



333 South Beaudry Ave,
Los Angeles, CA 90017
Board of Education

Welcome and Introductions

Labor Partners

Presentations

1. Discussion: Maximizing Efficiency and Effectiveness in Task Forces and Committees

Discussion: Maximizing Efficiency and Effectiveness in Task Forces and Committees

Attachments: 11.04.25 Task Force Discussion

2. Budget/Fiscal Stabilization Plan Updates

**S a m a n
Bravo-Karimi
Chief Financial
Officer**

Budget/Fiscal Stabilization Plan Updates

Attachments: Budget+Fiscal Stabilization Plan Updates COW 251104 FINAL
Budget+Fiscal Stabilization Plan Updates COW 251104 SPANISH

3. Ensuring Local School Site and Community Control, Authority, Autonomy and Choice Regarding Safe Campuses and the Protection of Our Students and Staff

**Maria Luisa Palma
Community Member
(Placement of an
item on the Board
agenda by a member
of the public – Board
Rule 132)**

Ensuring Local School Site and Community Control, Authority, Autonomy and Choice Regarding Safe Campuses and the Protection of Our Students and Staff

Attachments: Proposed Resolution Language_Ensuring Local Control-Safe Campuses
Resolution_Ensuring Local Control-Safe Campuses

Public Comment

Adjournment



Board of Education Report

File #: 026-25/26, **Version:** 1

Agenda Date: 11/4/2025

In Control: Board of Education

Discussion: Maximizing Efficiency and Effectiveness in Task Forces and Committees

TAB 1

Discussion: Maximizing Efficiency and Effectiveness in Task Forces and Committees

11.4.25 - Board Discussion on Resolution-Created Task Forces & Committees

Context and Objective:

Since 2013, nearly 15 board resolution-created task forces, committees and groups (hereafter “groups”) have been created with varying degrees of organization, efficiency, and impact to student outcomes. Today’s discussion aims to address and guide next steps on the future of these groups, utilizing ideas from a withdrawn resolution, “Time is Money: Maximizing Efficiency and Effectiveness in Task Forces and Committees” as well as materials from the Independent Analysis Unit (IAU) and District Staff..

Useful Materials (attached):

1. Resolution: “Time is Money: Maximizing Efficiency and Effectiveness in Task Forces and Committees”
2. IAU Memo: Comments on Res 004-25/26 “Maximizing Efficiency and Effectiveness in Task Forces and Committees”
3. Task Forces and Committees Established via Board Resolution

Board Discussion:

Pulse Check - Thumbs up / Thumbs down (if any are not unanimous we can discuss):

1. Do we think it’s important that staff use their time efficiently and effectively? (Resolve 1)
2. Do we want clear outcomes, tasks and decision-making processes for each group? (Resolve 1)
3. Do we think it’s important that all groups created by a board resolution have a staff lead? (Resolve 2)
4. Do we want an annual review of progress from these groups? (Resolve 3 & 4)

Discussion Questions:

1. What, if anything, concerns us about eliminating or consolidating duplicative and/or inactive groups? How can we solve these concerns? (Resolve 1)
2. What, if anything, concerns us about having sunseting timelines? How can we solve these concerns? (Resolve 1)
3. What, if anything, concerns us about consolidating the two culture task forces? How can we solve these concerns? (Resolve 6)
4. What, if anything, concerns us about district staff making a recommendation on eliminating, consolidating, refining or ending the existing groups? Do we want a board approval process on this (i.e. staff recommends and the board votes whether or not to adopt staff recommendation)? If not, how can we solve these concerns? (Resolve 5)
5. What else would be important to discuss on this topic?

Possible next steps (to be revised during discussion):

1. As part of the revision to board rules, incorporate process and descriptions of the types of groups that may be created by board resolutions to guide future resolutions, utilizing considerations from IAU memo (Spring-Summer 2026)
2. Encourage staff (if “direct,” bring resolution back to board meeting for vote) to bring recommendations on existing groups to a board meeting for action (Spring 2026 and annually)

Resolution

Ms. Ortiz Franklin, Mr. Nick Melvoin – Time Is Money:
Maximizing Efficiency and Effectiveness in Task Forces and
Committees (Res-004-25/26) (Withdrawn September 16, 2025)

Ms. Ortiz Franklin, Mr. Nick Melvoin – Time Is Money: Maximizing Efficiency and Effectiveness in Task Forces and Committees (Res-004-25/26) (Withdrawn September 16, 2025)

Whereas, The Los Angeles Unified School District aims to achieve audacious goals for student achievement and wellness with finite resources, including time, funding and demands on personnel;

Whereas, The District is committed to advancing and balancing pillars of the Strategic Plan, including Pillar 3: Engagement and Collaboration through authentic engagement with families, communities, and educational partners and Pillar 4: Operational Effectiveness, encompassing data-driven decision-making and sustainable budgeting;

Whereas, Various resolutions by the Governing Board of the Los Angeles Unified School District have called for task forces or committees to solve a problem or advise on an issue of importance to the Board, almost always without a sunseting date or final task to demonstrate completion;

Whereas, At Board direction, District staff prepare, convene and navigate the diverse perspectives of the various task forces and committees on a regular basis, resulting in countless hours of staff time, with little demonstrated evidence of positive impact on student achievement and Board goals;

Whereas, Multiple task forces have been convened to address overlapping topics such as school safety without a consistent process for coordination, and the District currently lacks a consistent structure for sunseting task forces and advisory committees, resulting in several remaining active indefinitely without formal evaluation or final outcomes;

Whereas, Decision-making authority is not always clear, for example the Arts Justice Advisory Committee has been interpreted to exclude District staff as the lead convener, and the Black Student Achievement Plan Steering Committee has spent many hours debating how decisions should be made; and

Whereas, To promote efficiency and accountability, it is essential to establish time-bound and outcome-focused parameters for these bodies and an LAUSD staff member as the lead who will report back to the board as indicated in the resolves below; now, therefore, be it

Resolved, That the Governing Board of the Los Angeles Unified School District commits to the efficient and effective use of staff time, Los Angeles Unified School District resources and student-focused priorities by:

- Eliminating or consolidating duplicative and/or inactive task forces and committees

- Clarifying the outcomes, tasks and decision-making process of each task force and committee, including that these entities consider the cost of program rollout and/or staff positions when making recommendations to the Board
- Adding end dates or annual board approval to continue these bodies

Resolved further, That any task force, committee, and/or advisory/work group established by Board Resolution that does not have a District lead (District employee) shall identify one within 30 days;

Resolved further, That all task forces and advisory committees established through Board resolution shall be reviewed annually, and automatically sunset after two years unless formally extended through Board action, and shall not be extended beyond a total of three years;

Resolved further, That each task force and committee, led by its designated District sponsor, must annually provide the Board with a report (oral or written) on the effectiveness and efficiency of the taskforce/committee including the impact on District resources and staff time, and progress towards intended outcomes;

Resolved further, That the District will present its first update on task force and committee elimination, consolidation, task-refinement and end dates at a Committee of the Whole by the first quarter of 2026; and, be it finally

Resolved, That at a minimum, this update should consolidate the School Culture Climate and Safety Task Force and the Safe Schools Task Force, and that this resolution shall not govern committees and task forces created by the Board President, Superintendent, or labor union contracts.

Existing Committees

Table 1. Examples of Past Task Forces and Committees Created Pursuant to Board Resolution

Task Force/Committee	Primary Purpose
Options Programs/Alternative Education Task Force (Resolution from 09/09/03)	Develop a comprehensive report of the prevailing state of and provide recommendations on ways to improve Options Programs/Alternative Education in the District
Work-Based Learning Committee (Resolution from 08/30/11)	Develop guidelines for students in the District, pursuant to Education Code 51706.1; examine best practices in developing the District's guidelines that focus on principles pursuant to AB 2211, Section 51760.1; report back to the Board on the status of the Work-Based Initiative within 90 days and annually thereafter
Asthma Awareness Task Force (Res 089-13/14)	Review District operations (maintenance, procurement, etc.) in order to identify, make recommendations, and ultimately eliminate known asthma triggers with a goal of reducing asthma-related school absences by children and staff in the 2014-15 school year
Records Retention and Destruction Policy Task Force (Res 016-14/15)	Review the Records Retention and Destruction Policy and provide recommendations to the Board at the January 2015 COW regarding exceptions to the policy, designation of emails and hard-copy records for archiving, capability and limitation of the e-discovery software
Attendance Task Force (as envisioned by the Independent Financial Review Panel) (Res 001-17/18)	Increase LAUSD's attendance rate to the statewide average through the creation of a task force of school, city law enforcement, and judicial representatives to focus on improving attendance at the poorest attended schools and grades
AANHPI AMEMSA Steering Committee (Res-044-18/19)	Issue specific recommendations to the Board in May of 2020 and continue to meet through successful implementation of the resolution, which called for formally recognizing, affirming, and advancing educational equity and inclusion for AANHPI and AMEMSA students across LAUSD
State Seal of Civic Engagement Advisory Group (Res 016-20/21)	Develop local criteria to award the Seal of Civic Engagement, based on the California Board of Education approved criteria, to be implemented beginning in the 2021-22 school year.
"Clean Energy" Task Force (Res-018-19/20)	Develop an implementation plan for LAUSD to achieve 100% clean, renewable energy in its electricity sector by 2030 and in all energy sectors, including heating, ventilation, air conditioning, cooking, and transportation, by 2040
Climate Literacy Task Force (Res-016-21/22)	Convene and organize all other related working groups called for by previous initiatives and resolutions that will coordinate resources and support that are focused on school greening, gardening, outdoor education, and clean energy efforts

Table 2. Advisory Committee of Deaf and Hard of Hearing

Resolution	Restructure Deaf and Hard of Hearing Education (Res-029-21/22)
Primary Purpose	Provide input and help develop process for the recruitment, hiring, training, and retention of qualified Deaf and Hard of Hearing education professionals
Date Established	February 2023
Meeting Frequency	3 times per year
Dept./Staff Lead	Alesha Haase, Administrator of Instruction Janette Duran, Coordinator, Deaf Education
Members	Deaf Education Program Specialists, Human Resources, Personnel Commission, Teachers (classroom and itinerant), Administrator Special Education, Early Childhood, Higher Education Professors
Status	Active
Progress Towards Goal(s)	We continue to collaborate as an Advisory with Human Resources and the Personnel Commission to identify strategies and pathways for recruiting, training, and retaining staff.
Recommendation	Continue until an actionable deaf educator recruitment, training and retention plan that clearly identifies the roles and responsibilities of each stakeholder group is developed and memorialized

Table 3. Arts Advisory Council

Resolution	Arts Justice: Access and Equity Across Disciplines and the District (Res-028-21/22)
Primary Purpose	Analyze data gathered, inform decision making, and provide an annual update to the Board on Arts Justice progress based on qualitative and quantitative student data
Date Established	May 10, 2022
Meeting Frequency	Monthly
Dept./Staff Lead	Division of Instruction, Arts Education Branch - District Admin staff (AEB) serves only as advisory not a council member
Members	2 students, 6 certificated arts teachers, 3 arts partners, 3 parents, no District representatives
Status	Active

Progress Towards Goal(s)	• Established Periodic Updates: District staff provides Council regular progress reports and timelines on equity-based arts initiatives. • Enhanced Collaboration with District Administration: The District and Council collaboratively develop and plan agendas for public-facing meetings.
Recommendation	Amend resolution to include District representation in the Council and revisit or sunset the resolution in the 2028-29 school year.

Table 4. Safe Schools Task Force

Resolution	Safeguarding Our Schools (Res-030-17/18)
Primary Purpose	Review, evaluate, and make recommendations to improve the effectiveness of District-wide strategy, safety and security plans and policies
Date Established	March 2018
Meeting Frequency	Quarterly meetings every school year since establishment (exclusive of 2019-2022)
Dept./Staff Lead	Andres E. Chait
Members	Operations, Office of Emergency Management, Los Angeles School Police, Mental Health, Facilities, ITS, Principals, Assistant Principals, Certificated and Classified Staff, External Law Enforcement, Classified and Certificated Labor Partners, Parent, Students, and Community Members and Organizations
Status	Active
Progress Towards Goal(s)	• Earlier communication regarding gun safety awareness - in October in addition to June • 95% of elementary schools have secured entryways installed • Safe Gun Storage letters added to the Parent Student Handbook • LASAR fully implemented • Every School Safe Safety Training Modules fully implemented
Recommendation	Combine the Safe Schools Task Force with the Schoolwide Positive Behavior and Intervention Task Force and transition the combined body into an advisory council

Table 5. School-wide Positive Behavior Intervention and Support (SWPBIS) Task Force

Resolution	2013 School Discipline Policy and School Climate Bill of Rights (May 2013)
Primary Purpose	Resolution expanded the oversight of the SWPBIS Task Force established pursuant to BUL-3638.0 in May 2007
Date Established	March 2007 (originally formed with the adoption of the Discipline Foundation Policy: School-Wide Positive Behavior Support)
Meeting Frequency	Ongoing (meets to review implementation progress, policy updates, and training efforts across divisions)
Dept./Staff Lead	Positive Behavior Intervention Support/RP and Division of School Operations
Members	Operations, Special Education, Student Support and Attendance Services, Student Mental Health and Wellness, teachers, school site administrators, students, parents, and community partners
Status	Active: continues to guide implementation of PBIS, Restorative Practices, and Multi-Tiered Systems of Support (MTSS) for behavior and climate
Progress Towards Goal(s)	Developed and distributed PBIS implementation tools (2008 Resource Manual, 2017 updated manual), coordinated districtwide RJ training, supported Every School Safe modules (Creating Welcoming Environments, De-Escalation, and Restorative Practices)
Recommendation	Transition this task force into an advisory council that serves as the official body of record and assumes the purpose, goals, and responsibilities of the Safe Schools Task Force; this advisory council would be charged with advising on all safety- and school-climate-related matters moving forward

Table 6. Integrated Pest Management (IPM) Development Team

Resolution	Chartered by the School Safety and Campus Environment Committee (March 1999)
Primary Purpose	To support the District's goal of Integrated Pest Management, providing the safest and lowest risk approach to control pest problems while protecting people, property and the environment
Date Established	March 23, 1999
Meeting Frequency	Monthly (second Friday of each month)
Dept./Staff Lead	Richard Avendano, IPM Program Coordinator

Members	15 members (3 vacancies)
Status	Anticipated November 18 Board Action to consider nominations for IPM committee vacancies. The District is updating the IPM Policy and Procedures Manual, which remains in draft form.
Progress Towards Goal(s)	The District continues to share and publicly post monthly service calls and use of approved pesticides, and has collaborated with labor partners and LA County to identify nominations for vacancies. A revised manual has been drafted and will be shared with all IPM Team members to provide feedback.
Recommendation	Fill vacancies to allow Board's committee to meet 10-person quorum in order to provide input on the District's proposed revisions to IPM Policy and Procedures Manual

Independent Analysis Unit Memo

INTEROFFICE CORRESPONDENCE

Los Angeles Unified School District
Independent Analysis Unit

INFORMATIVE

TO: Members, Board of Education

DATE: October 31, 2025

FROM: Andrew Thomas, Director, Independent Analysis Unit

SUBJECT: Comments on Res 004-25/26 “Maximizing Efficiency and Effectiveness in Task Forces and Committees”

Purpose

This memo provides research-based best practices for Board-created task forces, advisory committees, and working groups, informed by the September 16, 2025 discussion of Resolution 004-25/26 (“Maximizing Efficiency and Effectiveness in Task Forces and Committees”) in the regular meeting of the LAUSD Board of Education. The resolution raised important questions about accountability, efficient and effective use of District resources, and community engagement, particularly regarding how to balance operational efficiency and effectiveness with equity and authentic stakeholder voice.

To assist the Board in considering the resolution, the IAU reviewed research on effective school board governance and advisory committees.¹ Findings align with both the resolution’s efficiency-focused reforms and equity-centered concerns raised during public discussion: effective advisory committees require clear accountability structures *and* sufficient time and authority to build trust and produce meaningful recommendations.

Key Finding

Research and professional best practices support a **differentiated, typology-based approach** rather than uniform rules for all advisory bodies with community participation. Different types of advisory committees or task forces serve different purposes and require appropriate governance structures, timelines, and evaluation criteria.

BACKGROUND

Resolution 004-25/26 identified legitimate concerns about advisory committees and task forces that the Board has created:

- Task forces or other advisory bodies often lack clear outcomes, decision-making authority, or sunset provisions
- District staff time and resources are stretched supporting numerous overlapping groups
- Coordination between similar committees (e.g., multiple safety-focused bodies) is inconsistent

¹ This memo draws on research from California School Boards Association, National School Boards Association, Academic Impressions (a higher education trade association), and peer-reviewed studies on advisory committee effectiveness, sunset provisions, and equitable community engagement. References available upon request.

- Impact on student achievement and Board goals is difficult to measure

Board discussion also surfaced concerns such as:

- One-size-fits-all sunset and review provisions may disproportionately affect committees focused on equity and historically marginalized populations
- Rigid timelines may undermine relationship-building work essential to authentic community engagement
- Some committees are intentionally designed to be community-led and requiring staff leads may undermine this intent

Research-based best practices include:

- Distinguishing between types of advisory bodies, such as standing committees, ad hoc committees, and advisory bodies (definitions provided below)
 - Incorporating sunset provisions that are either fixed in time or contingent on measurable outcomes or discrete tasks
 - Outlining diversity and inclusion standards for member composition
 - Providing training and capacity-building resources for participants
 - Establishing clear communication protocols and mechanisms for how the advisory body reports its outcomes with the Board or District
-

RECOMMENDED FRAMEWORK

I. Decision Criteria Before Creating or Continuing Advisory Bodies

Before creating a needed or desired advisory body, and in assessing whether existing advisory bodies should continue in their current form or be combined with other bodies, the Board should consider:

1. Whether a *Board committee* does or should exist to perform similar functions (e.g. standing school climate, student discipline, or safety committee)
2. Whether a *mandated advisory committee* does or should include the functions contemplated in an existing or new advisory body (e.g. if the Board desired increased community engagement or oversight of special education, could the Community Advisory Committee (CAC) serve that purpose?)

II. Committee Typology

In evaluating an existing advisory body or making the decision to create a new one, research suggests a productive approach would be for the Board to explicitly identify the type of body being evaluated or created. Table 1 shows types of advisory bodies with community participation that exist in the District.

Table 1. Typology of Board-Created Advisory Bodies with Community Participation

Committee Type	Typical Role	Membership Composition	Duration	Sunset Provision
A: Standing Advisory	Ongoing policy advice and sustained community engagement	Majority community members (parents, students, stakeholders); staff as non-voting or support	Ongoing (multi-year)	No automatic sunset; annual review, Board must approve any dissolution
B: Ad Hoc Task Force	Time-limited problem-solving or development of recommendations	Mixed (subject experts, stakeholders, staff, community members)	12-24 months	Automatic sunset upon deliverable or deadline; one extension max (Board approval)
C. Working Group	Technical or operational feedback; short-term implementation support	Primarily practitioners/staff/experts; small number of stakeholders if needed	3-9 months	Sunset upon completion of specified technical task
D. Mandated Advisory	Fulfilling statutory requirements and formal input (e.g., compliance)	Defined by statute (often majority parents or affected group members)	Ongoing (per law)	No sunset while statutory duty exists; dissolves/restructures only if law changes

Examples of the above types would be as follows:

- Standing Advisory: Arts Justice Advisory Council, Black Student Achievement Steering Committee
- Ad Hoc Task Force: School Culture, Climate, and Safety Task Force, Safe Schools Task Force, Climate Literacy Task Force
- Working Group: Curriculum review panels, facility planning input groups
- Mandated Advisory: DELAC, SSC, CAC, PAC, CTE Advisory Committee

On an annual basis, the Board should evaluate each type of advisory group in ways that relate to its purpose and type. For example, mandated advisory committees should be assessed on how well they fulfill statutory duties as well as other performance indicators. A non-mandated standing advisory committee might be evaluated in terms of quality of engagement, impact on policy decisions, and stakeholder satisfaction.

III. Required Governance Elements for Board-Created Advisory Bodies

When creating or reauthorizing any committee, the Board resolution should specify:

1. **Committee Type** (A, B, or C from typology above)
2. **Clear Purpose and Scope**- What specific question(s) or issue(s) will this body address?
3. **Expected Deliverables**- What tangible product or outcome is expected? (e.g., policy recommendations, implementation plan, annual progress report)
4. **Composition Requirements**- Who should be represented? What expertise, lived experience, or stakeholder perspectives are essential? Total size, diversity representation, specific seats/roles, selection/nomination process, and term lengths are all specifications to consider
5. **District Staff Sponsor**- Which district office/staff will provide support, coordination, and institutional knowledge?

6. **Board Liaison-** Which Board member will serve as liaison?
7. **Timeline and Review Schedule**
 - Type A (Standing): Annual review; equity impact assessment required before dissolution
 - Type B (Ad Hoc): Specific end date (max 24 months); one extension permitted via Board action
 - Type C (Working Group): Project timeline with completion milestone
 - Type D (Mandated): Per statutory requirements
8. **Authority-** Clarify authority is advisory vs. decision-making; specify how recommendations will be received and considered by Board/staff
9. **Resource Allocation-** Estimated staff time, budget support, meeting frequency
10. **Equity Considerations-** How will this committee center voices of those most impacted? What barriers to participation will be addressed?
11. **Training and Capacity-Building Resources** – How will the committee orient and onboard new members? What professional development or skill-building is needed (e.g., data literacy, equity frameworks, facilitation skills)? What budget and staff time will be allocated for training activities? Will subject matter experts, facilitators, or consultants be accessible when specialized knowledge is needed?
12. **Reporting and Communication Protocols** – How will committee members communicate between meetings? What tools and platforms will be used? What channels will be used for committee communication? How will reports be made public? Where will the documents be archived and made accessible?

Clarification on District staff sponsor role: The staff sponsor ensures the committee has access to data, resources, and decision-makers, but does not set the committee’s agenda or override community voice. Committee chairs and leadership should be community members who set priorities and lead discussions.

RECOMMENDED NEXT STEPS

1. **Use the inventory of all current Board-created committees** to apply the typology framework (Types A-C)
 2. **Complete an assessment** before consolidating or sunseting existing advisory bodies to ensure balance between stakeholder participation and operational goals. In addition to evaluating and identifying overlapping purposes between existing advisory bodies, assess advisory bodies on metrics such as representation and voice, influence on decision-making, and community trust and engagement.
 3. **Schedule discussion** (perhaps in Committee of the Whole) to review inventory and discuss specific consolidation recommendations with full context
 4. **Adopt Board policy on advisory groups** incorporating the typology and required elements outlined above
 5. **Revise standard resolution template** to include all required elements when creating new committees
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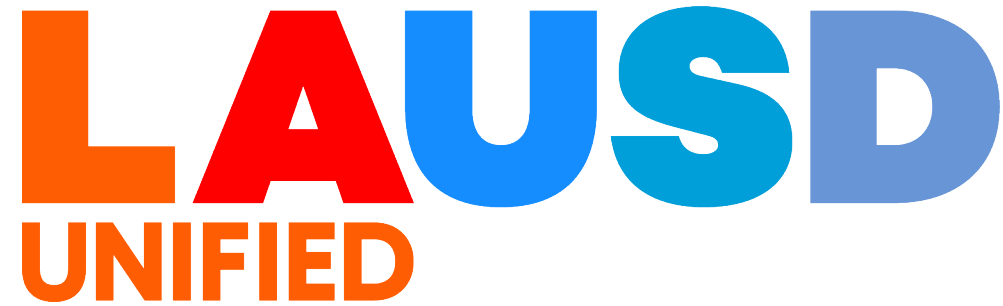


Board of Education Report

File #: 027-25/26, **Version:** 1
In Control: Board of Education

Agenda Date: 11/4/2025

Budget/Fiscal Stabilization Plan Updates



Budget/Fiscal Stabilization Plan Updates

Committee of the Whole Meeting

November 4, 2025

Agenda

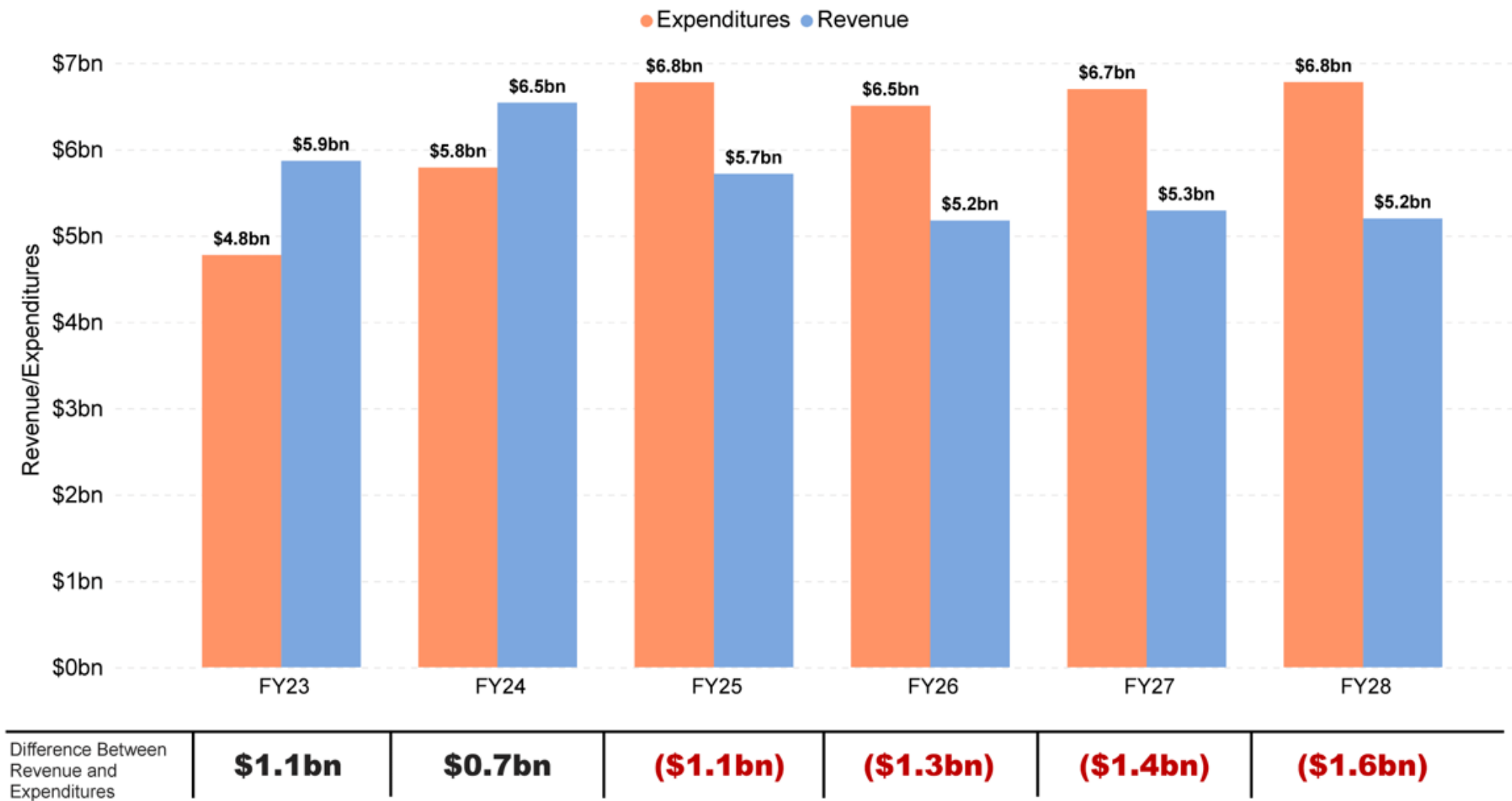
- **LAUSD's Fiscal Outlook as of November 2025**
 - State Budget Updates
 - FY26 to FY28 Multi-Year Projection
- **Budgeting Based on Equity and Need (Board Resolution 085-24/25)**
 - Town Hall Feedback Summary & Discussion
- **Summary and Next Steps Regarding Fiscal Engagements**

Updates to LAUSD Fiscal Outlook– State Budget Updates

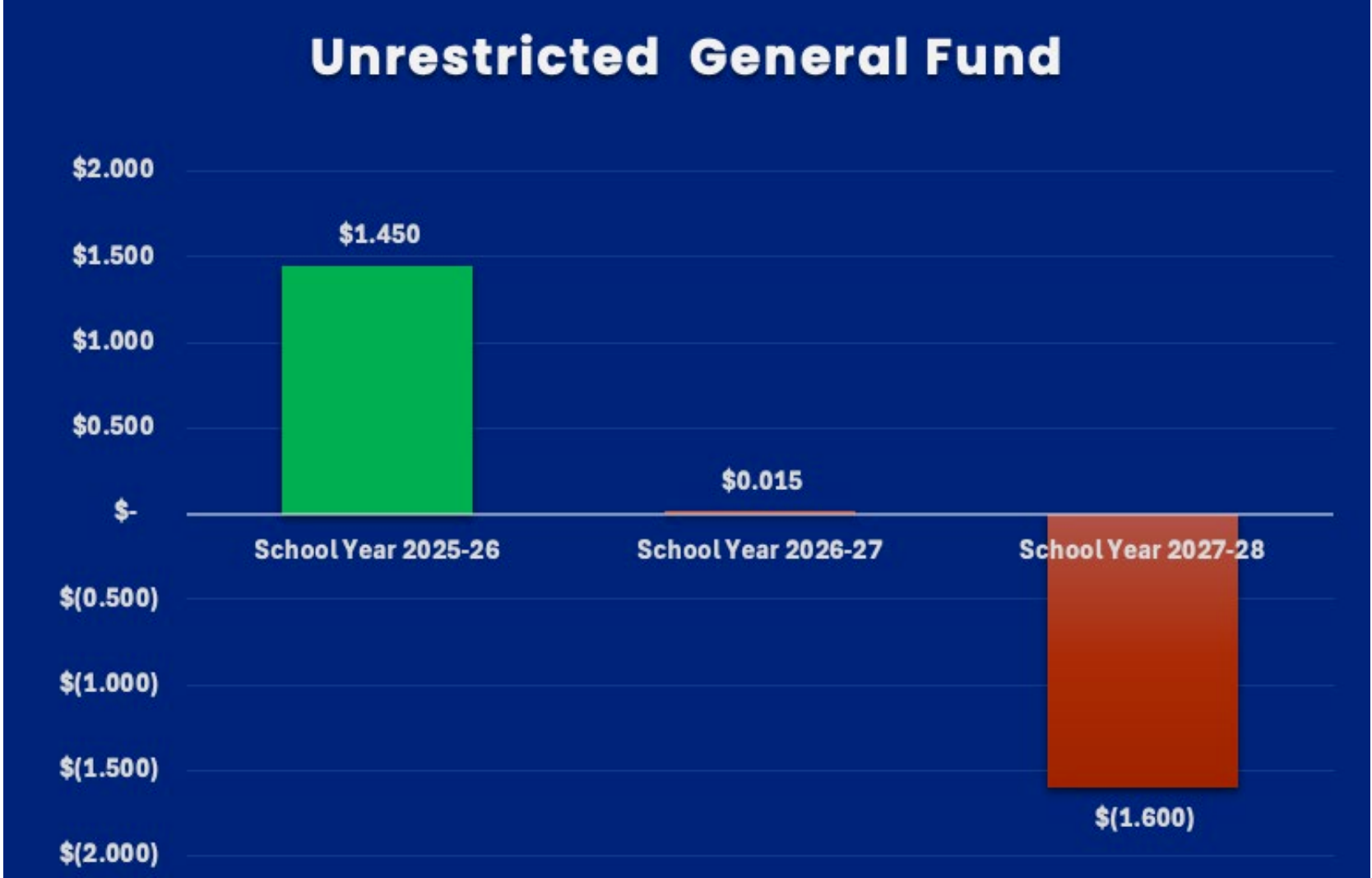
- According to the Legislative Analyst's Office LAO, monthly personal income tax revenues for September came in \$925 million (12%) above projections included in 2025–26 budget agreement.
 - Revenues for June, July, August, and September in total are up 13% compared to prior year
- Other economic indicators are less positive:
 - Layoffs in California are now at their highest point since the pandemic
 - Long-term unemployment (unemployment for more than 27 weeks) is continuing to increase
- LAO: **“revenue improvements are likely to translate to smaller [state] deficits, rather than new budget capacity.”**
- **We will continue to monitor these state-level developments. The Governor’s January Proposed Budget for 2026–27 will provide updated projections of education funding levels.**

Sources: <https://lao.ca.gov/LAOEconTax/Article/Detail/756>; <https://lao.ca.gov/LAOEconTax/Article/Detail/839>; <https://lao.ca.gov/LAOEconTax/Article/Detail/777>

Multi-Year Projection –June Adopted (GF Unrestricted Rev & Exp)



Multi-Year Projection – Ending Balances



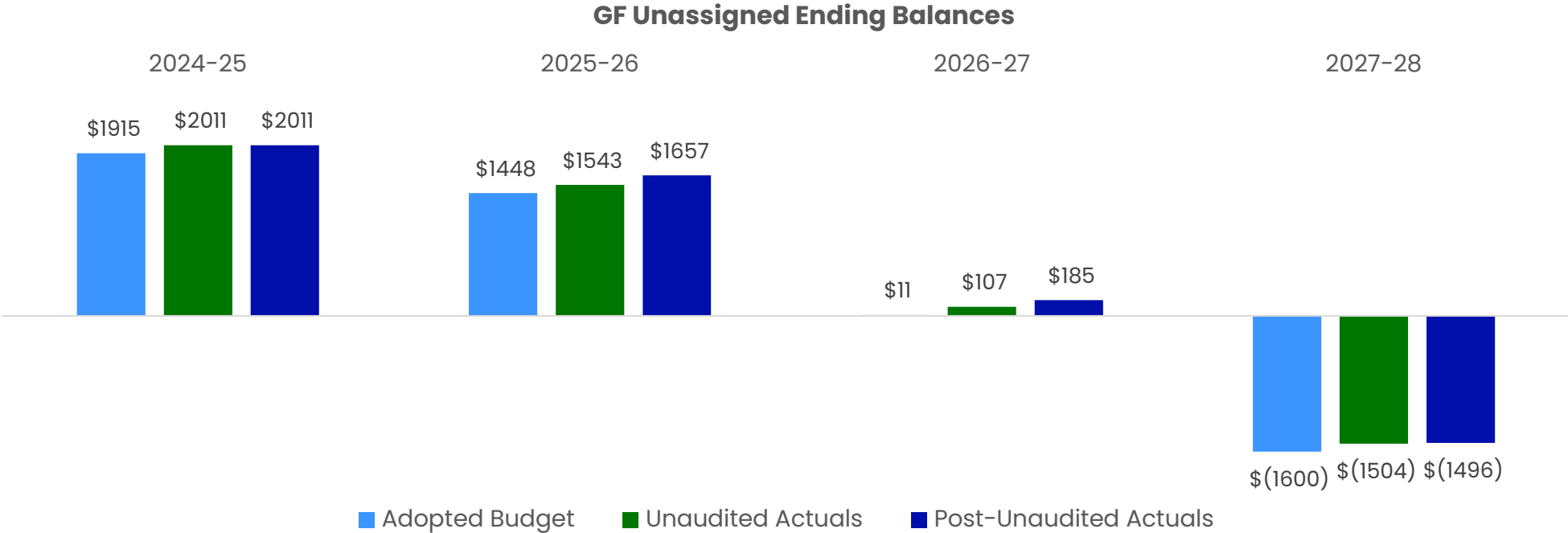
Factors Not Reflected in Multi-Year Projection

- Future changes in compensation
- Future changes in Health & Welfare costs
- Potential reductions in federal funding
- Potential State funding changes

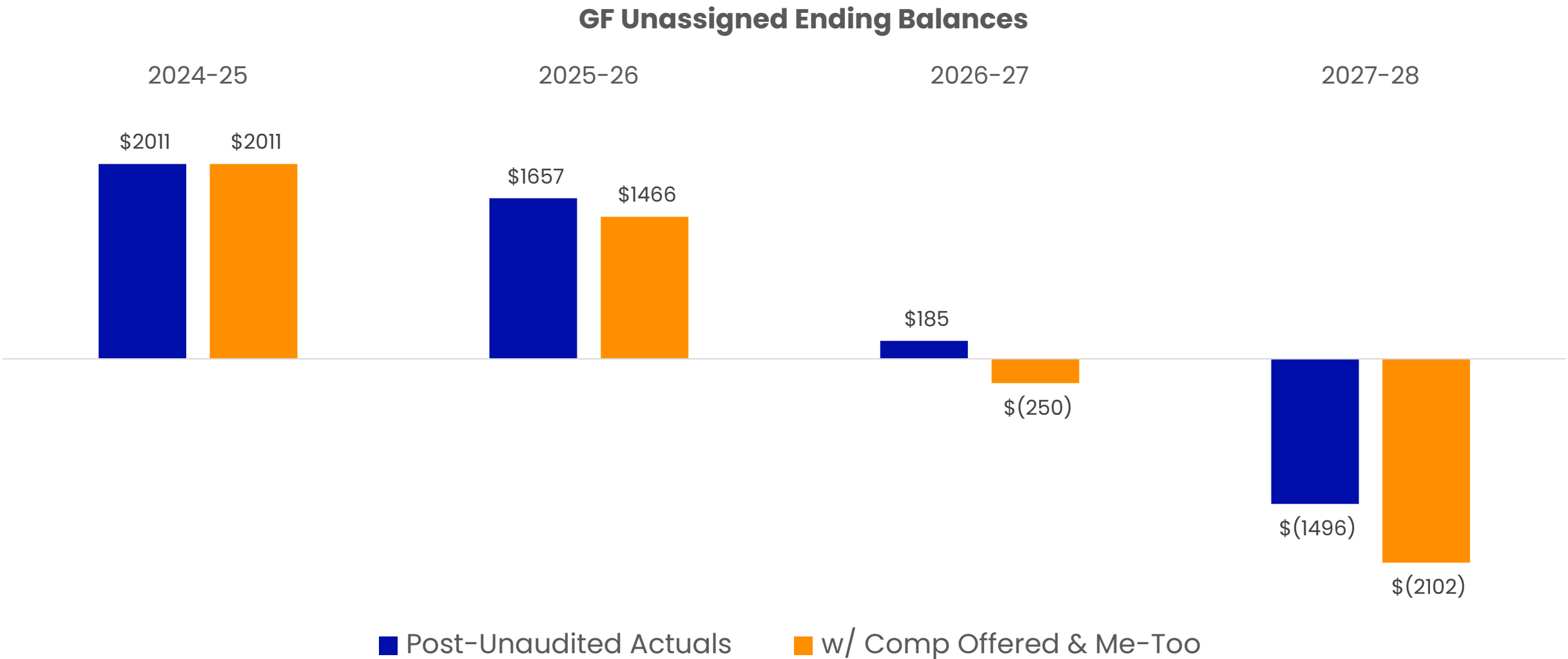
Updates to LAUSD Fiscal Outlook – Multi-Year Projection

Amounts in millions

Change	2024-25	2025-26	2026-27	2027-28	Total
Unaudited Actuals	\$96				\$96
Discretionary Block Grant		\$118			\$118
25-26 Enrollment Lower		\$(4)	\$(32)	\$(33)	\$(69)
26-27 Enrollment Lower			\$(4)	\$(32)	\$(36)
27-28 Enrollment Lower				\$(4)	\$(4)
Total	\$96	\$114	\$(36)	\$(69)	\$105



MYP with Cost of Compensation



Budgeting Based on Equity and Need (Board Resolution 085–24/25)

Background:

- On June 17, 2025, the Board of Education adopted Resolution 085: Budgeting Based on Equity and Need.
- Resolution 085 directed District staff to:
 - Provide updates at two or more public Committee of the Whole meetings before December.
 - Hold at least one town hall meetings in each Board District in collaboration with the Board Member offices during the fall.
 - Gather diverse stakeholder feedback from students, families, and school staff on the development of the District's budget and the guiding principles.
 - Publish an equity impact analysis...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.).
 - Publish a department-level review of consulting contracts, administrative overhead, and central office expenditures and present options to the Board for reprioritization.

Budgeting Based on Equity and Need (Board Resolution 085-24/25)

Board District Town Halls Schedule: The District, in collaboration with the Board of Education, has held six of seven town halls. The seventh and final town hall will be held on November 5th.

Board District Town Halls				
Board District	Date	Time	Location	Status
1	10-8-25 (Wednesday)	5-7pm	Virtual	Completed
2	10-16-25 (Thursday)	5-7pm	Virtual	Completed
3	10-20-25 (Monday)	4-6pm	Holmes MS	Completed
4	10-30-25 (Thursday)	5-7pm	Virtual	Completed
5	10-21-25 (Tuesday)	4:30-6:30pm	RFK	Completed
6	11-5-25 (Wednesday)	4:30-6:30pm	Virtual	
7	10-27-25 (Monday)	5-6:30pm	Rivera LC	Completed

Budgeting Based on Equity and Need (Board Resolution 085-24/25)

Board District Town Halls

☐ **Information shared:**

- LAUSD's budget process opportunities for public input
- Financial outlook for FY2025 to FY2028, with projected negative balance in the General Fund
- The District's Fiscal Stabilization Plan

☐ **Public Comments – The District obtained feedback on three questions:**

- How can we make the District and school budget process more accessible and meaningful to you?
- Equity, student centered decision-making, and valuing the workforce are Board guiding principles. What do these principles mean to you? What resources and programs do you value at your school?
- What are your thoughts on the District's plan to address the deficit?

☐ **Data Analysis –** The District used **ThoughtExchange**, a qualitative data analysis tool, to collect and summarize responses objectively.

☐ **Overall Number of Comments –** the District obtained 447 responses* from individuals who self-identified in the following categories:

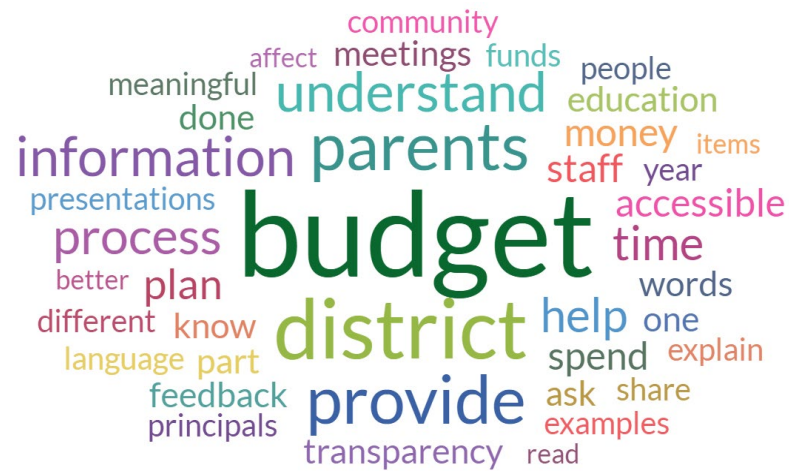
- Parent/Family Member – 56% (251)
- LAUSD Staff Member – 31% (136)
- Community Member – 6% (28)
- Student – 7% (30)

*ThoughtExchange results do not include Board Districts 4 or 310

Budgeting Based on Equity and Need (Board Resolution 085-24/25)

Question 1:

How can we make the District and school budget process more accessible and meaningful to you?



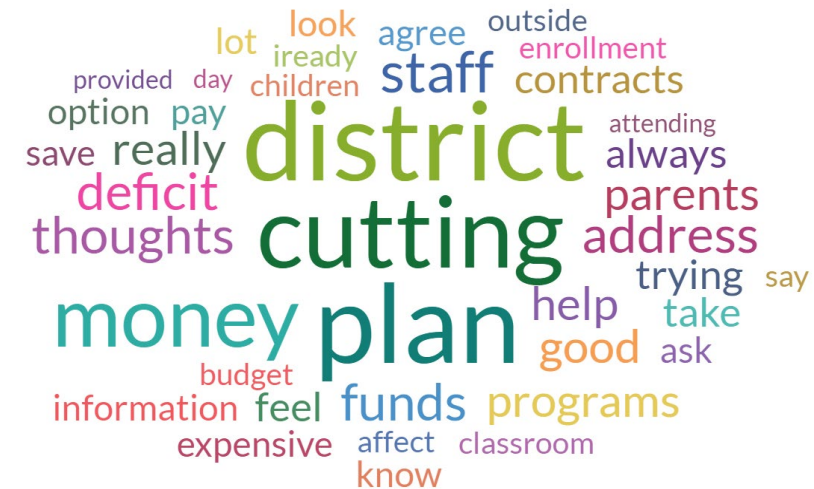
Question 2:

Equity, student centered decision-making, and valuing the workforce are Board guiding principles. What do these principles mean to you? What resources and programs do you value at your school?



Question 3:

What are your thoughts on the District's plan to address the deficit?



Board District Town Halls – Key Takeaways

Question 1: How can we make the District and school budget process more accessible and meaningful to you?

Thematic Summary of Comments Received:

- Make the school budget process clear, easy to understand, and open for community input.
- Share important information through simple language and regular updates on how money is spent and where it goes.
- Clearly explain how funds are used, especially for teacher salaries, educational resources, and overall district spending.
- Use technology to help everyone access information easily, provide bilingual options, and create chances for community feedback through surveys, workshops, and town hall meetings.

Board District Town Halls – Key Takeaways

Question 1: How can we make the District and school budget process more accessible and meaningful to you?

Direct Quotes From Feedback:

- *"I would like to be part of the development process, not just asked to vote on it once it's all said and done...Schools can hold cross-role budget planning sessions where staff from different departments analyze data and co-develop spending priorities."*
- *"Use plain language- ensure to Gather community feedback early, before decisions are finalized...Use simple language and make it a practice at schools for principals to educate the community on the budget each month...Ongoing Dialogue."*
- *"Quarterly updates and notifications of discussion opportunities in advance...Webinars and workshops for parents to continue the communication and feedback on the budget cuts. Make plan and terminology easy to understand for parents."*
- *"Explain how each of the 9 items on the plan would impact schools...Include students, parents, teachers, staff and community members/stakeholders in the process before a plan is made. We shouldn't be given a plan after the fact and ask for our opinions after. The presentations should also be truly accessible. none of the materials are in spanish only live verbal interpretation which is not accessible."*

Board District Town Halls – Discussion

Question 1: How can we make the District and school budget process more accessible and meaningful to you?

Discussion:

- 1. What did you hear at the Town Halls on Question 1?**
- 2. How might the budget development process be changed based on community input?**

Board District Town Halls – Key Takeaways

Question 2: Equity, student centered decision-making, and valuing the workforce are Board guiding principles. What do these principles mean to you? What resources and programs do you value at your school?

Thematic Summary of Comments received:

- Respondents shared a variety of opinions regarding the board's guiding principles.
- Overall, they described equity as providing necessary resources to students who require the most assistance and recognizing the efforts of educators. In terms of resources, some respondents highlighted the need for smaller class sizes, higher teacher salaries, and programs that cater to diverse student needs, such as tutoring and after-school activities.
- Other respondents emphasized the importance of better facilities, equitable distribution of resources, and increased student accountability.
- There was a consensus among respondents that various enrichment programs, including sports, arts, and mental health services, are essential for student development and engagement.

Board District Town Halls – Key Takeaways

Question 2: Equity, student centered decision-making, and valuing the workforce are Board guiding principles. What do these principles mean to you? What resources and programs do you value at your school?

Direct Quotes From Feedback:

- *"Equity is extremely important. Equity is what helps students from low income families receive the resources and services they need to excel. I value our teachers, TAs, special education aides, art programs"*
- *"To me, these principles mean everyone should be treated equally and have the same chances to learn. It also means listening to what students and teachers need..."*
- *"Students with the greatest needs should be prioritized for additional resources even if it comes at the cost of reducing budgets and staff at more affluent schools..."*
- *"Some of those things are mutually exclusive. What is best for the workforce is not best for students. I value most dual enrollment as that saves tens of thousands of tuition dollars."*
- *"It means to me that the District should invest in students and staff, and that we should try new strategies and concepts if necessary...Resources that support all intelligences of scholars are supported such as PE, music, science, art, social emotional skills, etc. Resources that connect scholars to the outside world such as field trips, after school clubs, partnerships with organizations."*

Board District Town Halls – Discussion

Question 2: Equity, student centered decision-making, and valuing the workforce are Board guiding principles. What do these principles mean to you? What resources and programs do you value at your school?

Discussion:

- 1. What did you hear at the Town Halls on Question 2?**
- 2. How might the District prioritize programs and resources based on community input?**

Board District Town Halls – Key Takeaways

Question 3: What are your thoughts on the District's plan to address the deficit?

Thematic Summary of Comments Received:

- Respondents provided a diverse range of opinions.
- Overall, many express concerns about cuts affecting teachers, students, and essential programs, urging for retention of resources directly benefiting students.
- Respondents suggested reducing administrative costs, cutting external contracts, and improving transparency about budget allocation and community involvement in decision-making.
- Respondents called for prioritizing equity and safeguarding high-need schools. Respondents also recognize the complexity of financial challenges, with some voicing a lack of clarity or understanding about the plan's specifics.

Board District Town Halls – Key Takeaways

- **Question 3:** What are your thoughts on the District's plan to address the deficit?

Direct Quotes From Feedback:

- *"The district has to look at all options. Nothing is off the table except teachers in the classroom and essential instructional materials...I am worried about additional staff displacements and layoffs causing school to be overwhelmed and unable to meet the needs of our students—resulting in even lower enrollment...I don't agree with the cuts. There's a need for a staff audit at each school."*
- *"I don't like it. cut from the top. More transparency is needed about contracts...The District plan for the deficit isn't fair because they are cutting out things that students actually need."*
- *"I am concerned that our schools and students will have less. I am concerned of students with special needs. I want to know more about which schools will close and who is getting let go...I feel we as parents were not called on before making the decision that will directly impact our children...There isn't much information for parents, they only give us the clippings that are already there"*
- *"It's a start but need to know further impact details at school level...Needs to be more transparency....It's rigged, you are using old numbers and assumptions that are manipulative... plan needs to have more MEANING. What specific operations, programs, staffing are being affected – give concrete examples. How do these plans affect the classroom and the child? Continue to engage students and parents. It is much appreciated."*

Board District Town Halls – Discussion

Question 3: What are your thoughts on the District's plan to address the deficit?

Discussion:

- 1. What did you hear at the Town Halls on Question 3?**
- 2. How might the District support our schools and offices in the implementation of the Fiscal Stabilization Plan strategies?**

Summary

The District and Board of Education appreciate the community's feedback and thoughtful inputs.

Based on the feedback received, the District will work to improve our tools for the public to both understand and engage with the budget process – including:

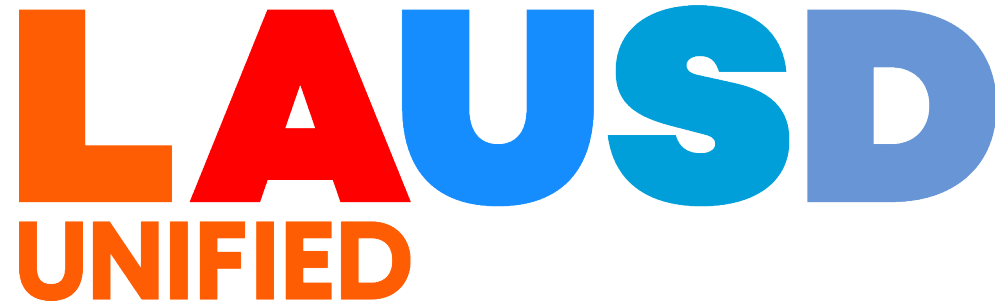
- Understanding school budgets (discretionary vs. District-allocated resources)
- Understanding how the District can have current reserves and a projected future deficit
- Clarifying how "reserves" are already planned to be used for critical school resources in future years

Ongoing Engagement Opportunities

- Additional opportunities for engagement have also been scheduled:
 - 11/5/25 – LCAP Community Partner engagement
 - 11/14/25 – Joint PAC / DELAC / CAC meeting

Next Steps

- Upcoming FSP-Related Board Engagement
 - 11/21 – Budget Workshop
 - 12/2 – Committee of the Whole (COW)
 - 12/16 – Board of Education Meeting – 1st Interim



Actualizaciones del Plan de Estabilización Presupuestaria/Fiscal

Comité Plenario

4 de noviembre de 2025

Agenda

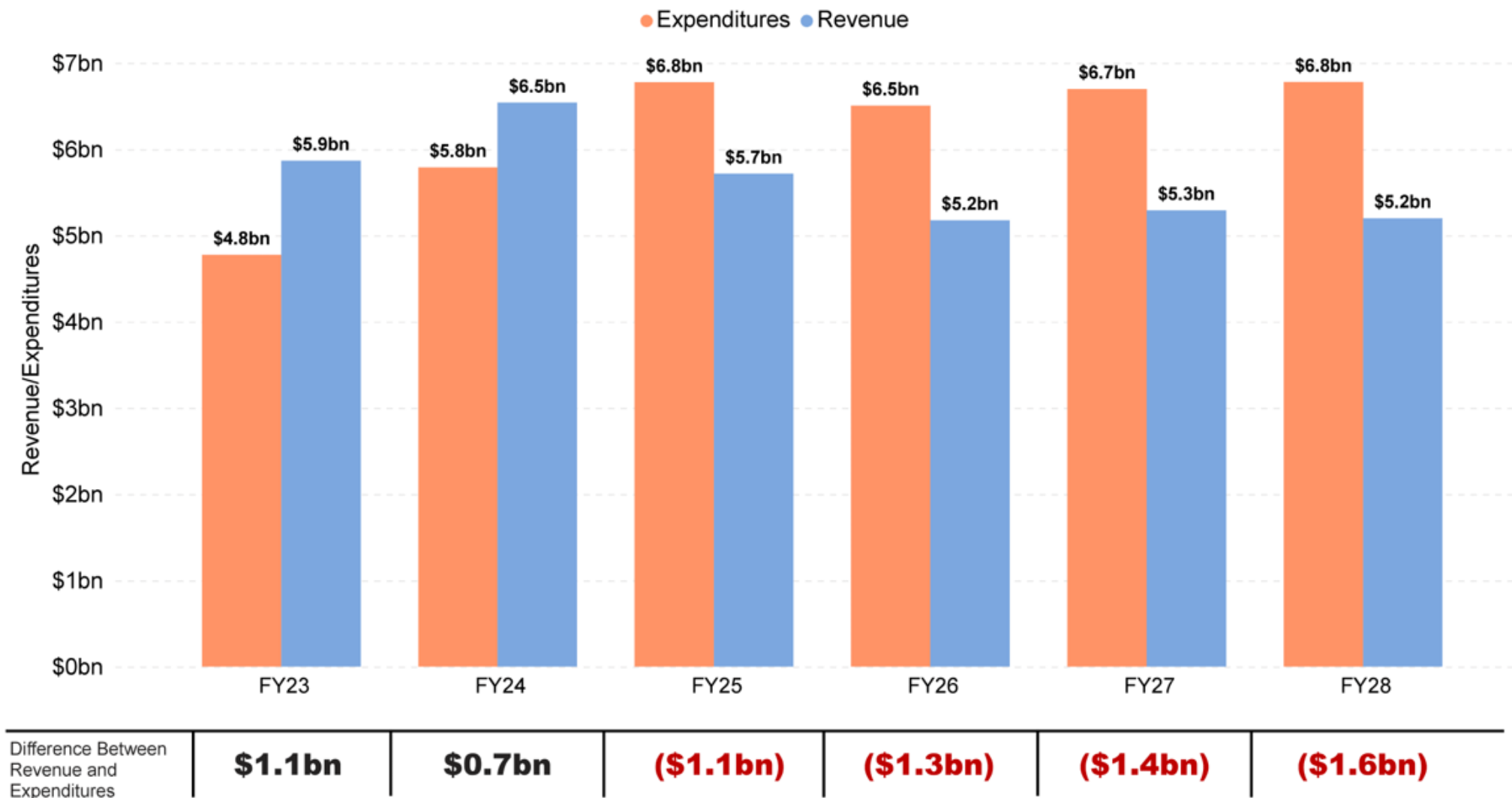
- **Panorama Fiscal de LAUSD a fecha de noviembre de 2025**
 - Actualizaciones al Presupuesto Estatal
 - Proyección Multianual para el Año Fiscal 2026 a 2028
- **Presupuestación Basada en la Equidad y Necesidad (Resolución 085-24/25)**
 - Resumen y Comentarios de las Reuniones Comunitarias
- **Resumen y Próximos Pasos de la Participación Con Respecto a lo Fiscal**

Actualización al Panorama Fiscal- Actualizaciones al Presupuesto Estatal

- Según la Oficina del Analista Legislativo o LAO, los ingresos mensuales de los impuestos de los contribuyentes a fecha de septiembre aumentaron a 925 millones de dólares (12%) por encima de las proyecciones incluidas en el acuerdo del presupuesto de 2025-26.
 - Los ingresos de junio, julio, agosto y septiembre en total han aumentado un 13% en comparación con el año anterior
- Otros indicadores económicos son menos positivos:
 - Los despidos en California están ahora en su punto más alto desde la pandemia
 - El desempleo a largo plazo (desempleo de más de 27 semanas) sigue aumentando
- Oficina de LAO: “ **es probable que las mejoras en los ingresos se conviertan en déficits [estatales] más pequeños, en lugar de una nueva oportunidad presupuestaria**”.
- **Continuaremos monitoreando estos desarrollos a nivel estatal. El presupuesto de enero propuesto por el gobernador para 2026-27 proporcionará proyecciones actualizadas de los niveles de financiación para la educación.**

Fuentes: <https://lao.ca.gov/LAOEconTax/Article/Detail/756>; <https://lao.ca.gov/LAOEconTax/Article/Detail/839>; <https://lao.ca.gov/LAOEconTax/Article/Detail/777>

Proyección Multianual – Adoptada en junio (Ingresos y Gastos del Fondo General Sin Restricciones)



Proyección Multianual – Saldos Generales

Unrestricted General Fund



Factores No Reflejados en la Proyección Plurianual

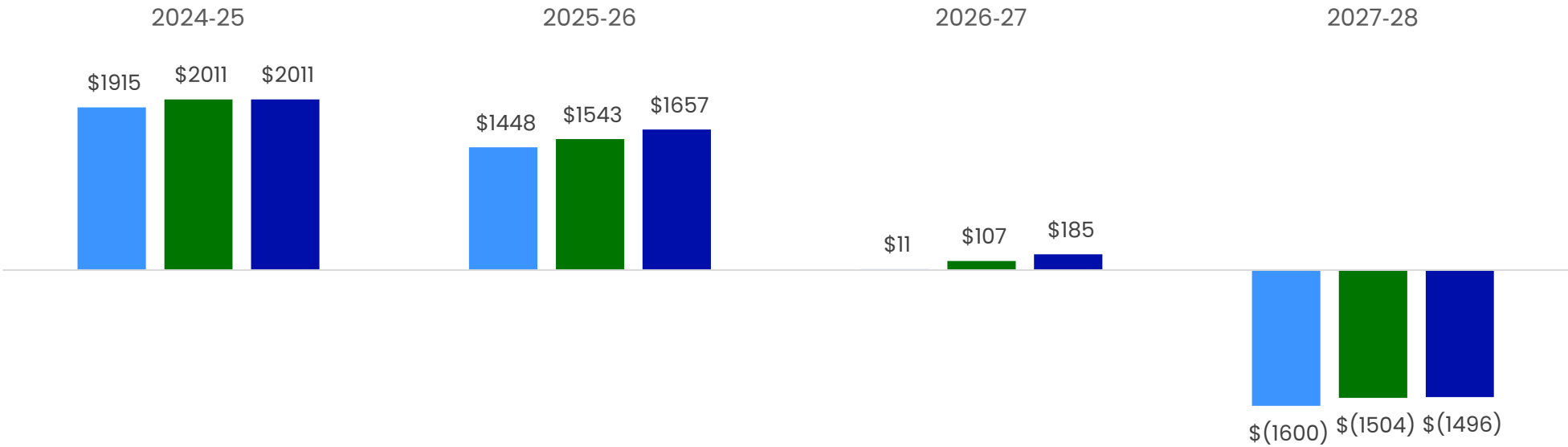
- Cambios futuros en la compensación
- Cambios futuros en los costos de salud y bienestar
- Posibles reducciones en el financiamiento federal
- Posibles cambios en la financiación estatal

Actualizaciones al Panorama Fiscal de LAUSD – Proyección Multi-Anual

Cifras en millones

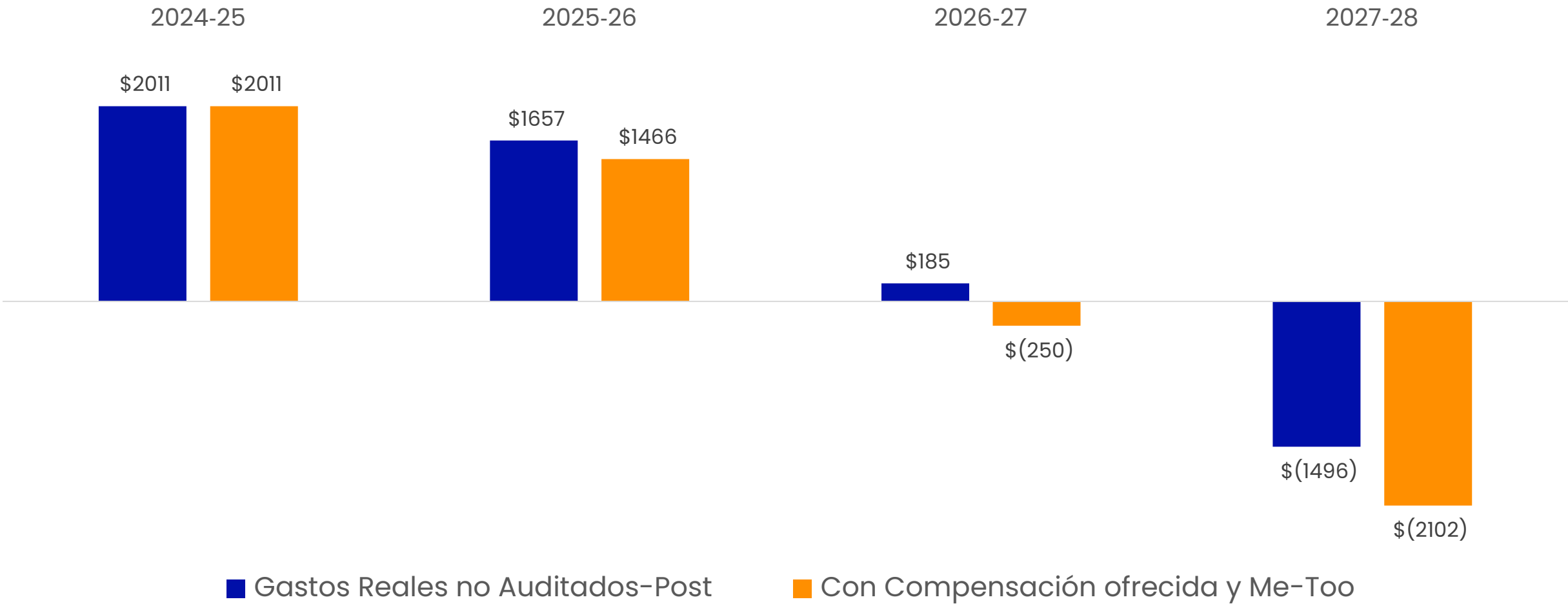
Cambio	2024-25	2025-26	2026-27	2027-28	Total
Gastos Reales no Auditados	\$ 96				\$96
Subvención en Bloque Discrecional		\$ 118			\$118
Matrícula 25-26 Reducida		\$(4)	\$(32)	\$(33)	\$(69)
Matrícula 26-27 Reducida			\$(4)	\$(32)	\$(36)
Matrícula 27-28 Reducida				\$(4)	\$(4)
Total	\$96	\$114	\$(36)	\$(69)	\$105

Saldos Finales No Asignados del Fondo General



MYP con Costos de Compensación

Saldos Finales No Asignados del Fondo General



Presupuestación Basada en la Equidad y Necesidad

(Resolución 085-24/25)

Antecedentes:

- El 17 de junio de 2025, la Junta de Educación adoptó la Resolución 085: Presupuestación Basada en Equidad y Necesidad.
- La Resolución 085 ordenó al personal del distrito: hacer lo siguiente:
 - Proporcionar actualizaciones en dos o más reuniones públicas del Comité Plenario antes del mes de diciembre.
 - Llevar a cabo al menos una reunión pública en cada Distrito de la Junta en colaboración con las Oficinas de los Miembros de la Junta durante el otoño.
 - Recopilar los diversos comentarios de las partes interesadas que pueden ser estudiantes, familias y empleados escolares con respecto al desarrollo del presupuesto del Distrito y los principios rectores.
 - Publicar un análisis del impacto en la equidad ... para evaluar los impactos a grupos de estudiantes con alta necesidad (bilingües emergentes, estudiantes con discapacidades, estudiantes afroamericanos, estudiantes sin hogar, estudiantes LGBTQIA+ y estudiantes en cuidado adoptivo temporal) y tipos de escuelas (SENI más alta / alta necesidad, BSAP, escuelas comunitarias, escuelas prioritarias, Linked Learning / CTE, etc.).
 - Publicar un análisis a nivel de departamento de los contratos con contratistas, los gastos administrativos en general y los gastos de las oficinas centrales y presentar opciones a la Junta para que reestablezca prioridades.

Presupuestación Basada en la Equidad y Necesidad

(Resolución 085-24/25)

Programación de las Reuniones Comunitarias en los Distritos de la Junta: El Distrito, en colaboración con la Junta de Educación, ha llevado a cabo seis de las siete reuniones comunitarias. La séptima y última reunión comunitaria está programada para el 5 de noviembre.

Reuniones Comunitarias en los Distritos de la Junta				
Distrito de la Junta de Educación	Fecha	Hora	Ubicación	Estatus
1	10-8-25 (Miércoles)	5-7pm	Virtual	Finalizada
2	10-16-25 (Jueves)	5-7pm	Virtual	Finalizada
3	10-20-25 (Lunes)	4-6pm	Holmes MS	Finalizada
4	10-30-25 (Jueves)	5-7pm	Virtual	Finalizada
5	10-21-25 (Martes)	4:30-6:30pm	RFK	Finalizada
6	11-5-25 (Miércoles)	4:30-6:30pm	Virtual	
7	10-27-25 (Lunes)	5-6:30pm	Rivera LC	Finalizada

Presupuestación Basada en la Equidad y Necesidad

(Resolución 085-24/25)

Reuniones Comunitarias en los Distritos de la Junta

❑ Información que se Compartió:

- Oportunidades para que el público aportara sus opiniones referentes al Proceso de Presupuestación de LAUSD
- Panorama fiscal para los Años Fiscales 2025 a 2028, con los saldos negativos proyectados para el Fondo General
- El Plan de Estabilización Fiscal del Distrito

❑ Comentarios Públicos – El Distrito obtuvo comentarios guiados por tres preguntas:

- ¿Cómo podemos hacer que el proceso de presupuestación a nivel Distrito y escolar sea más accesible y significativo para usted?
- Los principios rectores de la Junta de Educación son la equidad, toma de decisiones centrada en los estudiantes y valorar la fuerza laboral. Para usted ¿qué significan estos principios? ¿Qué recursos y programas valora en su escuela?
- ¿Cuáles son sus opiniones sobre el plan del Distrito para abordar el déficit?

❑ Análisis de Datos – El Distrito utilizó la plataforma en línea **ThoughtExchange**, una herramienta de análisis de datos cualitativos, para recopilar y resumir las respuestas de manera objetiva.

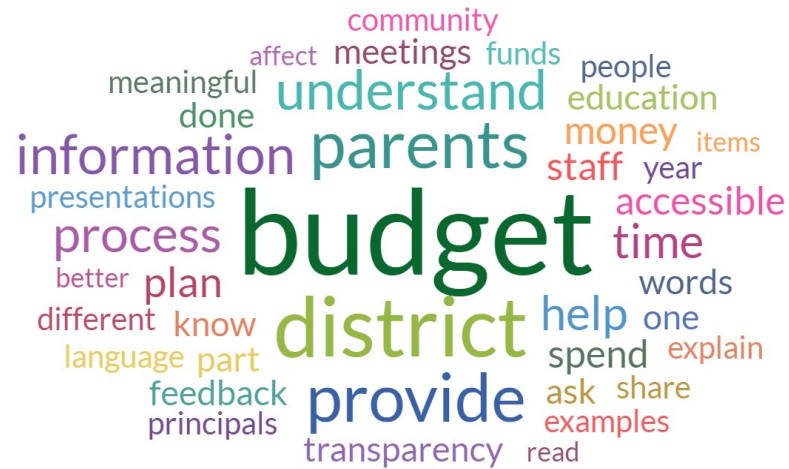
❑ Número Total de Comentarios – El Distrito recopiló 447 respuestas* de personas que se identificaron en una de las siguientes categorías:

- Padre de Familia/Familiar – 56% (251)
- Empleado de LAUSD – 31% (136)
- Miembro de la Comunidad – 6% (28)
- Estudiante – 7% (30)

* Los resultados de ThoughtExchange no incluyen los distritos 4 o 6 de la Junta

(Resolución 085-24/25)

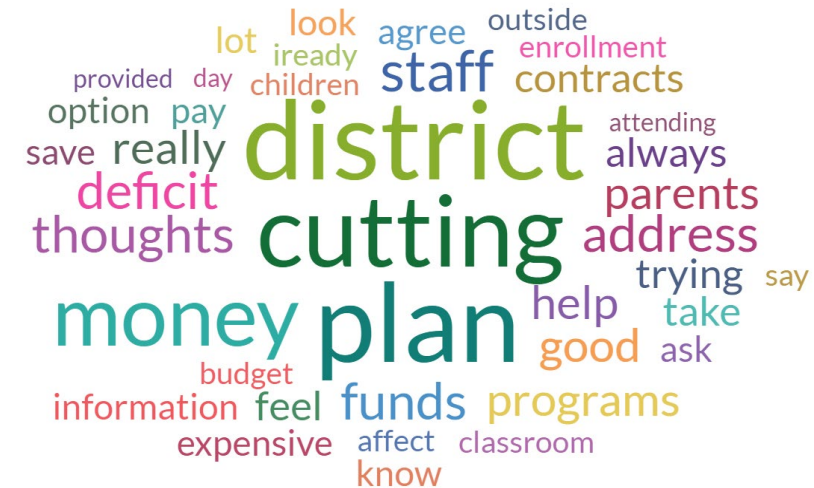
¿Cómo podemos hacer que el proceso de presupuestación a nivel Distrito y escolar sea más accesible y significativo para usted?



Los principios rectores de la Junta de Educación son la equidad, toma de decisiones centrada en los estudiantes y valorar la fuerza laboral. Para usted ¿qué significan estos principios ? ¿Qué recursos y programas valora en su escuela?



¿Cuáles son sus opiniones sobre el plan del Distrito para abordar el déficit?



Reuniones Comunitarias en los Distrito de la Junta de Educación – Puntos Clave

Pregunta 1: ¿Cómo podemos hacer que el proceso de presupuestación a nivel Distrito y escolar sea más accesible y significativo para usted?

Resumen Por Tema de los Comentarios Recopilados:

- Hacer que el proceso del presupuesto escolar sea claro, fácil de entender y abierto a la opinión de la comunidad.
- Compartir información importante a través de un lenguaje sencillo y actualizaciones regulares sobre cómo se gasta el dinero y la manera en que se destina.
- Explicar claramente cómo se utilizan los fondos, especialmente para los salarios de los maestros, los recursos educativos y gastos generales del distrito.
- Utilizar la tecnología para ayudar a todos a acceder a la información fácilmente, proporcionar opciones bilingües y crear oportunidades para que la comunidad dé sus opiniones a través de encuestas, talleres y reuniones públicas.

Reuniones Comunitarias en los Distrito de la Junta de Educación – Puntos Clave

Pregunta 1: ¿Cómo podemos hacer que el proceso de presupuestación a nivel Distrito y escolar sea más accesible y significativo para usted?

Citas Directas de los Comentarios:

- *“Me gustaría formar parte del proceso de desarrollo, no solo pedirme que vote una vez que todo esté dicho y hecho... Las escuelas pueden realizar sesiones de planificación presupuestaria de las diferentes partes interesadas en las que el personal de diferentes departamentos analiza datos y codesarrollar prioridades de gastos”.*
- *“Utilizar un lenguaje sencillo- asegurarse de recopilar los comentarios de la comunidad de manera oportuna, antes de que las decisiones sean finalizadas... Utilizar un lenguaje sencillo y convertir en una práctica en las escuelas para que los directores, escolares compartan información con la comunidad sobre el presupuesto cada mes... Diálogo de manera continua.”*
- *“ Actualizaciones trimestrales y avisos sobre las oportunidades para la discusión con tiempo... Webinars y talleres para que los padres continúen la comunicación y comentarios sobre los recortes presupuestarios. Hacer que el plan y la terminología sean fáciles de entender para los padres.”*
- *“Explicar cómo cada uno de los 9 elementos del plan impactaría a las escuelas... incluir a los estudiantes, padres, maestros, personal y miembros de la comunidad / partes interesadas en el proceso antes de que se establezca un plan. No se nos debería dar un plan después de que se haya implementado y pedir nuestras opiniones después. Las presentaciones también deben ser realmente accesibles, ninguno de los materiales está en español solo interpretación verbal en vivo que no es accesible.”*

Reuniones Comunitarias en los Distritos de la Junta- Discusión

Pregunta 1: ¿Cómo podemos hacer que el proceso de presupuestación a nivel Distrito y escolar sea más accesible y significativo para usted?

Discusión:

- 1. ¿Qué escuchó en las reuniones comunitarias sobre la pregunta 1?**
- 2. ¿Cómo podría cambiarse el proceso de desarrollo del presupuesto en función de los comentarios de la comunidad?**

Reuniones Comunitarias en los Distrito de la Junta de Educación – Puntos Clave

Pregunta 2: Los principios rectores de la Junta de Educación son la equidad, toma de decisiones centrada en los estudiantes y valorar la fuerza laboral. Para usted ¿qué significan estos principios ? ¿Qué recursos y programas valora en su escuela?

Resumen Por Tema de los Comentarios Recopilados:

- Los encuestados compartieron una variedad de opiniones con respecto a los principios rectores de la junta.
- En general, describieron la equidad en proporcionar los recursos necesarios a los estudiantes que requieren la mayor ayuda y reconocer los esfuerzos de los educadores. En términos de recursos, algunos encuestados destacaron la necesidad de clases más pequeñas, salarios más altos para los maestros y programas que atiendan las diversas necesidades de los estudiantes, como tutoría y actividades después del horario escolar.
- Otros encuestados hicieron énfasis en la importancia de mejorar las instalaciones, la distribución equitativa de los recursos y un mayor cumplimiento en cuanto a los estudiantes.
- Hubo consenso entre los encuestados en que varios programas de enriquecimiento, incluidos los deportes, las artes y los servicios de salud mental, son esenciales para el desarrollo y la participación de los estudiantes.

Reuniones Comunitarias en los Distrito de la Junta de Educación – Puntos Clave

Pregunta 2: Los principios rectores de la Junta de Educación son la equidad, toma de decisiones centrada en los estudiantes y valorar la fuerza laboral. Para usted ¿qué significan estos principios ? ¿Qué recursos y programas valora en su escuela?

Citas Directas de los Comentarios:

- *"La equidad es sumamente importante. La equidad es lo que ayuda a los estudiantes de familias de bajos ingresos a recibir los recursos y servicios que necesitan para sobresalir. Valoro a nuestros maestros, asistentes, ayudantes de educación especial, programas de arte"*
- *"Para mí, estos principios significan que todos deben ser tratados por igual y tener las mismas oportunidades de aprender. También significa escuchar lo que los estudiantes y maestros necesitan..."*
- *"Los estudiantes con las mayores necesidades deben ser priorizados para obtener recursos adicionales, incluso si esto viene a costa de reducir los presupuestos y el personal en las escuelas más prósperas..."*
- *"Algunas de esas cosas son incompatibles. Lo que es mejor para la fuerza laboral no es mejor para los estudiantes. Valoro la mayoría de la doble inscripción, ya que ahorra miles de dólares de en matrícula".*
- *"Para mí significa que el Distrito debe invertir en los estudiantes y el personal, y que debemos intentar nuevas estrategias y conceptos si es necesario... Los recursos que apoyan todas las inteligencias de los estudiantes se respaldan con la educación física, música, ciencia, arte, habilidades sociales emocionales, etc. Recursos que conectan a los estudiantes con el mundo exterior tales como paseos escolares , clubes después del horario escolar, asociaciones con organizaciones".*

Reuniones Comunitarias en los Distritos de la Junta- Discusión

Pregunta 2: Los principios rectores de la Junta de Educación son la equidad, toma de decisiones centrada en los estudiantes y valorar la fuerza laboral. Para usted ¿qué significan estos principios ? ¿Qué recursos y programas valora en su escuela?

Discusión:

- 1. ¿Qué escuchó en las reuniones comunitarias sobre la pregunta 2?**
- 2. ¿Cómo podría el Distrito priorizar los programas y recursos en función de los comentarios de la comunidad?**

Reuniones Comunitarias en los Distrito de la Junta de Educación – Puntos Clave

Pregunta 3: ¿Cuáles son sus opiniones sobre el plan del Distrito para abordar el déficit?

Resumen Por Tema de los Comentarios Recopilados:

- Los encuestados proporcionaron una amplia gama de opiniones.
- En general, muchos expresaron su preocupación por los recortes que afectan a los maestros, estudiantes y programas esenciales, instando a la retención de recursos que benefician directamente a los estudiantes.
- Los encuestados sugirieron reducir los costos administrativos, reducir los contratos externos y mejorar la transparencia sobre la asignación presupuestaria y la participación de la comunidad en la toma de decisiones.
- Los encuestados pidieron dar prioridad a la equidad y proteger a las escuelas de alta necesidad. Los encuestados también reconocen la complejidad de los desafíos financieros, y algunos expresan una falta de claridad o comprensión sobre los detalles específicos del plan.

Reuniones Comunitarias en los Distrito de la Junta de Educación – Puntos Clave

- **Pregunta 3:** ¿Cuáles son sus opiniones sobre el plan del Distrito para abordar el déficit?

Citas Directas de los Comentarios:

- *"El distrito tiene que considerar todas las opciones. Nada está fuera del plan excepto los maestros en aulas y los materiales de instrucción esenciales... Me preocupan los desplazamientos adicionales del personal y los despidos que causan que la escuela se vea abrumada e incapaz de atender las necesidades de nuestros estudiantes, lo que resulta en una matrícula aún más baja... No estoy de acuerdo con los recortes. Hay una necesidad de una auditoría del personal en cada escuela".*
- *"No me gusta. Hay que hacer recortes desde arriba. Se necesita mayor transparencia sobre los contratos... El plan del Distrito para el déficit no es justo porque están eliminando las cosas que los estudiantes realmente necesitan".*
- *"Me preocupa que nuestras escuelas y estudiantes tengan menos. Me preocupan los estudiantes con necesidades excepcionales. Quiero saber más sobre qué escuelas cerrarán y quién será despedido.. Siento que como padres no fuimos llamados antes de tomar la decisión que afectará directamente a nuestros hijos... No hay mucha información para los padres, solo nos dan los recortes que ya están allí".*
- *"Es un comienzo, pero se necesita conocer más detalles del impacto a nivel escolar... se necesita más transparencia.... está manipulado, está usando números antiguos y aproximaciones que son manipulativas... el plan necesita tener más SIGNIFICADO. Qué operaciones, programas y empleados en específico están siendo afectados – dar ejemplos concretos. ¿Cómo afectan estos planes al aula y al estudiante? Continuar con la participación de los estudiantes y los padres. Se aprecia mucho."*

Reuniones Comunitarias en los Distritos de la Junta- Discusión

Pregunta 3: ¿Cuáles son sus opiniones sobre el plan del Distrito para abordar el déficit?

Discusión:

- 1. ¿Qué escuchó en las reuniones comunitarias sobre la pregunta 3?**
- 2. ¿Cómo podría el Distrito apoyar a nuestras escuelas y oficinas en la implementación de las estrategias del Plan de Estabilización Fiscal?**

Resumen

El Distrito y la Junta de Educación aprecian los comentarios y las aportaciones de la comunidad.

Basado en los comentarios recibidos, el Distrito trabajará para mejorar nuestras herramientas para que el público entienda y participe en el proceso presupuestario, incluyendo:

- Entender los presupuestos escolares (recursos discrecionales vs. Recursos asignados por el distrito)
- Entender cómo el Distrito puede tener reservas actuales y un déficit proyectado en el futuro
- Aclarar cómo las "reservas" ya están planeadas para ser utilizadas para recursos escolares críticos en años futuros

Oportunidades para la Participación Continua

- También se han programado oportunidades adicionales de participación:
 - 11/5/25 – Participación de los Socios Comunitarios con el LCAP
 - 11/14/25 – Reunión Conjunta de PAC / DELAC / CAC

Siguientes Pasos

- Participación en el Futuro en Relación a FSP
 - 11/21 – Taller de Presupuesto
 - 12/2 – Comité Plenario (COW)
 - 12/16 – Reunión de la Junta de Educación – 1^{er} Informe Provisional



Board of Education Report

File #: 028-25/26, **Version:** 1

Agenda Date: 11/4/2025

In Control: Board of Education

Ensuring Local School Site and Community Control, Authority, Autonomy and Choice Regarding Safe Campuses and the Protection of Our Students and Staff

Request to Place Item on Los Angeles Unified Board of Education’s Agenda by members of the public, in accordance with Board of Education Rule 132 and California Education Code Section 35145.5

Resolution: Ensuring Local School Site and Community Control, Authority, Autonomy and Choice Regarding Safe Campuses and the Protection of Our Students and Staff - Presented to LAUSD Board Secretariat on May 19, 2025

Whereas, Los Angeles Unified School District is committed to equity, collaboration and excellence, leading every student to be READY FOR THE WORLD, to thrive in college, career and life;

Whereas, The Strategic Plan Pillar 2 Joy and Wellness elevates the District’s commitment to:

- Serving the whole child, attending to the social, emotional and physical health and wellness of students so they are prepared and energized to focus on learning, growing and building meaningful connections at school; and
- Fostering a safe, inclusive, and supporting school culture on every campus and minimizing disruptions or barriers to learning;

Whereas, Attitudes toward school policing are likely viewed through the lens of perceived levels of campus safety and perceptions of school police, including the following:

- The broadly held view that campuses are generally safe before, during, and after school;
- High degrees of consensus that school police are engaged in emergency response activities and protecting campus perimeters, but less certainty around other areas of engagement; and
- Less familiarity with segments of the community that may be negatively impacted by school policing;

Whereas, Public opinion research on school safety involving over 44,000 students, parents and school staff was conducted in October, 2020. Survey results showed a broad range of opinions about what public safety measures respondents preferred or made them feel most comfortable including key findings that, across the demographic subgroups surveyed, perceptions of the Los Angeles School Police Department were largely positive, and among parents and staff there was significant opposition to reducing the presence of school police;

Whereas, In February 2021, the Governing Board passed Board of Education Report No. 266-20/21 which, among other actions,

- Reduced the Los Angeles School Police Department budget and closed 133 of LASPD’s positions,
- Created the School Climate Coach position and assigned these positions to all secondary schools, and
- Finalized the action from the June 2020 Board of Education school safety directive, which removed school police officers from assignment to secondary school campuses and created the off campus patrol model;

Whereas, In the 2019-20 school year when school police officers were still assigned to secondary campuses, out of 115,000 services calls, there were only 10 total complaints against school police from staff, parents or students;

Whereas, Safety incident reports generated from the iSTAR system as presented on an ad-hoc basis to the Board of Education indicate an increase in all reported incident types since schools re-opened in the 2021-2022 school year, after the COVID-19 pandemic, in all incident types and across all geographic areas of the District;

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Whereas, Article I, Section 28(f)(1) of the California Constitution guarantees students and staff of public schools the Right to Safe Schools, and grants them the inalienable right to attend campuses which are safe, secure and peaceful;

Whereas, Each school site is responsible for developing a comprehensive school safety plan, as required by California Education Code Sections 32280-32289.5, based on the needs of the campus climate, which is reflective in the cornerstone value of the Community Schools model of local autonomy and decision making, yet school-based administrators have expressed profound unreadiness and a lack of empowerment as it relates to accessing all available resources to aid in optimizing school safety for their campuses in a way that aligns with the true spirit of local control;

Whereas, California Education Code Section 32282(a)(1) requires the comprehensive school safety plan to include assessment of the current status of school crime committed on school campuses and at school-related functions, yet the District has no systematic method for public reporting of safety incidents recorded in the iSTAR system or Calls for Service by Los Angeles School Police officers. The proposed comprehensive school safety plan must be presented at a public meeting for comment prior to its adoption per state law [EDC 32288(b)(1)];

Whereas, Both the Local Control and Accountability Plan 2024-2025, Goal 2 and the Strategic Plan, Pillar 2: Joy and Wellness, include student responses to the School Experience Survey question "I feel safe in this school" as a measurement, with projected increased target outcomes (LCAP: 72.3% in Year 3, Strategic Plan: 82% in 2025-2026) which are not on track to be achieved based on the trendline from recent years. The percent of students answering "I agree" or "I strongly agree" decreased from 72.7% in the 2021-2022 school year to 67.3% in the 2022-2023 school year, and further down to 63.5% in the most recent reporting year, 2023-2024. Neither the LCAP nor the Strategic Plan include any school safety incident data as measurement tools to assess the effectiveness of the Joy and Wellness Goal or Pillar;

Whereas, Although school-site positions and programs such as School Climate Advocates, Campus Aides, and Safe Passage contractors are valuable and essential components of positive school climate resources, they have different job descriptions and duties and are therefore not substitutes for the school crime, violence, and drug prevention role of School Police officers when they are assigned to secondary schools. Other community resources such as the Los Angeles Mayor's Office - Gang Reduction & Youth Development (GRYD) program can also be valuable in the limited geographic areas where they are offered, but their services are only available to certain populations of at-risk youth and cannot be considered as resources available to all LA Unified students;

Whereas, As the largest authorizer of charter schools in the nation, the District has long been considered a major proponent of allowing parents and families to choose or be assigned to publicly funded schools that are independent, autonomous and not bound by centrally generated policies and practices that their local school community may not support, thus allowing families who live in the attendance areas for independent charter high schools such Granada Hills, Pacific Palisades, Birmingham, and El Camino Real to assess the needs of their schools and local communities, freely discuss options, contract to employ and assign Los Angeles School Police Officers to their campuses, and make decisions concerning critical issues such as school climate, health, safety and protecting students and staff - discussions and decisions not currently available to neighboring affiliated charter high schools such as Sylmar, Taft, Cleveland, and Reseda; and

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Whereas, The Board and District staff - understanding that the District covers an area totaling 710 square miles, including most of the city of Los Angeles and all or portions of 26 cities and unincorporated areas of Los Angeles County - are currently engaged in profound discussions about the need for equitable resource allocation based on the recognition that school communities have different needs based on unequal and different opportunities, resources and experiences; now, therefore, be it

Resolved, That the students, parents and staff who constitute the different and diverse school communities throughout the Los Angeles Unified School District be granted the authority and flexibility to discuss, determine and decide on the measures they believe will improve and maintain positive school climate and safety on their school campuses;

Resolved further, That the Board of Education approve sufficient funding in the 2025-2026 Los Angeles Unified School District Budget and Annual Update to the Local Control and Accountability Plan to restore assigned School Police officers to secondary schools which select that option as part of their comprehensive school safety plan during the 2025-2026 school year,

Resolved further, That the Superintendent direct staff to evaluate safety-related incident data, to include at a minimum iSTAR and School Police Department Calls for Service, consistent with student privacy laws, and evaluate potential formal, systematic methods to report safety incident data to the public, in preparation for a written report and public presentation to the Board by August, 2025: and be it finally

Resolved, That the Superintendent direct staff to create a comprehensive, robust Safety Accountability Plan for public presentation to the Board by August, 2025 to:

- Identify appropriate multi-faceted goals, actions, and measurements to evaluate School Safety on an ongoing basis,
- Identify school safety and climate accountability metrics and measurements for use as Baseline, Annual Results and Target Goals, in addition to the limited measurements called for in the 2024-2025 LCAP and Strategic Plan, and
- Implement the School Police Request Assessment process developed by the Office of School Climate and Culture or develop a new School Police Request assessment plan.

Proposed Board Resolution

***“Ensuring Local School Site and Community Control,
Authority, Autonomy and Choice Regarding Safe
Campuses and the Protection of Our Students and Staff”***

**Presentation to the Los Angeles Unified Board of Education
Committee of the Whole
November 4, 2025**

Local Control and Accountability Plan Planned Expenditures - Selected Actions

Goal	Action 2025-26	Action Title	Strategic Plan Priority Alignment	Contributing to Increased or Improved Services?	Total Planned LCFF Expenditures (2024-25)	Total Planned LCFF Expenditures (2025-26)
2-Joy and Wellness	2	School Police	2A	No	\$ 64,605,389	\$ 61,363,789
2-Joy and Wellness	3	Base-Funded School Climate Support Staff	2A	No	\$ 47,173,294	\$ 41,962,583
2-Joy and Wellness	4	Supplemental School Climate Support Staff	2A	Yes	\$ 12,719,309	\$ 12,904,776
2-Joy and Wellness	9	Positive Behavior Interventions and Restorative Practices	2C	Yes	\$ 2,642,146	\$ 2,708,983
7-Black Student Achievement Plan	4	BSAP School Climate & Wellness Personnel Support	1C	No	\$ 68,859,530	\$ 93,987,545
7-Black Student Achievement Plan	5	BSAP Community-Based Safety Pilots	1C	No	\$ 27,246,239	\$ 29,374,167
Total Planned Expenditures - Selected Actions					\$ 223,245,907	\$ 242,301,843

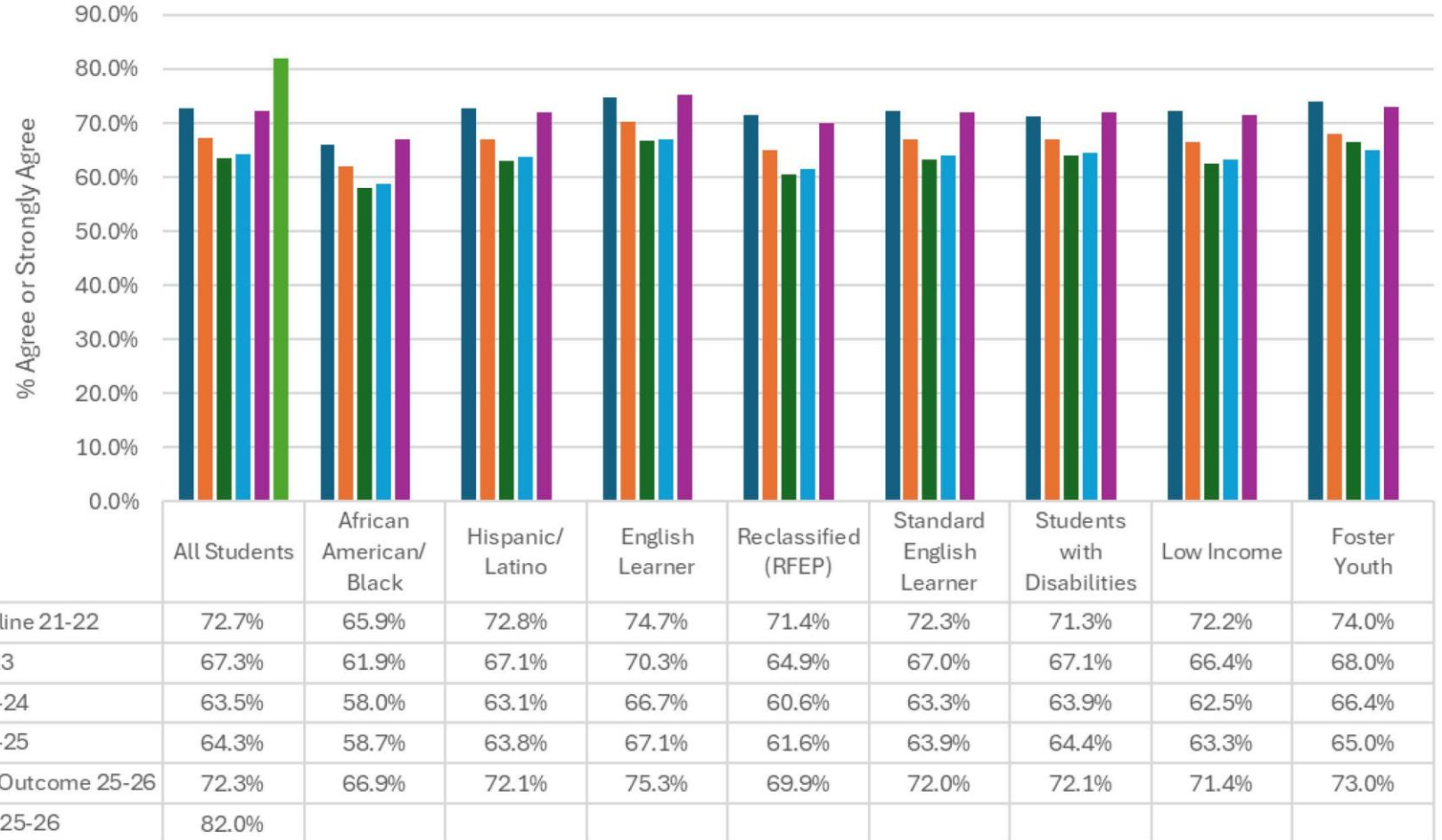
Were These Actions & Uses of Funds Effective?

LCAP Metric 2.09

Baselines

Targets

LCAP & Strategic Plan: Joy and Wellness, BSAP Action 2: School Police, Action 3: Base Funded School Climate Support Staff, Action 4: Supplemental School Climate Support Staff, Action 5: BSAP Community Based Pilots SES: “I feel safe in this school”



2021-22 to 2024-25 School Experience Survey Outcomes and Targets

LCAP Goal / Meta del LCAP	LCAP Metric	2024-25	2023-24	2022-23	Métrica LCAP
2	2.06: Single Student Suspension Rate	TBD	0.41%	0.39%	2.06: Tasa de Suspensiones Estudiantiles Individuales
2	2.07: Instructional Days Lost to Suspension	TBD	4,051	3,850	2.07: Días de instrucción que se pierden por suspensión
2	2.08: Expulsion Rate	TBD	0.02%	0.02%	2.08: Tasa de Expulsión
2	2.09: Percent of Students Reporting on the School Experience Survey: "I feel safe in this school."	64.3%	63.5%	67.3%	2.09: Porcentaje de estudiantes que informan en la Encuesta de la Experiencia Escolar: "Me siento seguro en esta escuela"
2	2.10: Percent of Parents Reporting on the School Experience Survey: "My child is safe on school grounds."	86.9%	84.9%	83.7%	2.10: Porcentaje de padres que informan en la Encuesta de la Experiencia Escolar: "Mi hijo está seguro en el plantel escolar."
2	2.11: Percent of Staff Reporting on the School Experience Survey: "I feel safe on school grounds during the day"	94.6%	93.8%	94.2%	2.11: Porcentaje de personal que informan en la Encuesta de la Experiencia Escolar: "Me siento seguro en el plantel escolar durante el día."
2	2.12: Percent of Students Reporting on the School Experience Survey: "I feel like I am part of this school."	59.3%	58.5%	61.6%	2.12: Porcentaje de estudiantes que informan en la Encuesta de la Experiencia Escolar: "Siento que soy parte de esta escuela".

LCAP Metrics

As Presented to Parent Advisory Committee

October 23, 2025

LCAP Metric 2.12

LCAP Joy and Wellness

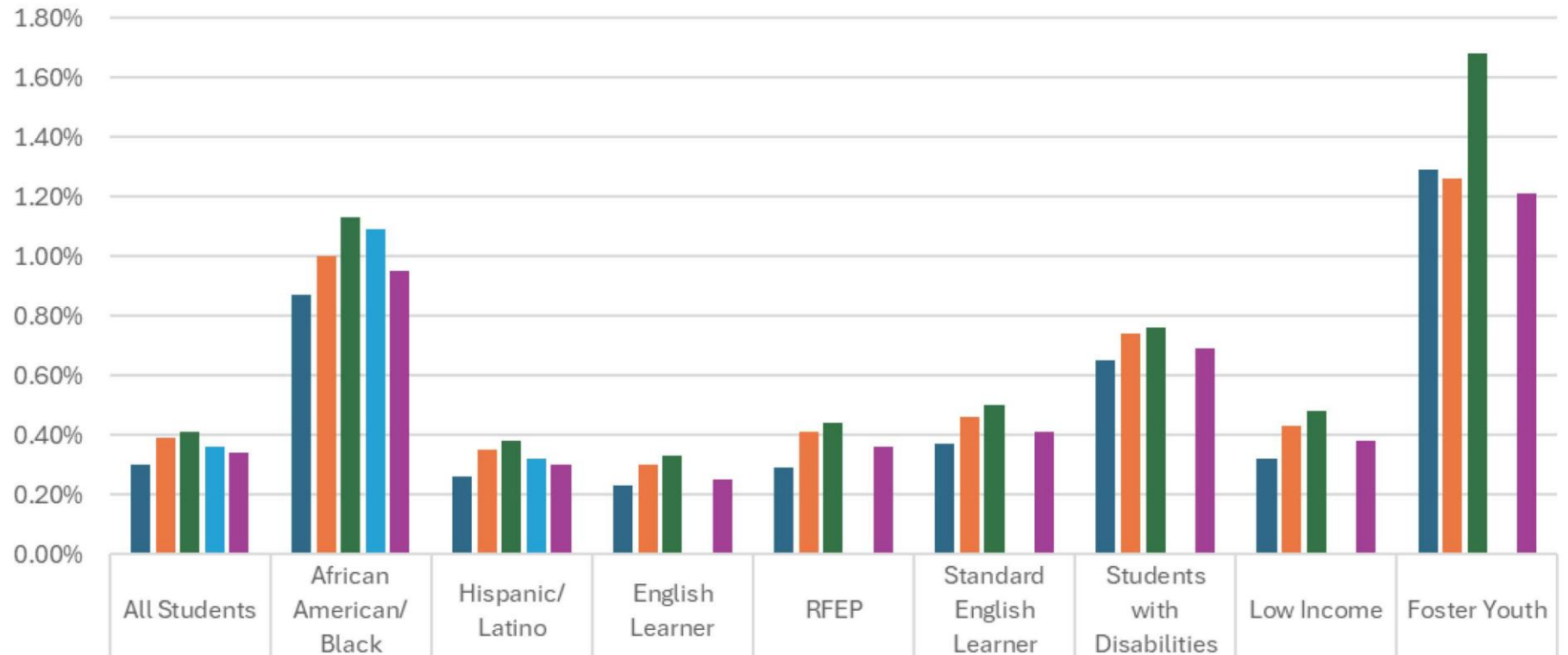
**Action 3: Base-Funded School Climate Support Staff,
Action 4: Supplemental School Climate Support Staff**
SES: "I feel like I am part of this school"



2021-22 to 2024-25 School Experience Survey Outcomes and Target

LCAP Metric 2.06

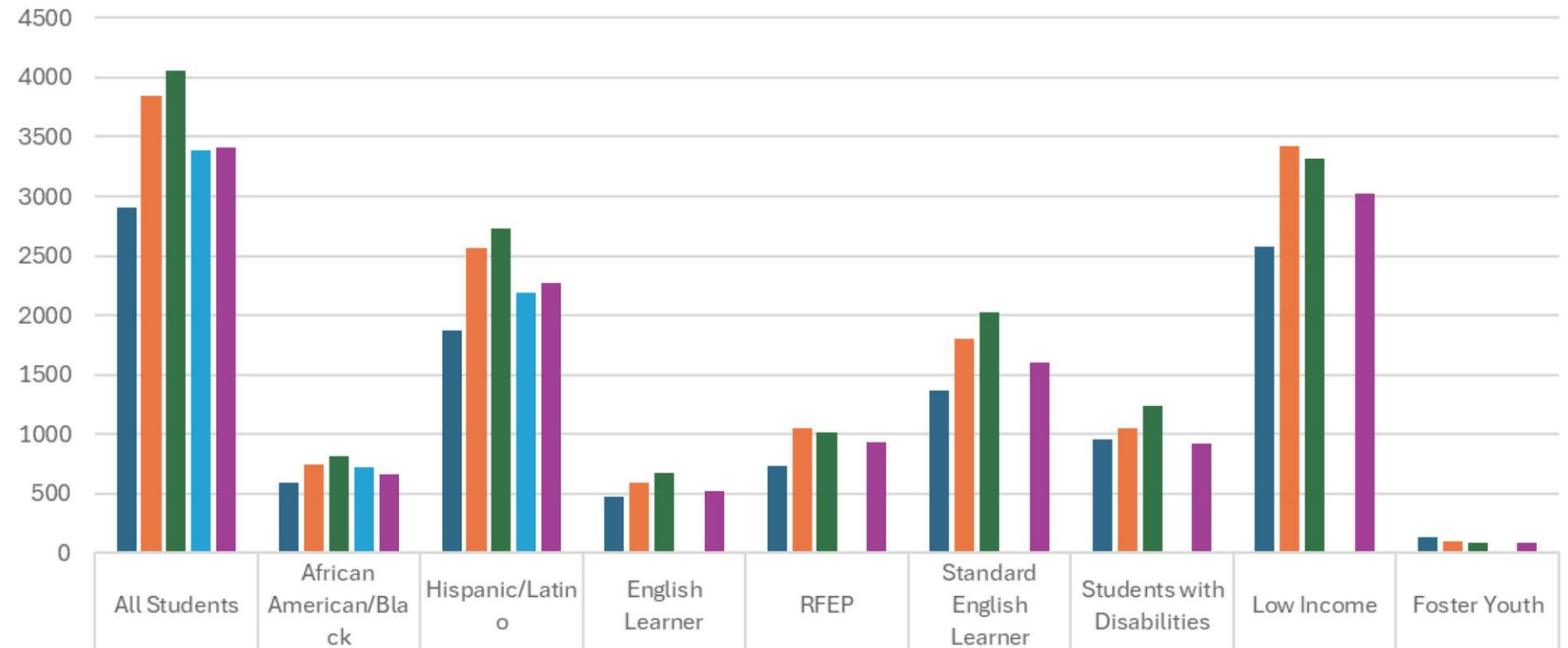
LCAP Joy and Wellness: Metric 2.06 Action 10: Positive Behavior Interventions and Restorative Practices Single Student Suspension Rate



	All Students	African American/Black	Hispanic/Latino	English Learner	RFEP	Standard English Learner	Students with Disabilities	Low Income	Foster Youth
Baseline 21-22	0.30%	0.87%	0.26%	0.23%	0.29%	0.37%	0.65%	0.32%	1.29%
Baseline 22-23	0.39%	1.00%	0.35%	0.30%	0.41%	0.46%	0.74%	0.43%	1.26%
Year 1 Outcome 23-24	0.41%	1.13%	0.38%	0.33%	0.44%	0.50%	0.76%	0.48%	1.68%
Year 2 Outcome 24-25	0.36%	1.09%	0.32%						
Target for Year 3 Outcome 25-26	0.34%	0.95%	0.30%	0.25%	0.36%	0.41%	0.69%	0.38%	1.21%

LCAP Metric 2.07

LCAP Joy and Wellness: Metric 2.07 and BSAP Metric 7.06 Action 10: Positive Behavior Interventions and Restorative Practices Instructional Days Lost to Suspension

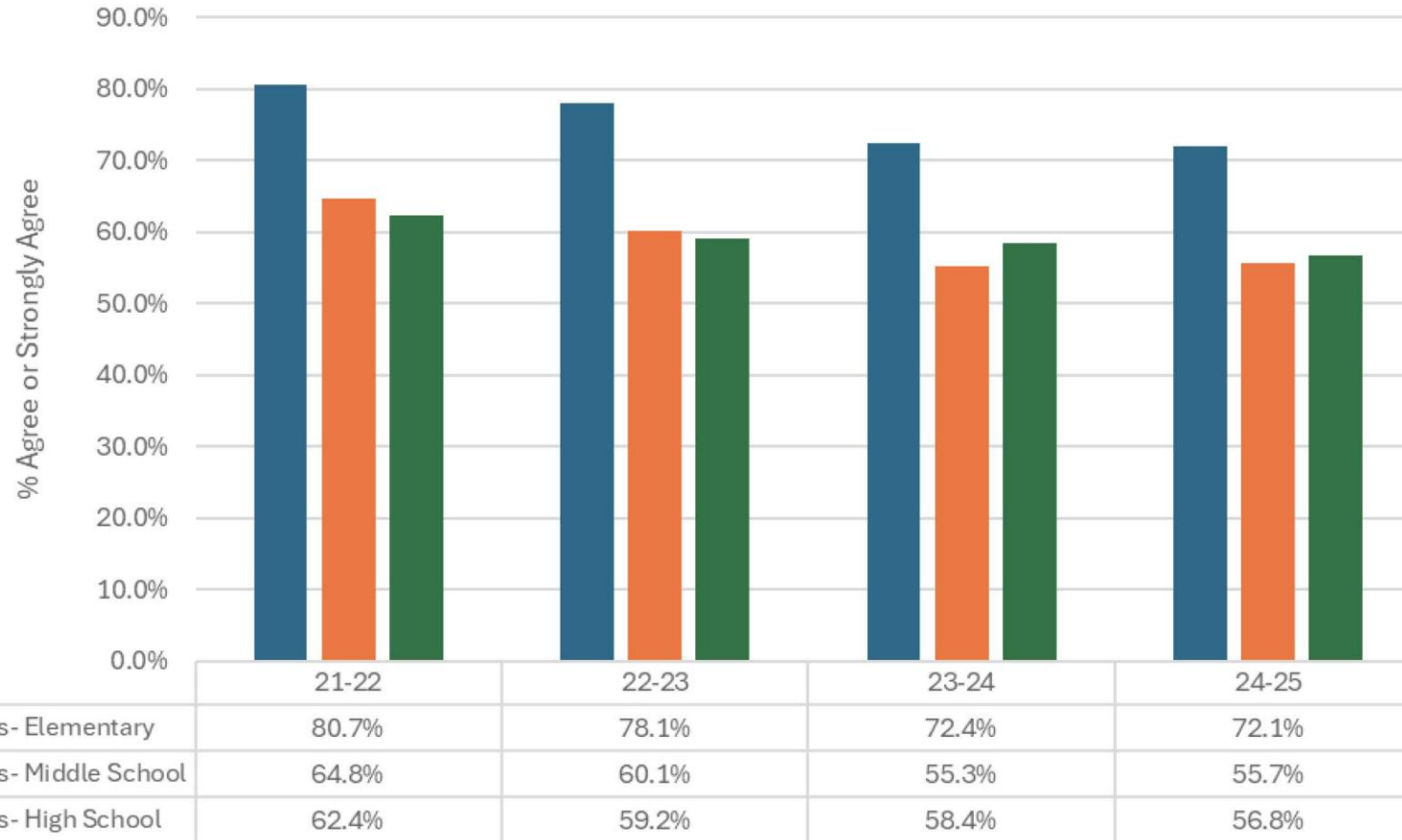


	All Students	African American/Black	Hispanic/Latino	English Learner	RFEP	Standard English Learner	Students with Disabilities	Low Income	Foster Youth
Baseline 21-22	2900	595	1874	477	733	1366	960	2573	140
Baseline 22-23	3850	745	2563	592	1050	1807	1048	3421	98
Year 1 Outcome 23-24	4051	812	2733	678	1015	2024	1234	3311	93
Year 2 Outcome 24-25	3392	717	2187						
Target Year 3 Outcome 25-26	3405	659	2267	524	929	1598	927	3028	87

LCAP Joy and Wellness

Action 3: Base-Funded School Climate Support Staff

SES: *"Adults at this school treat all students with respect"*



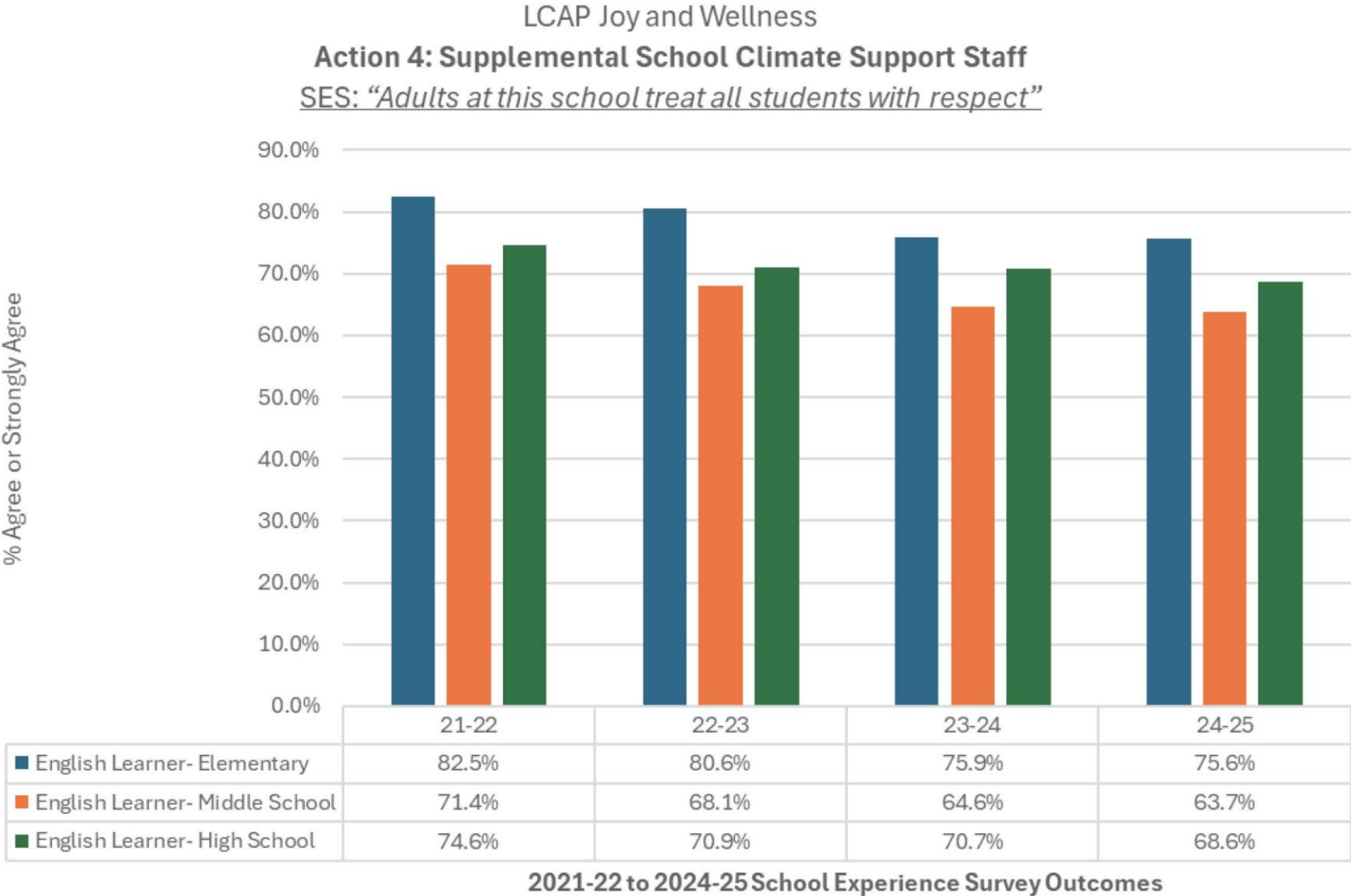
2021-22 to 2024-25 School Experience Survey Outcomes

Base-Funded:
All Students

"Progress Monitoring" - No Baseline or Target

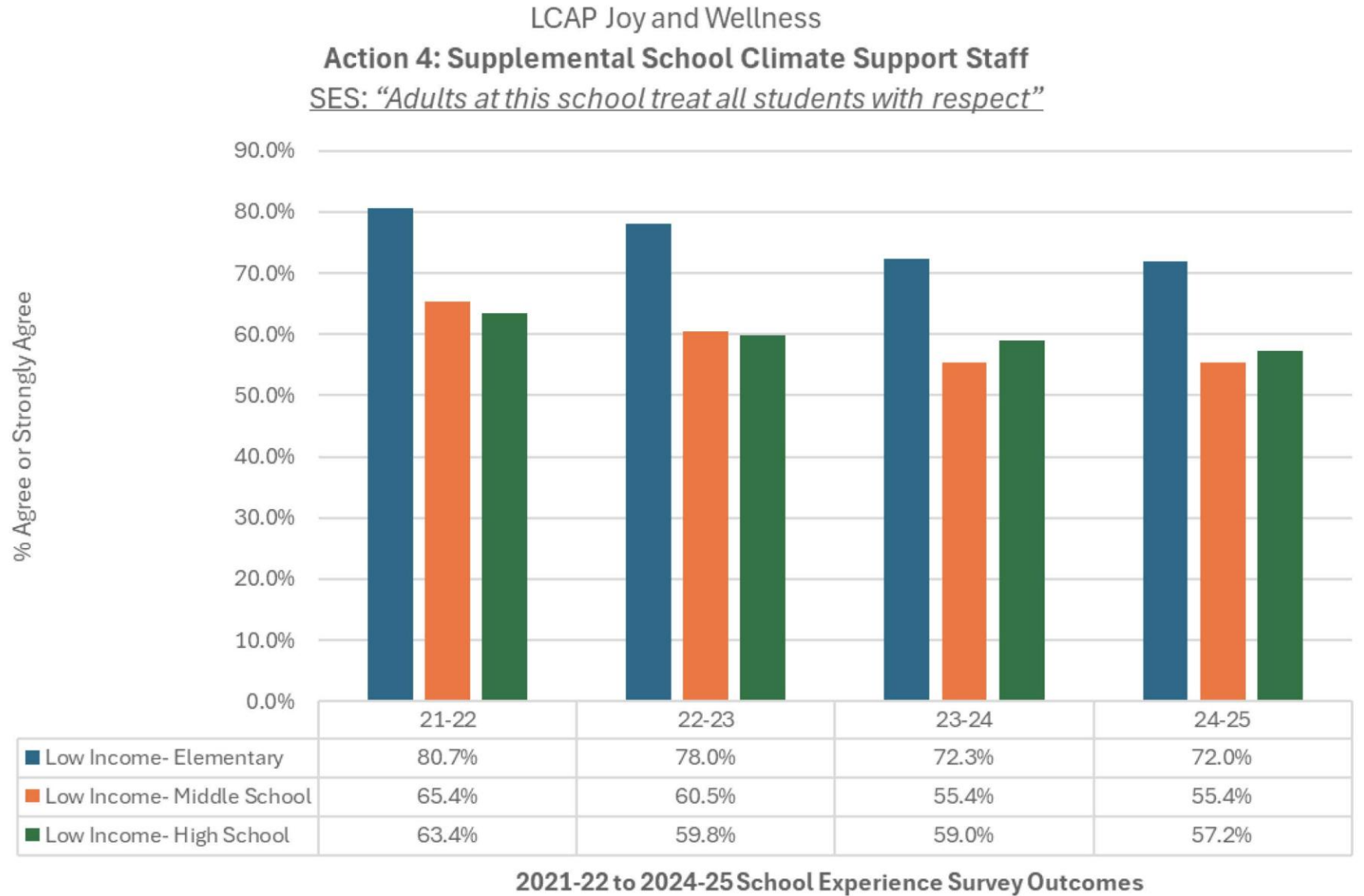


Supplemental & Concentration Funds: English Learners



“Progress Monitoring” - No Baseline or Target

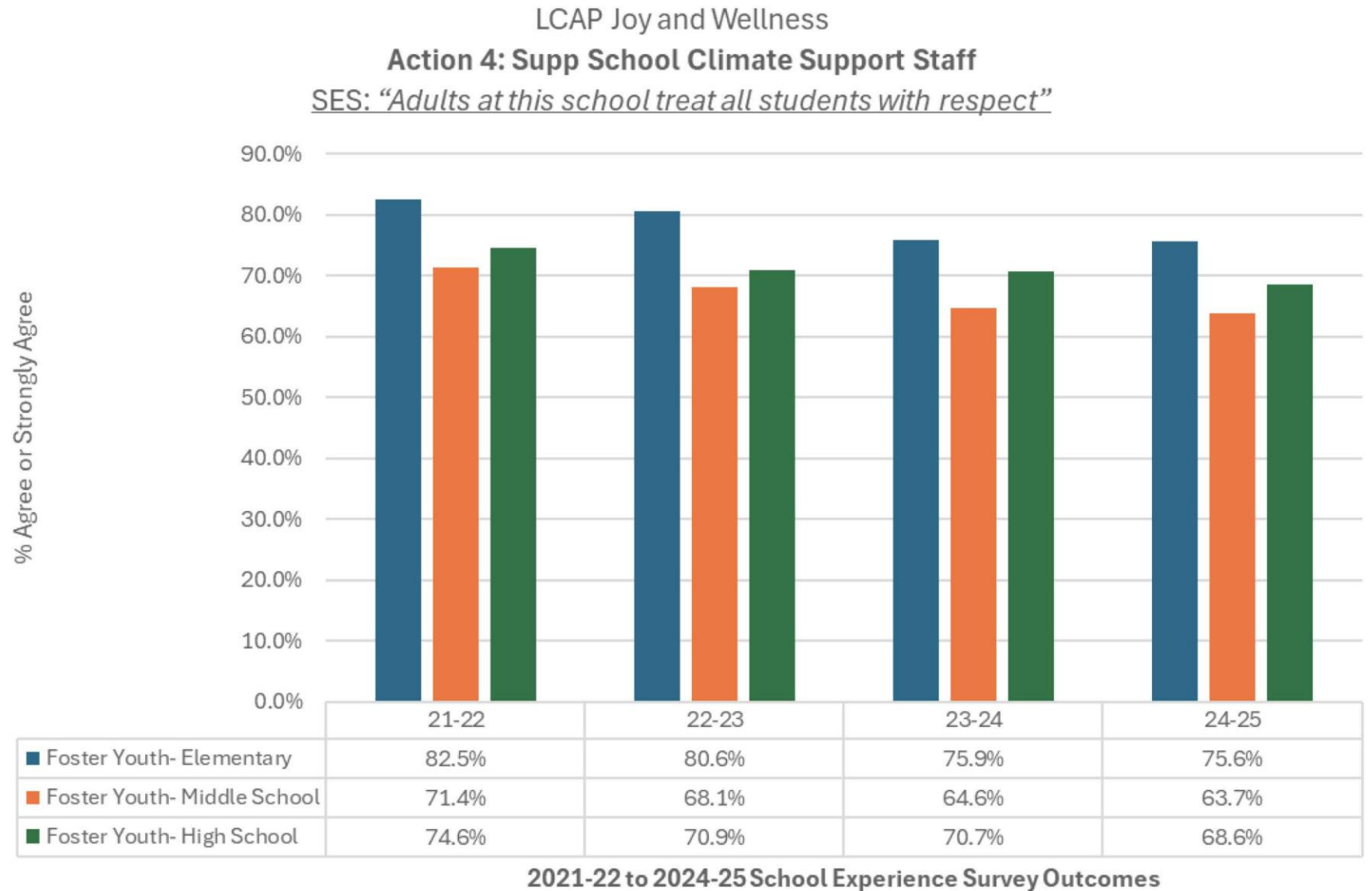
Supplemental & Concentration Funds: Low Income



“Progress Monitoring” - No Baseline or Target



Supplemental & Concentration Funds: Foster Youth

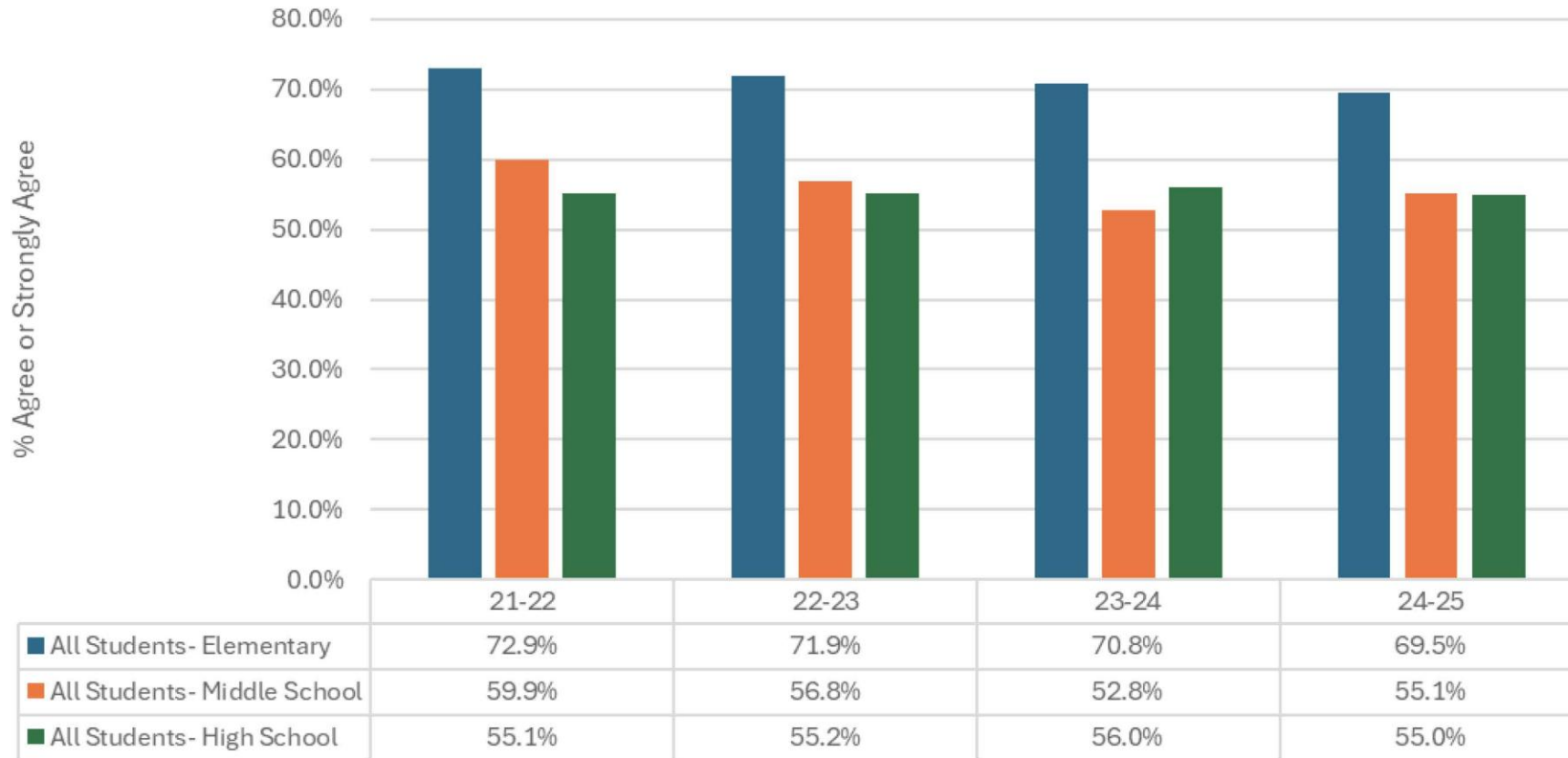


“Progress Monitoring” - No Baseline or Target

LCAP Joy and Wellness

Action 3: Base-Funded School Climate Support Staff

SES: *"There is an adult at my school whom I trust and can talk to no matter what is bothering me"*



2021-22 to 2024-25 School Experience Survey Outcomes

Base-Funded:
All Students

"Progress Monitoring" - No Baseline or Target

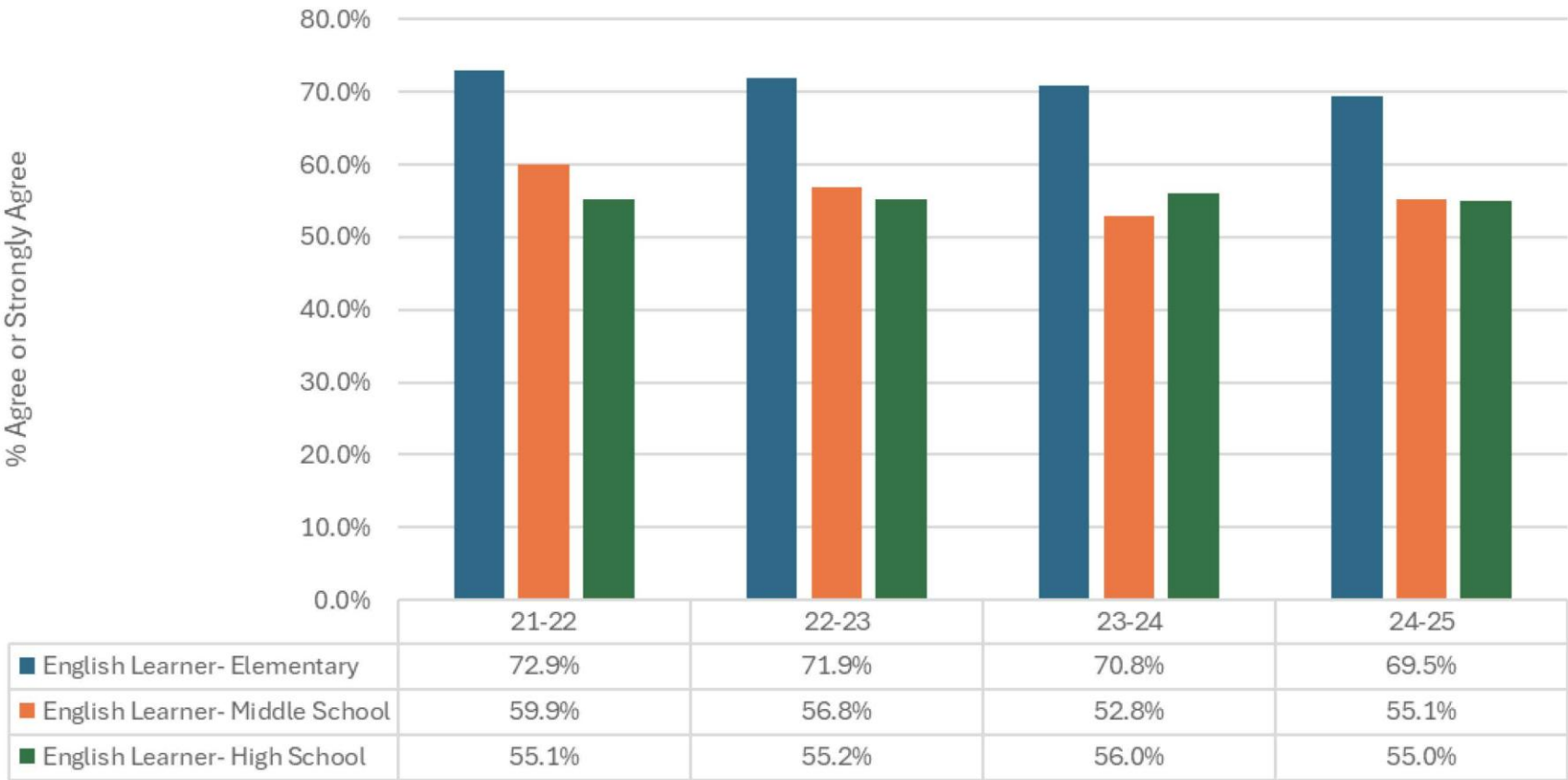


Supplemental & Concentration Funds: English Learners

LCAP Joy and Wellness

Action 4: Supplemental School Climate Support Staff

SES: *"There is an adult at my school whom I trust and can talk to no matter what is bothering me"*



2021-22 to 2024-25 School Experience Survey Outcomes

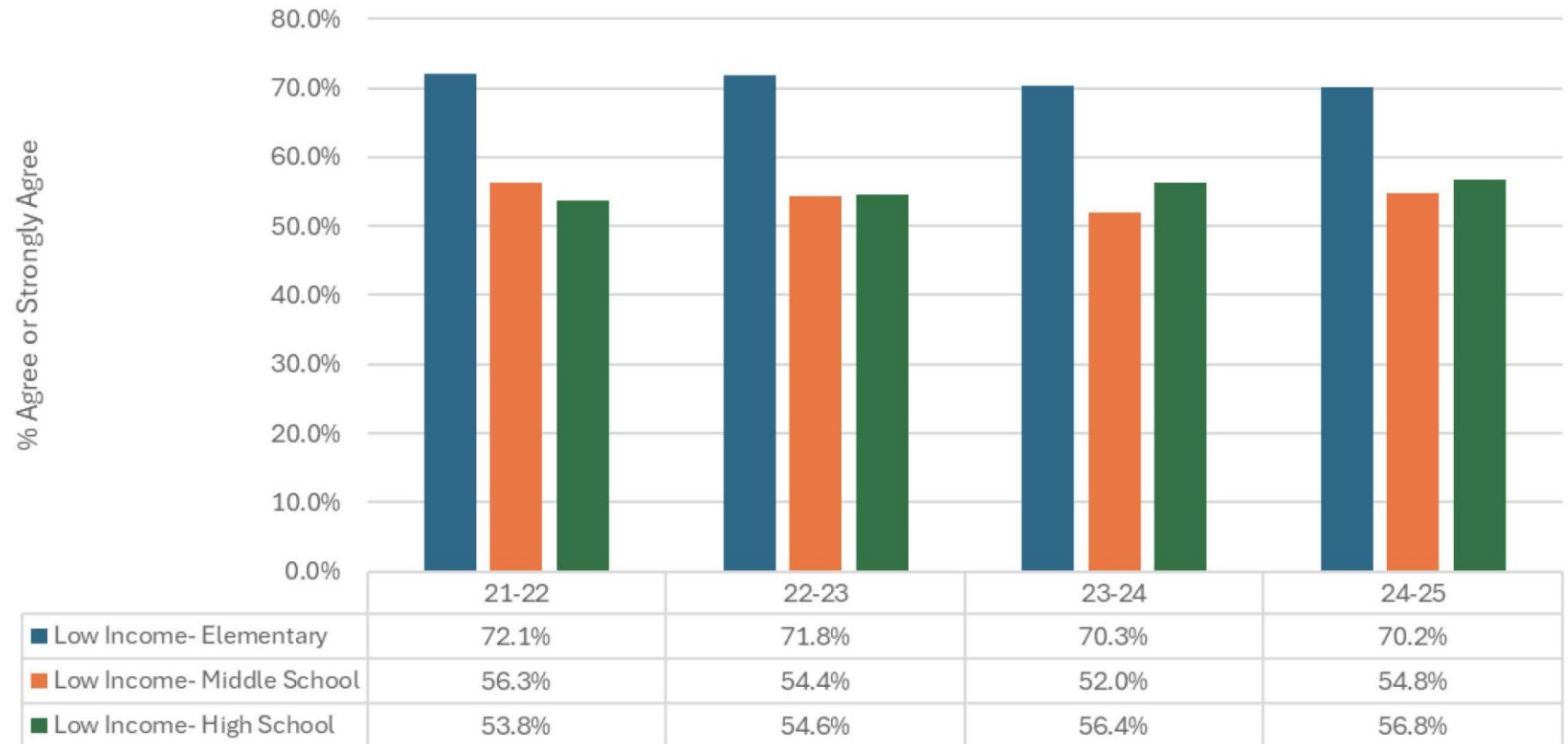
“Progress Monitoring” - No Baseline or Target

Supplemental & Concentration Funds: Low Income

LCAP Joy and Wellness

Action 4: Supplemental School Climate Support Staff

SES: *"There is an adult at my school whom I trust and can talk to no matter what is bothering me"*



2021-22 to 2024-25 School Experience Survey Outcomes

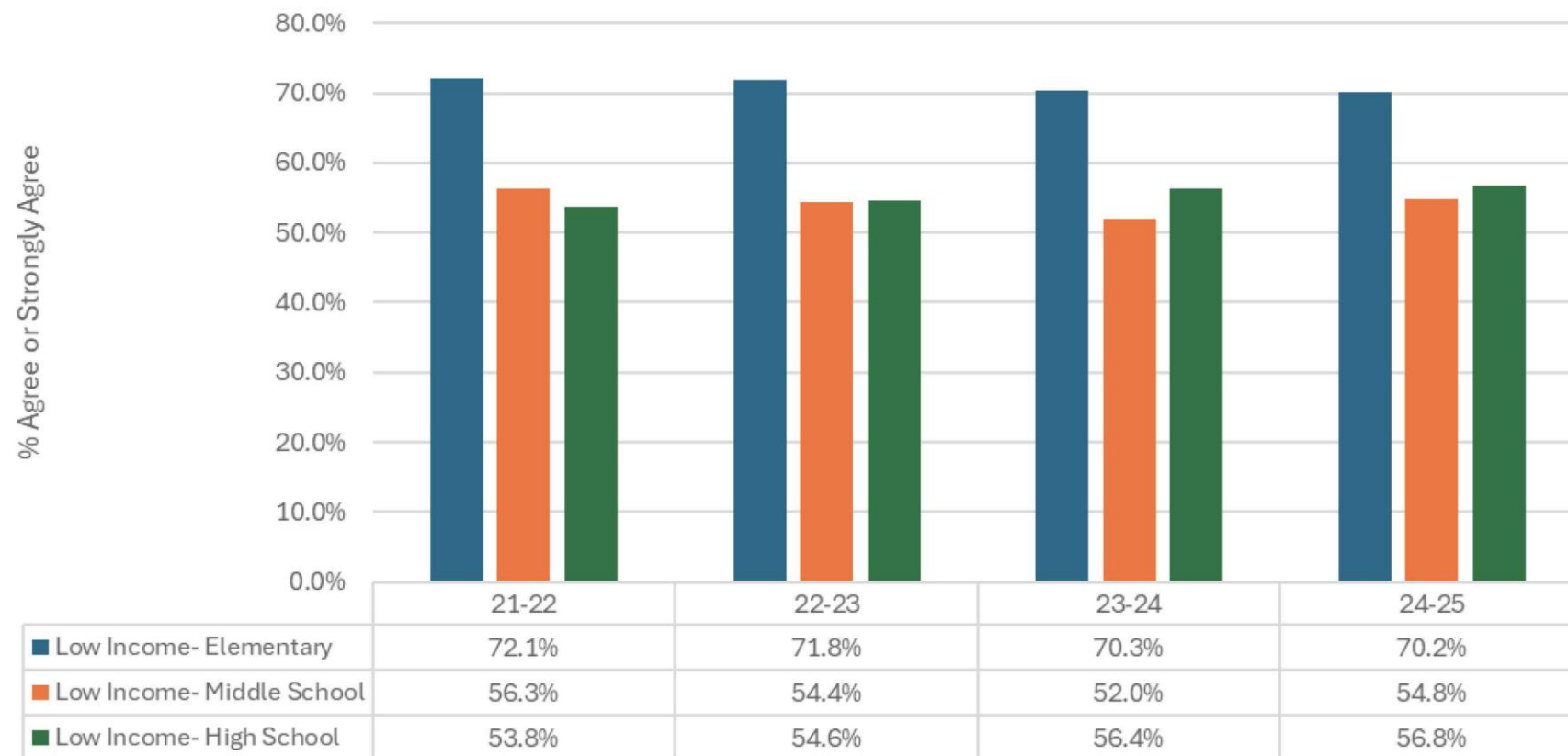
“Progress Monitoring” - No Baseline or Target

Supplemental & Concentration Funds: Foster Youth

LCAP Joy and Wellness

Action 4: Supplemental School Climate Support Staff

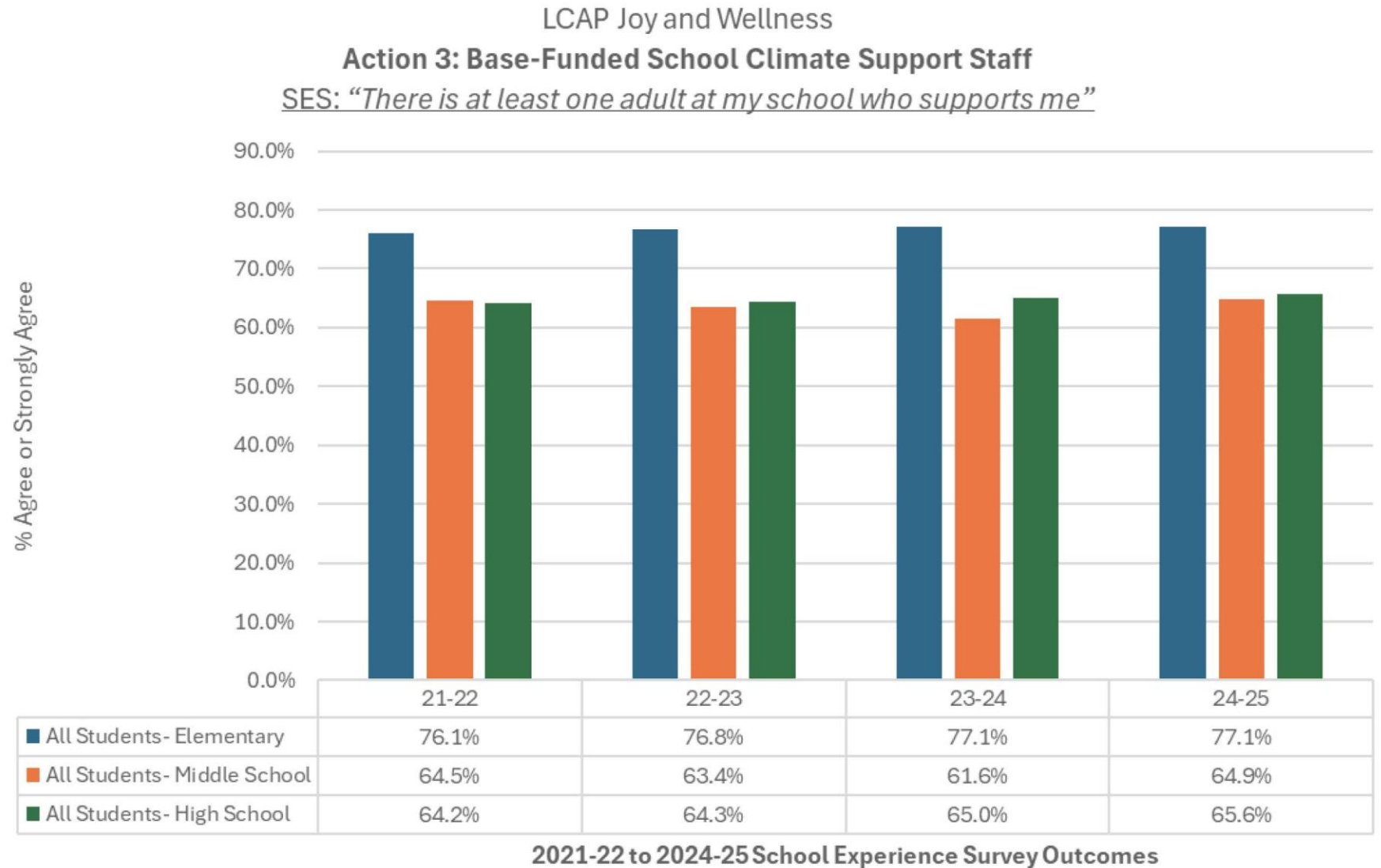
SES: "There is an adult at my school whom I trust and can talk to no matter what is bothering me"



2021-22 to 2024-25 School Experience Survey Outcomes

"Progress Monitoring" - No Baseline or Target

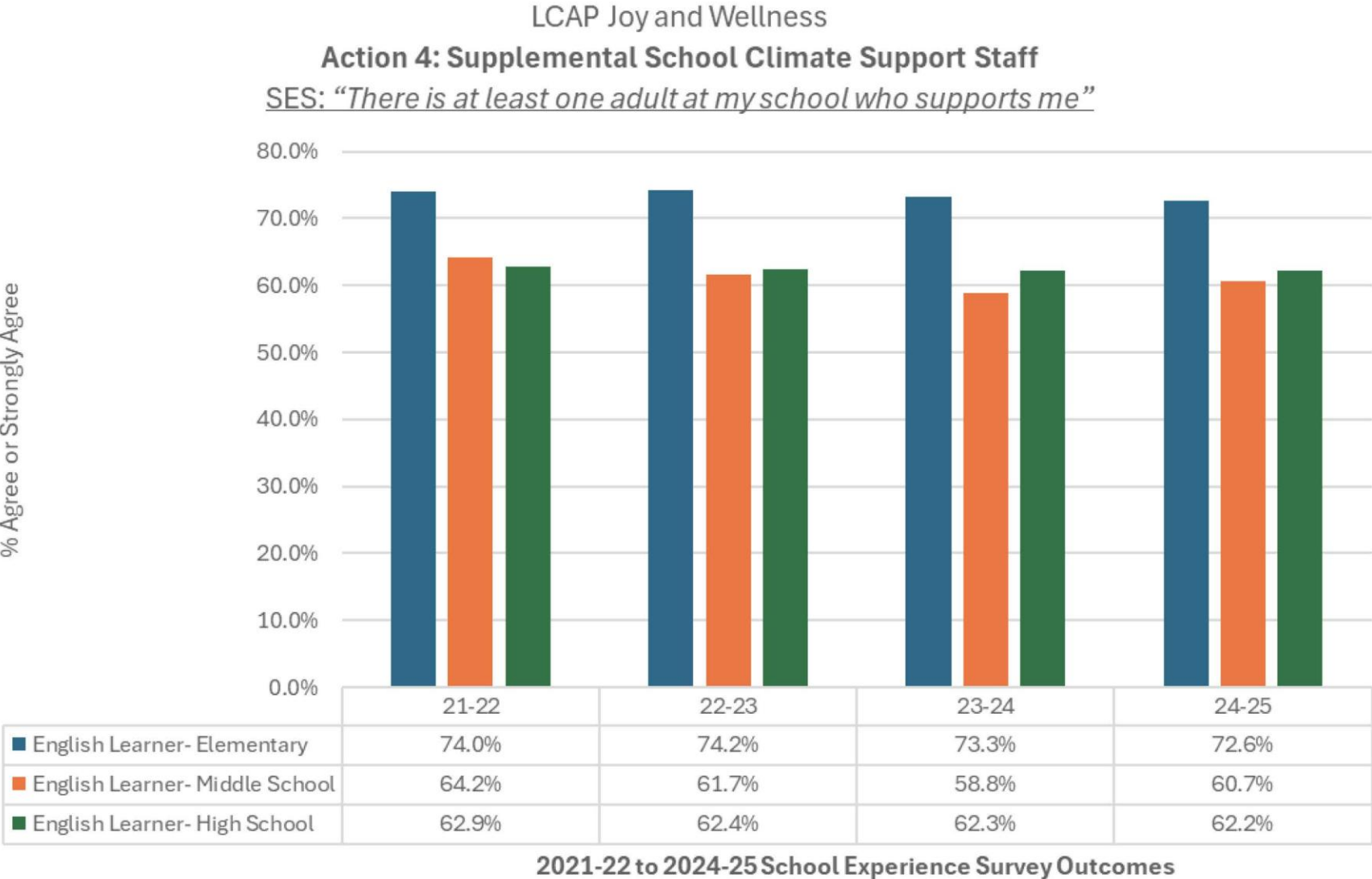
Base-Funded: All Students



“Progress Monitoring” - No Baseline or Target



Supplemental &
Concentration
Funds:
English Learners



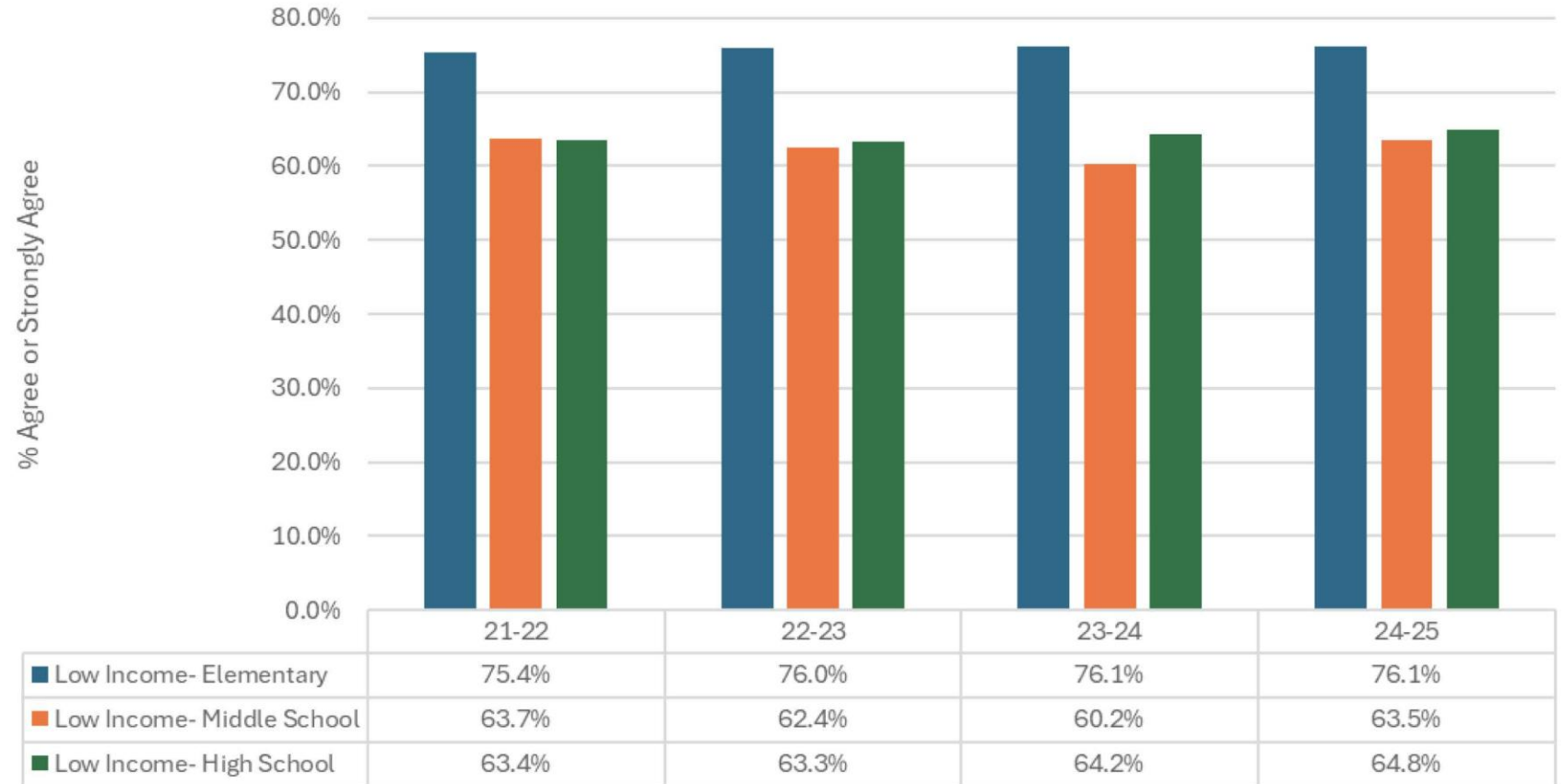
“Progress Monitoring” - No Baseline or Target

Supplemental & Concentration Funds: Low Income

LCAP Joy and Wellness

Action 4: Supplemental School Climate Support Staff

SES: *"There is at least one adult at my school who supports me"*



2021-22 to 2024-25 School Experience Survey Outcomes

"Progress Monitoring" - No Baseline or Target

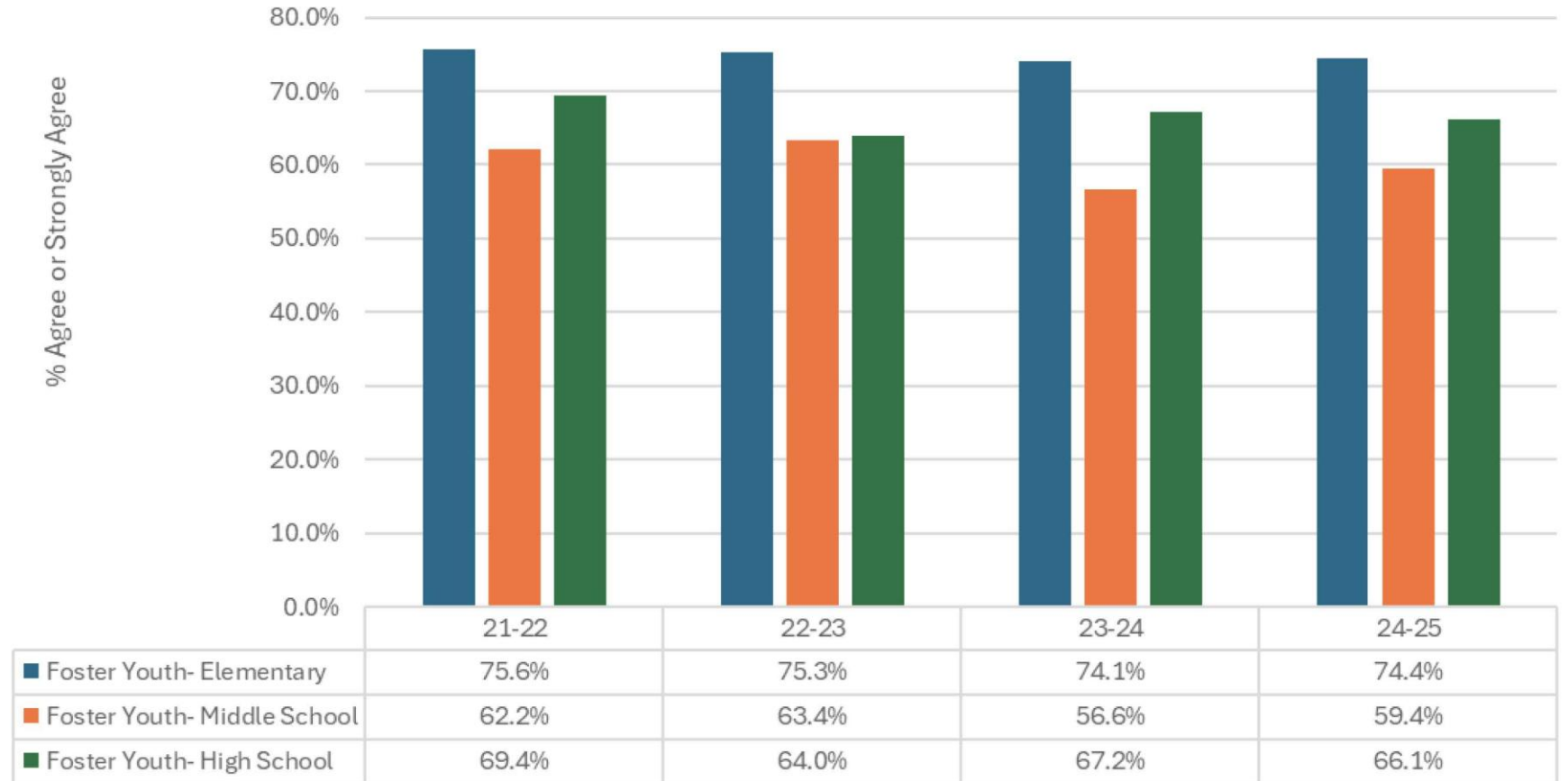


Supplemental & Concentration Funds: Foster Youth

LCAP Joy and Wellness

Action 4: Supplemental School Climate Support Staff

SES: *"There is at least one adult at my school who supports me"*



2021-22 to 2024-25 School Experience Survey Outcomes

"Progress Monitoring" - No Baseline or Target



Safety Accountability Plan:

- *Identify appropriate multi-facted goals, actions, and measurements to evaluate School Safety on an ongoing basis*
- *Identify school safety and climate accountability metrics and measurements for use as Baseline, Annual Results and Target Goals, in addition to the limited measurements called for in the LCAP and Strategic Plan*

Proposed Resolution to be placed on LAUSD's Board Agenda by the Public, Pursuant to CA EDC §35145.5:

- In accordance with LAUSD Board of Education Rule 132
- Written Request Submitted May 19, 2025
- Following Parent and Community Petition to Bring Back School Police! by Red de Padres por la Seguridad Escolar, a Parent Group and LAUSD Stakeholder with 5,600 signatures

Proposed Resolution and Presentation Prepared and Presented by:

Oleada, Inc.

Maria Luisa Palma





LAUSD Data Sources:

- 2025–2026 Local Control and Accountability Plan
- LAUSD Strategic Plan and Annual Updates
- School Experience Survey Data Files
- Open Data Portal
- Parent Advisory Committee Meeting Materials