



Superintendent Responses to Comments from the
Local Control Accountability Plan Parent Advisory Committee (LCAP PAC) and
District English Learner Advisory Committee (DELAC)
June 2024

These comments were collected through the District’s ThoughtExchange for the District’s parent advisory groups; Parent Advisory Committee (PAC) and District English Learner Advisory Committee (DELAC).

2023 LCAP GOAL	COMMITTEE	COMMENT	RESPONSE
Goal 1: Academic Excellence	PAC	Expose middle school students to the various career pathways. Do not wait until high school. Middle school is the demographic that is neglected with regard to much of the newer initiatives and resources. After K-12 readiness must start then.	Over the past two years, the CTE-Linked Learning department has provided materials and funding to enable more than 50 middle schools to offer a range of career exploration opportunities. These include courses, webinars with professionals and colleges, career panels, worksite field trips, and finally, field trips to see local high school career pathway programs. Thousands of middle school students have begun participating in these experiences, which introduce them to the career pathways available to them, as well as the skills and education needed to pursue them. Additionally, middle schoolers receive LAUSD's Career Guides, mailed home annually. These Career Guides offer a comprehensive overview of the various career pathway programs available at Los Angeles Unified Schools.

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Goal 3: Engagement and Collaboration	PAC	District needs to make more efforts to improve parent engagement and participation. Parent engagement is key to student success!	This year, schools were provided guidance to establish and distribute a school-level course catalog of family engagement to ensure that all school sites are promoting monthly family engagement workshops and activities. Schools provide various forms of in-person and virtual engagement to families during the week and weekends to support diverse family needs, including math/science/reading nights for families to learn together, daytime and evening workshops for parents and caregivers, Coffee with the Principal sessions, school committee meetings and student recognition assemblies. To supplement school engagement, in-person and virtual opportunities for engagement are provided throughout the Region within the Family Academy series of workshops; Region Ambassador sessions focusing on the LCAP, English Learner and Special Education programs; and through large events focused on the arts and on science, technology, engineering, and mathematics. At the District level, Family Academy webinars are provided bi-weekly on a variety of academic, wellness, and civic engagement topics. Families are provided with the opportunity to learn in smaller classroom settings through the Equity Course Pathways, offered in partnership with the Division of Adult and Career Education, on the topics of Families with Early Learners, Families of English Learners, African American and Black Families, Families of Students with Special Needs. Training for teams of school staff to partner with families is provided through Family Engagement Professional Development Summits organized in each Region and through a new micro-credential program. We continue to survey our parent participants to not only inform our menu of training but also to ensure the learning experience allows them to take action in support of their child's education and personal growth. Surveys are administered at parent training facilitated by the Office of Student, Family and Community Engagement, which highlights overall that 80.7% of

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			family participants share that they gained new skills or strengthened existing skills. Professional development is also organized in the area of family engagement for school site personnel. To support this effort, this year, over 1,400 school principals, coordinators and community representatives learned about promising practices and how to collaborate around strengthening their schools' efforts related to engaging families through the Family Engagement Professional Development Summits. In addition, 8 teachers and coordinators from across the Regions are working to complete a year-long micro-credential program, which will afford them a certificate in family engagement.

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Goal 3: Engagement and Collaboration	PAC	Parent Outreach Create a team and plan with a specific day all across LAUSD and principals leading, with all the ways, committees offered at local and district	For the 2024-2025 school year, all Parent and Family Centers will be provided promotional material to inform families about both school and District councils and committees available for parent participation. As elections for most committees at the Region and District levels occur in the fall, emails, texts, flyers, and phone calls will be distributed through the months of August and September by school principals and coordinators informing them about specific dates and times. The Office of Student, Family and Community Engagement contacts eligible parents about participating in elections for District committees, which are held in Region convenings or through application. Training content is recorded and made available to council and committee members throughout the year. We have organized our Family Academy SSC and ELAC Parent Leaders series and invited parent members of SSC and ELAC along with all district families via Blackboard text messages and emails.

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Goal 3: Engagement and Collaboration	PAC	Parent-Teacher Communication Keeps all parties up to date on school's success, challenges and general info, along with Admin conducting regular meetings to encourage parent involvement.	Parent-teacher communication occurs regularly through Schoology, and families can learn more about their students' support and progress through the web and app versions of the Parent Portal. Back-to-School Night and Open House events are other ways to connect in-person with teachers and school staff supporting students, along with attending other engagement sessions like workshops and Coffee with the Principal. Schools post information on the school website related to overall school successes and challenges, with administrators inviting families to various opportunities for in-person and virtual engagement to learn about specific topics and information. In addition to these forms of engagement, schools provide surveys to families to gather opinions and feedback; and information is provided regularly through regular bulletin and flier distribution, Parent Portal, Schoology, email, phone calls, and text messages. Families are also invited to attend at least one monthly Family Engagement opportunity as this is one of the measures of the Local Control and Accountability Plan. During the 22-23 school year, 92% of schools certified that they provided at least one family engagement parent activity. School sites promote their school successes and challenges and general information through activities that are promoted in the family calendars that are backpacked with primary-aged students and sent to families using other modes of distribution.

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Goal 3: Engagement and Collaboration	PAC	Better way to communicate with Parents Create specific digits for texting to specify which schools, district and other offices are from, all info is coming from same number, 91841.	The Connect communication system uses short codes, such as 91841, when sending text messages. The District as well as schools have the ability to send text messages to parents and families with a 300 character limit. The District strongly recommends schools, Regions, and offices identify the sender (e.g., LAUSD, Region North, or ABC School) before going into the message. The difficulty for the sender is ensuring the message is contained within 300 characters. Thank you for the comment and we will continue to work with our offices and schools to identify the sender before sending a text message to parents and families.

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Goal 3: Engagement and Collaboration	PAC	Build a suggestion structure The LCAP can invite district offices to present, but there is no formal form or procedure for it.	On an annual basis, PAC members complete a fall survey outlining the LCAP goals and actions that they would like to see presented and explained by District departments. The survey results are then used to create a calendar of presentations at PAC meetings throughout the year. The District will continue to use the suggestions from PAC officers and members to develop presentations that meet the needs of the District-level committee.

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Goal 3: Engagement and Collaboration	PAC	Technology Usage Nowadays, most schools use SMART boards, Chromebooks, video conferencing, improve communication, research opportunities, learning experiences.	The District's Information Technology Services (ITS) department supports students through a number of technology initiatives and services. The department provides and maintains devices such as laptops, tablets, and Chromebooks to ensure all students have access to learning technology. Through the learning devices, the District provides learning applications for students. Also, ITS supports students with internet connectivity both at school and at home such as partnering with internet service providers to offer discounted or free internet service to low-income families. The District's ITS department also provides students and families with technical support through helpdesk services, onsite assistance, and online tutorials.
	PAC & DELAC	Motivate and provide students with information resources in academics. Students would gain learning.	

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Goal 4: Operational Effectiveness	PAC	Provide extra funds and programs to the most at-need schools and neighborhoods. We need to lift up communities with historical disinvestment.	The District's Board of Education has committed through the Student Equity Needs Index (SENI) a structure to determine a school's level of need in order to allocate funding. SENI takes into account a number of factors to determine school need: foster youth count, English Learner count, chronic absenteeism rates, and student academic performance, among additional factors. Based on the factors, the most at-need schools receive a larger share of additional funding. The District' Board of Education has committed \$700 million on an annual basis over recent years to fund the SENI to support students and their success at the most at-need schools. The District continues to support our most at-need students and schools in the belief that all students, regardless of their backgrounds or circumstances, have equal access to high-quality educational opportunities.

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Goal 4: Operational Effectiveness	PAC	Provide information about qualifying programs to advance your studies. The advice of trained people provides academic logistical information so that the student has an easier path to success.	Los Angeles Unified has committed funding and resources to programs to increase student graduation rates and the ability of students to access college. The LCAP outlines actions the District is taking to provide support and interventions to students to address obstacles to achievement, regular school attendance and behavior. In addition, the District has committed counselors to provide guidance for students to remain on-track for graduation. Schools monitor student performance to ensure students are meeting grade-level standards and provide support when necessary. Career Technical Education (CTE) Pathways are also available for students to explore career opportunities and learn valuable job-related skills.

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Goal 4: Operational Effectiveness	DELAC	Ensure resources, support diverse needs, train teachers, engage families, promote well-being, close gaps, use tech wisely, and analyze data constantly. Ensure schools have resources, help diverse students, support teachers, engage families, prioritize student well-being, and close achievement gaps.	Within goals and actions in the LCAP, the District remains committed to closing the equity gaps seen in student performance across student groups. The District understands parent and family engagement leads to positive student outcomes, increases student learning opportunities, and promotes lifelong learning habits. By developing an LCAP goal, Goal 3: Engagement and Collaboration, the District places an importance on the connection between parent and family engagement and student success. Also, the District aligns the LCAP and the Strategic Plan to ensure resources are prioritized to promote student well-being, highlighted in Goal 2: Joy and Wellness, and the academic success of students, as outlined in Goal 1: Academic Excellence.
	PAC	Listen to the voice of parents because parents know the needs that students have, which schools do not have. Because we always have to work as a team: students, parents, the school administrative staff, and LAUSD.	

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Goal 5: Investing in Staff	PAC	Minimize gaps in teacher staffing and promote effective learning time with substitutes When a teacher is out, too often, the sub acts only as a babysitter. This is lost learning time and undermines the sense that school time is useful	The Human Resources Division is committed to supporting our substitute teachers. As part of our yearly substitute teacher professional development, we recently provided four professional development sessions designed to enhance professional growth to 1,700 substitutes. The series included topics on building positive rapport, Positive Behavior and Intervention Support (PBIS), Social Emotional Learning (SEL), and Culturally Linguistic Responsive Pedagogy (CLRP). In addition, the District's Priority Schools have been provided with additional substitute teachers who report to the same school site on a daily basis to ensure continuity of instruction and appropriate classroom coverage.

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Goal 5: Investing in Staff	PAC	District needs to provide incentives to create innovative pilot programs and hire good teachers to improve education at lowest performing schools. Lowest performing schools don't always get innovative programs and teachers with capacity to uplift students. That needs to change.	During the last three school years, Human Resources has offered a hiring stipend of \$5,000 to incentivize newly hired credentialed teachers to teach and remain in the District's highest need schools. In addition to receiving a hiring stipend, these teachers were invited to attend 20 hours of professional development in the Equity Action Network Professional Development Series (EAN). More than 1,500 teachers have been hired who were eligible for the stipend and EAN professional development opportunities. In addition to efforts to recruit prepared teachers to high need schools, the Office of Educational Transformation (ETO) ensures the District's Priority Schools receive additional professional development, support, and resources to guide school improvement efforts and address students' academic and social-emotional needs. This past school year, ETO worked with Priority Schools to support the following: instructional interventionists and coaches, ongoing professional development, and enrichment programs and resources such as STEAM labs, Dual Enrollment Courses, and the Cultural Arts Passport. Finally, this past Spring, HR launched a Stackable STEAM Micro-Credential program for priority school educators.

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Goal 5: Investing in Staff	PAC	Staff Investments Must be Mandatory Many of the future focused training offerings are suggestions and not required, if the strategic plan is to be sustainable, this must change.	All teachers participate in school-site professional development, scheduled on Banked Time Tuesdays. All teachers are required to attend these sessions as they are part of a teacher's contractual day. Fifty percent of allocated Banked Time Tuesdays must be devoted to professional development aligned with the District's instructional priorities. The remaining 50% may be devoted to topics selected by the Local School Leadership Council. The expected outcomes for this professional development is continuous growth and improvement of teacher practice through a cycle of inquiry that results in student progress toward mastery of the content standards and academic language proficiency.

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Goal 5: Investing in Staff	PAC	Staff/Teacher Recruitment There is still a lack of equity and representation for Blacks outside of Region South. North has to have staff and educator diversity.	The District's 2022-26 Strategic Plan prioritizes the recruitment and retainment of a highly qualified, diverse workforce committed to serving all students. The District's goal is to ensure that at least 50% of new applicants and new hires will be members of under-represented groups. Human Resources recruits nationwide to attract and retain a diverse workforce and this past year increased recruitment events at Historically Black Colleges. During the 2023-24 school year, approximately 78% of the certificated employees hired into the District were from under-represented groups. Recently, Human Resources secured a grant from the California Commission on Teacher Credentialing to partner with Cal State Dominguez Hills to plan for a program that would fund and prepare black male educators within LA Unified. In addition, we have partnered with Cal State Northridge to offer professional development to administrators on best practices to support and retain male educators of color.

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Goal 5: Investing in Staff	PAC	Teacher Training It is imperative to ensure teachers receive adequate professional learning covering ground-breaking technology and educational techniques.	Human Resources has a total of 9 micro-credential programs offered to educators across the District covering the following subject areas: Antiracist Instruction, Dual Language Education, Early Childhood, Equitable Grading and Instruction, Family Engagement, Early Literacy Foundation, Social Emotional Learning, STEAM, and TK-12 English Learners. Two new micro-credentials will be launched next year focused on Linked Learning and Special Education. Micro-credential programs are year-long programs that offer District educators with an opportunity to grow their professional practice by engaging in rigorous, competency based coursework to ultimately transform learning environments and instructional practices so all students achieve. The current micro-credential offerings were developed in response to the District's instructional priorities. They are research-based programs informed by experts in the field. Technology is incorporated in all programs.
	PAC	Provide the necessary tools for your education. Because staff do not have enough proper training.	