

**Superintendent Responses to Comments from the
Superintendent's Student Advisory Council (SSAC)
June 2026**

2026-27 LCAP Goal	Committee	Comment	Response
Goal 1: Academic Excellence			
Goal 1: Academic Excellence	SSAC	How can the District maximize its resources to increase Advanced Placement (AP), International Baccalaureate (IB), honors, Dual Enrollment, and other programs while preparing and certifying educators for these courses?	Los Angeles Unified provides multiple pathways to expand access to advanced coursework, including Advanced Placement, IB, honors, Dual Enrollment, and other college and career readiness programs. Options such as online AP courses through Edgenuity help supplement course availability when site-based staffing or scheduling is limited. The District also offers professional development opportunities to support teachers in delivering advanced coursework, including AP and IB training during the summer and throughout the school year. Implementation of these programs is determined at the school site based on student interest, staffing, partnerships, and available resources.
Goal 1: Academic Excellence	SSAC	How can the District support a standardized teacher curriculum to track student readiness for standardized exams and lessen the pressure of timeline expectations? What needs to be changed? <i>(Question was focused on Advanced Placement (AP) courses)</i>	The District provides guidance and resources to support consistent implementation of Advanced Placement (AP) courses across high schools, including access to College Board-aligned materials and the AP Readiness program. Teachers have access to professional development and instructional supports designed to help monitor student progress and prepare students for AP assessments. Schools may use a variety of tools and strategies to track student readiness and provide supplemental support based on student needs. Implementation of curriculum pacing, instructional approaches, and support structures are determined at the school site in alignment with District guidance and available resources.

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Goal 2: Joy and Wellness			
Goal 2: Joy and Wellness	SSAC	How can Social Emotional Learning sessions be better integrated into classroom curriculum? How can we change and measure the efficiency of these session approaches? How can we consider teacher and staff feedback to adapt such lesson plans?	Social Emotional Learning (SEL) is integrated into the curriculum through a comprehensive, Districtwide approach that embeds SEL within Tier 1 instruction across content areas using research-based frameworks, such as Positive Behavioral Interventions and Supports (PBIS), Restorative Practices, and District-adopted SEL resources aligned to the six SEL competencies. Educators are supported through ongoing professional learning to incorporate inclusive instructional strategies, student reflection, and real-world application of SEL into daily instruction. Effectiveness is evaluated through a multi-measure system that includes student perception data (e.g., school climate and experience surveys), evidence of student learning and application, and implementation data to monitor progress and inform continuous improvement. Teacher and staff feedback is gathered through professional learning, site-based collaboration, and Districtwide input processes, and is used to refine resources, strengthen supports, and improve overall SEL implementation. SEL is embedded into the Teaching and Learning Framework: Culturally Responsive and Standards-Aligned Teaching Leads to Success: A strong focus on literacy, critical thinking, and social-emotional development ensures students feel valued and empowered, while also preparing them for future academic and career success. Integrating students' cultural backgrounds into rigorous instruction fosters both academic confidence and long-term achievement.
Goal 2: Joy and Wellness	SSAC	What would it take to implement higher regulations of school safety, such as police, which have been proven to maintain protection and community engagement? Why haven't we yet revisited a comprehensive approach to address school safety?	Los Angeles Unified implements a comprehensive, multi-layered approach to school safety that includes the Los Angeles School Police Department (LASPD), as well as prevention, intervention, and community-based strategies. The role and deployment of school police and other safety measures are guided by Board policies, District procedures, and ongoing collaboration with stakeholders, including safety collaboratives and the Safe Schools Task Force. The District regularly reviews its safety practices and gathers input from students,

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			families, staff, and community partners to inform continuous improvement. School sites implement safety supports based on District guidelines and site needs to maintain safe and supportive learning environments.
Goal 2: Joy and Wellness	SSAC	What are the various viewpoints on School Police (e.g., School Safety Task Force, Superintendent, Principals)? Incident reports have significantly increased (with certainly more underreported) since School Police was restricted. What is the District's position on having School Police at specific, certain high-risk schools (not necessarily ALL sites, given the shortage of officers)? Assuming this was feasible, would you support it? Why/why not?	There are different viewpoints about the role of school police. In alignment with Board direction, the Los Angeles School Police Department (LASPD) operates as an "off campus" safety support function. LASPD does not assign officers to schools on an ongoing basis. Instead, officers are deployed where they are needed most, based on safety concerns, data, and requests from schools. When schools are experiencing higher levels of incidents, LASPD can provide short-term on-campus support and safe passage patrols during arrival and dismissal or when specific issues arise. This allows the District to respond to safety needs while also making the best use of resources. The District remains committed to ongoing review of safety strategies so that students and staff have access to safe, supportive learning environments.
Goal 2: Joy and Wellness	SSAC	How is the district ensuring that drug-abuse prevention is consistent throughout campuses? How are we combining intervention and engagement to prioritize every facet of school safety?	There are 28 high schools that operate Wellbeing Centers that are staffed with master's-level Health Educators funded by Substance Abuse Prevention and Control Department (SAP-C) funds within the Department of Public Health. The District helps all schools provide consistent education and support to prevent drug, alcohol, and vaping use through common lessons, prevention programs, staff training, student services, and community partnerships. Districtwide policies, resources, and oversight help ensure students receive similar prevention education and support no matter which school they attend.

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Goal 3: Engagement and Collaboration			
Goal 3: Engagement and Collaboration	SSAC	What communication methods has the District explored and provided, and how can it ensure they are accessible and effective for all families, especially under-resourced communities?	The District uses multiple communication methods, including email, phone calls, text messages, school websites, and meetings, to keep families informed. It has also expanded multilingual outreach and translation services to better serve diverse communities. A Family Hotline (213-443-1300) is available to directly assist families with 24 hour emergency assistance. Most recently, the District launched a weekly family newsletter. These options, along with focused home visits for highest-needs households, seek to help support under-resourced families.
Goal 3: Engagement and Collaboration	SSAC	How is the District working to increase student engagement and awareness of its Student Empowerment programs?	This year, the District expanded outreach across Regions for its student advisory councils and Student Board Member Election candidate applications. This has led to growing council numbers and seats available from 3 in 2024 to 8 in 2026. The Student Board Member Election also expanded into a Districtwide initiative through the development of a toolkit, training for Region leadership and principals, and activating students to lead a Get Out the Vote Plan. Next year, collecting Associated Student Body (ASB) member information will be centralized for District leaders to communicate directly with ASB advisors and officers to streamline communication and awareness of student empowerment programs.



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Goal 4: Operational Effectiveness			
Goal 4: Operational Effectiveness	SSAC	How can the District find new ways to adapt to potential technological risks given the dependency on technology? How can we maximize adaptability to structural setbacks? Staying up to date and upkeep, funding?	Los Angeles Unified maintains systems and processes to support the safe and effective use of technology across the District, including infrastructure management, cybersecurity practices, and ongoing system upgrades. In order to maintain a mature cyber security program, Information Technology Services (ITS) aligns its practices with the National Institute of Standards and Technology (NIST) Cybersecurity framework to ensure program maturity in the District's ability to identify, protect, and respond to cyber security risks. The District plans for technology needs through established budgeting processes and aligns investments with instructional and operational priorities. Efforts to address potential risks and disruptions include regular monitoring, maintenance, and coordination across departments to support continuity of services.

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Goal 5: Investing in Staff			
Goal 5: Investing in Staff	SSAC	Mississippi, Louisiana, and Alabama—which have taken educational approaches endorsed by articles in The New York Times and which have led to significant growth—have performance-based pay for teachers. We understand that this would involve labor support, BUT putting that aside, just for the knowledge of SSAC for us to form our recommendations: Has LAUSD and the Superintendent's Office considered performance-based pay similar to these states? A scale that is structured to pay good teachers MORE, incentivizes teachers to seek out lower-performing students and then showcase growth, and which includes other comprehensive metrics (e.g., student-parent-faculty input)? Why or why not? Hasn't this worked for these states? If the concern is competition, isn't competition GOOD for LAUSD so it is incentivized to improve, and in turn, families are incentivized to stop hemorrhaging enrollment and instead come back?	California does not have a statewide performance- or merit-based pay system for teachers. While the state has allowed school districts to explore and pilot such a system, there are concerns regarding fairness and measurement. According to the state, it has not found strong evidence that performance-based pay should be instituted statewide. LAUSD uses an evidence-based multiple measure evaluation system for all certificated staff. These performance evaluations, in combination with regular informal observations, are designed to engage teachers and their leaders in a teaching improvement cycle through coaching and feedback. The implementation of performance pay would need to be collectively bargained with labor partners.