

Ms. Gonez - Budgeting based on Equity and Student Need (Res-085-24/25) (Board Rule 72 Waiver)

Whereas, Public education in California has faced decades of underfunding, and the state ranked 33rd in public education spending in fiscal year 2019-2020 before the influx of COVID-19 relief dollars;

Whereas, The Governing Board of the Los Angeles Unified School District (LAUSD) is committed to providing all students with a high-quality public education and ensuring sufficient staffing to make our schools successful;

Whereas, Our students need and deserve as many resources and supports as possible to be successful in their education and growth, a need only exacerbated by unprecedented federal attacks against the communities we serve;

Whereas, The Board committed to evaluating proposals based on equity as defined in the “Accelerating Achievement through Equity in Action” resolution (Res-003-21/22);

Whereas, LAUSD includes over 70,000 committed employees who work hard every day to ensure our students can learn, grow, and thrive in safe, clean and supportive schools;

Whereas, The Board is considering a Fiscal Stabilization Plan, as required in Education Code (EC 4213), that seeks to address a structural deficit and ensure the school district’s budget remains sustainable for the next three years; and

Whereas, School district budget reductions during the Great Recession in 2008 had a disproportionate impact on high-needs students and schools, who lost funding and staff at greater levels than other schools, providing valuable lessons for future budgets;

Whereas, The public deserves transparency and opportunities to weigh in on changes to the District’s budget prior to their implementation; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District, in its upcoming budget development and accompanying ~~the finalization of any~~ fiscal stabilization plan, shall ensure sufficient staffing at school sites and ensure that the Los Angeles Unified School District’s budget:

- Center students’ needs
 - Any potential budgetary adjustment under consideration should be first and foremost evaluated for its impact on students, particularly the most vulnerable student groups.

- The Board will protect essential student services as much as possible, including engaging and rigorous classroom instruction, school safety and supervision, cleanliness, nutrition, timely transportation, socioemotional and mental health support, strong school leadership, and **before and after school care**.
- Prioritize equity
 - Wherever possible, any budget changes shall be made on the basis of equity, protecting schools and services dedicated to the highest needs populations, including Highest and High SENI schools and **BSAP** schools, ~~Whenever possible, changes will not be made uniformly~~ **rather than by** treating all schools the same.
- Recognize the value of all employees
 - Noting that staff, both classified and certificated, are critical to the success of students, the Board will seek to preserve jobs and ensure the maintenance of services and supports and work in meaningful collaboration with labor partners to identify solutions.

Resolved further, That the Board will **thoroughly** consider **and be the ultimate decision-maker of** the trade-offs of budget investments. Recognizing the financial reality confronting the District, the Board will consider both **short- and long-term reductions** and new investments, including those made apart from the District's budgeting process, with the above criteria in mind;

Resolved **further**, That the Board commits to transparency in the ~~finalization and~~ implementation of the Fiscal Stabilization plan. **In addition to the First and Second Interim updates in December and March, where updates and adjustments to the Fiscal Stabilization plan can be considered**, the Board will discuss the plan and budget updates at two or more public Committee of the Whole meetings before December, and that the Board directs the relevant District staff to hold **at least one regional**-town hall meetings **in each Board District in collaboration with the Board Member offices** ~~in~~ **during the fall** and utilize online surveys that are culturally and linguistically accessible to gather diverse stakeholder feedback from **students, families, and school staff** on the development of the District's budget and the guiding principles listed herein; and, be it finally

Resolved, That prior to the fall committee of the whole meetings, the District publish an equity impact analysis, in accordance with Reso-003-21/22, to assess impacts to high need student groups (emergent bilinguals, students with disabilities, Black students, unhoused students, LGBTQIA+ students, and students in foster care) and school types (highest/high SENI, BSAP, Community Schools, Priority Schools, Linked Learning/CTE, etc.); and publish a department-level review of consulting contracts, administrative overhead, and central office expenditures and present options to the Board for reprioritization.