

Measure G

Recommendations to the
OUSD Budget and Finance
Subcommittee

June 2018

A decorative graphic consisting of a diagonal line that divides the bottom right portion of the slide. The area below the line is a solid blue color, while the area above the line is white. The line itself is a thin, dark blue border.

Measure G Parcel Tax Independent Citizens Oversight Committee



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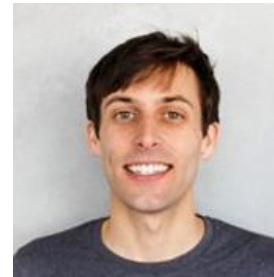
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#OAKEDU

Goals

1. Increase transparency: process and rationale for allocations
2. Consistent allocations from year to year
3. Clearly establish Measure G as a restricted resource

Immediate actions to take

1. Direct the superintendent to meet with her cabinet to decide on a Measure G strategy for the 2019-20 school year.
2. Present the strategy and rationale for Measure G allocations to the Measure G Oversight Committee as part of the 2019-20 budget development process and publish the presentation on the District's website.
3. Direct the OUSD Budget Office to designate Measure G as a restricted resource, prepare a < 1 page outline of the timeline for the change, and give monthly progress reports to the Measure G Oversight Committee.
4. Request that the District either adopt "Option A" in Measure G Oversight Committee's report by the 2020-21 budget cycle or propose an alternate option by September 2018.

Option A: Central Strategy And Program Pitches

- Superintendent sets a strategy for Measure G funds over a 2-3 year period
- Measure G program leaders (arts, libraries, etc) pitch aligned plans
- Once allocations are made, publish the strategy and program plans

Advantages

- Longer term strategy
- Autonomy and accountability for program leaders
- Opportunity for programs to innovate in allocation process

Considerations

- A lot of responsibility for program leaders
- Strong facilitation needed to document and share learnings amongst programs

Option A - Central Strategy and Program Pitches

The Superintendent's Office sets a high-level strategy for Measure G funds over a 2-3 year period. Rather than giving all schools and programs a small amount of funds, this strategy may focus funds on certain programs and schools to have a greater impact. As part of this process, Measure G program leaders (Art, Libraries, Linked Learning, Music, Talent, etc) are invited to present:

- their vision for Measure G funds and the expected impact
- how that vision aligns with the District's goals
- how they will improve equitable outcomes
- how they will measure success and capture best practices
- how the Oakland community informs their plan, and
- their proposed process for allocating funds to school sites

The Superintendent's Office then decides on allocations at the program level and releases a statement to principals, the Board of Education, the Measure G Committee and general public communicating that vision and the expected impact.

Program leaders are then given autonomy to spend their allocated Measure G funds within the process they proposed in order to achieve the results for which they planned.

Advantages

- Program leaders are given autonomy to allocate and spend in a way that makes most sense for their program area. At the same time, the Superintendent is able to set a strategic focus for the funds.
- A 2-3 year plan for Measure G funds could lead to a longer term strategy for funds and a greater impact across years.
- Allowing program leaders to develop their own processes for allocating funds could lead to innovation in budget practices. With each cycle, learnings and best practices could be documented and shared across the district.

Considerations

- A lot of responsibility is placed on program leaders, including: allocation processes, accountability measures, and community interaction. In order for this structure to work, district leadership and the community must have faith in central program leaders.
- Strong leadership and facilitation is required to ensure best practices and learnings are documented and shared so that all programs are strengthened.