

# OAKLAND UNIFIED SCHOOL DISTRICT

# Board Study Session

Budget Development Update: Attachment B

January 31, 2024



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

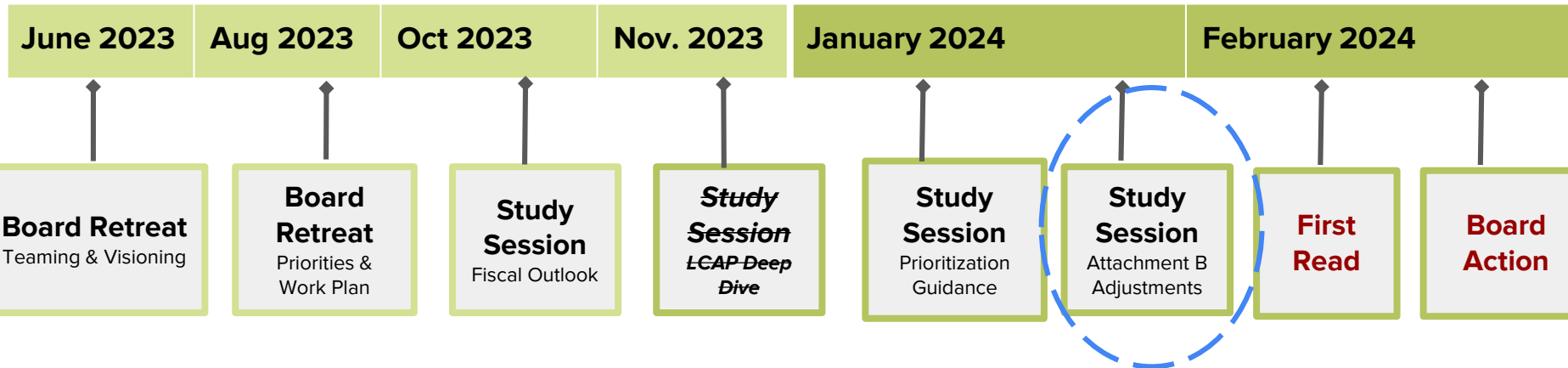
*Community Schools, Thriving Students*



# **Welcoming Remarks: Board President Davis**



# Continuation of our Journey



Note: OUSD Leadership hosted two student-facing budget study sessions for Student Board Directors and All Cty Council Governing Board in November and January

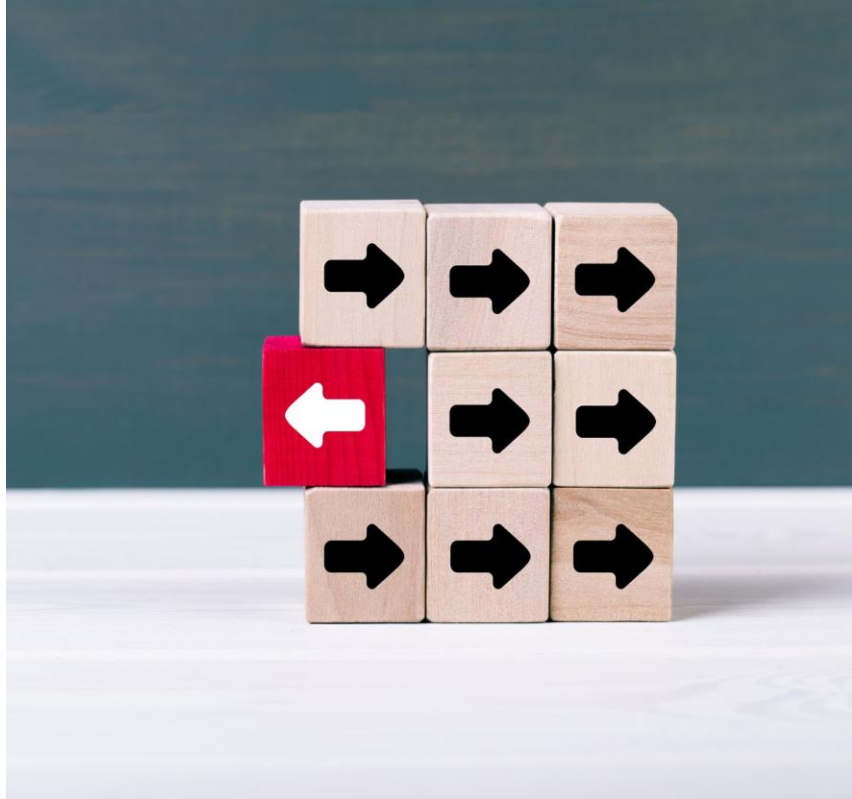


# **A Moment of Governance: A Guide to Decision Making**

January 31, 2024

As presented by Dr. Carmella S. Franco, Consultant





Decision Making  
is not easy.

So many  
considerations!

# What Drives Your Decision Making?

In pairs, and one triad, discuss what factors influence you in your Board Member decision making?

# Three Things to Keep in Front of You



IS IT IN THE BEST  
INTERESTS OF THE  
STUDENTS?



DOES THIS  
MATTER/ISSUE FIT  
WITHIN ONE OF OUR 5-6  
GOALS?



IS THIS A TOPIC OR  
SITUATION FOR THE  
SUPERINTENDENT AND  
STAFF TO ADDRESS?



Remember to keep these in mind as you face decisions—both routine *and* difficult.





# **Welcoming Remarks: Superintendent Dr. Johnson-Trammell**

## Our Vision

All OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

## Our Mission

Oakland Unified School District (OUSD) will build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.



# Outcomes

1. Summarize the scope and scale of near term decisions needed to navigate our financial context and maximize positive student outcomes.
2. Provide the Board updates on the financial challenges ahead based on the recently proposed State budget by Governor Newsom and other updates to projected costs.
3. Board will discuss updated options to address the projected budget deficits and make room for additional expenditures to increase compensation of employee groups with whom we are still in bargaining.

# Today's Agenda

- Our Financial Challenges
- Our Journey to Stability
- Recommended Budget Adjustments
- Next Steps
- Discussion

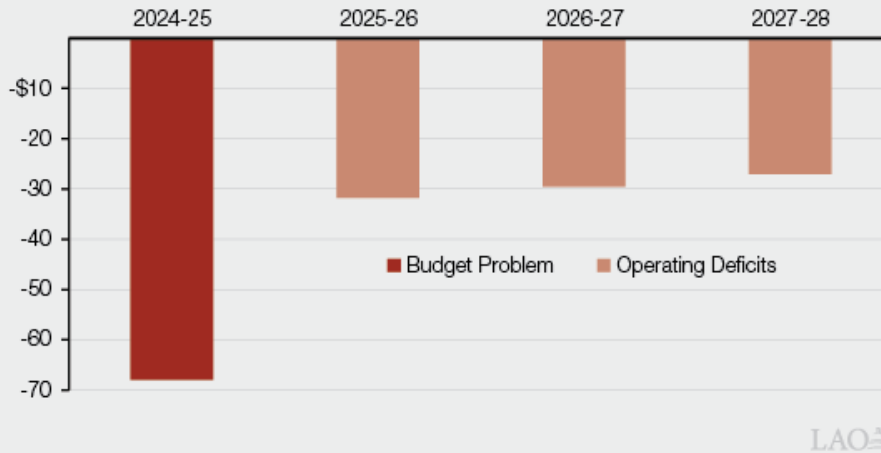


# Our State's Financial Situation\* - \$68 Billion Deficit

Figure 4

## State Faces Serious Budget Problem in 2024-25, and Significant Operating Deficits in Future Years

(In Billions)



### Drivers for Deficit Impacting Budget

- ❖ California Entered an Economic Downturn Last Year
- ❖ Unprecedented Revenue Shortfall
- ❖ Statewide enrollment continues to decline (5% since 2019)

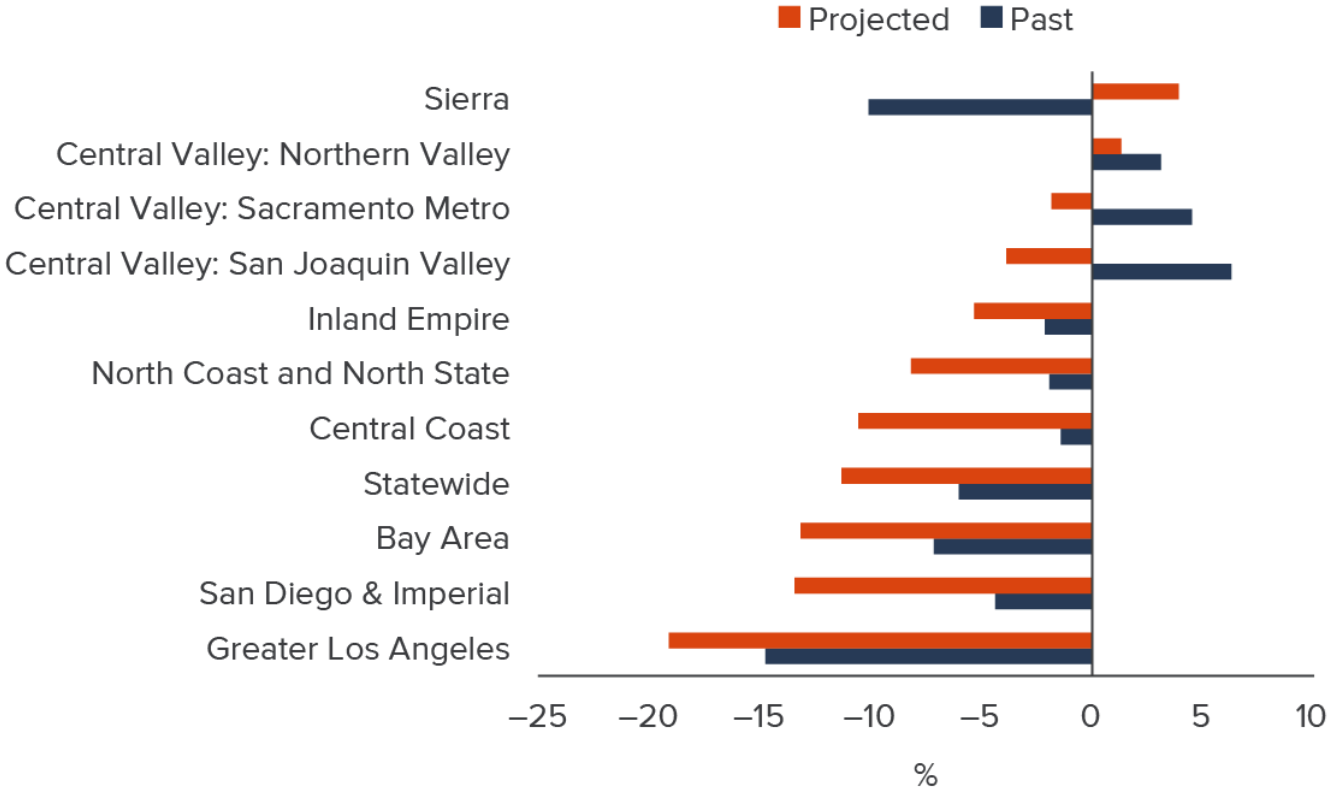
### Solutions on the table

- Reduce Proposition 98 education spending
- Deplete entire Proposition 98 Reserve
- Reduce one-time spending
- < 1% COLA for school budgeting
- Alternate approaches to school funding

\* [California Legislative Analyst's Report](#) - January 13, 2024

# Most CA Districts also face further enrollment declines

10-year past and projected future enrollment change by region (%)



**SOURCES:** California Department of Finance; authors' calculations.  
**NOTES:** Past declines from 2012–13 to 2022–23. Projected declines from 2022–23 to 2032–33. Regional changes constructed using county-level data.

# OUSD's Financial Situation - Two Related Challenges

1

## LCFF Deficits

Over \$70M in projected deficits of Unrestricted resources over next 3 years - [First Interim](#)

**Primary Causes:** Slow revenue growth, high inflation

2

## One-time Funds expiring

Over \$140M in one-time funds sunsetting soon; over \$60M expiring this year - [Interactive Dashboard](#)

**Primary Causes:** Sunsetting resources, high inflation

## Oversight Requirements

The District has recommended and the County has confirmed that the Board must take formal action on **multi-year budget balancing solutions by February 2024**, to ensure the District meets its obligations in the subsequent fiscal year. See [excerpt from County letter](#).

1

# First Interim Multi-Year Projection\* - Unrestricted

## 2023-24 First Interim MYP Fund Balance Summary - Unrestricted

	2023-24 Unrestricted	2024-25 Unrestricted	2025-26 Unrestricted
<b>A. Revenues</b>			
5) Total Revenues	\$ 507,096,534	\$ 495,388,436	\$ 502,940,335
<b>B. Expenditures</b>			
9) Total Expenditures	\$ 416,491,538	\$ 404,376,296	\$ 409,634,879
<b>C. Excess (Deficiency) of Revenues Over Expenditures</b>	\$ 90,604,996	\$ 91,012,140	\$ 93,305,456
<b>D. Other Financing Sources/Uses</b>			
4) Total, Other Financing Sources/Uses	\$ (112,115,085)	\$ (114,699,290)	\$ (119,051,059)
E. Net Increase (Decrease) in Fund Balance (C + D4)	\$ (21,510,089)	\$ (23,687,150)	\$ (25,745,603)
<b>F. Fund Balance, Reserves</b>			
1) Beginning Fund Balance			
a) Adjusted Beginning Balance (F1c + F1d)	\$ 118,353,704	\$ 96,843,616	\$ 73,156,465
2) Ending Balance, June 30 (E + F1e)	\$ 96,843,616	\$ 73,156,465	\$ 47,410,862
Restricted Reserve	\$ 150,000	\$ 150,000	\$ 150,000
Other Assignments	\$ 10,673,452	\$ 10,673,452	\$ 10,673,452
Reserve for Economic Uncertainty	\$ 27,641,007	\$ 24,914,748	\$ 25,212,438
<b>Unassigned Unappropriated</b>	\$ 58,379,156	\$ 37,418,265	\$ 11,374,972

\* Does not include certain anticipated employee compensation and other costs not yet finalized, but that would push deficits closer to \$50M.

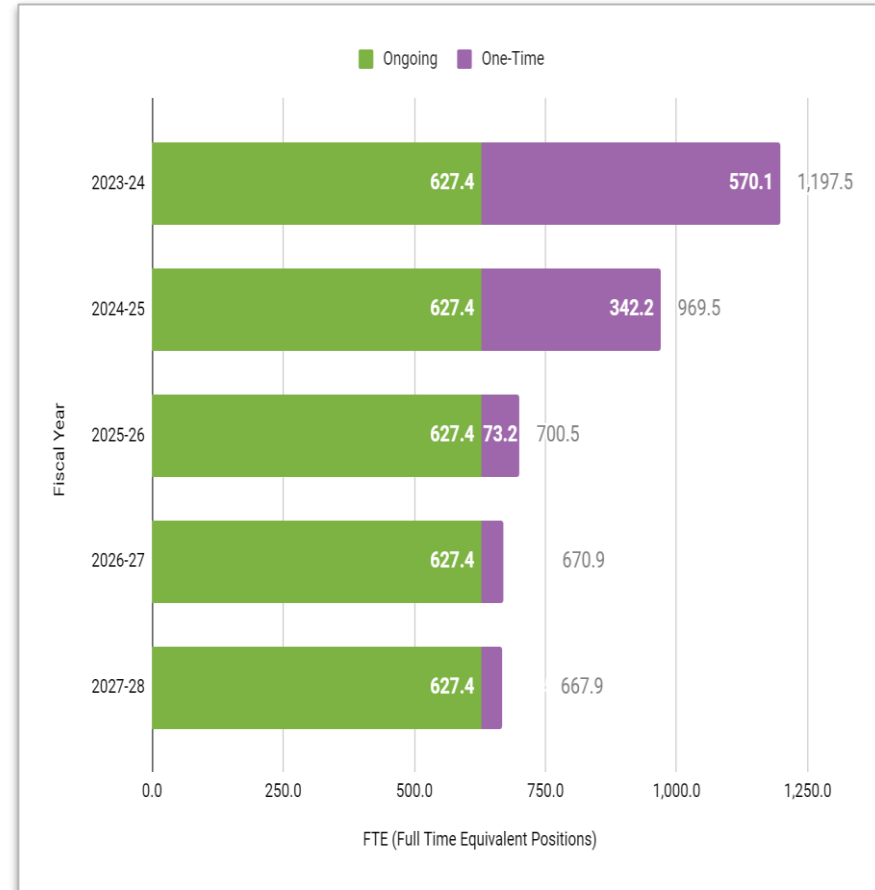


# 2 LCAP Summary - Sunsetting of \$140M of One-Time Funds

## LCAP Funding by duration



## LCAP Positions (FTE) by Funding duration



# Funding Priorities + Resolving Challenges ~\$50M

*Budget Adjustments needed unlikely to be achieved without significant restructuring*

Ongoing financial challenges to be addressed

- **Increasing compensation for other labor groups** when the cost of a 5% raise is \$10M+
- **Absorbing healthcare cost increases** when the District covers 100% of premium costs that are growing at 10%+ while COLA is less than 1%
- **Absorbing any costs currently in \$140M of one-time funds** that will otherwise require elimination
- **Absorbing any costs from expansion of priority investments**

# Our Priorities Identified: LCAP + STRATEGIC PLAN

The Strategic Plan will enact the goals that the District has set out in its Local Control and Accountability Plan (LCAP).

## LCAP





Our plan for addressing the needs of all students, especially our highest need students. The LCAP is adopted yearly along with the budget. The 2021 LCAP was a community effort - students, parents, staff, and community members have all contributed.



## STRATEGIC PLAN

Our 3-year road map to realize our mission and vision. It is an opportunity to reimagine our work and to create an Oakland community and school system that fulfill our highest hopes and dreams for ourselves and the generations to come.



<b>Goal 1:</b> All students graduate college, career, and community ready.		<b>Goal 3:</b> Students and families are welcomed, safe, healthy, and engaged.	<b>Goal 4:</b> All staff are high quality, providing optimal service to our students, families, and staff.
<b>Goal 2:</b> Focal student groups demonstrate accelerated growth to close our equity gap.			
 <b>Ensuring Strong Readers by the Third Grade</b> Accelerating Citywide Efforts to Guarantee Literacy for all Third Graders	 <b>Supporting Powerful Graduates</b> Developing Essential Skills to Secure Post-Secondary Success	 <b>Creating Joyful Schools</b> Redesigning schools to be places of joy, inclusion and beauty	 <b>Growing a Diverse and Stable Staff</b> Attracting and retaining staff reflective of Oakland's rich diversity
<p align="center"><b>** Black and Brown Excellence will Flourish When We Invest in Full-Service Community Schools. **</b></p>			

# Our Method: College, Career & Community School Supports

Within our limited resources, we recommend prioritizing the most effective aspects of our Community School supports to schools within the funds available

Base Program	College, Career and Community School Supports	Shared Costs
<ul style="list-style-type: none"> <li>● Teachers</li> <li>● Principal</li> <li>● Assistant Principals</li> <li>● Attendance Clerk</li> <li>● Noon Supervisors</li> <li>● Admin Assistant</li> <li>● Prep Teachers: PE, Music, Dance, etc.</li> </ul>	<ul style="list-style-type: none"> <li>● Mental Health Services</li> <li>● Family Engagement</li> <li>● Teacher Coaching &amp; Support</li> <li>● Academic Acceleration Support</li> <li>● College/Career &amp; Community Supports</li> <li>● Restorative Safety Supports</li> <li>● Enrichment</li> <li>● 1:1 Device and Tech Support</li> </ul>	<ul style="list-style-type: none"> <li>● Custodians</li> <li>● Nutrition Services</li> <li>● School Nurse</li> <li>● Library Services</li> <li>● Special Ed services</li> <li>● Central Office Operations</li> <li>● Intervention Specialists</li> <li>● Newcomer Supports</li> <li>● Expanded Learning</li> <li>● After School Literacy Support</li> </ul>



# The Process

Last year, in June, we began the process of identifying budget adjustments that would address projected deficits. See Board Memo from 10/25.

Today we share an update on recommended adjustments needed to address projected unrestricted deficits and adjustments needed due to expiration or expenditure of one-time funds.

## Board Sessions

June 23rd Board Retreat

August 3rd Board Retreat

October 2nd Study Session

November 14th Study Session (cancelled)

January 8th Study Session

January 31st Study Session (Attachment B Adjustments)

February 14th Board Meeting (1st Read)

February 28th Board Meeting (Board action)

# Review detailed spending with prioritization in mind



## Without Board Decisions

- **Expected Impact:** Existing allocations of LCFF S&C buy less as the cost of staff and services continue to increase
- **Expected Impact:** Positions and services funded by sunseting resources are eliminated as resources sunset or are expended

## Board Decisions Needed

- **Decision:** Which investments in ongoing resources to reduce to continue investments currently funded with sunseting resources
- **Decision:** Which investments to reduce to maintain other investments despite cost inflation
- **Attachment B Example:** Reduce allocation of LCFF Supplemental to schools - see Attachment B, Item #2
- **Decision:** Additional budget reductions needed to eliminate deficit spending and provide salary increases to other bargaining units.

# Round One: Board Discussion

***What clarifying questions, if any, do you have?***

# Why Are We Here?



Unpacking  
the backpack  
as we prepare  
to fill it with  
District  
priorities.

# The Journey to Stability and Positive Certification

- On October 11, 2023, the District presented agenda item 23-2308 2024-25 Budget Balancing Options, Increases, and Reductions for first read.
- The District committed to providing an update along on progress in analyzing and valuing the items on the Attachment B.
- This update was aligned to the First Interim Report to provide a financial target for adjustments to the 2024-25 Budget.

# Gentle Reminder - Affordability Commitment

## Excerpt from OEA AB1200 Approval Letter

*“In order for ACOE to verify that Board and District staff are implementing the budget adjustments the Board approved within the Public Disclosure documents, OUSD will:*

- *Provide ACOE with a Board-approved detailed update on its **list of Budget Adjustments by October 31, 2023;***
- *Share additional updates in ACOE’s bi-weekly call to monitor the staff and Board’s progress with strategic planning;*
- *Present a public update to be provided by First Interim, with further public disclosure and **formal Board Action required no later than February 2024,** to ensure the District meets its obligations in the subsequent fiscal year.”*



# Budget Adjustments Recommended Reductions



# Item 1

- **Adjustment to School Site Allocations- Discretionary (Unrestricted)**
  - Grades TK–5: \$50.00 per student
  - Grades 6–8: \$65.00 per student
  - Grades 9–12: \$80.00 per student
- 2023-24 Allocation - \$2,565,670
- 2024-25 Projected Allocation - \$2,108,092

**Total 2024-25 Reduction in Allocation - \$457,578**

# Item 2

- **Adjustment to School Site Allocations- LCFF**

- Reduce the per pupil LCFF allocation (Supplemental) from \$785 per student to \$675 per student.
- Current 2023-24 Supplemental Allocation
  - \$21,142,405
- Projected 2024-25 Supplemental Allocation
  - \$18,558,720

**Total 2024-25 Reduction in Allocation - \$2,583,685**

# Balancing against reduced allocations

Oakland Unified (61259) - First Interim Draft	v.24.2b	11/15/2023	CY	v.24.2b	CY1	
LOCAL CONTROL FUNDING FORMULA	2023-24			2024-25		
LCFF ENTITLEMENT CALCULATION						
	COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage			
	8.22%	0.00%	79.01%	79.01%		
Calculation Factors	3-PY Average					
	ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	11,545.42	\$ 9,919	\$ 1,032	\$ 1,730	\$ 1,709	\$ 166,144,884
Grades 4-6	7,586.42	10,069		1,591	1,571	100,379,883
Grades 7-8	4,258.03	10,367		1,638	1,618	58,007,650
Grades 9-12	8,538.82	12,015	312	1,948	1,924	138,318,004
Subtract Necessary Small School ADA and Funding	-	-	-	-	-	-
<b>Total Base, Supplemental, and Concentration Grant</b>	\$ 337,643,603	\$ 14,578,985	\$ 55,658,214	\$ 54,969,619	\$ 462,850,421	
NSS Allowance	-	-	-	-	-	-
<b>TOTAL BASE</b>	31,928.69	\$ 337,643,603	\$ 14,578,985	\$ 55,658,214	\$ 54,969,619	\$ 462,850,421
<b>ADD ONS:</b>						
Targeted Instructional Improvement Block Grant						\$10,094,682
Home-to-School Transportation (COLA added commencing 2023-24)						6,195,554
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-
Transitional Kindergarten (Commencing 2022-23)	TK ADA	987.90	TK Add-on rate	\$ 3,044.23		3,007,393
<b>ECONOMIC RECOVERY TARGET PAYMENT</b>						
<b>LCFF Entitlement Before Adjustments</b>						\$ 482,148,050
Miscellaneous Adjustments						-
<b>ADJUSTED LCFF ENTITLEMENT</b>						\$ 482,148,050
Local Revenue (including FDA)						(160,449,124)
<b>Gross State Aid</b>						\$ 321,698,926
Education Protection Account Entitlement						(66,012,454)
<b>Net State Aid</b>						\$ 255,686,472
	30,826.69	\$ 329,482,969	\$ 14,184,102	\$ 54,306,271	\$ 53,634,400	\$ 451,607,742
						\$10,094,682
						6,257,510
						-
	TK ADA	1,165.90	TK Add-on rate	\$ 3,074.67		3,584,759
						-
						\$ 471,544,693
						\$ 471,544,693
						(159,300,408)
						\$ 312,244,285
						(61,531,518)
						\$ 250,712,767

# Balancing against reduced allocations **REVISED** Includes Revised COLA(-) and UPP(+) @CBEDS

Oakland Unified (61259) - First Interim Draft	v.24.2b	1/16/2024	CY	v.24.2b	CY1							
LOCAL CONTROL FUNDING FORMULA	2023-24			2024-25								
LCFF ENTITLEMENT CALCULATION												
	COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage	COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage						
Calculation Factors	8.22%	0.00%	80.09%	80.09%	0.76%	0.00%	81.05%	81.05%				
3-PY Average	ADA	Base	Grade Span	Supplemental	Concentration	Total	ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	11,545.42	\$ 9,919	\$ 1,032	\$ 1,754	\$ 1,786	\$ 167,305,547	11,078.12	\$ 9,994	\$ 1,039	\$ 1,788	\$ 1,868	\$ 162,733,285
Grades 4-6	7,586.42	10,069		1,613	1,642	101,081,121	7,277.01	10,146		1,645	1,718	98,302,493
Grades 7-8	4,258.03	10,367		1,661	1,691	58,412,883	4,114.91	10,446		1,693	1,769	57,230,438
Grades 9-12	8,538.82	12,015	312	1,975	2,010	139,284,272	8,356.65	12,106	315	2,013	2,103	138,199,186
Subtract Necessary Small School ADA and Funding	-	-	-	-	-	-	-	-	-	-	-	-
<b>Total Base, Supplemental, and Concentration Grant</b>		\$337,643,603	\$ 14,578,985	\$ 56,419,014	\$ 57,442,221	\$ 466,083,823		\$328,697,229	\$ 14,142,512	\$ 55,574,322	\$ 58,051,339	\$ 456,465,402
NSS Allowance		-	-	-	-	-		-	-	-	-	-
<b>TOTAL BASE</b>	31,928.69	\$337,643,603	\$ 14,578,985	\$ 56,419,014	\$ 57,442,221	\$ 466,083,823	30,826.69	\$328,697,229	\$ 14,142,512	\$ 55,574,322	\$ 58,051,339	\$ 456,465,402
<b>ADD ONS:</b>												
Targeted Instructional Improvement Block Grant						\$ 10,094,682						\$ 10,094,682
Home-to-School Transportation (COLA added commencing 2023-24)						6,195,554						6,242,640
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-						-
Transitional Kindergarten (Commencing 2022-23)	TK ADA	987.90	TK Add-on rate	3,044.23		3,007,393	TK ADA	1,165.90	TK Add-on rate	3,067.36		3,576,241
						-						-
<b>ECONOMIC RECOVERY TARGET PAYMENT</b>												
<b>LCFF Entitlement Before Adjustments</b>						\$ 485,381,452						\$ 476,378,965
Miscellaneous Adjustments						-						-
<b>ADJUSTED LCFF ENTITLEMENT</b>						\$ 485,381,452						\$ 476,378,965
Local Revenue (including RDA)						(160,449,124)						(159,300,408)
<b>Gross State Aid</b>						\$ 324,932,328						\$ 317,078,557
Education Protection Account Entitlement						(66,012,454)						(61,006,539)
<b>Net State Aid</b>						\$ 258,919,874						\$ 256,072,018



# UPDATE - Balancing against reduced allocations **REVISED-** Includes Revised Cost of Living Adjustments (-) and Unduplicated Pupil Percentage (+) @CBEDS

2023-24	UPP	COLA	ADA	Base	Grade Span	Supplemental	Concentration	Total
LCFF Calculator First Interim	79.01%	8.22%	31,928.69	\$337,643,603	\$14,578,985	\$55,685,214	\$54,969,619	\$462,877,421
LCFF Calculator Jan 2024	80.09%	1.00%	31,928.69	\$337,643,603	\$14,578,985	\$56,419,014	\$57,422,221	\$466,063,823
<b>Net Change</b>				\$0	\$0	\$733,800	\$2,452,602	\$3,186,402

2024-25	UPP	COLA	ADA	Base	Grade Span	Supplemental	Concentration	Total
LCFF Calculator First Interim	79.01%	1.00%	30,826.69	\$329,482,969	\$14,184,102	\$54,306,271	\$53,634,400	\$451,607,742
LCFF Calculator Jan 2024	81.05%	0.76	30,826.69	\$328,697,229	\$14,142,512	\$55,574,322	\$58,051,339	\$456,465,402
<b>Net Change</b>				-\$785,740	-\$41,590	\$1,268,051	\$4,416,939	\$4,857,660

**The net effect is, the reduced COLA creates a \$800K Loss and for 2024-25 in the Base and gains for supplemental and concentration due to the Unduplicated Pupil Percentage (UPP).**



# Item 3, Part A

- **Potential Merger of District Schools following the guidelines of [AB 1912](#)**
  - Revised language is required to finalize this item on Attachment B.
- **Current Language (Partial)**
  - The District proposes a planning year (2023-24) for the potential merger of at least 10 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.
- **Proposed Revision (Partial)**
  - The District proposes **a-to extend the** planning year (2023-24) **by one year 2024-25** for the potential merger of at least 10 schools effective ~~2024-25~~2025-26. 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.

## Item 3, Part B

- **Potential Merger of District Schools following the guidelines of [AB 1912](#)**
  - The original Attachment A and now Attachment B have a dollar value associated with reductions for the 2024-25 year of **\$2.48M**
  - ~~*Though the District is reviewing all ongoing budget balancing solutions, it proposes to use the \$10M AB1840 Resources for one year to satisfy the spending reduction.*~~
  - This amount will not be realized in 2024-25 pending decision with AB 1912

## Update - Item 4

- **Review and adjust Budget allocations to absorb future year salary projections, but not exceed current year dollar allocations.**
  - This analysis to showcase and model the allocation method of BP 3150 is currently In progress
    - [Please see the summary on the next slide](#)
  - It will align to a model based on the 2023-24 First Interim and 2024-25 Multi-Year Projection.

*See Auxiliary Slide Section - BP 3150 Policy Overview and Presentation to SLT*

# BP 3150 - The Math at First Interim

Shared Expenses		2023-24 LCFF Costs	2022-23 LCFF Costs
<b>BP 3150 Legally Mandated</b>			
State Loan Repayment	Base	\$0	\$0
Audit Payments & Penalties	Base	\$0	\$0
Utilities, Insurance	Base	\$7,213,334	\$5,683,711
Ongoing Major Maintenance (8150)	Base	\$22,194,028	\$22,217,093
<b>BP 3150 - Central Services</b>			
12% of Unrestricted Resources	All	\$58,245,774	\$65,149,123
<b>BP 3150 - Priority Expenses</b>			
Special Education Contribution	Base	\$106,002,520	\$82,150,146
Transportation Contribution for SPED	Base	\$10,225,059	\$10,259,577
Custodial & Buildings and Grounds	Base	\$18,461,526	\$15,898,516
School Safety and Security	Base + Supplemental	\$6,570,028	\$4,853,571
School Nurses	Base + Supplemental	\$6,730,850	\$5,245,751
School Counselors	Supplemental*	\$5,831,376	\$4,831,419
Specified Enrichment (i.e. summer, music, art)	Supplemental/Concentration	\$4,586,651	\$183,910
<b>Total Shared Cost</b>		<b>\$246,061,146</b>	<b>\$216,472,817</b>

# Item 5

- **Central Office - Continuous School Improvement**
  - Recommendations and implementation plan is in progress through the Budget Development Cycle for Central Sites
  - As stated on Agenda Item 23-1232:
    - *There is no fiscal impact identified with reviewing the Public Works Report. There is a potential savings in targeted funds if the recommendations are implemented, an estimated \$-3,483,735.50. The fiscal impact associated with the implementation of recommendations will be provided according to the budget development timeline and decisions are made regarding the new structure.*
- The District is also considering the reduction of ongoing funds in LCFF and other areas where many of the staff identified are currently funded, which will result in reductions in FTE.

**Summary Cost Savings = TBD**

# Item 5: Commonalities & Themes From Public Works Report

## Theme #1: CSI Restructuring

- There exists a strong need for restructuring CSI to be more efficient and effective.
- There are over 25 positions that our team recommend realigning within CSI to be more productive, 29 positions to be eliminated, and 6 positions created

**Theme #2: Strong need to consolidate small schools to improve CSI services.**

**Theme #3: Lack of Accountability.**

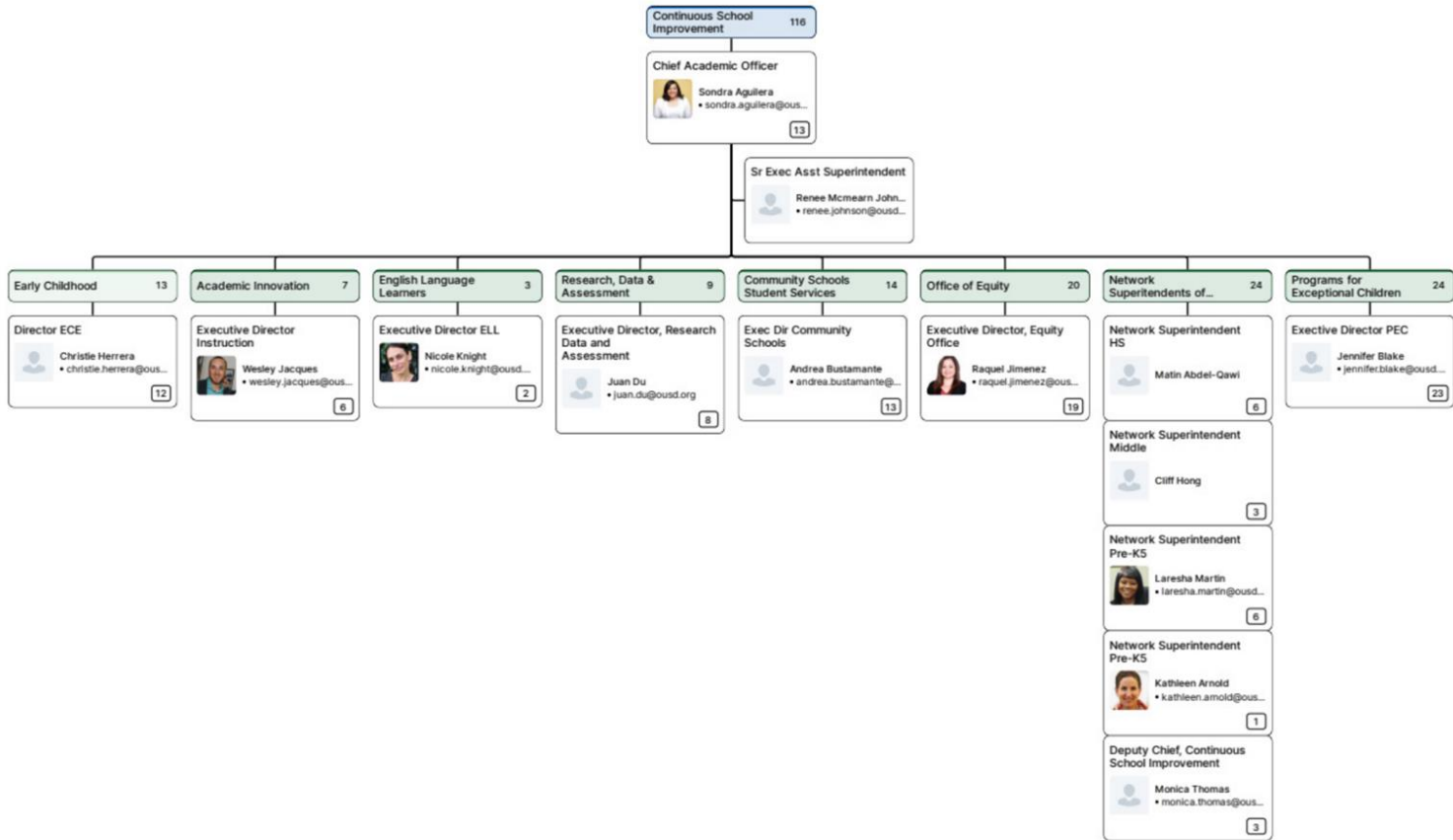
**Theme # 4: There is a lack of collaboration** among CSI departments and with Network Superintendent

**Theme # 5: Lack of Clear Communication.**

**Theme #6: Better balance** is needed between site-based management/autonomy and Central Office non-negotiables that impact all schools.

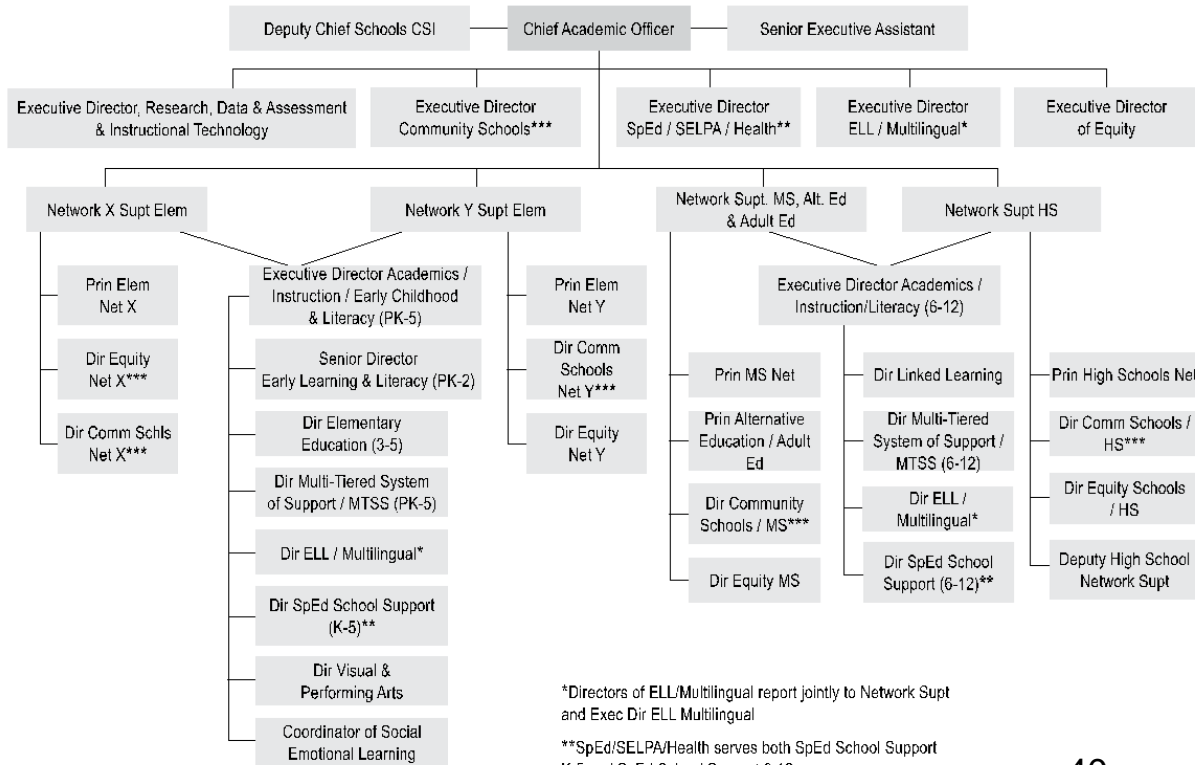


# Item 5: 2023-2024 CSI Division



\* does not account for current staff changes an vacancies.

# Item 5: Proposed Redesign of CSI



\*Directors of ELL/Multilingual report jointly to Network Supt and Exec Dir ELL Multilingual

\*\*SpEd/SELPA/Health serves both SpEd School Support K-5 and SpEd School Support 6-12

\*\*\*Directors of Community Schools report jointly to Network Supt and Exec Dir Comm Schools

40

Source: Created by Public Works LLC Team 2023.

# Item 5: Known One-Time Funding Reductions to Pre-COVID Levels

Office of Equity doubled in staffing during COVID with ESSER funding.

- 11.5 Translators to 7 Translators. Maintain ability to respond to IEP requests and above 15% student population requirement.

Language	15% Mandate	Individual Education Programs (IEPs)	Recommendation
Mam	8 schools	.75 FTE	1.0 FTE
Arabic	2 schools	.75 FTE	1.0 FTE
Cantonese	1 school	.75 FTE	1.0 FTE
Spanish	64 schools	2 FTE	4.0 FTE

# Item 5: Known One-Time Funding Reductions to Pre-COVID Levels

10 Targeted Specialists to 5 Targeted Specialists:

- African American Male Achievement (AAMA)
- African American Female Excellence (AAFE)
- Latino Student Achievement (LSA)
- Arab Student Achievement (AAPISA)
- Asian and Pacific Islander Achievement (AAPISA)

## Item 5: Further Restructuring is Needed

- The Early Childhood Education Department will not be eliminated, and the hiring for the Executive Director is underway;
- The Chief Academic Officer and the Executive Director of ECE will make changes to the structure in the near future;
- Public Works proposed the creation of Directors to be part of the Network Support Team: Director of Equity, Director of Community Schools, Director of ELLMA. These additions are not possible due to the need to significantly decrease investments.
- Further budget reductions are pending and inevitable. Details will be shared according to the Budget Development timelines.

# Item 6

- **Central Office - Legal**

- Recommendations and implementation plan is in progress through the Budget Development Cycle for Central Sites.
- The proposed reorganization includes structural changes to reduce reliance on outside counsel contracts while gaining efficiencies through the addition of paralegals (includes both in-house paralegals and a scalable paralegal staffing model based on district need).



# Legal Department Reorganization 2024-2026

## Reorganization Strategy

The legal department will improve departmental effectiveness, promote cross-functional collaboration, protect OUSD from emerging risks, and generate costs efficiency from 2023 to 2026.

### Prioritized Department Initiatives

Retain and develop Governance Division staff during critical transition period

Create data informed staffing model to address high risk areas and increase the Governance Division's effectiveness

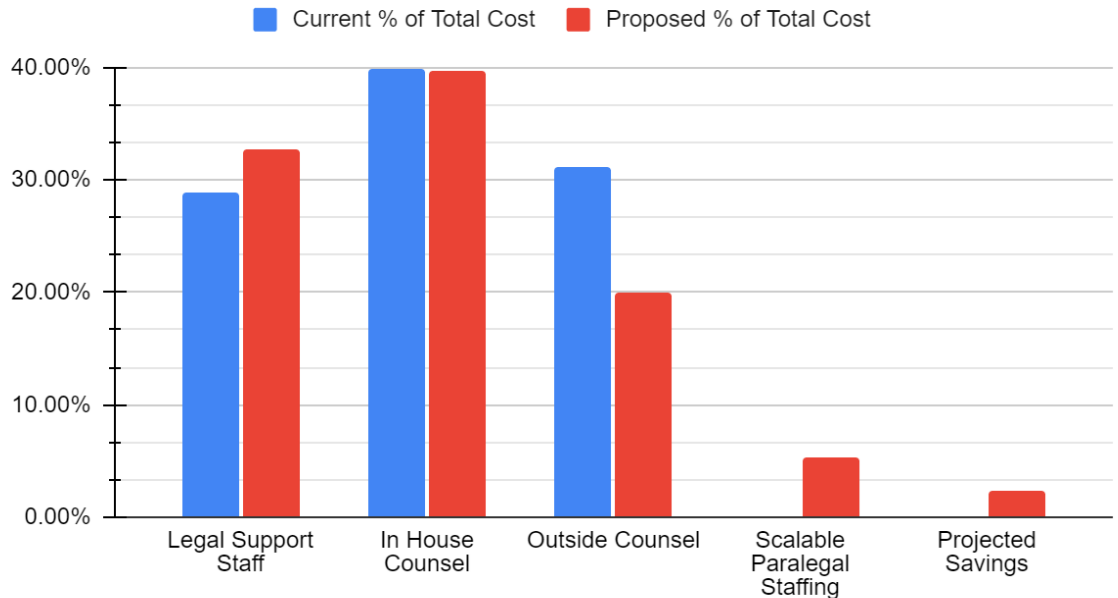
Build capacity of internal Legal Division

Gain cost efficiencies by reducing outside counsel spend

# Legal Office Service Delivery Model Spend by %

	Current % of Total Cost	Proposed % of Total Cost
Legal Support Staff	28.96%	32.70%
In House Counsel	39.91%	39.64%
Outside Counsel	31.14%	19.92%
Scalable Paralegal Support		5.31%
<b>Projected Savings</b>		<b>2.43%</b>

Legal Costs: % of Spend by Service Model



# Item 7

- **Central Office - Business/Talent/Technology and All OTHER Departments not noted with non-represented staff.**
  - Recommendations and implementation plan is in progress through the Budget Development Cycle for Central Sites

Projected Cost Savings = \$900k/year

# Item 8

- **Review all Board Resolutions to make decisions about which programs we are maintaining.**
  - [List of Board Resolutions 2020-2023](#)
  - The District has provided the list and is evaluating the cost implications of the Resolutions. This is likely not a 2024-25 Implementable item.

# Item 9

- **Review and analyze Special Education Program cost escalation to support multi-year projections and District impact.**
  - Progress made in data analysis, yet defined strategies are incomplete to recommend for 2024-25.

# Item 10 & 11 - Recommendation by Director Bachelor to Reduce Funds to Board Directors

- **The Board has not had the opportunity to deliberate or add clarity to these recommendations**
  - Reduction in Board Pay and Engagement Funds
    - *Board Remuneration - \$9,923/Yr*
    - *Engagement Funds - ~\$10K/Director*
      - *Carryover not included*



# Item 12

## ● **Maintaining Small Schools Investments**

- The investment in smaller schools/programs has had a longstanding impact on the investments, prioritization and allocation of funding Districtwide.
  - Additional FTE at sites with low-enrollment
  - Review and recommend the reduction/elimination of subsidized allocations/staffing to small school sites without direct reduction to site based allocations.

**Summary Cost Savings = TBD**

# Item 13 - January 8, 2024 Board Study Session Position Adjustment Recommendations

- Assistant Principals at High Need Schools (\$3.2M S&C)
- 11-Month Teachers at select high schools (\$1.3M S&C)
- Electives Teachers for Students Required to Take ELD (\$3.9M S&C)
- Academic Acceleration Teachers on Special Assignment (\$5M ESSER)
- Teachers for Late-Arriving Newcomer Students (\$1.8M S&C)
- Teachers for Late-Arriving Continuation Students (\$1.5M S&C)
- Substitute Teacher Incentive Plan (STIP) Teachers (\$9M ESSER)
- Staffing Allocations for Community School Managers at Slope & Hill Schools (\$3.1M ESSER)
  - Please see the orange shaded rows on the slides shared at the January 8, 2024 Special Study Session, highlighting the areas of recommendation.
  - \$11.7M total in Supplemental and Concentration, \$17.1M in COVID funds

# Item 13 - January 8, 2024 Board Study Session

## Position Adjustment Recommendations

2024-25 Recommendation: Transfer these investments OUT of ongoing Supplemental and Concentration allocations to annual carryover in Resource 0006 with investments sunsetting as carryover declines.

- Total 2023-24 Supplemental Investment \$
- Total 2023-24 Concentration investment \$
- **Estimated 2023-24 S & C Carryover in Resource 0006 - ~\$15M\***
- **CHECKING FOR UNDERSTANDING: Investments WILL sunset as annual S & C carryover declines.**
  - Note: S & C Carryover has built as a result of increased allocations of Concentration in 2022 and the use of our COVID response one time dollars.

\* Estimate to be updated a Second Interim.

# School Site Positions Funded with Ongoing S&C Funding

Positions	Cost	Required?
Base Classroom Teachers: Retention Contribution	\$13.5M	Yes, per OEA contract
Base Classroom Teachers: Collaboration Time	\$5.3M	Yes, per OEA contract
Additional Teachers to Reduce Class Size at High-Need Schools	\$2.8M	Yes, per OEA contract
Newcomer Social Workers and TSAs	\$1.7M*	Yes, per OEA contract
Counselors	\$4.8M	Yes, per OEA contract
Student Support Positions (CSMs, Case Managers, etc.)	\$8.0M	No
Culture Keepers & Culture/Climate Ambassadors	\$5.0M	No
Teachers for Electives for Students Required to Take ELD	\$3.9M	No
Assistant Principals at High-Need Schools	\$3.2M	No
Teachers, Late-Arriving Newcomer Students	\$1.8M	No

\* excluding positions funded by Salesforce grant

# School Site Positions Funded with Ongoing S&C Funding (cont.)

Positions	Cost	Required?
Teachers to Offer Additional A-G Sections at Smaller High Schools	\$1.8M	No
Teachers, Late-Arriving Continuation Students	\$1.5M	No
11-Month Teachers at Castlemont, Fremont & McClymonds	\$1.3M	No
Teachers, African American and Latino/a Achievement classes	\$1.1M*	No
Specialists to Support College & Career Readiness at High Schools	\$0.3M	No

*\* excluding positions funded by Kaiser grant*

# School Site Positions Funded with One-Time Funding

Positions	Cost	Funding Source
STIP (Substitute Teacher Incentive Program) Teachers	\$9.0M	COVID Funds
Academic Acceleration Teachers on Special Assignment	\$5.0M	COVID Funds
Early Literacy Tutors	\$4.6M	COVID & Grant Funds
Community Positions at non-CCSPP Sites	\$2.9M	COVID Funds
One-Time Positions for Low Enrollment Schools (e.g., Assistant Principal for small secondary school, classroom teacher for small elementary school)	\$2.0M	LCFF S&C Carryover Funds
Teachers on Special Assignment, School Improvement	\$1.1M	Comprehensive Support & Improvement (CSI) Grant
Middle School Math Coaches & Computer Science Teachers	\$1.0M	Private Grant Funds
Math Tutors	\$0.8M	COVID Funds
Teachers on Special Assignment to Support Historically Black Schools	\$0.8M	Black Thriving Students (Per OEA MOU)
Additional Counselors to help students reach graduation	\$0.3M	Comprehensive Support & Improvement (CSI) Grant



## **NEW** - Item 14 - Reduction of Vacant Positions

- Review and Recommend the elimination of vacancies in 2024-25.
- Though the District realizes actual reductions in expenditures due to the “cost avoidance” from vacancies that are unfilled, there is an annual trend of vacant FTE’s that the District can review and recommend not to retain in the 2024-25 Fiscal Year.
- This would allow the District to use the resources in the current year and help offset the growing costs of expenses.
- Many of these positions are unable to be filled historically for various reasons.

# Round Two: Board Discussion

Round One (3 minutes/Director)

*What clarifying questions, if any, do you have?*

Round Two (3 minutes/Director)

*What guidance are you providing around prioritization?*

# Budget Adjustments Projected/Proposed Increases



# Item 1

- **Ongoing Enrollment Office Investments**

- Recommendation to fund this investment for two years from the \$10M in AB1840 for the District to retain the operational and outcome gains achieved in the enrollment stabilization implementation and adjust the budget and its internal process for ongoing enrollment needs.
  - **\$.5M/Year for two Years for a total \$1M Investment**

## Item 2

- **A Review of One Time Investments that are returning to the Base and Other Resources**
  - This review is in progress as all ESSER Funded one-time positions and investments have been reviewed by the Senior Leadership Team and are being prepared for recommendation and cost analysis.

# Item 3

- **Review Facilities and Deferred Maintenance Modifications**
  - In progress and recommendations have been completed by the department during the Central Budget Development Meetings.
  - Recommendation: No change in investment, other than to absorb increased staffing and operational costs. The District does not have the ability to make adjustments



# 2023-24 First Interim Multi-Year Projection

## 2023-24 First Interim MYP Fund Balance Summary - Unrestricted

	2023-24 Unrestricted	2024-25 Unrestricted	2025-26 Unrestricted
<b>A. Revenues</b>			
5) Total Revenues	\$ 507,096,534	\$ 495,388,436	\$ 502,940,335
<b>B. Expenditures</b>			
9) Total Expenditures	\$ 416,491,538	\$ 404,376,296	\$ 409,634,879
<b>C. Excess (Deficiency) of Revenues Over Expenditures</b>	\$ 90,604,996	\$ 91,012,140	\$ 93,305,456
<b>D. Other Financing Sources/Uses</b>			
4) Total, Other Financing Sources/Uses	\$ (112,115,085)	\$ (114,699,290)	\$ (119,051,059)
E. Net Increase (Decrease) in Fund Balance (C +D4)	\$ (21,510,089)	\$ (23,687,150)	\$ (25,745,603)
F. Fund Balance, Reserves			
1) Beginning Fund Balance			
a) Adjusted Beginning Balance (F1c + F1d)	\$ 118,353,704	\$ 96,843,616	\$ 73,156,465
<b>2) Ending Balance, June 30 (E + F1e)</b>	<b>\$ 96,843,616</b>	<b>\$ 73,156,465</b>	<b>\$ 47,410,862</b>
Restricted Reserve	\$ 150,000	\$ 150,000	\$ 150,000
Other Assignments	\$ 10,673,452	\$ 10,673,452	\$ 10,673,452
Reserve for Economic Uncertainty	\$ 27,641,007	\$ 24,914,748	\$ 25,212,438
<b>Unassigned Unappropriated</b>	<b>\$ 58,379,156</b>	<b>\$ 37,418,265</b>	<b>\$ 11,374,972</b>



# **NEW: Student Voice From All City Council Budget Study Session on January 17, 2024**

*Note: District Leadership also met with All City Council Governing Board Leadership on November 29, 2023*

# **NEW: Student Voice From All City Council Budget Study Session on January 17, 2024**

*Question #1: What did you see in the presentation?*

- “I saw how we don’t have a lot of unrestricted money.”
- “I saw the basic statistics of where OUSD funding is going, and how it will continue in the next years.”
- “I got to see the budget and how the amount changes based off where the money is coming from.”
- “I seen that the budget is split in different type of funding and there are specific funds.”

*Note: District Leadership also met with All City Council Governing Board Leadership on November 29, 2023*

# **NEW: Student Voice From All City Council Budget Study Session on January 17, 2024**

*Question #2: What do you think about that?*

- “It’s strange because we as a district might need more of what’s in the non restricted than some of the restricted content.”
- “I thought it was very concerning because although we receive a lot of funding because of Covid, are will still going to be a stable district after the funding is gone.”
- “I think that when the specific terms are introduced it allows for the budget to be easier to understand.”

*Note: District Leadership also met with All City Council Governing Board Leadership on November 29, 2023*

# **NEW: Student Voice From All City Council Budget Study Session on January 17, 2024**

*Question #3: What does it make you wonder?*

- “It makes me wonder how we can use the limited funds we have so we aren’t negatively impacted later on.”
- “Wonder how wisely our district is spending money.”
- “I wonder how their board is going to work the budget out?”
- “How can the district be strategic with their money so there isn’t many budget cuts.”

*Note: District Leadership also met with All City Council Governing Board Leadership on November 29, 2023*

# **NEW: Student Voice From All City Council Budget Study Session on January 17, 2024**

*Question #4: What programs or projects do you feel have had the most positive impact on your OUSD experience?*

- “ACC” (x2)
- “Paid after school programs”
- “Prescott circus theatre (clowns)”
- “Special Education program”
- “I feel African American Excellence program (female and male), the Youth together organization, High school to college transition programs, and a lot more.”

*Note: District Leadership also met with All City Council Governing Board Leadership on November 29, 2023*



# Round Three: Board Discussion

Round One (3 minutes/Director)

*What clarifying questions, if any, do you have?*

Round Two (3 minutes/Director)

*What guidance are you providing around prioritization?*

# Next Steps in Journey Towards Decision-Making

June 23rd Board Retreat (Identification of Board Priorities)

August 3rd Board Retreat (Identification of Board Priorities & Work Plan)

October 2nd Study Session (LCAP Priority Investment Areas)

November 14th Study Session (cancelled)

January 8th Study Session

January 31st Study Session (Attachment B Adjustments)

February 14th Board Meeting (First Read)

February 28th Board Meeting (Board Action)



# Community Schools, Thriving Students



**OAKLAND UNIFIED  
SCHOOL DISTRICT**  
*Community Schools, Thriving Students*

[www.ousd.org](http://www.ousd.org)     @OUSDnews

1011 Union Street, Oakland, CA 94607

# Appendix A

# Appendix B:

# Requirement of ACOE

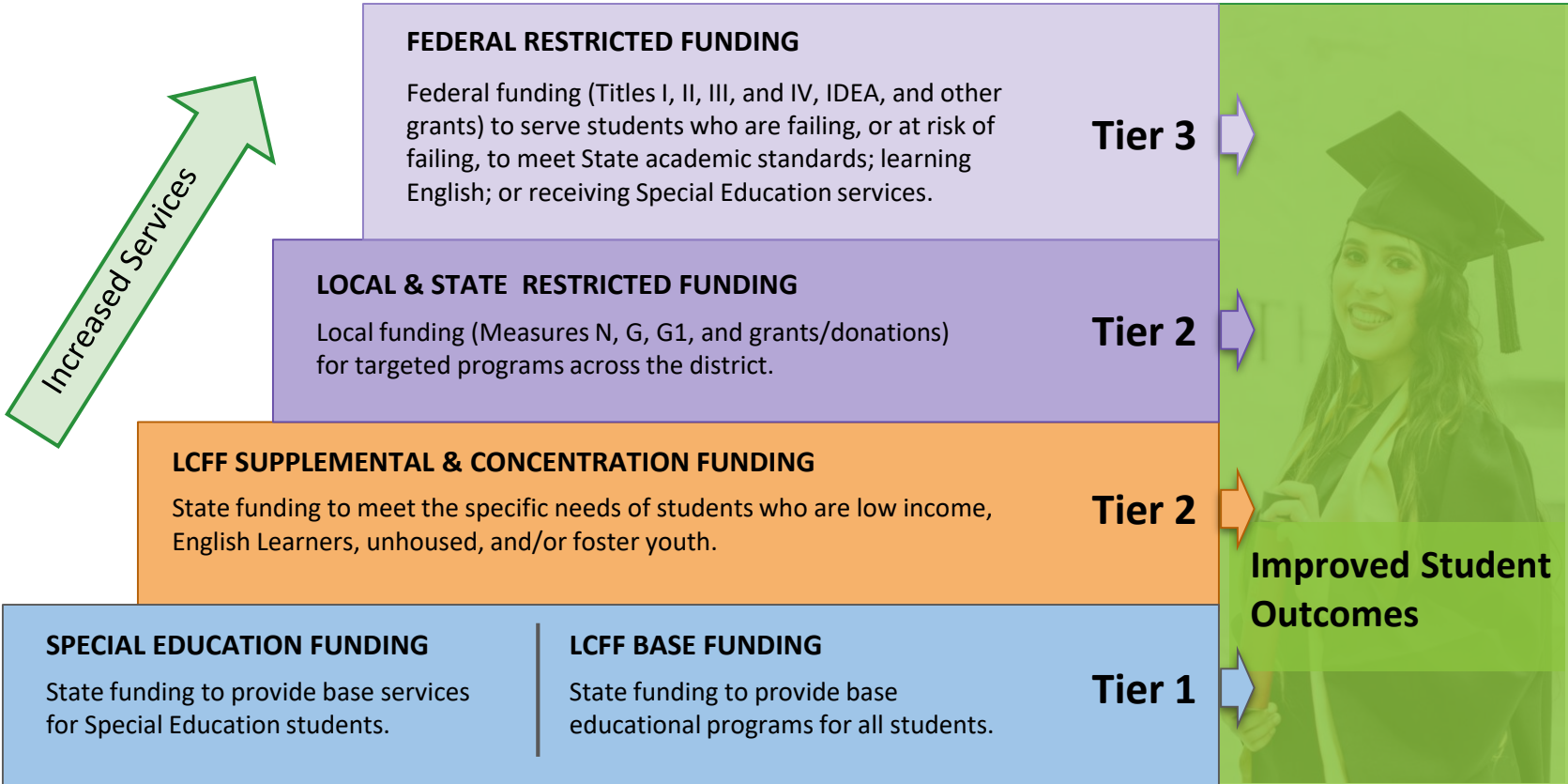
Excerpt from [Alameda County Office of Education's \(ACOE\) Response](#) to the District's AB1200 filing regarding the ability to afford the Tentative Agreement with the Oakland Education Association.

“In order for ACOE to verify that Board and District staff are implementing the budget adjustments the Board approved within the Public Disclosure documents, OUSD will:

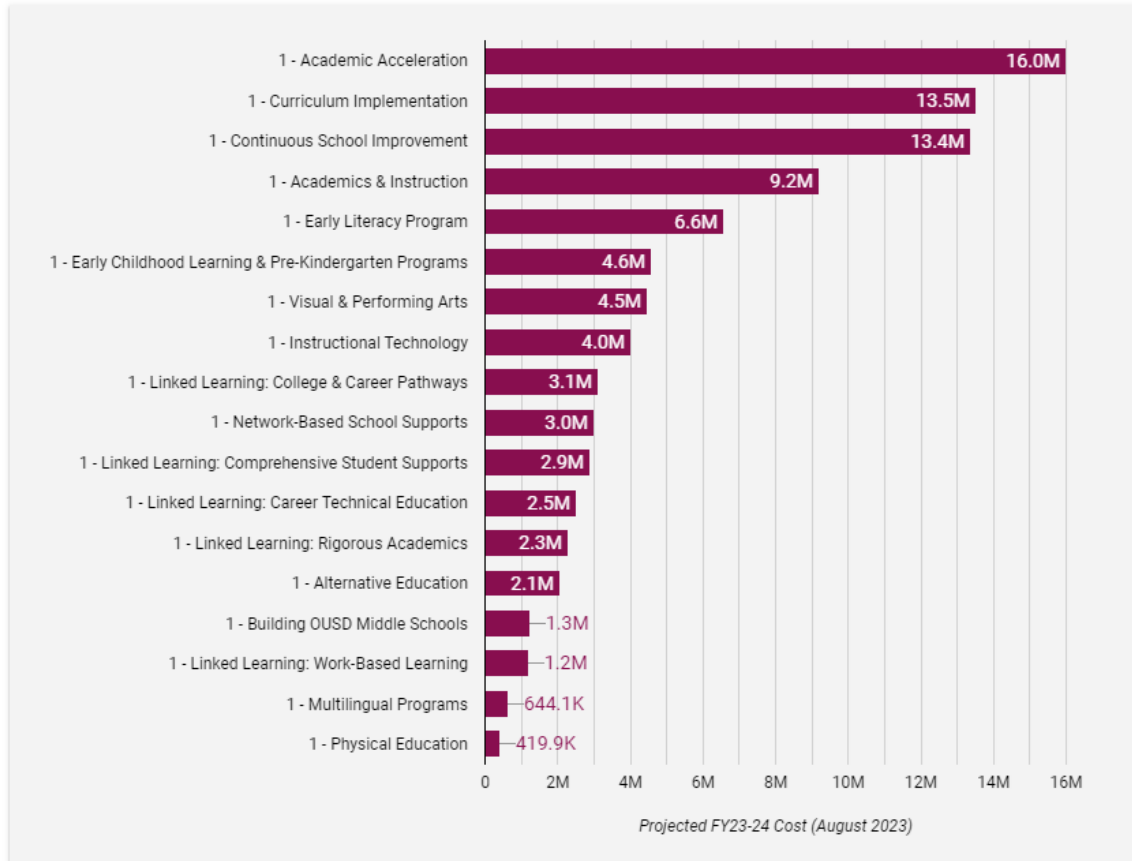
- Provide ACOE with a Board-approved detailed update on its list of Budget Adjustments by October 31, 2023;
- Share additional updates in ACOE's bi-weekly call to monitor the staff and Board's progress with strategic planning;
- Present a public update to be provided by First Interim, **with further public disclosure and formal Board Action required no later than February 2024, to ensure the District meets its obligations in the subsequent fiscal year.**”



# It's useful to think of OUSD's funding in Tiers of support



# LCAP Goal 1 Summary - 2023-24 Projected Costs



Projected FY2023-24 Cost

**91.1M**

### Duration

Ongoing  
**45.0M**

One-time  
**46.2M**

### Type

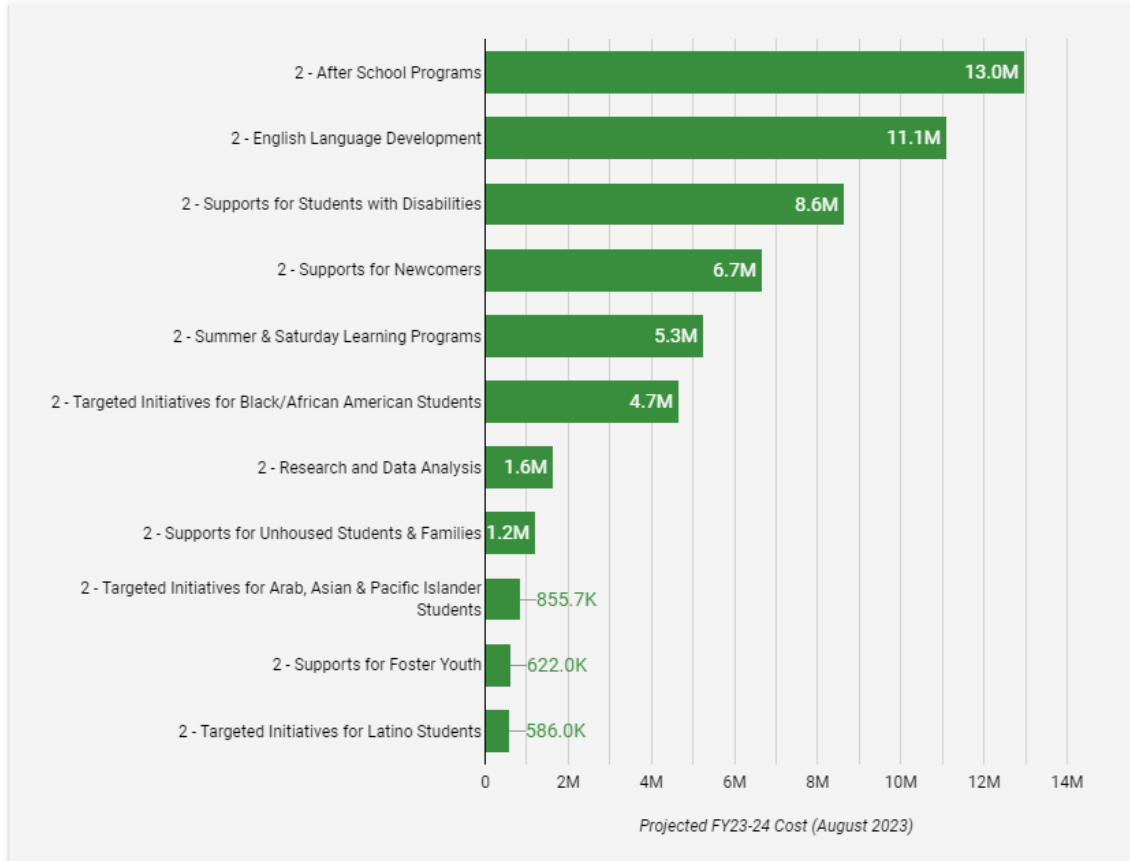
S&C  
**45.9M**

Other Unrestricted  
**444.0K**

COVID Relief  
**10.2M**

Other Restricted  
**34.6M**

# LCAP Goal 2 Summary - 2023-24 Projected Costs



Projected FY2023-24 Cost

**54.2M**

**Duration**

Ongoing  
**30.9M**

One-time  
**23.3M**

**Type**

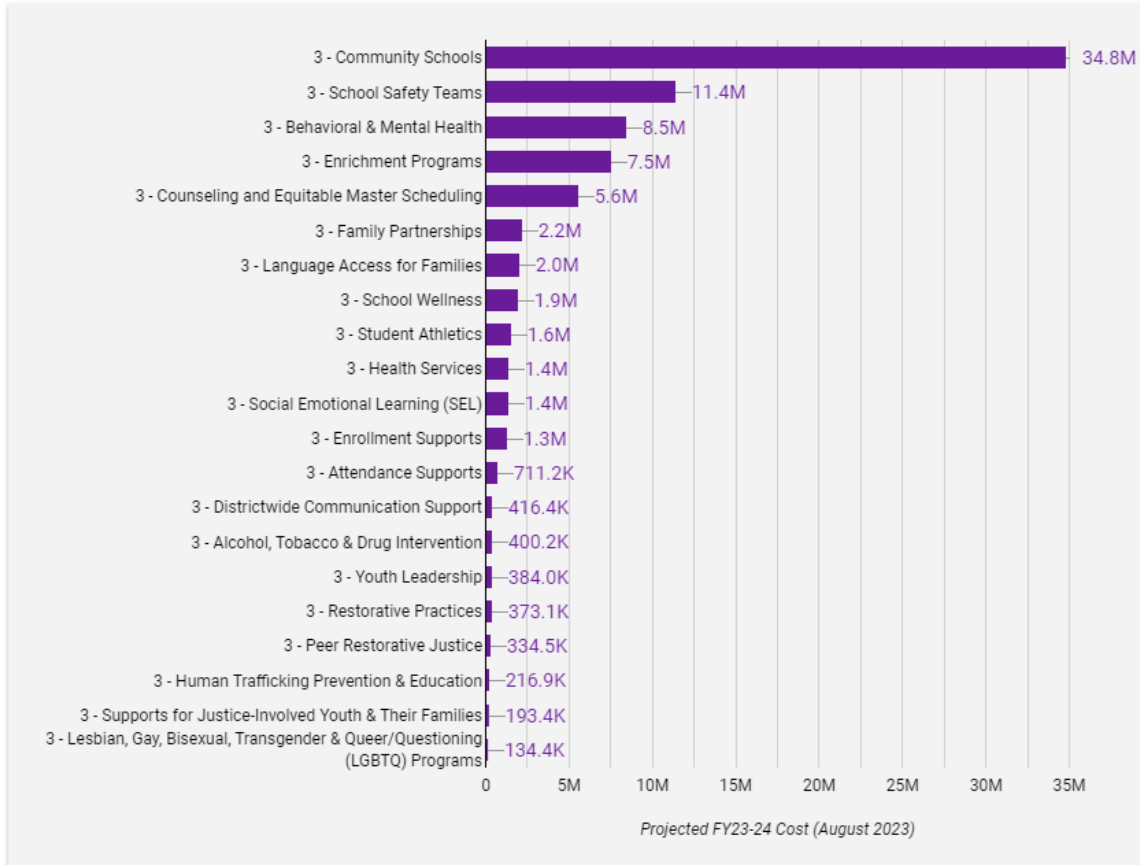
S&C  
**26.8M**

Other Unrestricted  
**775.9K**

COVID Relief  
**5.7M**

Other Restricted  
**20.9M**

# LCAP Goal 3 Summary - 2023-24 Projected Costs



Projected FY2023-24 Cost  
**82.8M**

### Duration

Ongoing  
**50.1M**

One-time  
**32.7M**

### Type

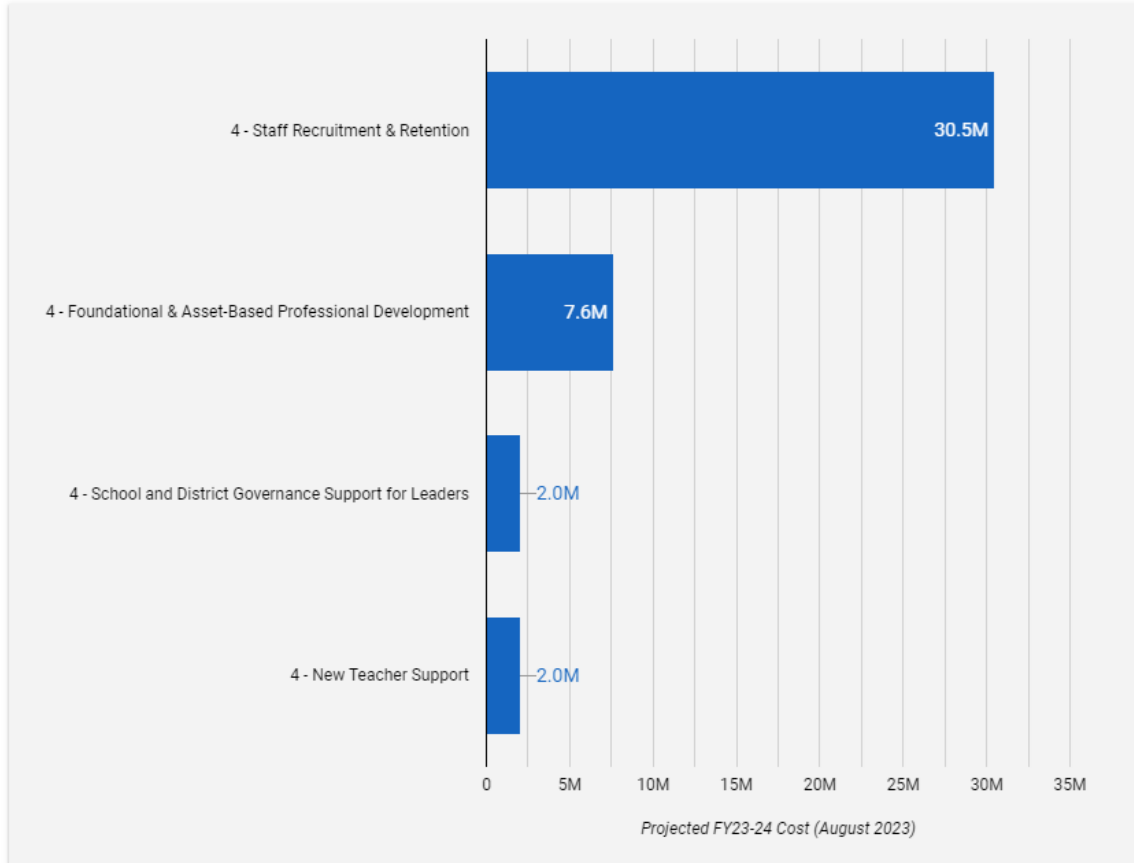
S&C  
**48.4M**

Other Unrestricted  
**693.9K**

COVID Relief  
**6.6M**

Other Restricted  
**27.1M**

# LCAP Goal 4 Summary - 2023-24 Projected Costs



Projected FY2023-24 Cost

**42.2M**

Duration

Ongoing  
**27.5M**

One-time  
**14.7M**

Type

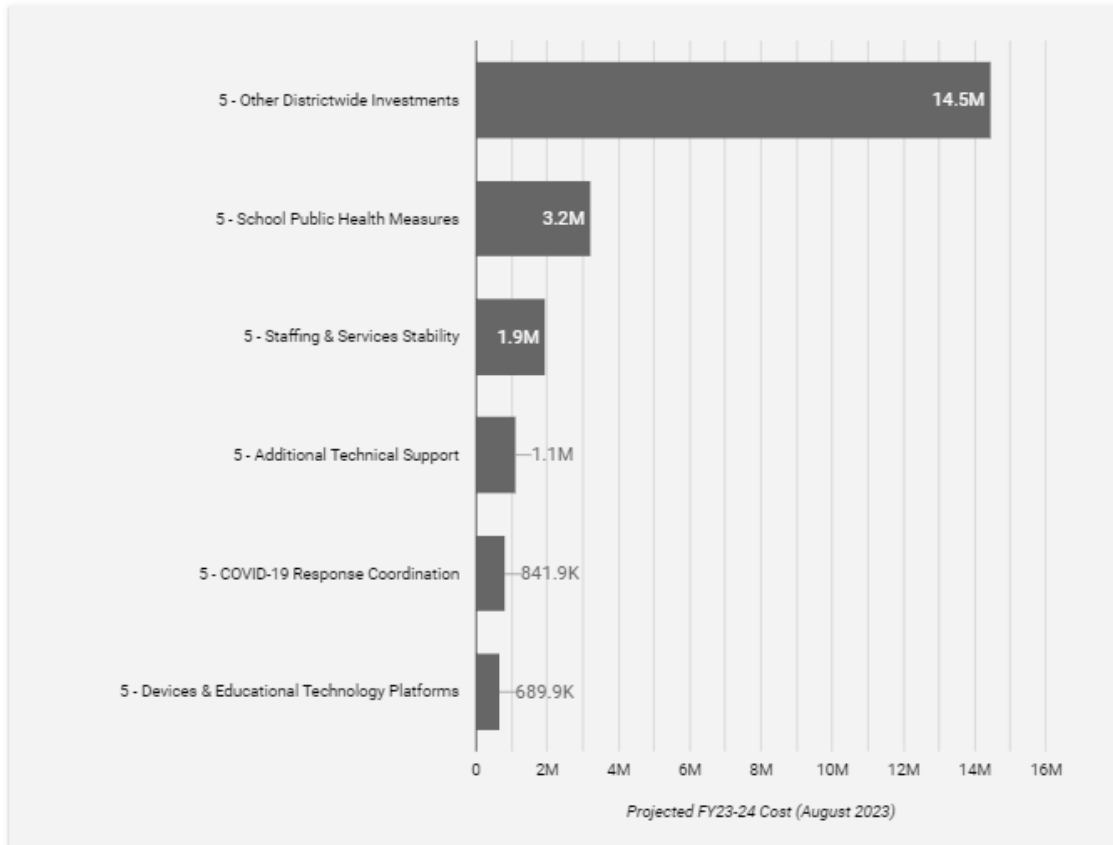
S&C  
**27.7M**

Other Unrestricted  
**No data**

COVID Relief  
**8.9M**

Other Restricted  
**5.5M**

# LCAP Goal 5 Summary - 2023-24 Projected Costs



Projected FY2023-24 Cost

**\$22.3M**

Duration

Ongoing

No data

One-time

**\$22.3M**

Type

S&C

No data

Other Unrestricted

No data

COVID Relief

**\$22.3M**

Other Restricted

No data

Positions

FTE

**21.0**



# Additional Resources Available Since Nov/Dec

- ✓ [Interactive Dashboard](#) - LCAP investments shared with PSAC in November. Filter LCAP Investments by:
  - Resource type
  - Resource duration
  - Expenditure type
  - LCAP Goal/Action Area
- ✓ [Presentation shared with PSAC](#) on LCAP Investments in November
- ✓ [Positions Funded by One-time Funds](#) shared with PSAC in December



**By Goal**

Goal	Ongoing	One-Time	Total
Goal - 1	45.9M	46.7M	91.1M
Goal - 2	30.9M	23.3M	54.2M
Goal - 3	80.1M	23.3M	103.4M
Goal - 4	27.9M	14.7M	42.2M
Goal - 5	22.3M	0	22.3M

Projected FY2023-24 Cost

## \$292.6M

**Duration**

Ongoing  
**\$152.7M**

One-time  
**\$139.9M**

**Type**

S&C  
**\$148.8M**

Other Unrestricted  
**\$1.9M**

COVID Relief  
**\$53.8M**

Other Restricted  
**\$88.1M**

**Positions**

FTE  
**1,197.5**



**By Action Area**

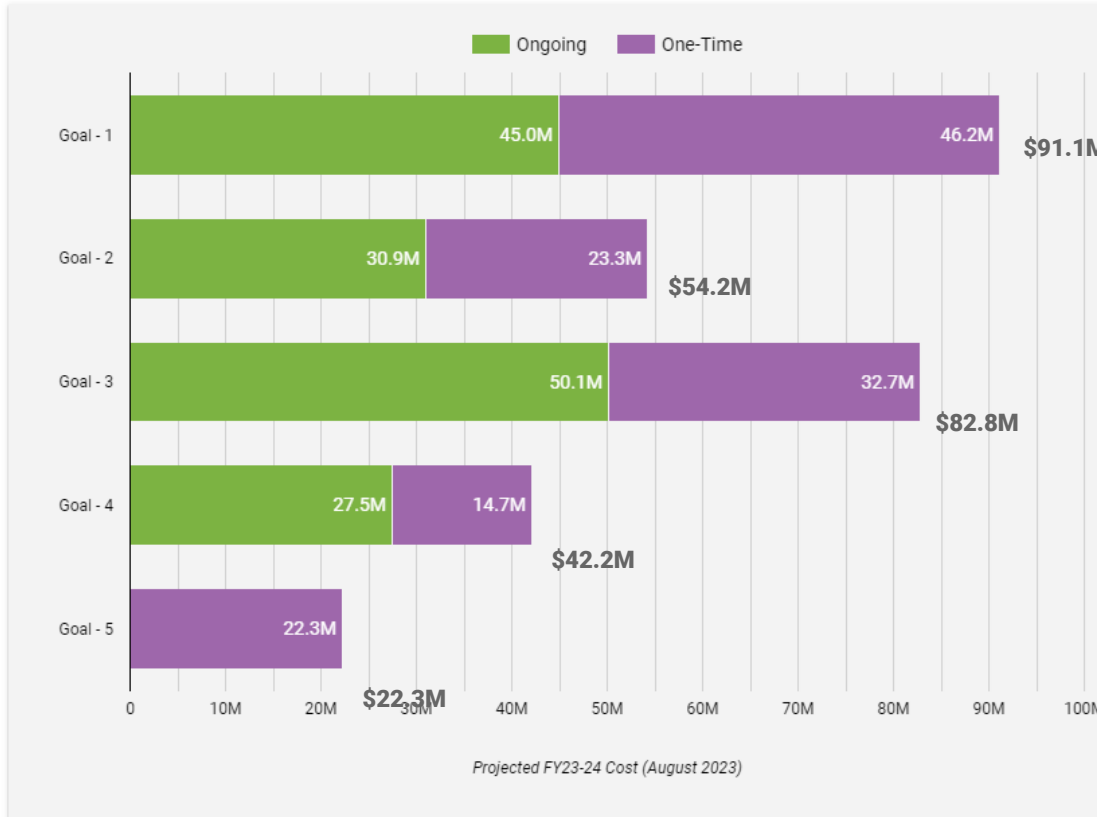
Action Area	Investment
1 - Academics & Instruction	13.2M
1 - Early Literacy Programs	6.6M
1 - Early Childhood Learning & Pre-K/Kindergarten Programs	4.0M
1 - Visual & Performing Arts	2.9M
1 - Instructional Technology	2.5M
1 - Linked Learning: College & Career Pathways	3.1M
1 - Network-Based School Supports	3.2M
1 - Linked Learning: Comprehensive Student Supports	2.5M
1 - Linked Learning: Career Technical Education	2.9M
1 - Linked Learning: Regional Academics	2.2M
1 - Alternative Education	30.2M
1 - Building/OSD/Middle Schools	1.3M
1 - Linked Learning: Work-Based Learning	1.2M
1 - Multilingual Programs	164.1K
1 - Physical Education	419.9K



**Investment Details**

Investment	Resource Type	Count	Cost	
Investments in playgrounds at high-UPP schools	S&C Carryover	Non-Personnel	18	\$2,714,037
CEI allocation to schools	ESDA, Comp Support & Improvement	Non-Personnel		\$1,287,755
Elementary Teacher on Special Assignment, School Improvement	ESDA, Comp Support & Improvement	Personnel		\$1,151,500
Student Healthways in declining enrollment schools to level school services	S&C Carryover	Personnel	5	\$642,975
Directs: Continuous School Improvement	Unred AB 1545	Personnel		\$444,000
Stipends	S&C Carryover	Personnel		\$420,000
Other Student Support Staff (approved additions)	S&C Carryover	Personnel	2	\$39,496
Extended contracts to support school redesign process	Central Concentration	Personnel		\$35,624
Additional resources to improve graduation rates at schools designated for Comprehensive Support and Improvement (CSI)	ESDA, Comp Support & Improvement	Personnel		\$33,000
Deputy Chief of Continuous School Improvement	Central Supplemental	Personnel		\$30,571
Blueprint - Final Year School Support	ESDR II	Personnel	3	\$27,448
Consultants for Blueprint	Central Concentration	Non-Personnel		\$100,000
Consultants	S&C Carryover	Non-Personnel		\$100,000
Extended time teachers	Central Concentration	Personnel		\$60,000

# LCAP Financial Summary - 2023-24 Projected Costs



Projected FY2023-24 Cost  
**292.6M**

### Duration

Ongoing  
**153.5M**

One-time  
**139.2M**

### Type

S&C  
**148.8M**

Other Unrestricted  
**1.9M**

COVID Relief  
**53.8M**

Other Restricted  
**88.1M**

## Additional Slides

Not part of presentation  
For additional information and/or in  
response to Board member questions

**Friday's With SLT  
Understanding Board Policy 3150,  
Its Challenges, and the Testimony of Witnesses**

**Lisa Grant-Dawson, Chief Business Officer  
April 15, 2023**



**OAKLAND UNIFIED  
SCHOOL DISTRICT**

*Community Schools, Thriving Students*



## Our Vision

All OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

## Our Mission

Oakland Unified School District (OUSD) will build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.



# Ask of the SLT

- Actively listen and participate while acknowledging that many of us are multi-tasking (I don't mind)
- Learn why we are seeking to modify this policy
- Ask questions and provide insight on what you heard, thought, or additional challenges and triumphs that will be helpful to the Board and constituents
- Be empathetic to the basis of this policy was to develop a strategy to fund a Community School model without an aligned understanding of how school finance and District operations work.



# Outline

- What is BP 3150?
- Part I - The Introduction & Purpose
  - The Featured Board Policies on the Project
- Part II - The Guiding Principles
- Part III - The Intent/Wonderings
- Part IV - In the News - The B Side Article
- Part V - Deep and Brief Reflections & Questions
- Close Out



# What is Board Policy 3150?

# Board Policy 3150

- Falls under the “3” Range category for Policies which is designated for all school districts for Business and Non Instructional Operations
  - Adopted in January 2014
  - Labeled as **Results Based Budgeting (RBB)**
    - A budget methodology designed to allocate resources to achieve objectives based on a set of goals and coinciding planned/expected results
    - Also called **Performance Based Budgeting (PBB)**
      - Assumes pairing performance goals aligned to budgets will improve budget strategy, decisions through measurable results to planned outcomes



# Part I - Introduction & Purpose

# BP 3150 - The Introduction & Purpose

The Policy Intro: The Board Policy on Results-Based Budgeting provides policy direction to the Superintendent regarding the Oakland Unified School District's continuous budget development process. The Board Policy on Results-Based Budgeting is directly aligned to and builds upon Board of Education policies on School Governance and Quality School Development.

- [BP 3625](#) - School Governance
  - [AR 3625](#) - School Governance & SSC Procedures Guide
- [BP 6005](#) - Quality School Improvement
- [BP 6006](#) - Quality School Development: Community of Schools



# The Coinciding Featured Board Policies to 3150



- [BP 3625](#) - School Governance

The Policy Intro: The Board of Education is responsible for fostering conditions that enable every school in the Oakland Unified School District to create learning environments that make more effective teaching and learning possible.

**The Board of Education believes that those closest to students at a school - employees, parents, students, community partners - are generally in the best position to know the specific academic, social, and emotional needs of their students, and how best to address those needs.**

**The Board of Education, within the context of established OUSD strategic priorities, performance accountability standards, and collective bargaining agreements, believes that empowering school governance teams to align and manage resources to effectively address the specific needs of their students is a necessary and fundamental condition to enable every school to make more effective teaching and learning possible.**

- [BP 6005](#) - Quality School Improvement

**The Policy Intro: The Board of Education is responsible for ensuring** that the Oakland Unified School District (OUSD) is a **high-quality full-service community school district that serves the whole child, eliminates inequity, and provides each child with excellent teachers every day.**

**The Board of Education is committed to providing all students a continuum of high-quality schools**, including schools that are directly operated by the OUSD; public charter schools authorized by the Oakland Unified School District; and schools funded by, but are not exclusively operated by the Oakland Unified School District.

Toward realizing this promise, the Board of Education shall:

1. **Establish performance quality standards and student outcome goals, toward which all schools are expected to make steady progress.**
2. **Establish a school quality review process in which all schools, through their school governance team and in collaboration with District leaders, are accountable for:**
  - a. Assessing the state of their school in relation to established performance quality standards and student outcome goals.
  - b. Identifying key priorities for school improvement.
  - c. Establishing a school improvement plan.

- [BP 6006](#) - Quality School Development: Community of Schools

**The Policy Intro:** The Board of Education (Board) is deeply committed to the vision of Oakland being home to high quality public education options for all students and families, no matter their race, ethnicity, zip code or income. **To realize this vision, the Board directs the Superintendent to develop a *citywide plan* that promotes the long-term sustainability of publicly-funded schools across Oakland that represent quality and equitable educational options.**

The Board recognizes that it has oversight over all Oakland public schools, both those run by the Oakland Unified School District (OUSD) and those run by various charter school operators and also acknowledges that it has a fiduciary responsibility to maintain the fiscal health and well-being of OUSD and its schools in order to provide a high-quality education to its students. **The Board also recognizes that this is a competitive landscape with limited resources**, and the OUSD Board and each charter school board is working to ensure that each student has what they need to succeed. **Still, it is the Board’s categorical expectation that all education providers operating or desiring to operate school programs in Oakland - district or charter – *as well as families, staff, community members and labor unions*, will accept shared responsibility for the sustainability of our school system** and embrace the idea that we: (i) do not operate in silos, (ii) are interdependent in our efforts to serve all students and families; and (iii) need to act with consideration of the larger community of schools. We also recognize the challenging work ahead of building and rebuilding trust among the diverse members of our community in realizing this vision.



# Part II - The Guiding Principles

# BP 3150 - Part II - The Guiding Principles

The Board of Education hereby establishes the following principles to guide the Oakland Unified School District's annual budgeting process:

1. The allocation and expenditure of OUSD financial resources **shall be aligned to the achievement of continuous improvement in school quality and student outcomes.**
2. The *allocation of OUSD financial resources to schools shall be maximized.*
3. The distribution of OUSD financial resources to schools shall account for varying student needs and neighborhood conditions.
4. *School governance teams shall be empowered to budget and expend OUSD financial resources.*
5. The general public shall have timely access to accurate, comprehensive, and easily comprehensible OUSD financial management information at the school, department, and district-wide levels.

# Wonderings About - The Guiding Principles

1. Do we have a universally understood document or set of metrics that if we have adopted RBB, is consistently used to assess alignment of achievement and continuous improvement in school quality and outcomes?
2. What does “maximizing” allocation of financial resources to schools mean?
  - a. See Item 4
4. What is the responsibility of school governance teams to budget, expend, and reporting of the RBB outcomes per BP 6005?





# Part III - The Intent

# BP 3150 - Part III - The Intent

Within the context of established OUSD strategic priorities, state and federal regulations, and collective bargaining agreements, the Board of Education hereby establishes its intent to:

1. Adopt three-year district-wide School Quality Improvement goals, benchmarks, and priorities (i.e. Balanced Scorecard, Local Control Accountability Plan) toward which every school and every central administration department is responsible for achieving steady measurable progress.
2. Hold every school responsible and accountable, through the OUSD Community School Strategic Site Plan process, for budgeting and expanding its financial resources in a manner that enables each school to realize steady measurable progress toward achieving Board-adopted School Quality Improvement goals and growth targets.
3. Hold every central administration department responsible and accountable, through the OUSD Community School Strategic Site Plan process, for budgeting and expanding its financial resources in a manner that demonstrates how each department is achieving steady measurable progress toward providing the supports each school needs to achieve their School Quality Improvement goals and growth targets.

# Wonderings About - The Intent

1. What parts of the *three-year District wide School quality Improvement goals* have been established and how are *every school and every central administration department* measuring and reporting steady progress?
2. What is the OUSD Community School Strategic Site Plan Process?
  - a. If this is in layman's terms the “Budget Development” process, what needs to be accomplished to couple this effort with Board-adopted School Quality Improvement goals and growth targets for schools and central departments?
  - b. When and how are those targets established annually to coincide with the Budget Development process?

# BP 3150 - Part III - The Intent cont;

4. Maximize the allocation of all Unrestricted General Fund revenue (i.e. Local Control Funding Formula – Base, Supplemental, Concentration, and local tax revenue) to schools by:
  - a. First, paying all legally required district-wide obligations (e.g. State Emergency Loan, charter school pass-through payments, audit findings).
  - b. Second, allocating up to 12% of all Unrestricted General Fund revenue to support district-wide central administrative services (e.g. finance, human resources, performance management, instructional services, legal services, district leadership).
  - c. Third, paying the following services to schools:
    1. Special Education
    2. Custodial and Buildings & Grounds
    3. School Police & School Security Officers
    4. School Nurses
    5. School Counselors
    6. Specified Enrichment Resources (i.e. summer school, music, art)

# Wonderings About - The Intent

4. This allocation methodology reads as if we pay specific costs first, then allocate to schools and other areas.
- Our methodology has been that we allocate to schools first and then we see how much is left to allocate elsewhere.
  - The language also defines Unrestricted General Fund revenue as: (i.e. Local Control Funding Formula – **Base, Supplemental, Concentration, and local tax revenue**)
    - It also seeks to cap the allocation at up to for specific departments/leaderships at 12% for all LCFF revenue.
      - Our methodology of allocation has not aligned to this intent, nor does it make operational and mathematical sense as aligned to the asks, but we'll get tackle that later.
  - The intent also states “paying” the following services to schools, which could be interpreted as allocating, staffing, or providing, but is unclear in intent in the use of the verb “paying.”

# BP 3150 - Part III - The Intent cont;

5. Allocate to schools all remaining Unrestricted General Fund revenue based on the projected student enrollment of each school, including allocating a differential amount of revenue to schools based on the number of students enrolled at each school who:
  - a. Are in elementary schools, middle schools, and high schools
  - b. Qualify for the Federal Free & Reduced Price Meals Program
  - c. Are English Learners
  - d. Are in Foster Care
  - e. Reside in high-stress neighborhoods
6. The Superintendent shall provide the first draft of the District's annual budget and the Local Control Accountability Plan to the Board and community of Oakland each year at a Board meeting no later than the second regular Board meeting in May.



# Wonderings About - The Intent

5. Though the order of operations states the intent is to allocate to the schools funding based on enrollment and supplemental resources, did we really intend to allocate “all” remaining Unrestricted Revenue?
  - What about other District expenses not cited above OR in years where our first obligation to pay required expenses, does that mean that “all” remaining Unrestricted revenue would shift annually and therefore adjust allocations?
6. This request is not by standard reasonable; however, we have provided the drafts of the Budget and LCAP. The basis was the District’s history of not providing a budget draft before seeking adoption. (Amended Dec 2019 - J. Harris)
  - A preferred language change would be allowing the draft by no later than the first board meeting in June, which recently we have requested drafts/public hearings at a board meeting on the First Wednesday of the month. Additionally, we have added Budget Development engagement options to ensure the Board/constituents are closer to the process. We have also provided the LCAP to the Board along with PSAC late May.



# Part III - The B Side Article

# THE OAKLAND B-SIDE

---

Vol 04-15

@TheRealBudgetBuilders

---

## **BOARD POLICY 3150 IS NOT GUIDING RESULTS BASED BUDGETING!**

Sources say that BP 3150, though well intended, is unable to be operationalized in the manner in which it is written. There are several areas that require clarification and establishing agreed metrics and goals to guide a true RBB process.

The Policy has been successful at measurable results such as optimizing the intent of maximizing allocations to school sites in staffing and funding. Experts state that though notable, the policy on its face is not sustainable, is not being executed based on more appropriate budget practices and prioritization of resources.

The District continues to be at risk of not only violating the Board's policy, but being unable to level set due to the manner in which budget prioritization and decision are made, which are not aligned to RBB and quality school metrics as intended.


District staff plan to work with the Budget and Finance Committee to develop a recommendation of how to proceed with revising the policy and will continue improving its Budget Development and engagement practices.



# Part V - Your Turn: Audience Participation



# Deep and Brief Whip Thoughts and Questions?



**Thank you for your time.  
Stay tuned for updates and  
invitations to partner in the  
forthcoming policy  
recommendations!**