educational partners and 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

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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	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 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	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

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		of all those projects. Since they do not provide us with timely information, the PAC committee cannot give an opinion on the said changes.	aligned with member interests. For updates on technology-based instruction, please visit the ITI website at: www.iti.lausd.org .
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 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,

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			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.
Goal 2: Joy & Wellness	PAC	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 is a situation involving drugs/paraphernalia at school sites. (Safety Concerns)	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.
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 relationships between peers, empathy, and respect for both students and staff.	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 communities' voices.

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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	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.

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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 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

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			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 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 paren	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 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

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		centers and not just use Parent Portal enrollment percentage as involvement.	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 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.	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 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	Los Angeles Unified acknowledges concerns about challenges in parent involvement and communication. The District is committed to improving two-way

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		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.	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: - 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. - 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.
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	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



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		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.	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 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.

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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 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.	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 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

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			families.lausd.org/pac .
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 & 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.
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

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			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: Engagement and Collaboration	PAC	Each school year, provide the PAC with the SENI/TSP amounts carried over per school from one year to the next.	TSP Plans, along with a summary of the SENI allocation for each school and their SENI scores, are available on the LCAP website: www.lausd.org/Page/17238
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	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

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		schools.	school and their SENI scores, are available on the LCAP website: www.lausd.org/Page/17238
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: www.lausd.org/Page/17238
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.
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	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

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		enough teachers trained in sign language as this directly affects students with disability.	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	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 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.	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.
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 service is important to protect our students.	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> 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.

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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.

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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.
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 is not happening in most schools.	The District emphasizes the importance of clear, consistent, and accessible communication under the Engagement and Collaboration pillar of the Strategic Plan. It commits to improving communication tools, increasing multilingual outreach, and ensuring families are well-informed and connected. The District is

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			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 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

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			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 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.	The school administrator or designee must arrange for a qualified bilingual interpreter (in person or via 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

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			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 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	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	All schools with 21 or more English Learners are required to maintain a functioning English Learner Advisory Committee (ELAC), where progress data

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		English learners and other students broken down by grade level.	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.
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	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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		platforms to ensure equitable access for all.	
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.