

**RESOLUTION OF THE  
BOARD OF EDUCATION OF THE  
OAKLAND UNIFIED SCHOOL DISTRICT**

**Resolution No. 2223-0040**

**Proposed Adjustments for 2023-24 Budget (Amendment) No. 1)**

**WHEREAS**, the Board of Education (“Board”) recognizes that, in order to improve opportunities and outcomes for all students in the District and close equity gaps for the District’s historically underserved and most vulnerable students, the District must ensure that it remains fiscally solvent in the next three (3) school years, as well as years to come;

**WHEREAS**, the District has the paramount responsibility of offering a quality educational program to all of its students, almost 80% of who are unduplicated pupils;

**WHEREAS**, the Board is committed to implementing the strategies identified in the District’s Strategic Plan and LCAP to improve student outcomes to the greatest extent financially and operationally feasible;

**WHEREAS**, the Board is therefore committed to supporting the recruitment and retention of employees and the cultivation of high employee morale as well as to ensuring a continuity of services to students;

**WHEREAS**, the cost of health and welfare benefits are projected to increase by approximately 15%;

**WHEREAS**, the Consumer Price Index for the San Francisco Bay Area rose almost 5% in 2022;

**WHEREAS**, compensation in the Unrestricted General Fund is 84% of the total budget;

**WHEREAS**, compared with 2018-19, OUSD enrollment for 2023-24 is projected to have declined by 10.7% for TK-5 (with Kindergarten specifically projected to have declined by 15.6%), 5.2% for grades 6-8, and 3.1% for grades 9-12, foreshadowing serious future enrollment challenges for the District;

**WHEREAS**, the latest indications from the Department of Finance (DOF) and Legislative Analyst Office (LAO) are that any ongoing increase in LCFF funding is projected to be lower than proposed in the Governor’s January budget;

**WHEREAS**, on January 11, 2023 the Board adopted Resolution No. 2223-0036 - Rescission of School Consolidations for 2022-23, which rescinded the school consolidations scheduled for the end of the 2022-23 school year and increased expected ongoing costs by at least \$5.14M (in

addition to other programmatic, operational, maintenance, and facilities costs and impacts);

**WHEREAS**, the Board approved its first interim budget, which does not include ongoing increases in salary for all employees starting in 2023-24, and filed it with the Alameda County Office of Education with a “positive” certification;

**WHEREAS**, Alameda County Superintendent Alysse Castro, in her review of the District’s first interim budget, determined that “the District may not meet its financial obligations in” the subsequent two fiscal year “[b]ased on uncertainties yet unresolved” and changed the certification of the District’s first interim budget to “qualified”;

**WHEREAS**, Superintendent Castro, in her review also stated:

*OUSD stands at a moment of extreme opportunity and extreme risk . . . . An unprecedented infusion of one-time money has created a brief window for changing course while still meeting operating expenses, but can’t cover the ongoing investments we want for our kids and staff . . . . The District is well poised to end 20 years of debt, but doing so will require quick and decisive action on the part of the Board to make changes in what may be the most complex school budget in California. . . . These are massive undertakings and I applaud the Board for their service in undertaking them for our kids. I believe it is possible for the Board to realign the budget to reflect its priorities if they commit to learning the complex history of today’s budget and making the hard tradeoffs needed for tomorrow’s.*

**WHEREAS**, the Board understands that the District has been in similar situations in the past 20 years and is ready make these “hard tradeoffs” to ensure the District’s long-term fiscal solvency;

**WHEREAS**, the Board desires to minimize the impact of any budget reductions on the level of service, quality of staff, staffing levels, and education programs for District students;

**WHEREAS**, the Superintendent has proposed the budget adjustments found in Attachment A, which include funding shifts, reductions in ongoing expenditures through position reductions and eliminations, reductions in ongoing non-staffing costs, and the use of one-time money to pay for ongoing expenditures; and

**WHEREAS**, to address the use of one-time money to pay for ongoing expenditures, additional reductions to ongoing expenditures will need to be made for 2024-25; and

**WHEREAS**, the merger of District schools presents an opportunity to gain operational efficiencies and improve school programs as well as minimize the impact of any budget reductions on the level of service, quality of staff, staffing levels, and education programs for District students.

**NOW, THEREFORE, BE IT RESOLVED**, the Board hereby adopts the proposed budget adjustments found in **Attachment A**, attached hereto and incorporated herein by reference;

**BE IT FURTHER RESOLVED**, with respect to any delineated shifts from LCFF base funding to supplemental and concentration funding, the Board empowers the Superintendent to replace these shifts with other shifts based on conversations with the Alameda County Office of Education with respect to what is appropriately funded with supplemental and concentration funding;

**BE IT FURTHER RESOLVED**, unless otherwise stated herein, the Board directs the Superintendent to initiate all steps necessary to enact and implement the budget adjustments found Attachment A, including (without limitation) (i) providing statutory notices relating to layoff or reassignment, (ii) incorporating the budget adjustments into the proposed Fiscal Year 2023-2024 District Budget and the related multi-year budget projections for the subsequent two (2) fiscal years, and (iii) incorporating the adjustments in the 2023-2024 Local Control and Accountability Plan;

**BE IT FURTHER RESOLVED**, the Board acknowledges that the associated impacts to funding and positions are estimates and subject to change and empowers the Superintendent to refine the impacts to funding and positions, if necessary, and to include such refined information in the (i) statutory notices relating to layoff or reassignment, (ii) the proposed Fiscal Year 2023-2024 District Budget and the related multi-year budget projections for the subsequent two (2) fiscal years, and (iii) the 2023-2024 Local Control and Accountability Plan;

**BE IT FURTHER RESOLVED**, the Board recognizes that the budget adjustments found herein are in addition to any budget adjustments (e.g., funding shifts, reductions in ongoing expenditures, reductions or eliminations of positions, reductions in ongoing non-staffing costs) occurring due to declining enrollment, the loss of or reduction in one-time funding (e.g., grants), and the consolidations of school site positions consistent with applicable bargaining agreements; ~~and~~

**BE IT FURTHER RESOLVED**, if new ongoing funds for 2023-24 are identified above projections as of the District's Second Interim Report, before the District's final budget is presented to the Board, the Board directs the Superintendent, first, to alert the Board and, then, to bring to the Board recommendations, that are feasible and consistent with Board Policies, (i) regarding the use of such ongoing funds with a focus on supporting school sites and (ii) that include restoring the Coordinator of School Security Officer position until there has been community engagement to discuss funding for the position consistent with Resolution No. 1920-0260 - George Floyd Resolution to Eliminate the Oakland Schools Police Department;

**BE IT FURTHER RESOLVED**, the Board directs the Superintendent to initiate a freeze on new hiring, including the filling of vacant positions, as of March 1, 2023, with the duration, scope, and possibility of exceptions left to the discretion of the Superintendent or designee, provided that (i) the freeze includes a prohibition against filling any vacant confidential management position and new teacher on special assignment ("TSA") position and (ii) the Superintendent or designee update the Board, in writing, on any major adjustments to the freeze as well as prior to the date on which the freeze would be discontinued~~;~~;

**BE IT FURTHER RESOLVED**, the Board directs that, at the discretion of the chair but at some point during the 2023-24 school year, the Teaching and Learning Committee shall review all TSA positions and their impact on student learning; and

**BE IT FURTHER RESOLVED**, the Board directs that the Superintendent or designee conduct a program review of staffing in the Special Education Department and provide that information to the Board when it becomes available.

**PASSED AND ADOPTED** on \_\_\_\_\_, 2023, by the Governing Board of the Oakland Unified School District by the following vote:

PREFERENTIAL AYE:

PREFERENTIAL NOE:

PREFERENTIAL ABSTENTION:

PREFERENTIAL RECUSE:

AYES:

NOES:

ABSTAINED:

RECUSED:

ABSENT:

**CERTIFICATION**

We hereby certify that the foregoing is a full, true, and correct copy of a Resolution passed at a Meeting of the Board of Education of the Oakland Unified School District held on \_\_\_\_\_, 2023.

Legislative File	
File ID Number:	23-0545
Introduction Date:	2/28/2023
Enactment Number:	
Enactment Date:	

**OAKLAND UNIFIED SCHOOL DISTRICT**

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Mike Hutchinson  
President, Board of Education

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Kyla Johnston-Trammell  
Superintendent and Secretary, Board of Education



Division/Department	Action and Impact	0000 FTE Change	0000 Savings	0005 FTE Change	0005 Savings	6500 FTE Change	6500 Savings	0002 Savings	FTE to One-time ESSER and AB 1840	Total of Shifts to One-time Funds (ESSER and AB 1840)
<b>Technology Services</b> supports all district technology and services. Technology Services' responsibilities include infrastructure, business applications, educational systems, systems integration, and technical support in alignment with OUSD Strategic goals and objectives.	<b>Funding shift</b> Shift the cost of the Specialist, School Technology position that is responsible for school site supports for device distribution, support and repair to resource 4. There are 11.0 FTE 4.6 FTE. Given the heighten cybersecurity threats to OUSD, other districts and municipalities and analysis of department size vs similar district, there are not position eliminations available in this department based on an analysis of business practices.  PCN 1094, 1948, 2268, 3052, 4073, 8337	-	\$ (474,636)	-	-	-	-	-	-	-
<b>Technology Services</b> supports all district technology and services. Technology Services' responsibilities include infrastructure, business applications, educational systems, systems integration, and technical support in alignment with OUSD Strategic goals and objectives.	<b>Reduce non-labor costs</b> Reductions to some of the district software investments will mean that schools will have fewer options in educational technology offered by the district to support the core curriculum. Some software used by business departments was eliminated in order to meet the reduction target based on shifts in business practices. For example, OUSD will no longer use Laserfish and Rocketscan what means that families will have to access online registration forms through digital platforms.	-	\$ (622,453)	-	-	-	-	-	-	-
<b>Custodial Services Department's</b> main objective is to ensure that the students, staff, parents and all visitors have a clean and safe environment in which to learn, teach and visit. Custodial Services has established cleaning standards, scope of work, and a cleaning policy that are core to the essential function, which will assist custodial personnel in keeping their schools clean and sanitary.	<b>Position elimination</b> Eliminate the(1.00 FTE) Manager, Custodial Services vacant position.  Elimination of the Manager, Custodial Services as part of the custodial management reorganization to better align to the roles and responsibilities needed to provide supervision to schools. Should not impact the overall supervision and training at schools with a greater reliance on field supervisors to provide ongoing training.  PCN 3930	(1.00)	\$ (165,362)	-	-	-	-	-	1.00	\$ 165,362
<b>The Office of Chief of Staff</b> is responsible for external partnerships, philanthropic fundraising, political relationships and engagement, district strategy and board support.	<b>Position elimination</b> Eliminate (1.0 FTE) Senior Executive Assistant  The Department will have delayed responsiveness and fewer interactions with external partnerships, philanthropic fundraising, political relationships and engagement, district strategy and board support. The Superintendent is projected to eliminate the entire Chief of Staff department at the end of the 24-25 school year. The positions in the Chief of Staff Office are funded by philanthropy. This will mean there will be no employee on staff that will manage both the external partnerships, including fundraising and working with philanthropy who are interested in partnering with the District. In addition, the Communications department will need to shift supervision to another leader within the organization.  PCN 8228	(1.00)	\$ (130,360)	-	-	-	-	-	-	-
<b>Legal/Governance Office</b> is dedicated to providing the District with the highest quality in-house legal advice and representation by supporting the District's strategic plan.	<b>Funding shift</b> Shift the cost of the Staff Attorney (1.5 FTE) to from 0 to 3213 and (.5 FTE) from 6500 to 3213 Shift Chief Governance Officer (1.0 FTE) from 0 to to 3213 Shift Facilities Attorney (.10 FTE) from 0 to 3213 and (.90 FTE) to 3213  No impact in 2023-24. Board must review for 2024-25 consistent with its plan to review Legal, CSI and Finance Division.  PCN 2425, 8439, 8310 and 7583	-	\$ (1,205,076)	-	-	-	-	-	3.00	\$ 1,205,076

Division/Department	Action and Impact	0000 FTE Change	0000 Savings	0005 FTE Change	0005 Savings	6500 FTE Change	6500 Savings	0002 Savings	FTE to One-time ESSER and AB 1840	Total of Shifts to One-time Funds (ESSER and AB 1840)
<b>Office of Chief Academic Officer</b> oversees schools and academics district-wide.	<p><b>Funding shift</b></p> <p>Shift the cost of the Teacher Replacement (11.00 FTE) and Teacher Structured English Immersion (3.00 FTE) for a total of (13.00 FTE) positions to Academic ESSER 3214. These positions are currently coded to Resource 0000. The use of these positions is to assign to schools if enrollment numbers have increased. There will be an ongoing need for these positions however they have not been used significantly over the years.</p> <p>PCN 7151, 7157, 7150, 7154, 7155, 7156, 7158, 7159, 9341, 9342 and 9343</p>	-	\$ (1,353,259)	-	-	-	-	-	13.00	\$ 1,353,259
<b>Talent Division / Human Resources</b> division work includes the employment process, orientation, maintaining employee records, coordinating classified employee training, personnel investigations, credentials, substitutes, position changes, leaves of absence, employee counseling on rights and personnel matters (investigations). The Talent Division also works to support district-wide classification and compensation, leadership growth & development, new teacher support, recruitment and pathways, data reporting and analysis, call-center management and managing the employee benefits.	<p><b>Funding shift</b></p> <p>Shift of Fingerprint Technician (1.0 FTE) funding from 0 to 3213.</p> <p>There is only one position within Talent that handles the fingerprint process for new employees and the ongoing compliance for current staff. The Talent Division will no longer provide fingerprinting services for new employees. Providing fingerprint services in house has allowed for greater efficiency and a lower cost to applicants. The efficiency of the onboarding process may decline if there are longer wait times for applicants. Talent also manages the subsequent request process for internal staff. This process may be impacted by this elimination.</p> <p>PCN 3164</p>	-	\$ (101,643)	-	-	-	-	-	1.00	\$ 101,643
<b>Talent Division / Human Resources</b> division work includes the employment process, orientation, maintaining employee records, coordinating classified employee training, personnel investigations, credentials, substitutes, position changes, leaves of absence, employee counseling on rights and personnel matters (investigations). The Talent Division also works to support district-wide classification and compensation, leadership growth & development, new teacher support, recruitment and pathways, data reporting and analysis, call-center management and managing the employee benefits.	<p><b>Position elimination</b></p> <p>Position elimination (2.0 FTE) Teacher positions. These positions are in the Talent budget and can be removed.</p> <p>PCN 8902 and 8903</p>	(2.00)	\$ (264,640)	-	-	-	-	-	-	-
<b>Labor &amp; Alternative Dispute Resolution Office</b> collaborates with our labor partners in the development and negotiation of collectively bargained agreements. The office also provides support and facilitates all District school sites and departments in their partnership with labor unions and union leadership. The office also handles employee-related alternative dispute resolution. This includes investigating and responding to complaints, including those filed with the Equal Employment Opportunity Commission (EEOC), the Department of Fair Employment and Housing (DFEH) and the Department of Labor and Fair Standards.	<p><b>Funding shift</b></p> <p>Shift the cost of the Teacher Replacement positions (2.00 FTE) to ESSER 3213. These teacher replacement positions used for settlement agreements to allow sites to fill positions pending teacher resignations. Both will be vacant effective July 1, 2023. To the extent settlement agreements are reached beyond 2023-24, additional funding for teacher replacement positions will be requested.</p> <p>PCN 8122 and 6854</p>	-	\$ (275,985)	-	-	-	-	-	2.00	\$ 275,985

Division/Department	Action and Impact	0000 FTE Change	0000 Savings	0005 FTE Change	0005 Savings	6500 FTE Change	6500 Savings	0002 Savings	FTE to One-time ESSER and AB 1840	Total of Shifts to One- time Funds (ESSER and AB 1840)
<p><b>Office of Sr. Business Officer</b> leads all financial departments in Oakland Unified School District and is responsible for creating a balanced budget that the School Board adopts each year in June. The Accounting/Budget, Accounts Payable, Strategic Resource Planning and Payroll are under this division.</p>	<p><b>Funding shift</b></p> <p>The Business Services Division has reduced and eliminated positions beyond what evaluated and recommended staffing should be for the District to build and ensure sustainability over time. The District is therefore relying, as it is in many other departments, on the acquired development, knowledge, and talent of a number of employees. To support the District's financial needs, the business services department will not immediately impact what sustainability plans requested and required to gain fiscal sustainability, but is recommending the more immediate and deliberate phase out of the following positions to trigger the pending transitions.</p> <p>The District's Chief Business Officer and Trustee have been funded out of AB1840 since 2021-22 to firstly, identify positions that are part of the fiscal recovery and sustainability. The Chief Business Officer position as it exists today is currently set to sunset in 2023-24. The District will transfer funding for the (1.0 FTE) Sr Director of Strategic Planning and (1.0 FTE) Senior Executive Assistant Support fro Resource 0000 to Resource 0040 (AB1840) with a reservation to retain the positions for 2023-24, 2024-25. This will allow the District to transition the work that will continue and phase out responsibilities as the District completes next steps to seek local control and execute the Fiscal Sustainability Plan and associated audits and reviews. This will also signal the collapse of the Operations and Business Departments under a new organizational structure accordingly.</p> <p>PCN 6743 and 8224</p>	(2.00)	\$ (378,404)	-	-	-	-	-	2.00	\$ 378,404
<p><b>Academics and Instruction</b> department aims to improve instruction and student learning through the development of coherent instructional systems: standards-based curriculum; assessment; foundational professional development; ongoing professional learning and collaboration, on-site coaching and support; and tiered student support structures. A.I. leads the strategic plan reading initiative and consists of staff supporting TK-12 schools in following areas: ELA/Literacy, Math, Science, History/Social Studies, Social Emotional Learning, Physical Education, Instructional Technology, Libraries, and Visual and Performing Arts.</p>	<p><b>Funding shift</b></p> <p>Move the following positions with corresponding FTE to Resource 5</p> <p>Director, Instruction PreK-12 (0.20 FTE) Exec Director, Instruction (0.20 FTE) Spec Instructional Materials (0.40 FTE) from 0 to 4 and (1.60 FTE) from 5 to 4</p> <p>Move the following position with corresponding FTE to Resource 9334 (Measure G). This position has oversight over the visual arts programs and teachers.</p> <p>Director, Visual &amp; Perf Arts (0.40 FTE)</p> <p>PCN 443, 7166, 6457, 6301 and 7943</p>	-	\$ (231,921)	-	\$ (250,000)	-	-	-	-	-
<p><b>AMENDMENT</b></p> <p>Continuous School Improvement ("CSI") Division - Academics and Instruction - English Language Learner - Research, Assessment and Data (RAD) - Community Schools Student Services (CSSS) - Continuous School Improvement - Health Services - Network Offices</p>	<p><b>AMENDMENT</b></p> <p><b>Funding Shift</b></p> <p><b>Mid-level positions in central office departments currently under external review for reorganization, and currently funded by general fund dollars (Resource 0000 and Resource 0005), shall be shifted to one-time funding available or the District's unrestricted general fund reserve in excess of the 3% for the 2023-24 school year. The Superintendent will seek grant funding for positions which may continue beyond 2023-24.</b></p>									

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<b>Academics and Instruction</b> department aims to improve instruction and student learning through the development of coherent instructional systems: standards-based curriculum; assessment; foundational professional development; ongoing professional learning and collaboration, on-site coaching and support; and tiered student support structures. A.I. leads the strategic plan reading initiative and consists of staff supporting TK-12 schools in following areas: ELA/Literacy, Math, Science, History/Social Studies, Social Emotional Learning, Physical Education, Instructional Technology, Libraries, and Visual and Performing Arts.	The cost of curriculum adoptions is costly up front, then tapers off to annual costs for the purchase of consumables like workbooks and minor updates to the curriculum. The Academic department has provided a heat map of needed adoptions and has shown progress in curriculum adoptions across the grade spans over the last four years. The final adoptions that are taking place are in High School and will likely take the next two school years. It is likely that OUSD would not have to invest deeply in new curriculum adoptions for another 10 years, which is the usual cycle for when the CA Department of Education updates to new academic content standards. The associated costs with curriculum adoptions are in professional learning and are accounted for within the line item labeled professional learning.	-	-	-	\$ (4,500,000)	-	-	-	-	-
<b>Linked Learning Office</b> as an entity within the High School Network, the Linked Learning Office brings together college-prep academics, technical education, work-based learning, and support services and ensures students, teachers and leaders within OUSD's high schools receive access and support to develop these critical program elements. Serving as a theory of action, Linked Learning is a successful approach to high school academic programs grounded in the idea that if students are exposed to rigorous academics, career technical education, work-based learning and comprehensive student	<b>Funding shift</b> The following positions will move out of resource 5 into Measure N/H, CTE or other grant  Coordinator Work-Based Learning (1.0 FTE) to move to CTE Workforce or Measure N/H Program Manager CTE (1.0 FTE) move to CTE or Measure N/H  PCN 11 and 8564	-	-	-	\$ (259,794)	-	-	-	1.00	\$ 128,485
<b>Linked Learning Office</b> as an entity within the High School Network, the Linked Learning Office brings together college-prep academics, technical education, work-based learning, and support services and ensures students, teachers and leaders within OUSD's high schools receive access and support to develop these critical program elements. Serving as a theory of action, Linked Learning is a successful approach to high school academic programs grounded in the idea that if students are exposed to rigorous academics, career technical education, work-based learning and comprehensive student	<b>Position elimination</b> Eliminate (.4 FTE) from resource 0 and (.6 FTE) from resource 5 of the Specialist, Master Schedule position within Linked Learning. This position is a vacancy. There is currently another FTE for the Specialist, Master Schedule position that is filled. Historically there was one person working to support secondary schools with master scheduling. There was the hiring of a second person to help mitigate an upcoming retirement and allow for time to transfer knowledge to a new person.  PCN 2179	(0.40)	\$ (52,855)	(0.60)	\$ (79,283)	-	-	-	-	-
<b>Facilities</b> led by Tadashi Nakadegawa, Deputy Chief Facilities Management & Planning. The Facilities Planning and Management Division oversees the capital improvement program for the Oakland Unified School District. This work is funded by bond measures that include Measure B, \$65 million, Measure J, \$475 million, and Measure Y, \$735 million. We work with an Independent Citizen Bond Oversight Committee (CBOC) to help ensure that all spending fulfills the bond measure mandates approved by Oakland voters. The Facilities Department manages over 100 buildings and 680 portables, totaling 5,841,891 square feet. Beyond the upkeep of classrooms, offices and gymnasiums, we are responsible for the maintenance of playgrounds, gardens, and athletic fields and courts. On average, our maintenance operations team addresses and responds to over 20,000 work orders per year.	<b>Funding shift</b> With the passage of Measure Y, there will be an increased focus on the district's bond projects. The funding will be shifted into resource 9655 to reflect the appropriate expenditures. Increased focus on the capital project.  Reduction by \$275,000 in unrestricted non-salary items.  Position(s) (funding change): (.20 FTE) Deputy Chief of Facilities (.20 FTE) Administrative Assistant III Bilingual (.20 FTE) Program Manager Sustainable Energy  PCN 2864, 3916 and 4023	-	\$ (404,865)	-	-	-	-	-	-	-

Division/Department	Action and Impact	0000 FTE Change	0000 Savings	0005 FTE Change	0005 Savings	6500 FTE Change	6500 Savings	0002 Savings	FTE to One-time ESSER and AB 1840	Total of Shifts to One-time Funds (ESSER and AB 1840)
<b>Community Schools Student Services (CSSS)</b> leverages community partnerships and resources so our campuses become hubs of support and opportunity for students, families and community members. By working with the community in this way, schools become better equipped to tap into the unique talents and gifts of every student, teacher, and staff member in our district, and can better break down barriers to student achievement. Within CSSS you will find Behavioral Health, Wellness, School Safety & DHP and the Oakland Athletic League	<b>Funding shift</b> The following positions will move into other available resource: (3.0 FTE) Behavior Specialist from 5 to resource 4 (1.0 FTE) Administrative Assist III Bil - Resource 4 (1.0 FTE) Administrative Assistant III - Resource 3213. The Administrative Assistant III position will end with ESSER funds. (1.0 FTE) Coordinator School Secur Off - Resource 4 (1.0 FTE) Dir Behavior Health Initiatives (.10 FTE from 0 and .90 FTE from 5) moving to resource 4 (.20 FTE) Director, Stu Support & Safety - Resource 4 (.40 FTE) Exec Dir Community Schools - Resource 5 (1.0 FTE) Prog Mgr, Attendance and Discipline - (.20 FTE from 0 and .80 FTE from 5) moving to resource 4 (1.0 FTE) SARB Facilitator - (.20 FTE from 0 and .80 FTE from 5) moving to resource 4 (1.0 FTE) Security and Safety Dispatcher - resource 4 (1.0 FTE) Social Worker (from 5 to resource 4) (1.0 FTE) Program Manager, Behavioral Health (from 5 to 4)  PCN 7920, 458, 6773, 8278, 2088, 9064, 2357, 9283, 2644, 3748, 4476, 8947, 2598, 6211, 8737, 8880, 4497, 8879, 9281 and 9282  In addition, the entire Safety program will move out of resource 0 and 5 into Resource 4  (58.0 FTE) Culture Keepers (6.0 FTE) Central Culture Keeper Ambassadors (14.0 FTE) Culture Climate Ambassadors	-	\$ (971,374)	-	\$ (6,851,998)	-	-	-	1.00	\$ 144,029
<b>Community Schools Student Services (CSSS)</b> leverages community partnerships and resources so our campuses become hubs of support and opportunity for students, families and community members. By working with the community in this way, schools become better equipped to tap into the unique talents and gifts of every student, teacher, and staff member in our district, and can better break down barriers to student achievement. Within CSSS you will find Behavioral Health, Wellness, School Safety & DHP and the Oakland Athletic League	<b>Position elimination</b> Elimination of (1.0 FTE) Receptionist position and (1.0 FTE) Coordinator, School Security Officer. The receptionist position was in place while at 1000 Broadway due to the flow of people coming to 1000 Broadway. There is a change in the safety work at school sites to increase prevention, therefore there is a decrease to school security supervision to shift towards prevention.  PCN 9110 and 8278	(2.00)	\$ (249,244)	-	-	-	-	-	-	-
<b>Elementary Network 4</b> The Elementary School Network is responsible for providing leadership development and support to all elementary school principals and teams. Support and development for all leaders of these schools are provided in alignment with OUSD's Strategic Plan.	<b>Funding shift</b> The following positions will move into other available resource: (1.0 FTE) Executive Assistant from 0 to - Resource 5 (1.0 FTE) Network Superintendent move from 0 to - Resource 3214  The possible elimination of the Network Superintendent position is under review for 24-25. There are significant challenges to eliminating the supervision and support to Principals.  PCN 1979 and 6374	-	\$ (292,179)	-	-	-	-	-	1.00	\$ 238,021
<b>Elementary Network 2</b> The Elementary School Network is responsible for providing leadership development and support to all elementary school principals and teams. Support and development for all leaders of these schools are provided in alignment with OUSD's Strategic Plan.	<b>Funding shift</b> The following positions will move into other available resources: (.80 FTE) Network Superintendent PreK-5 will move from 0 to resource 5 (.20 FTE) Partner Network will move from 0 to resource 5  PCN 1585 and 91	-	\$ (116,172)	-	-	-	-	-	-	-

Division/Department	Action and Impact	0000 FTE Change	0000 Savings	0005 FTE Change	0005 Savings	6500 FTE Change	6500 Savings	0002 Savings	FTE to One-time ESSER and AB 1840	Total of Shifts to One-time Funds (ESSER and AB 1840)
<b>Elementary Network 3</b> The Elementary School Network is responsible for providing leadership development and support to all elementary school principals and teams. Support and development for all leaders of these schools are provided in alignment with OUSD's Strategic Plan.	<b>Funding shift</b> The following positions will move into other available resources: (1.00 FTE) Deputy Network Superintendent will move from 0 to resource 5 PCN 1658	-	\$ (234,588)	-	-	-	-	-	-	-
<b>Middle School Network</b> The Middle School Network is responsible for providing leadership development and support to all middle school principals and teams. Support and development for all leaders of these schools are provided in alignment with OUSD's Strategic Plan.	<b>Funding shift</b> The following positions will move into other available resources: (.80 FTE) Network Superintendent Middle will move from 0 to resource 5 6523	-	\$ (208,260)	-	-	-	-	-	-	-
<b>Middle School Network</b> The Middle School Network is responsible for providing leadership development and support to all middle school principals and teams. Support and development for all leaders of these schools are provided in alignment with OUSD's Strategic Plan.	<b>Position elimination</b> Eliminate (.50 FTE) Program Manager MS Operations from resource 0. This position will not be in the 23-24 budget unless there is room in the middle school grant funds. This position will be noticed for elimination. Historically, there is a .5 Administrative Staff assigned to a Network Office. PCN 6523	(0.50)	\$ (80,044)	-	-	-	-	-	-	-
<b>High School Network</b> The High School Network is responsible for providing leadership development and support to all high school principals and teams leading comprehensive, small-by-design, continuation, and alternative schools of choice in OUSD. The High School Network is also responsible for supporting OUSD's Home and Hospital Program as well as Oakland Adult and Career Education. Support and development for all leaders of these academic programs is provided in alignment with OUSD's Strategic Plan.	<b>Funding shift</b> The following positions will move into other available resources: (.80 FTE) Network Superintendent, HS will move from 0 to resource 5 (.40 FTE) Prog Mgr, Home and Hospital will move from 0 to resource 5 (1.0 FTE) Executive Director, Alternative Education will move from 0 to 3214. The year will be used to evaluate the structure. PCN 3472, 934 and 6496	-	\$ (548,993)	-	-	-	-	-	1.00	\$ 260,325
<b>Health Services</b> is charged with Health Services oversees the District's credentialed School Nursing staff, and works to ensure that students have an optimal learning experience and that opportunities to learn are not mitigated by students' medical and health conditions.	<b>Funding shift</b> The following positions will move into other available resource: (1.20 FTE) Health Assistant from 0 to - Resource 4 (.60 FTE) Health Assistant, Bilingual from 0 to - Resource 4 (2.0 FTE) Nurses from 0 to - Resource 4 PCN 2289, 3116, 1036, 2412 and 2883	-	\$ (379,089)	-	-	-	-	-	-	-
<b>Health Services</b> is charged with Health Services oversees the District's credentialed School Nursing staff, and works to ensure that students have an optimal learning experience and that opportunities to learn are not mitigated by students' medical and health conditions.	<b>Position elimination</b> Eliminate (.40 FTE) Coordinator, Health Services Eliminate (1.0 FTE) Program Manager, Nursing These positions have been vacancies and are not needed as the Health Services Department has a newly hired Director, which has been a vacancy for the past 3 years. The Coordinator and Program Manager positions were in place to mitigate for not having a Director of Health Services. PCN 449 and 8599	(1.40)	\$ (204,364)	-	-	-	-	-	-	-

Division/Department	Action and Impact	0000 FTE Change	0000 Savings	0005 FTE Change	0005 Savings	6500 FTE Change	6500 Savings	0002 Savings	FTE to One-time ESSER and AB 1840	Total of Shifts to One-time Funds (ESSER and AB 1840)
<b>The Communications Department</b> is responsible for media, social media, digital and print publications, internal and external, internet and intranet, newsletters, as well as KDOL; the management of board meetings, Community Engagement to garner input on and build shared understanding around district-wide and school community priorities; Government Affairs at the local, regional, state, and federal levels of government and School Marketing that helps communicate to parents, students, and families the wonderful aspects of our District-run public schools.	<b>Funding shift</b> The following positions will be partially shifted to Resource 5 Mgr Internal & Web Communications (.60 FTE to Resource 5 and .40 FTE remains in Resource 0) Mgr Publications (.40 FTE to Resource 5 and .60 FTE remains in Resource 0) PCN 9057 and 7251	-	\$ (153,224)	-	-	-	-	-	-	-
<b>Additional Support from Central (998)</b> In limited circumstances, some are provided additional support	<b>Position elimination</b> Eliminate (1.0 FTE) Principal, Elem School Small Eliminate (1.0 FTE) Restorative Justice Facilitator Eliminate (.20 FTE) Teacher Education Enhancement Eliminate (1.0 FTE) Teacher STIP PCN 9000, 8736, 128 and 7423	(3.20)	\$ (473,480)	-	-	-	-	-	-	-
<b>English Language Learner and Multilingual Achievement (ELLMA)</b> works collaboratively with all OUSD schools to support English Language Learners with equity and access to an excellent education. We develop tools and professional training to promote biliteracy and ensure English Language Learners progress toward reclassification. Together, we prepare OUSD students to thrive in a multilingual world. The ELLMA team has two branches: instructional and student services. The instructional team provides site support and guidance to develop empowering instruction for ELLs, including integrated and designated ELD and multilingual programming. The student services team provides direct support and wraparound services to newcomer students and families.	<b>Funding shift</b> The following positions will move from Resource 0 into other available resource: (.40 FTE) Director, Newcomer ELL Program - Resource 4 (.20 FTE) Exec Director, ELL - Resource 4 PCN 53 and 845		\$ (89,091)	-	-	-	-	-	-	-
<b>Office of Equity</b> is charged with supporting site and district leaders to build antiracist healing centered school cultures and closing of equity gaps for targeted populations, leading guidance and implementation of signature practices in, meaningful Student and Family Engagement linked to student learning and shared decision making, Targeted Academic and SEL Strategies for African American, Arab American, Asian Pacific Islander, and Latino students, School Governance, Language Access to Communication and Antiracist Learning	<b>Funding Shift</b> Move the following positions with corresponding FTE to Academic ESSER 3214: Translation: (1.0 FTE) Translator, Arabic (.50 FTE) Translator, Cambodian (1.0 FTE) Translator, Chinese (1.0 FTE) Translator, Spanish (1.0 FTE) Translator, Spanish  Targeted Strategies: (7.0 FTE) Spec Target Stud Grp Intervent (4.0 FTE) Teacher Structured English Immersion (1.75 FTE) Facilitator, Manhood Development (1.0 FTE) Research Associate (1.0 FTE) African American Female Excellence (1.0 FTE) Program Assistant 3 (1.0 FTE) Case Manager-12 month (1.0 FTE) SEL Coordinator (1.0 FTE) Director, Student Achievement resource 4  PCN 30880, 29643, 29319, 6491, 25062, 31254, 5455, 28336, 24091, 17354, 24457, 24248, 33156, 11634, 22648, 34858, 34315, 5238, 4321, 5038, 27763, 31392, 17641, 21932, 23331, 31801 and 30078	-	-	-	\$ (3,345,906)	-	-	-	24.25	\$ 3,345,906

Division/Department	Action and Impact	0000 FTE Change	0000 Savings	0005 FTE Change	0005 Savings	6500 FTE Change	6500 Savings	0002 Savings	FTE to One-time ESSER and AB 1840	Total of Shifts to One- time Funds (ESSER and AB 1840)
<p><b>Enrollment (Student Assignment)</b> department guides families through the process of registering students for school, and helps families find local resources and services necessary to support their child's education and development throughout their lives.</p>	<p><b>Reorganization</b></p> <p>Reorganize all the enrollment functions under the Enrollment Office. Currently ELLMA, Alternative Education, and Early Childhood all have staff that are specifically used for enrollment purposes. We will move the funding and staff within the enrollment office initially and downsize accordingly. This will reduce the number of employees needed while increasing the enrollment efficiency across the District. We believe this will increase the level of service for families by consolidating all the resources in the new Enrollment Office and will allow for the sharing of best practices and greater efficiency</p> <p>Reorganization of Enrollment Functions will occur in two phases, Phase 1 23-24 School Year. All of these positions are conducting enrollment office duties in other departments:</p> <p>Eliminate Director, Student Assignment (1.0 FTE)</p> <p>Shift (6.0 FTE) Student Assignment Counselor and (1.0) FTE of Director to Student Assignment funding to Resource 4.</p> <p>In addition the following moves will occur:                      (3.0 FTE) Specialist, Enrollment ECE will move from Early Childhood continue to be paid from Fund 12                      (1.0) Program Assistant will move from Alternative Education change resource 5 to resource 4                      (1.0 FTE) Program Manager, Newcomer and Refugee will move from the ELLMA office currently funded through grants.                      (1.0 FTE) Specialist, Refugee will move from the ELLMA office continuing to be paid for from Title 1                      23-24 school year will be used to continue the change</p>	(1.00)	\$ (317,549)	(6.00)	\$ (1,022,000)	-	-	-	-	-
<p><b>The Special Education Department (Central)</b> provides support through mentation of our curricula and evidence-based practices, support IEPs, and lead professional learning. SPED Program Coordinators will be responsible for providing coaching in collaboration with the school site Instructional Leadership Teams.</p>	<p><b>Position Eliminations</b></p> <p>Eliminate Instructional Support Specialist: (12.0 FTE vacancies)                      Eliminate Teacher SDC Non Severe: vacancies and transfer employees from program collapse due to low enrollment from 6500 (8.0 FTE)                      Eliminate Paraeducator Vacancies from 6500 (29.0 FTE)</p> <p><b>Funding Shifts</b></p> <p>Shift SpEd Directors from 6500 move to Resource 5 (3.0 FTE)                      Shift Sped Coordinators from 6500 to Resource 5 (2.0 FTE)</p>	-	-	-	-	(67.80)	\$ (5,132,551)	-	-	-
<p><b>Adjustment to Central Site Discretionary Dollars (Unrestricted)</b></p>	<p><b>Proposed Reduction Effective FY 23-24</b></p> <p>Reduce central departments' discretionary dollars. Discretionary dollars are used to fund non-labor items (e.g. instructional and operational supplies, professional development, safety equipment) and overtime and substitute coverage for central department employees (i.e. Payroll overtime and subs, Custodian overtime and subs, Culture Keeper overtime and subs).</p> <p>-4477566.28</p>	-	-	-	-	-	-	-	-	-

Division/Department	Action and Impact	0000 FTE Change	0000 Savings	0005 FTE Change	0005 Savings	6500 FTE Change	6500 Savings	0002 Savings	FTE to One-time ESSER and AB 1840	Total of Shifts to One-time Funds (ESSER and AB 1840)
AMENDMENT Adjustment to Central Site Discretionary	<p>Reduce central departments' discretionary dollars. Discretionary dollars are used to fund non-labor items (e.g. instructional and operational supplies, consultant contracts, professional development, safety equipment) and overtime and substitute coverage for central department employees (i.e. Payroll overtime and subs, Custodian overtime and subs, Culture Keeper overtime and subs).</p> <p>Consultant contracts will be reduced first from this area with the exception of essential services as determined by the Superintendent and provided to the Board.</p>		\$ (4,477,566)							
<b>School Site Adjustments</b>										
<p><b>Adjustment to School Site Allocations- Discretionary (Unrestricted)</b></p> <p>Schools receive discretionary funding based on projected student enrollment at each grade level, rather than by a school's grade span. Discretionary funds are intended to cover the cost of a site's basic operational and program needs, including copier agreements, supplies, books, contracted services, and equipment to support the school site educational environment. Graduation costs, WASC dues, and other mandated non-salary costs must also be paid with Discretionary funds.</p> <p>Discretionary funds are currently allocated to school sites using the following grade span formula</p> <p>Grades TK-5: \$60.00 per student Grades 6-8: \$75.00 per student Grades 9-12: \$100.00 per student</p>	<p><b>Proposed Reduction to School Site Funding Allocation Effective FY 23-24</b></p> <p><b>Grades TK-5: \$50.00 per student</b> <b>Grades 6-8: \$65.00 per student</b> <b>Grades 9-12: \$80.00 per student</b></p> <p><b>Impact:</b> No impact to school allocations in FY 23-24. Starting in FY 24-25, schools will be able to afford less supplies, operational maintenance (i.e. copier upkeep) and/or staff etc. than prior years.</p> <p><b>Mitigation FY 23-24:</b> Status-quo for 1 year as one-time funds (i.e. ESSER III) will be used to offset the reduction. <b>Mitigation FY 24-25:</b> Schools may purchase supplies centrally, allowing for reduction in costs and use other restricted resources to fund priorities.</p>	-	\$ (433,000)	-	-	-	-	-	-	\$ 433,000
<p><b>Adjustment to School Site Allocations- LCFF</b></p> <p>Schools receive a per pupil allocation of LCFF (Supplemental) funding. The current funding formula is \$785 per eligible student. The count of eligible students is determined by multiplying the projected total enrollment, including SDC students and Late-Arriving Newcomers, but the three-year average of the school's Unduplicated Pupil Percentage (UPP). Unduplicated students are defined by the State as low-income students, English learners, and foster youth.</p> <p>For 2022-23, approximately \$21 million in LCFF Supplemental funds are allocated to schools.</p>	<p><b>Proposed Reduction to School Site Funding Allocation Adjustment Effective FY 23-24</b></p> <p>Reduce the per pupil LCFF allocation (Supplemental) from \$785 per student to \$675 per student.</p> <p><b>Impact:</b> No impact to school allocations in FY 23-24. Starting in FY 24-25, schools will be able to afford less supplies, operational maintenance, and/or staff etc. than prior years.</p> <p><b>Mitigation FY 23-24:</b> Status-quo for 1 year as one-time funds (i.e. ESSER III) will be used to offset the reduction. <b>Mitigation FY 23-24:</b> Schools may adjust services or rely on other restricted funds to ensure a continuity of services and programs.</p>	-	-	-	-	-	-	\$ (2,876,645)	-	\$ 2,876,645

Division/Department	Action and Impact	0000 FTE Change	0000 Savings	0005 FTE Change	0005 Savings	6500 FTE Change	6500 Savings	0002 Savings	FTE to One-time ESSER and AB 1840	Total of Shifts to One-time Funds (ESSER and AB 1840)
<b>Potential Merger of District Schools</b>	<p><b>Background</b></p> <p>The District has successfully implemented mergers of District schools over the last five years. In addition to supporting the District's goal of maintaining fiscal solvency, these mergers have resulted in increased enrollment, gained efficiencies and program improvements. 2023-24 presents an opportunity to launch a planning and redesign process for potential mergers effective with the 2024-35 academic school year.</p> <p>The District proposes a planning year (2023-24) for the potential merger of at least 10 schools effective 2024-25. The District proposes a shift of the below listed positions to one-time funds* in anticipation of the possible mergers.</p> <p>Teacher (1.1 FTE) Principals (5.0 FTE) Clerical (5.5 FTE) Attendance (2.5 FTE) Noon Supt. (1.2 FTE) GSM (1.4 FTE) Support Position (1.0 FTE)</p> <p>*In addition to ESSER funds, allowable use of other one-time funding sources will be evaluated for the purpose of this shift.</p>									
AMENDMENT Potential Merger of District Schools	<p>Add: The District proposes a planning year (2023-24) for the potential merger of schools effective 2024-25. Before any closures or consolidations take place, the District will comply with the guidelines set forth in AB 1912 which requires a district, before approving the closure or consolidation of a school, to conduct an equity impact analysis in its consideration of school closures or consolidations. The governing board of the school district would be required to "develop a set of metrics, as specified, for the development of the equity impact analysis, and to make those metrics public at a regularly scheduled meeting of the governing board of the school district so that the public can provide input regarding the metrics being used to conduct the analysis, as provided."</p> <p>The District proposes a shift of the below listed positions to one-time funds* in anticipation of the possible mergers.</p> <p>Teacher (1.1 FTE) Principals (5.0 FTE) Clerical (5.5 FTE) Attendance (2.5 FTE) Noon Supt. (1.2 FTE) CSM (1.4 FTE) Support Position (1.0 FTE)</p> <p>*In addition to ESSER funds, allowable use of other one-time funding sources will be evaluated for the purpose of this shift.</p>	(17.70)	\$ (2,477,792)						17.70	\$ 2,477,792
		(32.20)	\$ (17,367,468)	(6.60)	\$ (16,308,981)	(67.80)	\$ (5,132,551)	\$ (2,876,645)		

Note: Funding shifts will be reflected in District Interim Reports including all resources.