

2020-2021 PAC Comments on the Learning Continuity and Attendance Plan

	Issue area	Strength or Weakness	Comment	LAUSD Team	Superintendent Response	Impact on Learning Continuity and Attendance Plan
1	Student Supports - Instruction / Academic - GATE	Weakness	Are we looking at our Gifted and Talented students and their learning loss?	Advanced Learning Options	<p>All program options for gifted/talented learners remain available during distance learning, e.g., Gifted/Highly Gifted Magnets, Schools for Advanced Studies (SAS), Gifted and Talented Education (GATE) cluster classes, Honors and Advanced Placement (AP). Schools must continue to adhere to GATE clustering requirements, e.g., a minimum of 5-8 identified gifted/talented students on the elementary level and 15-25 students on the secondary level per classroom. Gifted/talented learners must receive differentiated instruction throughout the day across subject areas. Both synchronous and asynchronous instruction must include opportunities for gifted/talented learners to participate in differentiated assignments. (Note: This is supported by the UTLA Sideletter Agreement that highlights the importance of small group instruction that should focus on the readiness level of students.)</p> <p>Gifted/Talented Programs, Advanced Learning Options, is taking measures to ensure that differentiated instructional strategies continue to be utilized in the virtual classroom and that gifted/talented students do not experience learning loss during distance learning. As such, Gifted/Talented Programs, Advanced Learning Options, has implemented the following supports to meet the needs of gifted/talented students during distance learning:</p> <ul style="list-style-type: none"> • Created and implemented a robust menu of online professional development offerings for L.A. Unified educators that will explore differentiated GATE instructional strategies in a virtual environment, e.g., MyPLN courses, GATE salary point credit classes, Annual GATE Symposium, Annual GATE Conference, school site professional development, GATE/SAS coordinator trainings and virtual office hours/consultations (March – June 2020 and 2020-2021 academic year) • Created and implemented a variety of online presentations and events for families to provide general GATE program information and tools for supporting children in a virtual learning environment, e.g., E-Learning workshops, Annual GATE/SAS Parent Trainings, Annual GATE/SAS Parent Conference (2020-2021 academic year) • Secured site licenses for all District students to access a rigorous differentiated online program, Renzulli Learning, where students receive tailored online instructional options including project-based learning (March – June 2020) • Purchased 12,000 site licenses for District students at targeted schools to access Renzulli Learning (2020-2021 academic year) • Secured a districtwide site license that provides access for all L.A. Unified educators to participate in an asynchronous course on a “Questioning Deep Dive” as a strategy for distance learning with Lisa Van Gemert, Educator and Consultant, Gifted Guru (2020-2021 academic year) • Developed, in collaboration with the You Matter Foundation and Zoom, a 13-week enrichment program, Every Monday Matters (EMM), to engage gifted/talented youth (grades 3-8) in topics and activities that support social-emotional well-being and social-responsibility • Shifted the AP Readiness sessions (STEM and Humanities) to a virtual environment. The AP Readiness sessions, which are course-specific, are offered twice a month (Saturdays). This collaborative 	Due to feedback from PAC on need to highlight GATE supports, additional content was provided in the Plan under Supports for Pupils with Unique Needs (pg. 27) and Pupil Learning Loss Strategies (pg. 33-34).

					<p>effort between Advanced Learning Options and UCLA Center X provides all AP students, including the gifted, opportunities to receive supplemental, accelerated support.</p> <ul style="list-style-type: none"> • AP Readiness Enrichment, a program that Advanced Learning Options offers in collaboration with UCLA Center X, will help extend and solidify student learning in specific AP courses. The AP Readiness (APR) Enrichment sessions will not only strengthen student knowledge and skill acquisition but will lead to increased academic success by giving students the opportunity to explore topics and interests while engaging in online discussions with like-minded peers. This APR Enrichment series, offered remotely to all AP students, will include a Humanities and STEM AP strand, which will give AP students the opportunity to participate in multiple seminars each week. Students can register by visiting https://centerx.gseis.ucla.edu/ap-readiness/. AP Enrichment topics will be posted weekly on the UCLA Center X and Advanced Learning Options websites. 	
2	Student Supports - Instruction / Academic - Standard English Learners	Weakness	<p>Leadership must address the issues of students and staff, in particular African-American/Black students who are marginalized in every subgroup. What is the District's plan to address racism, the performance gap, and dollars to address the whole child?</p> <p>Standard English Learners(i.e.African American)-lack of support and students are behind academically and it should be addressed by schools and the State/Nation. Need to be more focused and strategic in approach.</p>	AEA	<p>With the proposed budget of \$25 million, the Access, Equity and Acceleration Unit, is working collaboratively with School Health and Human Services, Academic Counseling Services, and School Culture, Climate and Safety services to form a team to serve the whole child. The team approach provides a systematic plan to train teachers and staff on Implicit Bias, Culturally, Linguistic and Responsive (CLR) practices that will foster the mastery of the core gateway subjects of English and Mathematics, while providing social emotional and restorative justice supports. The success of this approach will be measured by the student's ability and confidence to access the core curriculum and access rigorous courses; and the opportunity to increase their post-secondary and career options.</p> <p>Board Resolution (RES-025-18/19) and Closing the Achievement Gap by 2023 have given the charge to: provide culturally relevant/responsive instruction; college- prep curriculum Academic English Mastery for Standard English Learners; High Quality Teachers; Professional Development; Parent Engagement; District Accountability and Monitoring. The steps to answer this charge will be: The development of a Local District (LD) monitoring policy which will mandate professional development for all teachers who work with African American students consistent with the state requirements for teaching English Learners and provide ongoing planning and reporting. Each LD will have an Equity Director who will supervise Instructional Coaches and Parent Liaisons to improve academic and social emotional outcomes for Black students and serve as the professional development facilitator for administrators, teachers and parents. A newly formulated SEL policy has also been written and is in the approval process for the principal/ designated administrator to make the final decision to ensure appropriate class composition for the delivery of Mainstream English Language Development (MELD) and the implementation of Culturally and Linguistically Responsive (CLR) instruction for Standard English Learners. These areas will be mandated to ensure that SELs are not denied an equal opportunity to learn.</p>	<p>In order to better highlight the District's supports for Standard English Learners, including African American students, we have highlighted their specific needs and resources under Supports for Pupils with Unique Needs (pg. 25-26) and Pupil Learning Loss Strategies.</p>

3	Assessment Strategies	Weakness	<p>Many students were not able to do the SAT exam.</p> <p>Many students were promoted to the next grade, even though they did not learn the material.</p>	Division of Instruction - Counseling Team	<p>LAUSD is working with the College Board to explore opportunities for students to take the SAT during the school day in March 2021. According to the College Board SAT tests cannot be taken remotely, therefore any testing would be contingent on schools reopening to ensure a secure testing environment. Many colleges and universities are not requiring the SAT as part of the admissions process as a result of the current pandemic. The College Board has been in communication with colleges to extend deadlines for receiving test scores and to equally consider students for admission who are unable to test due to COVID-19. To help students maintain their college readiness skills sharp, the College Board and Khan Academy provide free online resources to students that include full-length practice tests. Many students have the opportunity to link their PSAT and Khan Academy account to assist with improving their skills and prepare them for the exam. The Division of Instruction will work with schools to communicate these opportunities to students.</p> <p>Due to the pandemic, we are sensitive to the fact that some students did not engage with learning opportunities at the end of last school year. LAUSD offered expanded summer school programs to all students to address any possible learning loss and to provide more opportunities to prepare for the beginning of the school year. Additionally, LAUSD will offer programs that will target students who need additional support this semester. LAUSD continues to monitor student engagement on a daily basis to ensure that students are logging in and participating with online learning with both synchronous and asynchronous learning formats.</p>	<p>SAT policy has not yet been decided in collaboration with College Board and so does not appear in the Learning Continuity and Attendance Plan. However, this feedback will be taken into consideration as we continue to work with College Board on a solution to these concerns.</p> <p>For additional intervention and enrichment opportunities that LAUSD has provided and plans to provide, see "General Information" (pg. 1-4) and Pupil Learning Loss Strategies (pg. 30-34).</p>
---	-----------------------	----------	---	---	--	--

4	Staff Professional Development Needs	Weakness	<p>Some teachers do not transmit confidence to the students, since their attire is not professional, like tattoos, etc.</p> <p>Language of strategies used by the school district are not required or mandatory. Some teachers will use the strategies and some will not put in place the practices promoted under this section of the presentation.</p> <p>Guidance for mandatory, minimal hours of live instruction.</p> <p>Professional development for teachers and teaching assistants to be required for all teachers.</p> <p>Are best practices being shared among teaching staff? Who developed the SMART Start lesson plans? Need more detail on this.</p>	Division of Instruction - Elementary /Secondary Education	<p>LAUSD's Board Rule 1906 outlines dress standards for employees and should be enforced by administrators as they supervise instruction and observe classrooms online.</p> <p>School and Local District administrators monitor classroom instruction and provide actionable feedback to teachers, such as recommendations to use focus strategies. Guidance on live instruction is in the LAUSD Instructional handbook, is outlined in the CA Senate Bill 98, and the agreement with UTLA about distance learning. On-going professional development opportunities are provided to teachers and paraprofessional, including time for PD on Mondays.</p> <p>Teachers were involved in the development of the Smart Start lessons, which is why they are shared in a resource called For Teacher By Teachers Playbook. There are content-specific teacher groups in Schoology where teachers can share lessons and look for support and resources.</p>	<p>In order to reflect this feedback from our PAC partners, we have included information on the Instructional Handbook, the For Teachers By Teachers Playbook, and other professional learning opportunities in the Distance Learning Professional Development (pg. 21-23).</p> <p>In addition, the specific breakdown of synchronous to asynchronous instruction was also included under Pupil Participation and Progress (pg. 19-20).</p>
---	--------------------------------------	----------	---	---	---	---

5	Student Supports - Instruction / Academic - General	Weakness	<p>Tutoring services depend on the ability of the instructor and instruction. A weakness is the change in tutor and does not know the child's abilities. There is no communication among the schools or academies.</p> <p>Enrichment opportunities should be extended to all students and families who express a need for additional enrichment. This must include small group intervention, resources, support and tutoring.</p> <p>Narrative must describe how services and instruction will be implemented with fidelity from the central office to the school site.</p> <p>Distance learning does not include recorded live sessions led by the teachers. Those unable to sit through a lesson or with poor wifi connections will not be able to view at their own pace.</p> <p>Small group enrichment, resources, and tutoring must be extended to all students who are not at grade level standards in the spring 2020. There is no evidence of a plan to bring students to grade level. How will students make up for learning loss? We need to work on getting</p>	Division of Instruction - Elementary /Secondary Education	<p>The district has engaged in contracts for staff and partners to provide tutoring after school and on Saturdays. Questions about specific tutoring available for your student should be directed toward the school administration. Schools should be coordinating with their tutors to align support with the instruction being provided in classes.</p> <p>Enrichment opportunities for the fall are open to all students and their families. Registration for fall enrichment is from September 8 through September 15 and will run from the end of September until December. The office of Student Health and Human Services is providing information on additional support and resources.</p> <p>An Instructional Handbook was developed to give guidance to administrators and teachers on classroom instruction. School site administration will monitor instruction.</p> <p>If a student is falling behind due to internet issues or "zoom fatigue", the student or parent should reach out to the teacher and/or the school administration. Teachers can provide office hours live or alternative assignments to help students catch up. Students may request that teachers record lessons if that would support student learning.</p> <p>Teachers schedule office hours and small group instruction to address specific learning needs of students. Questions on how your child's teacher is structuring those sessions should be directed toward the teacher and school administration.</p> <p>To address learning loss and accelerate learning so that all students are on grade level, the District expects teachers to use assessments provided (DIBELS in elementary, Renaissance in secondary). These assessments inform teachers on which areas need more targeted instruction. In addition, teachers are directed to resources that can help to address those areas of need.</p> <p>All teachers were mandated to take 10 hours of professional development in distance learning before the start of school. They are encouraged to take more on their own. Schools are also providing professional development to their teachers and providing the structures for teachers to collaborate on best practices.</p> <p>Instruction is being delivered both synchronously and asynchronously. If older siblings have difficulty with attending the synchronous sessions, they should reach out to their teachers for either some time during office hours or some asynchronous work that can support their learning.</p>	<p>In order to address this area of concern over student's level of engagement and support in the distance learning environment, we included additional detail on our strategies for the following topics:</p> <ul style="list-style-type: none"> - Student engagement and re-engagement for students facing challenges to their participation in the distance learning setting: Pupil and Family Engagement and Outreach (pg. 37-38) - For enrichment and intervention opportunities, see Pupil Learning Loss Strategies (pg. 30-34) - For more information on how teachers, as well as new teachers, paraprofessionals, and substitutes have received professional learning specific to the challenges of Distance Learning, see Distance Learning Professional
---	---	----------	--	---	--	--

			<p>better at what we do (distance learning). Older siblings watching over younger siblings (may not be able to do the work due to the fact that they are watching sibling).</p>			<p>Development (pg. 21-23)</p> <p>- We worked to provide more clarity on the structure of the school day in the distance learning environment under Continuity of Instruction (pg. 17-18) and Pupil Participation and Progress (pg. 19-20)</p>
6	Transition to In-Person Instruction	Weakness	<p>Who will monitor the safety measures, without spending so much money in support if there is already personnel, example: teaching assistants. Should use what is in place.</p> <p>Truly follow the safety measures that are recommended.</p> <p>Question: How will physical education classes be and how will it get graded?</p> <p>Need clear assurance and consistent messaging of the option to keep students at home even when return to campus order is given. What plans are being developed to make this an equitable option? This will help with parent trust.</p> <p>PAC/parents have not experienced a run-through of a school day. What models of online learning are being used from private and homeschool world or from summer</p>	Division of Instruction - Elementary /Secondary Education	<p>The District will continue to monitor health and safety guidelines and updates from the State. The Superintendent and senior leadership team will use this information to determine the timeline for transition to hybrid or in-person learning. Options for families for hybrid and in-person instruction will be communicated. 100% distance learning will remain an option for families that choose to keep their student at home. As much as possible, existing staff will be trained and utilized to support distance learning and any transition to in-person instruction</p> <p>Physical education will be conducted virtually through live synchronous instruction (video conferencing) and with asynchronous assignments. Teachers will use participation information and progress to determine grades for physical education.</p> <p>The required instructional minutes for distance learning were set by the State of California and are being followed by all Districts. School schedules were established based on these requirements and were informed by plans from many other districts and schools across the nation.</p> <p>Principals, teachers and Community of Schools Administrators will hold regular Town Hall meetings with families to discuss the instructional program, including an overview of the instructional day.</p>	<p>We understand and share PAC's concerns for the ongoing health and safety of our students, staff, families and communities. In order to address those concerns, we provided more detail on our current health and safety measures (as well as the factors influencing a potential return to in-person instruction) under In-Person Instructional Offerings (pg. 14-16).</p> <p>In addition, to provide more transparency on school day structure and how student attendance and participation will be</p>

			<p>enrichment offered by LAUSD teachers?</p> <p>Class schedule is not the same as usual in terms of time (less time). Starting at 9AM and done at 1PM. Less instructional minutes.</p> <p>Office hours (2-2:15PM) will teachers have enough time to really interact and support students during that time period.</p>			<p>tracked in distance learning in 2020-21, see Continuity of Instruction (pg. 17-18) and Pupil Participation and Progress (pg. 19-20)</p>
7	Access to School Nutrition	Weakness	<p>Implement the EBT system and provide each family a card, taking into account the number of students enrolled in the District. The District could save on personnel costs.</p> <p>Some of the Grab N Go locations are difficult to access for highest need families. Provide families with Grab N Go meals at a larger number of locations.</p> <p>It is important that folk giving out food should reassure that items are fresh.</p> <p>2 Sites have expired milk on packages</p> <p>Milk was warm (being mindful not to get students sick)</p> <p>Grab and Go will be hard to get to when parents are at work. The window for pick up is too small. Maybe extending the hours.</p>	Food Services	<p>EBT cards were issued by CDE under provisions approved by Congress and the Senate. The Food Services Division does not manage the issuance of EBT cards. Food Services will be opening up additional sites for Food Distribution towards the third week of September. Fresh deliveries of food, fruits, vegetables and milk are done every morning prior to service. Every precaution is taken to ensure that the food being distributed is fresh, and we apologize if some customers had a different experience. We are always available to address issues immediately. Service times were changed to 7am -10 am to enable parents to pick up meals prior to the start of class.</p>	<p>The Plan's School Nutrition section (Pg. 38-39) addresses the district's policies around distribution of meals at our Grab and Go Sites.</p> <p>PAC's feedback about the quality of the food provided has been shared and will continue to be shared to ensure that we are providing fresh and nutritious meals to our students.</p> <p>In response to the concerns about the hours of operation, Grab & Go Centers have changed their hours of operation to 7am to 10am to allow students and families time to pick up their</p>

						meals before online classes begin.
8	Access to Devices and Connectivity	Weakness	<p>Hotspots might not work for everyone being online at the same time.</p> <p>We still do not know how many students are without devices.</p> <p>Chromebook given by some schools come with instructions and phone calls to parents asking if they need hotspots.</p> <p>Weakness in that technology has not reached all the students.</p> <p>The devices (computers) provided by the schools did not work. You could not use the computer and the hotspot did not work.</p> <p>Devices took long to get to homes.</p> <p>The hotspot service has ended and many families do not have the money to pay for the services</p>	ITD	<p>Individual hotspots have a 5 person limit for simultaneous access. If a household has more than 5 students, an additional hotspot will be required for that household.</p> <p>If families are experiencing any issues with LAUSD-provided hotspots, ITD can assess the device and provide support.</p> <p>Due to the pandemic, devices are facing a global shortage, but ITD is performing as best as possible to provide devices to students.</p> <p>Service on Verizon & T-Mobile hotspots provided by LAUSD do not expire. Users might see a message, but it is a standard billing feature that each carrier shows, but service will not expire. Any families that signed up for free internet service at home should cancel that service in order to not incur any costs and request a hotspot from their school site.</p>	In response to this feedback about devices and internet, and in particular in response to the issue of families receiving billing notices after free internet service terms change, please see Access to Devices and Connectivity (pg. 18-19), where we clearly detail the District's policy that every student will have a device, connectivity, and instructional materials in 2020-21.

9	Distance Learning / Technology Needs: Continued Need for Devices	Weakness	<p>The Chromebooks do not have the compatible system for interpretation.</p> <p>Search out local and regional service providers to have better service.</p>	ITD	<p>ITD has worked with Zoom to make them aware, and submitted a feature request for Zoom to develop the interpretation feature for Chromebooks. This is currently a limitation with the Zoom application for Chromebooks.</p>	<p>As LAUSD has not received any additional information on this issue from Zoom, this does not appear in the Learning Continuity and Attendance Plan - however, this feedback will be considered as we continue to engage with our partners at Zoom to meet our communities' needs.</p>
10	Ongoing Communication Needs for Devices / Nutrition	Weakness	<p>Communication needs to improve.</p> <p>Information about resources is not reaching families quickly.</p> <ul style="list-style-type: none"> ○ Families learned about resources, such as devices and internet connectivity, too far into the semester. Use stronger modes of communication to reach highest need families. ○ Families are unaware about how to troubleshoot use of devices, utilizing hot spots, and Chromebooks to name a few. ○ Los Angeles Unified hotspots did not provide strong signals and speed in some communities. Provide families with additional hot spots for households with multiple students. 	ITD	<p>ITD prepared communications and guides on the https://achieve.lausd.net/itd website. ITD will continue collaborating with Parent and Community Services to support all District families with distance learning. the District hotline for tech support is also available for school staff, parents and students. If a device is not functioning as intended, ITD will assess the device and provide support or a replacement.</p> <p>The district continues to utilize multiple means of communication to reach families. The Superintendent has a weekly address that is communicated to families through the phone. Local Districts and Communities of Schools are engaging families in town hall meetings. Schools are also expected to reach out to families to provide regular updates and meetings to respond to any questions that families may have.</p>	<p>In response to PAC feedback about the need for better technology support and better communications support to parents and families, in addition to the tech support detailed in the Access to Devices and Connectivity section (pg. 18-19), we have also included additional information about the Parent Portal as a vital tool for parent communications in our District under Pupil and Family Engagement and Outreach (pg. 37-38)</p>

11	Distance Learning / Technology Needs: Training and Support	Weakness	<p>More training for students and family members. Parents have difficulties when it comes to participating in Zoom meetings, like school meetings, IEP, Coffee with the Principal, and workshops. As parents, we need to advocate for all parents and ensure to provide technology that can be used according to their language. More IT to solve problems, be bilingual. Parents need support on how to support their students at home based on what they are learning. Better outreach to families on Devices and how to use them. Training for Students and parents should be required. More guides for families. More training for students on technology. Parents need more technology training. The District to monitor how many parents are using the Parent Portal to train and stay informed Strategies for parents on how to support your child at home. For example, physical therapy, etc. Lack of books and instructional materials to support children at home, for example books. Lack of ability to monitor your student and their learning. How can parents help their children, if they don't have the tech tools or know the subject matter.</p>	ITD and PCS	<p>A series of workshops will continue to be offered regularly by each Local District and the Office of Parent and Community Services focusing on supporting parent technology needs. This effort will include a Tech Talks class for beginners learning about email, device, online account registration, as well as for advanced learners wishing to learn about Parent Portal, Schoology, and navigating district resources. This will be part of a package of module for school sites. The Office of Parent and Community Services has developed multiple job aids, videos and presentations that can be used by schools and Communities of Schools to teach parents how to use technology to support student learning. The district is using Zoom for most meetings, and there is a call-in feature that any parent can use as an alternate to the online video access. The LAUSD Help Desk is also available Monday through Friday to assist parents and students with specific technological needs.</p> <p>The Office of Parent and Community Services is using Zoom's interpretation feature with the LAUSD Translations Unit to provide real-time translations for meetings with the public. The District will develop a communication plan to make schools more aware of the interpretation features.</p>	<p>As we continue to learn from our PAC engagement, parent support is critical to our students' success in the distance learning environment. Accordingly, information on technology and communications support to parents and families has been included under Access to Devices and Connectivity (pg. 18-19) and Pupil and Family Engagement and Outreach (pg. 37-38)</p>
----	--	----------	---	-------------	---	---

12	Student and Family Engagement - Learning Continuity Plan Engagement	Weakness	<p>Lack of actual timely feedback used for this plan. April-June feedback informed the summer learning and resulted in a different program. Would like the District to acknowledge the reality of what parents are going through now. Parents have new feedback to add to what they provided earlier in the year.</p> <p>District is not giving enough details in terms of the process for remote learning for parents and students. August 17 is too late. The presentation and media shared is vague. Teachers are saying they are not sure what to do. Schools are waiting for guidance.</p> <p>Lack of details for parents related a standard for school faculty to use when it comes to distance learning. It seems that we are planning last-minute. For example: the Family Student Handbook technology section lacked a checklist item to call attention to Internet bandwidth. PAC parents might have been able to catch that detail. Would like timely opportunity to give feedback on a DRAFT.</p>	LCAP	<p>The Learning Continuity and Attendance Plan is intended to memorialize the planning process for the 2020-2021 school year that has been underway since March. Community health factors and directives from the state required the District to begin the school year with 100% distance learning. Recent guidance from the state and subsequent required collaboration with labor partners resulted in a compressed timeline for clarifying how distance learning would be implemented. The implementation of a Smart Start to the new school year is intended to provide staff, students and parents the opportunity to learn about the new, more rigorous distance learning expectations. The PAC and DELAC will have an opportunity to review a more final draft of this Learning Continuity and Attendance Plan prior to the public hearing.</p>	<p>For detailed information on the Los Angeles Unified School District's approach to gathering stakeholder input and feedback since school closures in March and the impacts of that engagement specifically for this Learning Continuity and Attendance Plan, please refer to the Stakeholder Engagement section (pg. 4-14).</p> <p>In particular, please refer to the final prompt of the Stakeholder Engagement section, in which we detail the impact of our engagement with our partners (including the Parent Advisory Committee) on the development of this Plan.</p>
----	---	----------	---	------	--	--

13	Student Supports - Instruction / Academic - English learners	Weakness	<p>The teaching assistants should support with help in interpretation to have effective access to instruction.</p> <p>English learners have difficulty with English instruction, need support in their native language, because they get very stressed when they cannot do or complete the homework or work.</p> <p>English Learners may not be able to reclassify to the next level. May have a more difficult time in “passing” to the next grade level.</p>	MMED	<p>Los Angeles Unified schools hire bilingual teacher assistants to provide primary language support and reinforce instruction for English Learners. We value the linguistic and academic assets English Learners bring to school and encourage teachers to leverage such linguistic and academic assets to provide access to grade level content instruction. English Learners who are at the early stages of learning English and might be at lower English proficiency levels are provided substantial language and academic support to ensure they learn English as quickly as possible and master academic content. All schools are expected to implement designated and integrated English Language Development standards to ensure students are receiving language instruction.</p>	<p>In order to better respond to the concerns raised by PAC for instruction of English Learners, we have specifically called our our supports for those students in two places in the plan: under Supports for Pupils with Unique Needs (Pg. 24-25) and Pupil Learning Loss Strategies (Pg. 30-31)</p>
14	Other Family / Community Needs	Weakness	<p>Parents who are essential workers and are single parents need extra support or childcare setup.</p> <p>Looking at everyone’s situation instead of just individuals.</p> <p>Any problem that parents/students have, it should be the local school that gives direct support instead of having to call the district.</p> <p>Parents: Weakness in that we cannot participate at the local level in the same way. The LD offers workshops but it does use the chat so you are left with many questions.</p>	PCS	<p>Within the Community of Schools (CoS) structure, there are many layers of support and two way communication for families. Schools can provide the first layer of support, with CoS administrators and their teams assisting schools and families with more specific needs. For individual concerns and needs the school and CoS leadership are available to address families concerns. The Local District can also assist with coordinating supports across communities of schools to ensure that families have multiple means and opportunities to be served. Town halls and office hour segments are organized to offer families with general updates and announcements, while also directing families to the appropriate offices available to support individual family needs. The Los Angeles Unified Family Hotline is also assisting families with one on one assistance such as access to childcare currently available in the Los Angeles area.</p>	<p>As mentioned above, in order to reflect the District’s commitment to supporting our parent partners, we have included information on communications support to parents and families under Pupil and Family Engagement and Outreach (pg. 37-38)</p>

15	Site-level and classroom-level Parent Communications	Weakness	<p>Teachers should send out notifications to parents and students when class will start. Expectation of emails from teachers and parents. Parent conference...will that happen this school year? Weakness in that not all teachers are online to teach the course and they do not answer emails sent by students/parents. (many only send work without direct instruction.) Schools should monitor if the students are using the parent portal to complete their homework. The parent portal should be used as a communication tool / Teachers should use the parent portal to communicate with parents as well as schoology./ If they use it as a communication and training tool it will improve parent training. Teachers to update information on Schoology. / Teachers are not updating the information on the portal. / Principals to monitor that information is being updated on Schoology. There needs to be teacher accountability. It (Parent Portal) is not being used systematically across the District. How will parents be informed about the implementation of these strategies and the support to ensure that there is no instruction loss. Frustration over lack of</p>	PCS	<p>Schools do monitor the use of Parent Portal by their families and the use of Schoology by their teachers and students to access learning. As the pandemic required teachers and families to adjust to a new form of engagement quickly, structures of support were being developed as they were needed at the time. The level and type of accountability for engagement will be very different in this new year, as Communities of Schools have shared best practices in how to help all stakeholders in our educational system strengthen their capacity in the online environment. New job aids have been developed to assist schools with supporting their families. Whereas the Parent Portal is not a two-way communication tool, it does connect to Schoology for parents to review their students' classroom progress; and Schoology offers the ability for two-way communication between parents and their children's educators. This year alone the school district witnessed for the first time consistent coordination and messaging about the Parent Portal at the school sites, CoS and local district, and central offices. The current focus is to build practice for families to link to the Parent Portal which is the point of entry for families in Schoology where teachers are posting school schedules, routines, assignments and resources. This is also the ideal site where families may email and communicate one on one needs with teachers and administrators.</p>	<p>The PAC feedback was instrumental in signaling that this Plan needed additional information on the Parent Portal and its communications support to parents and families - as a result, we have included content to address that need under Pupil and Family Engagement and Outreach (pg. 37-38).</p>
----	--	----------	--	-----	---	---

			<p>information regarding instruction from the school site level. Parents have a lack of confidence and trust in the District because of lack of structure. Disconnect between what Supt. says and what is said at the school level. It's an issue of inequity because each school is running their own program.</p> <p>Schools need to provide support to their own parents, rather than refer them to district offices and/or phone hotlines.</p>			
16	Student and Family Engagement - General	Weakness	<p>The percentage does not reflect all the LAUSD families. How will the District improve the quality and quantity to engage all parents since only the parent that had access and ability in technology completed the survey. The District needs to provide support to help parents know how to fill out surveys.</p> <p>There should be unit for families under the new CoS organization. Parents would like to have input into the negotiation process, to give guidance on topics such as instructional offerings, PD, etc. Concern regarding waiting too long to reach out to students who've not shown up. Individual orientations with</p>	PCS	<p>The Los Angeles Unified has coordinated with local district superintendents to connect with students and families who are unable to connect online for teacher-led instruction. Monitoring of data, trends found and outreach to families who are disconnected is the responsibility of the local district superintendent and leadership. Student Health and Human Services has developed protocols consistent with Senate Bill 98 requirements for engaging students and tiered support for students who are not engaging in learning. For questions about how family engagement personnel are staffed at a local district level and to offer input on instructional practices supported you can speak with the CoS administration and local district superintendent.</p>	<p>We share this concern for students and families who were unable to connect online during the initial emergency school closures. As a result, we have developed and communicated tiered re-engagement strategies for students who are unable to connect online, leveraging the partnership of our students' parents and families to keep our students engaged - this information is included under Pupil and Family</p>

			families would go a long way to build trust with families.			Engagement and Outreach (pg. 37-38)
17	Student and Family Engagement - PAC Engagement	Weakness	<p>To embed PAC members into decision making bodies that inform how supports and resources are organized for families to provide greater two way engagement with decision makers at the Los Angeles Unified: COSA, local district, and central office level.</p> <p>PAC can be a partner in previewing and providing guidance as to the district's plans. Members have received training to provide meaningful input. PAC could have been the working group with the district regardless of the tight timeline.</p> <p>More transparency regarding opportunities to be part of engagement opportunities. In particular the process by which PAC officers were invited to be a part of the group providing Dr. Baca with feedback. Feedback will help inform more authentic feelings and concerns from parents/families.</p> <p>District should have consultation with PAC on how to improve as a district.</p>	PCS	<p>Engaging the voices of PAC into the new school year planning is a priority for the school district. Officers were invited to conversations organized by the Chief of Schools and local district superintendents and the engagement of the new LCAP was initiated immediately following the release of the policy from the state. As the PAC provided 86 comments on a range of issues related to the LCAP and continued its engagement through the summer on the Learning Continuity and Attendance Plan, its feedback served a great value to the District in determining the District's direction and support for students and families during the time of remote learning. The PAC recommended parents be surveyed across the District and that parents receive more technological training. As a result, a Districtwide survey was administered and workshops and townhall meetings across the District have been held to help families connect. Nonetheless it is noted the PAC desires to engage with greater frequency when the school district leadership is developing sizeable plans such as the coordination of services in a time of a pandemic. PCS will consider how PAC members might have the opportunity to participate in this engagement in the coming year.</p>	<p>As stated above, for detailed information on the Los Angeles Unified School District's approach to gathering stakeholder input and feedback since school closures in March and the impacts of that engagement specifically for this Learning Continuity and Attendance Plan, including information on the Districtwide survey, working groups, and town hall meetings, please refer to the Stakeholder Engagement section (pg. 4-14).</p> <p>In particular, please refer to the final prompt of the Stakeholder Engagement section, in which we detail the impact of our engagement with our partners (including the Parent Advisory Committee) on the development of this Plan.</p>

18	Student Supports - Mental Health	Weakness	<p>We do need to improve the [hotline] service. Parents have waited hours to get support</p> <p>There needs to be socioemotional support for students as well as parents, through personalized resources when the parent or the student is in a crisis o lack of instructional knowledge.</p> <p>Long wait time for hotlines.</p> <p>Wondering: How will 4-1 rule be enforced?</p> <p>Will PSA be available to go out?</p>	PCS - Hotline	<p>Since April, a Mental Health Hotline has been available for parents and students in both English and Spanish from 6 am to 6 pm Monday through Friday. Social-emotional health is a priority for the District, as it is a crucial indicator in determining the success of students in school. Families are able to request services for a student and parents. In addition, in order to reduce the time parents and students have to wait on the hotlines, the District has recently trained hundreds of employees to offer support to families. The week leading to the first week of school and the first week of school resulted with a wait time under five minutes for families who called the (213) 443-1300 family hotline.</p>	<p>In response to this feedback about the need to highlight the mental health and social-emotional learning resources available for our students, we have included more information to this effect under Mental Health and Social and Emotional Well-Being (pg. 37)</p>
19	Staff Professional Development Needs - Technology Training	Weakness	<p>More opportunities for school staff to be trained in Zoom and how to engage with parents/families with online learning.</p> <p>Equitable practices for technological training across the district. Disparity across LDs and Communities of Schools. Some communities who have little experience with technology might need extra support beyond tech support for topics related to instruction (how to use and access Khan Academy, IXL, etc.). Websites are another area of disparity--some are more helpful (funded) and others are not. Differences in leadership also contribute to differences.</p> <p>Different formats from school</p>	PCS and LCAP	<p>To provide more tailored support across the District for families with great needs of support for technological issues, Communities of Schools are reaching out using text messages and requiring schools to make personal phone calls to provide an additional layer of support. The school district also developed a Future Ready Certification Program that helped over 13,000 educators with learning the use of Zoom, Schoology, Parent Portal and other valuable resources. The Office of Parent & Community Services also provided job aids and resources for teacher and administrator professional development designed to help families use a Chromebook, using Zoom, Parent Portal registration and others available on the PCS website.</p>	<p>As stated above, in order to empower parents to support their students with distance learning, we have included information on technology and communications support to parents and families under Access to Devices and Connectivity (pg. 18-19) and Pupil and Family Engagement and Outreach (pg. 37-38)</p>

		<p>to school. Depending on the teacher's strength with zoom and remote learning, some schools are prepared more than others. Need a list of best practices to be shared with all schools/teachers. This is an opportunity for innovation. Best practices can be used across district like pre-recording teachers who are engaging to use during instruction. Teachers can work to give smaller group instruction to meet students' needs. District can also look to private homeschooling as models for instruction. Another best practice is breakout rooms with support staff to help with work in smaller group support and instruction. Parent workshops to help with zoom and instruction is also a best practice.</p> <p>Having training where teachers and staff could learn together</p> <p>13% of teachers did not receive the training or were not certified in the virtual platforms. You cannot require or demand teachers to use the virtual platforms and really fulfill their duties.</p>			
--	--	--	--	--	--

20	Student Supports - Instruction / Academic - Student Participation	Weakness	<p>Not many students participated in distance learning from March to June.</p> <p>Daily Participation, students log in on time, just having a device on is not the same thing as just participating. How will this be monitored?</p> <p>Notifying parents that students are not logged on a day later is going to be a big issue for parents.</p> <p>If students are at home and are sick or not feeling well, if they turn in the work, how will absence be addressed?</p> <p>Post assignments at least on a weekly basis to let parents know progress and/or completion rates. "Heads Up"</p>	SHHS - Attendance	<p>In response to students not participating in distance learning during March-June, Student Health and Human Services personnel including Pupil Services and Attendance Counselors prioritized contacting students via phone and targeted mailings to households to support families in connecting students to distance learning. Families were connected to basic needs and supportive services to ensure that students were connected. In addition, an online enrollment portal and enrollment hotline was created to support all students in enrolling in LA Unified. The district worked with partners such as EveryDay Labs to reach out to students who were not connecting to distance learning using a combination of text messages and mailings with information on accessing district resources to connect to online learning. Daily participation will be tracked and monitored for all students. Schools will utilize LAUSD platforms (i.e. WholeChild, Schoology, MISIS, MyData) to monitor which students are not connecting and are in need of additional supports to improve Attendance and participation. Black Board Connect Calls will be made for same day attendance and previous day attendance. For current day attendance parents will receive a message to assist their child in logging in for that day. For students with no attendance activity for previous day will receive a message that student has been marked absent. The Black Board message also encourages families to contact the SHHS hotline or school for supports in accessing resources. Student attendance will continue to be monitored and will be reflected in students' reports cards. School site/district/community/partner supports will be available to assist in improving attendance. Schools will continue to provide tiered intervention supports for students with excessive absences. Students who are ill but submit assignments will receive attendance credit for the day that the assignment was turned in. An Inter-Office Correspondence was developed and shared with LAUSD District and office staff to provide guidance on the requirements for attendance taking and monitoring as described in Senate Bill 98. Parents are encouraged to view their students' academic progress in Schoology. Parents and legal guardians can register for the Parent Portal to access Schoology, set notifications regarding their students' assignments on Schoology, and view their child's grades.</p>	<p>We share this concern for students and families who were unable to connect online during the initial emergency school closures. As a result, we have developed and communicated tiered re-engagement strategies for students who are unable to connect online, leveraging the partnership of our students' parents and families to keep our students engaged.</p> <p>- For information on attendance and engagement tracking, see Pupil Participation and Progress (pg. 19-21)</p> <p>- For tiered re-engagement strategies for students who are unable to connect online, see Pupil and Family Engagement and Outreach (pg. 37-38)</p>
----	---	----------	---	-------------------	---	--

21	Student and Family Engagement - Foster youth	Weakness	<p>District has not been clear with who is outreaching to the Foster youth population and how that is being done.</p> <p>How many parents do we have representing Foster youth in each LD? We need to have more Foster parents involved.</p>	SHHS	<p>Student Health and Human Services, Student Support Programs Department oversees a program called Specialized Student Services. This program focuses on providing local, integrated, specialized support services to students in foster care. We have 163 counselors who are assigned to support every students who is in foster care in every school within LAUSD. These counselors act as liaisons with parents/caregivers, Educational Rights Holders, other various agencies (DCFS & Probation), advocates, and school districts. Counselors coordinate services to ensure that the students' educational rights are upheld. During school closures, they are ensuring that students have access to technology, are connected to the content and applications needed to participate with their class(es), and are engaged with the school and learning. Counselors are also continuing to virtually engage foster youth in enrichment and extracurricular activities, such as our Foster Youth Leadership and Empowerment Councils. The number of students in foster care varies across the District. On average, we have approximately 8,000 students who are identified as needing services throughout the academic year. The number changes as cases open and are closed with the juvenile dependency & delinquency courts. The analysis of year-end data for students in foster care revealed that the percentage of identified students district-wide by LD was: LD Central: 18%; LD East: 17%; LD Northeast: 15%; LD Northwest: 11%; LD South: 23%; and LD West: 16%. The program works collaboratively with the LA County Department of Children and Family Services, LA County Probation Department and receives information from CalPADS (California Longitudinal Pupil Achievement Data System) to accurately and regularly identify LAUSD students in the foster care system. The program also hosts Community Collaboratives throughout the year to empower, engage, and inform parents/caregivers, advocates, and stakeholders.</p>	<p>Following this feedback from our PAC partners, we prioritized engaging our students in foster care directly by meeting with a foster youth student focus group to get their input on this Plan (see the Stakeholder Engagement sections on pg. 7 and 12 for more detail about their feedback).</p> <p>We have also highlighted our supports for students in foster care in this Plan, both under Supports for Pupils with Unique Needs (pg. 26-27) and under Pupil Learning Loss Strategies (pg. 32-33)</p>
----	--	----------	--	------	--	--

22	Staff Professional Development Needs - Special Education	Weakness	<p>The weakness is the percent of personnel that is compatible to the number of students with special needs. Lack of personnel trained to have an impact on the number of students with special needs. Give sensitivity classes to the staff on the needs of children with disabilities and the parents.</p> <p>The Los Angeles Unified must provide a process to families with an IEP to receive immediate assistance from school sites.</p> <ul style="list-style-type: none"> ○ How will new families be assisted in a timely manner if the schools do not have adequate personnel on campus? <p>General Ed teachers getting Special ED training. --> Make Trainings required for General Ed teachers.</p> <p>We need better IEP monitoring during this time</p>	Sped	<p>We are continuing to train all staff (general education as well as special education) in the practices of Universal Design for Learning to improve Tier One instruction for all students, including students with disabilities. This requires a mindset shift in the way we think about learners-since every person is a unique array of strengths and needs, there is no average student and we are working on shifting classrooms to offer choices that better engage our students.</p> <p>Each school site has an administrator assigned to supervise and lead all aspects of special education. The district has developed a protocol for remote IEP team meetings and has implemented professional development for Local District staff to support schools in the implementation of special education services during distance learning. Parents are encourage to reach out to their Community of Schools Support team if they are having challenges resolving concerns at the school site. Each Community of School has special education support staff. Lastly, parents can always call (213) 241-6701 if they need assistance regarding the special education needs of their student.</p>	<p>We share the PAC's concerns for and commitment to our students with disabilities in the distance learning environment. Accordingly, we have provided more information on teacher professional learning opportunities under Distance Learning Professional Development (pg. 21-23) as well as supports for students with disabilities under Supports for Pupils with Unique Needs (pg. 26) and Pupil Learning Loss Strategies (pg. 32).</p> <p>In addition, in order to better understand and respond to these students' needs, we also held a separate engagement meeting for Parents of Students with Disabilities (for more information, see the Stakeholder Engagement section on pg. 6 and 11).</p>
----	--	----------	---	------	--	--

23	Student Supports - Instruction / Academic - Students with Disabilities	Weakness	<p>How will students in special education be supported? Will there be a plan on how to provide instructional support[?]</p> <p>Special ED students and Foster students in distance learning will not learn the same or have the same type of support. They feel neglected.</p> <p>Students in special education need more support and psychologists should stay informed.</p> <p>Plan does not provide a link for instruction to support families with an IEP.</p> <p>Provide narrative to share how SPED and Division of Instruction will both work toward meeting the needs of diverse learners and their families.</p> <p>Need more support for students with I.E.P's</p>	Sped	<p>Students with IEPs will still be supported according to their IEPs. While there have been minimum requirements for synchronous minutes for all students in distance learning, services may go beyond the minimum synchronous minutes or, in some cases, could be partially provided asynchronously. The Division of Special Education has a website for parent resources, https://achieve.lausd.net/page/16606.</p> <p>The Division of Special Education will be addressing methods to provide distance learning in upcoming IEP team meetings which will provide additional guidance to schools, teachers and providers on how to provide supports and services during a closure of 10 or more days, like the current pandemic.</p> <p>Each school site has an administrator assigned to supervise and lead all aspects of special education. Parents are encouraged to reach out to their Community of Schools Support team if they are having challenges resolving concerns at their school site. Each Community of School has special education support staff. Parents can always call the District special education hotline for additional support at (213) 241-6701.</p>	<p>As stated above, we share the PAC's concerns for and commitment to our students with disabilities in the distance learning environment and have provided more information within this Learning Continuity and Attendance Plan, both on teacher professional learning opportunities under Distance Learning Professional Development (pg. 21-23) as well as supports for students with disabilities under Supports for Pupils with Unique Needs (pg. 26) and Pupil Learning Loss Strategies (pg. 32).</p>
----	--	----------	--	------	---	---