



**PUBLIC REQUEST TO ADDRESS
THE BOARD OF SUPERVISORS
COUNTY OF LOS ANGELES, CALIFORNIA**

MEMBERS OF THE BOARD

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Correspondence Received

The following individuals submitted comments on agenda item:				
Agenda #	Relate To	Position	Name	Comments
CS-9.		Favor	GREGORY D JACKSON	<p>Public Comment on CS-9: Public Employee Performance Evaluation Good day, Chair and Members of the Board. My name is Gregory D. Jackson. I am speaking on agenda item CS-9, Public Employee Performance Evaluation, specifically regarding the Superintendent of Schools of the Los Angeles County Office of Education. Historically, it has not appeared to be the regular practice of this Board to evaluate the Superintendent of Schools in the same direct and visible manner in which teachers, site administrators, and other educational leaders are evaluated. That lack of visible evaluation raises an important concern. In every effective educational organization, performance evaluation serves a necessary purpose. Evaluation clarifies expectations, measures progress toward organizational goals, identifies areas for improvement, and establishes accountability at every level of leadership. Teachers receive evaluations. Principals receive evaluations. Administrators receive evaluations. Those evaluations exist because student outcomes, organizational goals, and leadership performance matter. The same principle should apply to the highest levels of educational leadership, especially when the students affected are among the most vulnerable youth in Los Angeles County. Evaluation should not be viewed as punitive. Evaluation represents a healthy governance practice. When conducted properly, evaluation allows the governing body to determine whether a leader has moved the organization toward its mission, responded effectively to persistent problems, and accepted responsibility for measurable improvement. Best practice requires leaders to receive clear expectations, coaching, support, and an opportunity to improve. However, when leadership fails to produce meaningful progress despite support and intervention, the organization must act in the best interests of the people it serves. For more than a decade, students in juvenile justice court educational settings have experienced persistent academic and organizational failures. These students require urgent, coordinated, and accountable leadership. The Board of Supervisors has rightly called for accountability through The Board's previous agenda item: "Access to Learning: Fighting for the Rights of Incarcerated Youth," dated. That agenda item recognizes the County's responsibility to protect the educational rights of incarcerated youth and reinforces the need for measurable leadership accountability. The Superintendent of Schools is responsible for educational outcomes under LACOE's authority, including the conditions, quality of instruction, and student outcomes within juvenile court schools. When persistent failures continue across many years, leadership evaluation becomes more than an administrative practice. Leadership evaluation becomes a governance obligation tied directly to student rights, institutional accountability, and public trust. For that reason, the inclusion of the Superintendent of Schools in this</p>

				performance evaluation item represents an important and necessary step. This action aligns with best practices in governance, accountability, and educational leadership. Most importantly, this action moves the County toward greater responsibility for the students in juvenile halls, which remain among the most vulnerable stakeholders in the public education system.
		Item Total	1	
Grand Total			1	