

LCAP YEAR	LCAP GOAL	COMMENT	Assigned Team	TEAM RESPONSE	IMPACT ON LCAP
2022-23	Goal 1: Academic Excellence	Integrate the trades (construction, electrical, HVAC and plumbing are a few examples) and other careers (such as culinary and healthcare).	CTE / Linked Learning	<p>We currently offer 426 CTE programs in the 15 California industry sectors, including Building and Construction Trades (12 schools); Hospitality, Tourism, and Recreation (22 schools); and Health Sciences and Medical Technology (48 schools) in addition to the other 11 industry sectors, such as Agriculture and Natural Resources; Business and Finance; Education, Child Development, and Family Services; and Engineering and Architecture.</p> <p>All CTE pathways prepare students for a wide variety of post-secondary options, including entry-level jobs, community college, apprenticeships, and 4-year universities.</p>	The 2023 LCAP will continue to describe the District's work to implement and expand Career Technical Education and Linked Learning in Goal 1, Actions 29 and 30. Note that schools may also support this work through their use of the School Staffing Equity Grant (Goal 1, Action 31) and their use of Student Equity Needs Index (SENI) funds (Goal 1, Actions 33 and 34).
2022-23	Goal 1: Academic Excellence	Special Ed students on the 'certificate track' are left behind after grade 12.	SPED	All supports and services, including instructional, behavioral and related services identified in the IEP are available to students earning a certificate of completion until age 22. This is also the case for any student who has not earned a diploma by grade 12. Students on the alternate curriculum are also eligible to attend Career and Transition Centers from ages 18-22 where job skills are learned.	The 2023 LCAP describes the work to support postsecondary success for our students with disabilities through Special Education Transition Services under Goal 1, Action 24.
2022-23	Goal 1: Academic Excellence	Offer support and funding for more schools to start International Baccalaureate (IB) programs.	IB Programs	<p>Funds are provided to interested schools to move through the interested, candidate and authorized phase of the IB program. The interested phase requires a school to investigate the process to become an IB school and fund a "feasibility team" through a gap analysis and IBO training. The feasibility team consists of the head of school and up to 3 other site members.</p> <p>For more information, please see: <a href="https://achieve.lausd.net/domain/266">https://achieve.lausd.net/domain/266</a>.</p>	The District's work to expand access to International Baccalaureate (IB) programs is articulated in the 2023 LCAP under Goal 1, Action 25.
2022-23	Goal 1: Academic Excellence	Equitable Grading and Instruction (EGI) must be fully implemented District wide, with every teacher trained and certified.	DOI, A-G	<p>The A-G Intervention and Support Office, Division of Instruction, and the District as a whole are dedicated to supporting the expansion of Equitable Grading and Instruction (EGI) practices, with the declaration that everyone can learn when provided with the right conditions and support. The Superintendent's Strategic Plan includes support for expanding EGI in LA Unified in Pillars 1A and 1D. A 2026 measure of success for this asserts that we will do the following: "Increase the percentage of teachers with EGI Certification by over 50% from 2021-2022." The 2022-23 measure of success metric called for the District to "Increase the percentage of teachers with Equitable Grading and Instruction (EGI) certification by 14% (from 2021-22)" It is noteworthy that as of April 14, 2023, the number of teachers with EGI certification increased by 20.6% from the 2021-22 benchmark, exceeding the growth goal by almost 50%.</p> <p>The district will continue to offer differentiated professional development opportunities to staff including the following:</p> <ul style="list-style-type: none"> <li>• Workshop series for teachers and school teams that can lead to certification</li> <li>• Implementation support sessions and UnConference events for Certified teachers</li> <li>• Facilitator training for Certified teachers that will equip them to train others</li> <li>• Micro-Credential program (launched in 2022)</li> </ul> <p>Further increasing the numbers of EGI trained and Certified faculty in our schools will expand implementation in our classrooms, building momentum for continued growth to reach scaled and sustainable implementation of EGI. With the long-term mission to prepare all students to be "ready for the world", EGI is positioned to support students as creative learners who will take charge of their own learning to reach postsecondary success.</p>	The Division of Instruction's work to support educators throughout Los Angeles Unified is included in the 2023 LCAP under Goal 1, Action 3. In addition, as part of the alignment of the 2023 LCAP to the Strategic Plan, the LCAP now includes a dedicated Goal to detail the work of Investing Staff, including Professional Development (Goal 5, Action 4).
2022-23	Goal 1: Academic Excellence	LAUSD must form a Special Education Committee at every school site, to engage and support parents and families whose students have exceptional needs.	SPED	The District will explore piloting the formation of parent groups at every school site beginning in the 2023-24 school year with a specific focus on engaging and supporting parents and families of students with disabilities who have an IEP or 504 Plan. As part of this exploration, the District will determine the specific structure and function utilizing existing school site resources and augmenting those resources, as necessary. The overall purpose of the parents' groups will be to assist in educating parents and families and providing technical advisement regarding the District's policies and procedures that are designed to improve student outcomes and ensure rights for students with disabilities.	The 2023 LCAP includes multiple actions to describe the differentiated programming available to our students with disabilities, including base supports to meet IEP requirements (Goal 1, Action 19), Extended School Year (Goal 1, Action 20), Intensive Diagnostic Education Centers (Goal 1, Action 21), Inclusion Services (Goal 1, Action 22), Special Day Program (Goal 1, Action 23), and Transition Services (Goal 1, Action 24). In addition, school-level engagement work is supported through site investment of discretionary funds such as the School Staffing Equity Grant funds (Goal 1, Action 31).
2022-23	Goal 1: Academic Excellence	LAUSD Early Education Centers should be located at all elementary sites, open to all families.	ECED	The District continues to work to leverage funds to expand early education offerings for our communities. Currently, there are 86 early education centers district wide to serve communities of high need. In addition, we are reopening centers at San Pedro in Region South, West Valley Occupational Center in Region North, and Kentwood in Region West. In addition, to provide more pre-kindergarten options the district opened 317 Universal Transitional Kindergarten programs this year, and in 2023-24, all district resident elementary schools will have Universal TK. All UTK programs are open to all families.	The District's work to implement Universal Transitional Kindergarten in 2023-24 (ahead of the state-mandated timelines) is described within the 2023 LCAP under Goal 1, Action 13.

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2022-23	Goal 1: Academic Excellence	Remove barriers to students of color being identified as gifted, talented, or high achieving.	GATE Programs	<p>Gifted/Talented Programs is driven by a philosophy of equitable and inclusive access. Actions include, but are not limited to:</p> <ul style="list-style-type: none"> <li>• Gifted/talented identification in seven distinct categories (more than any public school district in the nation) – Intellectual Ability, High Achievement Ability, Specific Academic Ability, Creative Ability, Leadership Ability, Visual Arts Ability, and Performing Arts Ability</li> <li>• Online GATE referral process in MiSIS</li> <li>• Automatic identification in High Achievement Ability and Specific Academic Ability categories (using data in MiSIS)</li> <li>• Universal screening for High Achievement Ability (all second grade students with OLSAT-8 each spring)</li> <li>• Culture and language-neutral assessment selection</li> <li>• Emphasis on Creative Ability and Leadership Ability categories (portfolio-based, not assessment or achievement-based)</li> <li>• Targeted Identification Program (TIP) at 218 schools (70 are BSAP and 55 are Priority Schools) which provides targeted professional development, testing, and support at schools with low or disproportionate identification</li> <li>• Verification of eligibility process for equitable GATE program access for non-identified students (GATE testing and identification are not required for GATE program participation)</li> <li>• Increased and targeted GATE professional development with an emphasis on equitable access and implementation (22,600 District educators and family members trained in 2021-22)</li> </ul>	Los Angeles Unified's efforts to expand representation and identification of students for Gifted and Talented Education (GATE) programs are described within Goal 1, Action 10 of the 2023 LCAP.
2022-23	Goal 1: Academic Excellence	"Inclusion" of special education students is not just putting them in a regular classroom, it is providing the supports they need.	SPED	The implementation of inclusive practices is evidenced by students with disabilities being served in the general education setting to the maximum extent appropriate for the individual student with the identified services and supports as determined by the IEP team. This is referred to as the least restrictive environment (LRE) for the individual student. Placement, supports and services are determined through data analysis and discussion by the IEP team to support students in their least restrictive environment. Schools may serve students with disabilities in a wide range of models, including consultation, co-teaching support, and pull out support. The Division of Special Education continues to offer professional development to all teachers and administrators regarding supporting students with disabilities in the instructional program. For more information, please see: <a href="https://achieve.lausd.net/spedInclusion">https://achieve.lausd.net/spedInclusion</a> .	Special Education Inclusion Services are described in a separate action within the 2023 LCAP: Goal 1, Action 22. In addition, the 2023 LCAP describes the differentiated programming available to our students with disabilities, including base supports to meet IEP requirements (Goal 1, Action 19), Extended School Year (Goal 1, Action 20), Intensive Diagnostic Education Centers (Goal 1, Action 21), Special Day Program (Goal 1, Action 23), and Transition Services (Goal 1, Action 24).
2022-23	Goal 1: Academic Excellence	Foundational literacy skills instruction is needed at secondary school sites, to support reading and comprehension.	DOI	The District recognizes a greater need for secondary teachers to better understand the science of reading and the instruction needed for students who demonstrate gaps in their foundational literacy skills. In addition to intensive reading intervention programs (e.g., Read 180/System 44, Reading Horizons, etc.) available to the schools, the Divisions of Instruction and Special Education have provided teachers training on foundational literacy skills. The two divisions are continuing their partnership to build teacher capacity in understanding the science of reading and best instructional practices to address secondary students' foundational literacy needs.	The 2023 LCAP includes a separate action to describe the Division of Instruction's work to support Secondary Literacy interventions (Goal 1, Action 15).
2022-23	Goal 1: Academic Excellence	Students need "Life Skills" instruction in high school to prepare them for life as adults.	DOI	The District does not offer Life Skills classes. Currently, however, many of the skills that were taught in that class are taught in our Secondary Career Technical Education (CTE) classes. Students write resumes, cover letters, learn to fill out job applications, earn financial literacy certificates and participate in mock interviews. They also take aptitude tests to explore their interests and talents. CTE is not a required course of study. Currently there are 36,500 high school students enrolled in a secondary CTE course. For more information on CTE please see: <a href="https://ctelinkedlearning-lausd-ca.schoolloop.com/">https://ctelinkedlearning-lausd-ca.schoolloop.com/</a> , or email the CTE-Linked Learning office at: <a href="mailto:CTELINKEDLEARNING@LAUSD.NET">CTELINKEDLEARNING@LAUSD.NET</a>	As stated above, the 2023 LCAP will continue to describe the District's work to implement and expand Career Technical Education and Linked Learning in Goal 1, Actions 29 and 30.  Note that schools may also support this work through their use of the School Staffing Equity Grant (Goal 1, Action 31) and their use of Student Equity Needs Index (SENI) funds (Goal 1, Actions 33 and 34).
2023-24	Goal 1: Academic Excellence	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.	CTE / Linked Learning	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.	Career Technical Education and Linked Learning have expanded over recent years due to the feedback from our educational partners. Please see Goal 1, Actions 29 and 30.
2022-23	Goal 2: Joy and Wellness	Encourage schools to review and revise their attendance-incentive programs each year with input from parents and families, using appropriate funding sources.	SHHS	Schools do not have an allocation for Attendance Incentives. Therefore the following is in place: Pupil Services and Attendance counselors solicit donations and partner with community businesses to support school attendance incentive programs. The LAUSD Office of Partnership and Grants also connects with partners to solicit donations for student incentives and donations. For more information on District-led attendance programs and interventions, please see: <a href="https://achieve.lausd.net/pupilservices">https://achieve.lausd.net/pupilservices</a>	District-led attendance intervention work is described within the LCAP under Goal 2, Action 11. In addition, schools will also invest their School Staffing Equity Grant funds (Goal 1, Action 31) to purchase additional Pupil Services and Attendance Counselors in 2023-24, and will continue to leverage funding under the Student Equity Needs Index (SENI) to support attendance efforts as part of their site-level implementation of Joy and Wellness strategies (Goal 2, Actions 14, 15, and 16).
2022-23	Goal 2: Joy and Wellness	Expand the LA Breathmobile Program and other community partnerships District-wide to reduce chronic absenteeism due to student health problems.	SMS	LA Breathmobile program is a no cost service to the district offered by LAC-USC. They determine service areas and schools to serve. Student Medical Services organization facilitators have increased mobile clinic services with health care providers this year. They are currently on track to meeting their goal of increasing services by 10% which now have totaled over 400 schools.	The 2023 LCAP will continue to articulate the District's work to provide both base and supplemental health services through our nurses and Student Medical Services staff under Goal 2, Actions 5 and 6.
2022-23	Goal 2: Joy and Wellness	Provide Foster Youth Parent Liaisons in each Region to serve as a contact person for caregivers ("resource parents") and families, to be a familiar face for them.	SHHS	There is an assigned Student Support Programs administrator in each region available to provide direct support and connection with the identified school foster liaison. The administrative staff directory is available on the <a href="#">Specialized Student Services</a> webpage. Program information may also be accessed through the department webpage at: <a href="https://achieve.lausd.net/studentssupportprograms">https://achieve.lausd.net/studentssupportprograms</a>	Dedicated supports for students in foster care and experiencing homelessness, such as the case management provided by Specialized Student Services Counselors, are described in the 2023 LCAP under Goal 1, Action 18.

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2022-23	Goal 2: Joy and Wellness	Schools should work with families to identify the reason behind each student's chronic absences.	SHHS	School personnel frequently monitor attendance to identify the root cause(s) of absenteeism. Personnel is trained to identify chronically absent students and those at risk of becoming chronically absent in efforts to conduct strategic outreach and obtain familial information to help inform appropriate and tailored interventions. Applied interventions aim to remove barriers to regular school attendance and improve overall student health and wellness.	As described above, District-led attendance intervention work is described within the LCAP under Goal 2, Action 11. In addition, schools will also invest their School Staffing Equity Grant funds (Goal 1, Action 31) to purchase additional Pupil Services and Attendance Counselors in 2023-24, and will continue to leverage funding under the Student Equity Needs Index (SENI) to support attendance efforts as part of their site-level implementation of Joy and Wellness strategies (Goal 2, Actions 14, 15, and 16).
2022-23	Goal 2: Joy and Wellness	LAUSD must offer social-emotional support to any student in acute need, without having to ask their teacher for a referral form.	SHHS	Agreed. It is the responsibility of all staff to ensure that students in need receive the support and care they require in a timely fashion. Specialized service staff are trained to assess initial needs and to work with families to coordinate ongoing services and care. A teacher referral form should not delay access and delivery of services. Parents/caregivers are also encouraged to call the Student and Family Wellness line to seek immediate social-emotional support 213-241-3840, M-F 8AM - 4:30PM.	District-led mental health supports are described within the LCAP under Goal 2, Action 9. In addition, schools will also invest their School Staffing Equity Grant funds (Goal 1, Action 31) to purchase additional Psychiatric Social Workers in 2023-24, and will continue to leverage funding under the Student Equity Needs Index (SENI) to implement mental health and social-emotional programs as part of their school-level implementation of Joy and Wellness strategies (Goal 2, Actions 14, 15, and 16).
2022-23	Goal 2: Joy and Wellness	Make available police assigned on campus if requested by parents and the community. More schools need controlled-access security camera systems at the main entrance.	LASPD; Facilities	LASPD agrees with the view that our schools could and should be safer. LASPD is committed to helping students and staff feel more secure by using data and community feedback to better develop our safe passage strategies. Also, LASPD will work with LAUSD executive leadership to review placing a campus officer at a high school campus experiencing safety concerns if or when District stakeholders agree that placing an officer on such a campus will help stabilize culture and climate on campus. The Facilities Services Division has an aggressive approach to completing installation of secure entry systems across the District's elementary schools by January 2024. In May, the program crossed the 50% completion threshold.	The 2023 LCAP will share the ongoing work of the Los Angeles School Police Department under Goal 2, Action 2. In addition, the 2023 LCAP now includes two separate actions related to facilities: Goal 2, Action 1 will share the work to ensure environmentally safe school facilities as a key strategy towards Joy and Wellness, and Goal 4, Action 2 will describe facilities and physical infrastructure maintenance efforts towards Operational Effectiveness.
2022-23	Goal 2: Joy and Wellness	Schools need more campus aides to provide adequate supervision during instructional time on campus.	School Operations	The Division of School Operations will work to ensure all campus aide vacancies are filled. Additionally, supervision plans for each school are being reviewed and edited by Operation Coordinators.	District-allocated campus aide and school climate staffing supports are described within the 2023 LCAP under Goal 2, Actions 3 and 4. In addition, schools will also invest funding under the Student Equity Needs Index (SENI) to provide additional campus aides and other school climate staffing as part of their school-level implementation of Joy and Wellness strategies (Goal 2, Actions 14, 15, and 16).
2022-23	Goal 2: Joy and Wellness	LAUSD should seek alternative means to provide "Safe Passage" for schools that does not involve police. Consider collaborating with Neighborhood Watch groups to recruit external community volunteers.	School Operations	We have made significant strides in our implementation of the Community-Based Safety Pilot: We presently have 26 schools with Safe Passage programs already in place, including 16 BSAP Group 1 or Group 2 schools. For the 23-24 School Year, all 53 BSAP Group 1 schools will begin the year with a Community-Based Safety Pilot program in place, including 44 Safe Passage programs. We have established a bench of community-based organizations that can provide schools with Safe Passage, Peace Building, and Community Development programs. This bench will significantly expedite a school's ability to implement these critical programs as quickly as possible. We remain committed to working with community partners to further explore options to make participation in these programs as inclusive as possible.	Community-Based Safety Pilots are included in the 2023 LCAP under Goal 7, Action 5 - BSAP Community-Based Safety Pilots.
2022-23	Goal 3: Engagement and Collaboration	Parents and students who serve on SSC and ELAC must be given meaningful, ongoing training to fully understand their roles and responsibilities.	SFACE	Training for parents and students serving on the SSC and ELAC is currently provided annually within Regions in the fall. These include segments which cover valuable topics for new and returning members. Beginning with the new school year, each Region will continue to offer virtual training, and an additional in-person option will be provided by FSEP and SFACE. Parents and students are also currently invited to attend a Family Academy webinar series in which in-depth learning is provided. A second training will be expanded for members during the spring semester to offer members consultations where they learn further about topics of interest including: Parliamentary procedure, School Plan for Student Achievement, Budget development process, roles and responsibilities of SSC and ELAC. This additional in-person training will be led by FSEP and SFACE.	In alignment with the Strategic Plan's focus on training and empowerment opportunities for Los Angeles Unified families, the work of the Student, Family, and Community Engagement (SFACE) team to expand these opportunities is included in Goal 3, Action 1 of the 2023 LCAP. In addition, schools will also invest their School Staffing Equity Grant funds (Goal 1, Action 31) to purchase additional community representatives and engagement staffing in 2023-24, and will continue to leverage funding under the Student Equity Needs Index (SENI) to support engagement efforts as part of their site-level implementation of Engagement and Collaboration strategies (Goal 3, Actions 6, 7, and 8).
2022-23	Goal 3: Engagement and Collaboration	Communication must be directly to parents and families, rather than through principals. Simplify access to information and resources available on school and District websites.	SFACE, Communications, ITS	In addition to posting a variety of resources on District, Region and school websites, communication is provided directly to parents through Blackboard Connect Ed. by phone, text and email, through Schoology and the Parent Portal. The Office of Student, Family and Community Engagement, Communications, School Operations, Division of Instruction, and others will design a resource that periodically provides families with messaging about District resources and events.	In alignment with the Strategic Plan's emphasis on Accessible Information, there is now a separate LCAP action in the 2023 LCAP to describe investments made in technology for communications and accessibility (see Goal 3, Action 3).
2022-23	Goal 3: Engagement and Collaboration	The parent center at every school site must be the hub of parent and family engagement activity, staffed by a highly trained community rep who knows how to proactively engage the school community.	SFACE	Formal training for the parent and family center staff happens on a monthly basis; and staff is invited regularly to attend additional clinics. These clinics build their technical/program expertise and to be provided support to meet Strategic Plan measures. Further, periodic consultations will be provided to Family Engagement designees to organize coherent communications and to build greater skills in the area of outreach, facilitation and engagement.	As described above, the work of the Student, Family, and Community Engagement (SFACE) team to expand and empower parent and family engagement throughout the District is included in Goal 3, Action 1 of the 2023 LCAP. In addition, schools will also invest their School Staffing Equity Grant funds (Goal 1, Action 31) to purchase additional community representatives and engagement staffing in 2023-24, and will continue to leverage funding under the Student Equity Needs Index (SENI) to support engagement efforts as part of their site-level implementation of Engagement and Collaboration strategies (Goal 3, Actions 6, 7, and 8).

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2022-23	Goal 3: Engagement and Collaboration	Community Reps at school sites, and all PACE units, must be under the direct supervision of Student, Family and Community Engagement (SFACE) Office.	SFACE	The SFACE Office provides guidance to all Region PACE teams to align programs with the Strategic Plan, and the Region PACE teams provide monthly training and support to the school Community Representatives to align efforts with the Strategic Plan. In the new year, there will be greater alignment to provide PACE units with the tools to facilitate training for school site teams specific to state and federal family engagement policies.	As described above, the work of the Student, Family, and Community Engagement (SFACE) team to support and empower parent and family engagement throughout the District is included in Goal 3, Action 1 of the 2023 LCAP. School-based positions purchased through site discretionary funds are included within the School Staffing Equity Grant (Goal 1, Action 31) and the Student Equity Needs Index (SENI) funds (Goal 3, Actions 6, 7, and 8).
2022-23	Goal 3: Engagement and Collaboration	Parents and families and school sites must be given information on the trio of central parent committees: CAC, DELAC, and PAC. Knowledge is power!	SFACE	The Office of Student Family and Community Engagement has introduced families to District level committees through segments of the Family Academy, with a focus on the SSC and ELAC Ambassadors hosted from October through January. In the new year, we will continue to promote the District level committees through the Family Academy and work alongside the committees to create public service announcements. The Community Advisory Committee is an example who worked with the Office of Student, Family and Community Engagement to create content to promote the committee.	As described above, the work of the Student, Family, and Community Engagement (SFACE) team to support and empower parent and family engagement throughout the District is included in Goal 3, Action 1 of the 2023 LCAP.
2023-24	Goal 3: Engagement and Collaboration	District needs to make more efforts to improve parent engagement and participation. Parent engagement is key to student success!	SFACE	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 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.	Parent engagement as well as education partner engagement such as student engagement is important in supporting student success. Please see goal actions with Goal 3: Engagement and Collaboration.
2023-24	Goal 3: Engagement and Collaboration	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	SFACE	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.	The Office of Student, Family and Community Engagement leads our District engagement with goal actions focused on increasing and supporting engagement with educational partners in Goal 3: Engagement and Collaboration.
2023-24	Goal 3: Engagement and Collaboration	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.	SIO	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.	The work of the District's Office of Student, Family and Community Engagement and Information Technology Services support for parent-teacher communication. For more information, please see Goal 3, Action 3- Technology for Communications and Accessibility.
2023-24	Goal 3: Engagement and Collaboration	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.	Communications	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.	The work of the District's Office of Student, Family and Community Engagement and Information Technology Services support for parent-teacher communication. For more information, please see Goal 3, Action 3- Technology for Communications and Accessibility.
2023-24	Goal 3: Engagement and Collaboration	Build a suggestion structure. The LCAP can invite District offices to present, but there is no formal form or procedure for it.	SIO	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.	The District has historically surveyed PAC membership to understand the LCAP topics and goal actions that the committee would like to receive more information.

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2023-24	Goal 3: Engagement and Collaboration	Technology Usage. Nowadays, most schools use SMART boards, Chromebooks, video conferencing, improve communication, research opportunities, learning experiences. Motivate and provide students with information resources in academics. Students would gain learning.	SIO / ITS	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.	Technology to support student learning and communication with educational partners is outlined in the LCAP, such as Goal 3, Action 3 (Technology for Communications and Accessibility).
2022-23	Goal 4: Operational Effectiveness	We must increase the monitoring of cleaning standards at school sites, in all areas frequently used by students. Particular attention must be paid to classrooms.	Facilities	Los Angeles Unified is recruiting and hiring as rapidly as possible to increase staffing levels to meet our custodial standards. Even with the temporary emergency relief COVID-19 funding to provide additional custodial support, we only have approximately 60% of the staff needed. Facilities Maintenance and Operations will continue to emphasize cleaning in high-traffic student spaces as we perform our custodial work. If a particular area requires additional cleaning, site administrators are encouraged to work with the school's plant manager to address. M&O Area Operations Supervisors are responsible for monitoring and auditing logs, attendance, classrooms, restrooms, supplies, etc. on a monthly basis. In addition they conduct an annual inspection of the entire school. Deficiencies are provided to the Plant Manager for corrective actions. Depending on the severity of the deficiencies, the school may receive a follow up inspection.	As noted above, the 2023 LCAP now includes two separate actions related to facilities: Goal 2, Action 1 will share the work to ensure environmentally safe school facilities as a key strategy towards Joy and Wellness, and Goal 4, Action 2 will describe facilities and physical infrastructure maintenance efforts towards Operational Effectiveness.
2022-23	Goal 4: Operational Effectiveness	School repairs must be completed in a timely manner. Too often areas are roped off for weeks or months at a time, with no apparent progress on repairs or construction.	Facilities	Repairs and work order requests are prioritized to ensure the safety of students and staff. On average, Facilities Maintenance and Operations completes 90% of emergency service calls within two hours. We are actively recruiting and hiring as rapidly as possible, and exploring all available means to quickly augment current staffing levels in key positions so that we can increase our average completion rate for routine repair service calls within 30 days. School site administrators are encouraged to connect with the school's Complex Project Manager to address areas that are roped off and need attention.	As noted above, the 2023 LCAP now includes two separate actions related to facilities: Goal 2, Action 1 will share the work to ensure environmentally safe school facilities as a key strategy towards Joy and Wellness, and Goal 4, Action 2 will describe facilities and physical infrastructure maintenance efforts towards Operational Effectiveness.
2022-23	Goal 4: Operational Effectiveness	Cafeteria menu items must be more appealing to students, so they will eat their food rather than throwing it in the trash.	Food Services	Multiple food choices are provided to students daily. At elementary schools, up to three daily choices along with a fruit and vegetable bar are available. At secondary schools 4-6 choices that include vegan and vegetarian choices are served every day. We hosted 5 vendor food tasting events attended by over 2700 students from multiple schools across the district to choose things that will go on menus. All our menus are student approved, and we provide ongoing choices to keep students engaged. Student/ parent menu tasting events were hosted at most schools and the response was favorable.	Goal 4 (Operational Effectiveness) describes the District's general operational structures and investments. Note that school nutrition services are not funded with Local Control Funding Formula dollars, and are therefore not included in the District LCAP. However, this feedback will be shared across District teams as part of the broader work to implement the 2022-26 Strategic Plan, which encompasses the entire District budget.
2022-23	Goal 4: Operational Effectiveness	Dual-language instructional materials should be provided by the District to all school sites that have dual-language programs.	MMED	MMED provides Dual Language Education instructional materials from district-approved publishers, supplemental materials and/or MMED-created and teacher-created materials. MMED collaborates with community partners and textbook services on validating target-language curricular materials for math, social studies and science. MMED has also begun the "transadaptation" and enhancement of NGSS-aligned and content-based science and social studies units which serve as supplemental materials.  Target Language materials are offered and being developed for the following areas: <ul style="list-style-type: none"> <li>• TK-5 Target Language Arts and 6-12 Language Elective Courses</li> <li>• Mathematics, Science, Social Studies Target Language Development Supports</li> <li>• Rosetta Stone</li> <li>• Start Smart 1.0 Lessons</li> <li>• Constructive Conversation Norms and Skills Posters</li> <li>• Constructive Conversation Prompt and Response Starters</li> <li>• Teacher-created and MMED-guided Spanish Language Development lessons</li> <li>• Transitional Kindergarten</li> <li>• The curriculum titled Creative Curriculum for Preschool, Sixth Edition is available in English and Spanish. All DLE TK classrooms received the MMED-funded kit this past year.</li> </ul>	Dual Language Education remains a key investment for the District and is included within the English Learner Supports Goal in the 2023 LCAP (Goal 6, Action 5).
2023-24	Goal 4: Operational Effectiveness	Provide extra funds and programs to the most at-need schools and neighborhoods. We need to lift up communities with historical disinvestment.	SIO	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.	For more information, please see the SENI funded goal actions in Goals 1-3.
2023-24	Goal 4: Operational Effectiveness	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.	SIO	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.	The LCAP includes goals and goal actions to support the success of students as well as parents and families in the support of their children.

LCAP YEAR	LCAP GOAL	COMMENT	Assigned Team	TEAM RESPONSE	IMPACT ON LCAP
2023-24	Goal 4: Operational Effectiveness	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. 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.	SIO	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.	The LCAP includes goals and goal actions to support the success of students as well as parents and families in the support of their children.
2023-24	Goal 5: Investing in Staff	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.	Human Resources	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.	The work of the Human Resources Department supports the recruitment and training of teachers including substitute teachers. LCAP Goal 5 actions were implemented to support teachers and promote staff wellness, among additional supports, to increase student learning.
2023-24	Goal 5: Investing in Staff	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.	Human Resources	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.	The work of the Human Resources department in LCAP Goal 5, Actions 1-4, highlight the District's effort to recruit and retain teachers and staff to increase student learning, particularly at our high-needs schools.
2023-24	Goal 5: Investing in Staff	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.	Human Resources	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.	The work of the Human Resources department is to increase educator recruitment and development. Please review LCAP Goal 5, actions 1-6 for specific information.
2023-24	Goal 5: Investing in Staff	Staff/Teacher Recruitment: There is a lack of equity and representation for Blacks outside of Region South. North has to have staff and educator diversity.	Human Resources	The District's 2022-26 Strategic Plan prioritizes the recruitment and retention 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.	The work of the Human Resources department in LCAP Goal 5, Action 1 highlights the implementation of an action to recruit teachers and staff from under-represented groups.
2023-24	Goal 5: Investing in Staff	Teacher Training. It is imperative to ensure teachers receive adequate professional learning covering ground-breaking technology and educational techniques. Provide the necessary tools for your education. Because staff do not have enough proper training.	Human Resources	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.	The work of the Human Resources department centers on teacher training, among additional focus areas. Please see LCAP Goal 5, Action 2- Teacher Pipeline Support and Action 3- Beginning Teacher Support.
2022-23	Goal 6: English Learner Supports	Dual-language programs should be offered in more schools, beginning at the Early Ed level, and continuing, vertically aligned, through grade 12.	MMED	MMED's mission is to expand Dual Language Education at all school levels within L.A. Unified. Currently, the District is offering Dual Language Education at 6 Primary Centers, 148 Elementary Schools, 30 Middle Schools, and 11 High Schools. As this is a school community generated request, MMED is ready to collaborate with schools to establish new programs.	Dual Language Education remains a key investment for the District and is included within the English Learner Supports Goal in the 2023 LCAP (Goal 6, Action 5).
2022-23	Goal 6: English Learner Supports	All schools should be required to give Biliteracy Pathway Recognitions to qualified students.	MMED	Per District policy ( <a href="#">REF-062900.4</a> ), all students regardless of program placement have the opportunity to earn the Promise to Bilingualism/Pathway to Biliteracy Award, and must meet the requirements for one or more languages in addition to English. MMED's World Languages staff provides ongoing technical assistance and training to school personnel on Biliteracy Pathway Awards and requirements. In the Fall, families are invited to participate in our <a href="#">virtual family</a> informational meetings, where information on how to participate is presented. <a href="#">MMED</a> has a tab on the website dedicated to providing informational videos and training for families. The overall goal is to continue to increase school participation in these honorary awards.	The work of the Multilingual & Multicultural Education Department to support all students in reaching bilingualism is described throughout Goal 6 of the 2023 LCAP, including ETK-12 English Learner Services (Goal 6, Action 1), International Newcomer Supports (Goal 6, Action 2), Probable Long-Term English Learner Interventions (Goal 6, Action 3), Long-Term English Learner Interventions (Goal 6, Action 4), and Multilingual Programs and Pathways and Dual Language Education (Goal 6, Action 5).

LCAP YEAR	LCAP GOAL	COMMENT	Assigned Team	TEAM RESPONSE	IMPACT ON LCAP
2022-23	Goal 6: English Learner Supports	Examine legal requirements for reclassification and consider an interpretation of the Ed Code which allows students to complete all steps of this process in a timely manner.	MMED	L.A. Unified's reclassification criteria and policies follow the guidelines established by the California Department of Education. The overall goal is for every English Learner to meet the reclassification criteria as quickly as possible once the student has demonstrated readiness to succeed academically without English Language Development support based on Summative ELPAC, grade level assessment scores, and parent consultation.	The work of the Multilingual & Multicultural Education Department to differentiate supports and support emerging bilinguals in reaching reclassification is detailed in the 2023 LCAP, including ETK-12 English Learner Services (Goal 6, Action 1), International Newcomer Supports (Goal 6, Action 2), Probable Long-Term English Learner Interventions (Goal 6, Action 3), and Long-Term English Learner Interventions (Goal 6, Action 4).
2022-23	Goal 7: Black Student Achievement Plan	Ongoing funding must be secured for programs to support Black students and to help close their achievement gap.	BSAP	There is a commitment by the Superintendent and the Board to ensure the implementation of the Black Student Achievement Plan and its five tenets to close academic achievement gaps for Black students.	The District's ongoing commitment to the Black Student Achievement Plan is shared through Goal 7 of the 2023 LCAP, including Academic Supports (Goal 7, Action 1), Community Partnerships (Goal 7, Action 2), Development of an African-American studies Course (Goal 7, Action 3), School Climate & Wellness Personnel Support (Goal 7, Action 4), and BSAP Community-Based Safety Pilots (Goal 7, Action 5).
2022-23	Goal 7: Black Student Achievement Plan	BSAP should include targeted direct instruction and high-dose intervention, as needed, for students.	BSAP	We are in agreement and will continue to incorporate this into instructional planning. All schools have been asked to implement tiered support during the day using a diagnostic tool to provide targeted instruction. In addition, students currently participate in high dose after school tutoring.	Academic supports for Black and African American students through the Black Student Achievement Plan are included in Goal 7, Action 1.
2022-23	Goal 7: Black Student Achievement Plan	The BSAP initiative overall has not been engaging and empowering Black parents and the Black community. We believe LAUSD must establish a District-level African American Parent Advisory Committee or AAPAC.	BSAP	A District-level parent advisory currently exists, and meets on a monthly basis. For more information, please visit: <a href="https://achieve.lausd.net/bsa">https://achieve.lausd.net/bsa</a> . The BSAP team is also encouraging schools to create site based parent advisory groups for the upcoming year.	As shared above, the District's ongoing commitment to the Black Student Achievement Plan is shared through Goal 7 of the 2023 LCAP, including Academic Supports (Goal 7, Action 1), Community Partnerships (Goal 7, Action 2), Development of an African-American Studies Course (Goal 7, Action 3), School Climate & Wellness Personnel Support (Goal 7, Action 4), and BSAP Community-Based Safety Pilots (Goal 7, Action 5).
2022-23	Goal 7: Black Student Achievement Plan	BSAP parent centers must be established in all Region offices, so parents can visit and get information, have questions or concerns addressed, and to serve as engagement "touch points".	BSAP	The BSAP team agrees that it would be of benefit to our families to establish BSAP parent centers at all Region offices, and will coordinate with Region leadership to establish and coordinate with existing services to support Black parents.	As shared above, the District's ongoing commitment to the Black Student Achievement Plan is shared through Goal 7 of the 2023 LCAP, including Academic Supports (Goal 7, Action 1), Community Partnerships (Goal 7, Action 2), Development of an African-American Studies Course (Goal 7, Action 3), School Climate & Wellness Personnel Support (Goal 7, Action 4), and BSAP Community-Based Safety Pilots (Goal 7, Action 5).