

# Fiscal Vitality Committee Report

November 8, 2018 - Draft

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## I. Background/Context

In June 2018, the Board of Education formed a Special Committee on Fiscal Vitality (“Committee”). After two tumultuous years of fiscal challenges with mid-year cuts and the potential of more to come, the purpose of the Committee was to become better grounded in the Board’s theory of action and foundational policies in order to inform the budgeting process. It also aimed to understand the district’s budget deficit, increase transparency, develop a broader understanding of the scope and urgent nature of the current budget issues, create an additional public venue to clarify the budget development process and timeline, and provide greater articulation of the guiding principles for setting our budgeting priorities.

**Committee Members.** Chairperson Shanthi Gonzales was joined by Board President Aimee Eng and Director James Harris (past Board President).

**Committee Goals.** The specific goals outlined by the Committee were as followed:

1. **Explore Depth of Budget Deficit:** The Committee will recommend a target goal for budget reductions needed for 2019-20 and 2020-21 school years.
2. **Build Shared Knowledge:** In order to better support our community of stakeholders, the Committee will build a citywide understanding of (1) OUSD’s deficit and strategies being explored to address it; (2) Board Policies and theory of action; (3) Central allocations; (4) Base funding allocations; and (5) Academic Return on Investment.
3. **Alignment with Theory of Action:** The Committee will reinforce the Board of Education’s theory of action around school-based decision-making.
  - a. Given that our theory of change and Board Policies maximize decision-making and resources at school sites, we must closely examine central budgets. When the system deviates from this theory of action, there must be clear and evidence-based reasons for doing so.
4. **Student-centered Budgeting:** The Committee will introduce and engage with the idea of academic return on investment for student achievement, with emphasis on closing equity gaps and educating the whole child.
5. **Recommendations to Move Forward:** The Committee will adopt a resolution, for consideration by the full board, providing directional guidance regarding the budget reductions for the 2019/20 and 2020/21 school years to the Superintendent for improving equity, quality, and sustainability for the district.

**Appreciations:** The Committee members wish to thank the many community members, students, parents, teachers, principals, staff, and other stakeholders who shared their perspectives and provided input in the process in a presentation, public comment or as part of a panel. Their perspectives were thoughtful and critically important to helping the Committee deepen its understanding of the issues at hand. The Committee would also like to thank the OUSD staff members who provided repeat presentations and ongoing support to the Committee's work, including Marcus Battle, Ofelia Gomez, Sondra Aguilera, Troy Christmas, Jody Talkington, and Preston Thomas. The Committee also appreciates the support of Superintendent Johnson-Trammell in directing staff in our requests for information and support.

## II. Meeting Topics/Presentations

During the course of fall 2018, the Committee met a total of 12 times. On the dates below, the Committee covered the following topics (links are to videos with time markers in parenthesis):

- **On August 29th:** ([Overall PowerPoint Presentation](#))
  - [Scope of Budget Issues](#);
  - [Theory of Action](#) (1:12);
  - Measuring Success; and
  - [Discussion with Network Superintendents](#); [Committee Reflections](#).
  
- **On August 30th:** ([Overall PowerPoint Presentation](#))
  - [Overall District Funding](#) (27:00);
  - [Key Governance Policies](#) (53:30);
  - [Defining Central Spending](#);
  - [Determining a District's Core and Strategic Functions](#) (2:11:00).
  
- **On September 6th:** ([Overall PowerPoint Presentation](#))
  - [Presentation on Teacher and Principal Retention](#) (15:44) and
  - [Panel Discussion](#) (1:35:00)
  
- **On September 13th:** ([Overall PowerPoint Presentation](#))
  - [School Site Allocations Presentation](#) (12:10),
  - [Comparing OUSD to other Districts](#)(1:19:30); and
  - [Panel Discussion](#)
  
- **On September 18-20th:** ([18th](#), [19th](#), [20th](#) -- Overall PowerPoint Presentation)
  - [Budget Reduction Process Update](#)
  - Staff presentations on the following departments:
    - 18th - [Linked Learning](#);
    - 19th - [Equity Office](#);
    - 19th - [Police Services](#) (1:10);
    - 19th - [Community Schools](#) (2:14:30);
    - 20th - [Academic Innovation](#),
    - 20th - [English Language Learner and Multilingual Achievement](#) (1:17)
    - 20th - [Oakland Athletic League](#) (2:15);
  
- **On October 4th:** ([Overall PowerPoint Presentation](#))
  - [Discussion on Key Learnings to date](#);

- [Budget Calendar and Reductions Update;](#)
- [Student/Parent Panel Discussion on Key Learnings.](#)
- **On October 11th: (Overall PowerPoint Presentation)**
  - [Presentation of Principal Advisory Council survey;](#)
  - [Discussion with labor partners](#)
- **On October 18th:**
  - [Budget Calendar and Reductions Update; \(Presentation;](#)
  - [Learning Lab Presentation on Recent Tour of other Districts. \( Overall Presentation; Design Principles; Design Models\)](#)
  - [Committee Key Learnings](#)
- **On November 8th: (Pending)**
  - Adopting of Key Learnings Report;
  - Presentation on Central Office Spending.

### III. Key Themes and Actionable Items

The Committee heard testimony from many stakeholders holding a variety of perspectives on important policy and programmatic issues. Testimony covered a wide range of district-related subject matters. This testimony revealed many actionable items which require attention. Additionally, five key themes emerged. We describe each in greater detail below:

1. **Key Themes:** These five key themes were raised across many reports, discussions, and presentations. They are broad areas of improvement the Committee wanted to highlight for the full Board, district leadership, and community stakeholders. Some are new and some represent long-standing issues which remain unresolved.
2. **Actionable Items:** Nested beneath the Key Themes are actionable items of which the Committee took note and deemed serious enough to warrant some type of action. To be clear, we don't not believe that it feasible to address all of these issues within this budget cycle. However, **we would like staff to prepare a plan for board approval by June 2019 for addressing these items over the next three years.**

The Committee recognizes that the actionable items identified below do not represent an exhaustive list. Below are five Key Themes each with associated actionable items.

#### 1. Commitment to making hard decisions to ensure fiscal vitality in future years.

As OUSD embarks on a process to create a more fiscally sustainable district, we recognize the opportunity to create a dramatic shift in the way we are doing our work. While AB 1840 may provide some temporary relief to the district through one-time support, the Committee emphasized the need to remain focused and committed to making tough decisions which will lead to the district's improved fiscal sustainability over the long term. Specific recommendations were as follows:

- a. **Balance the Books:** Balancing the books and eliminating a projected structural deficit in future years.
- b. **Include Investments:** As the board considers budget reductions in the coming years, the targets should also include necessary investments.
  - i. **Provide a Raise:** Providing a raise to Oakland educators and staff as an effort to increase retention and ensure more continuity in a student's education by decreasing staff turnover.
  - ii. **Support School Redesign:** Budgets should reflect resources to support school sites participating in the Blueprint process.
- c. **Identify budget priorities:** Improving education by reallocating current resources to be more effective (i.e. school consolidations, implementing efficiencies, improving central services to schools).

- d. **Restore Depleted Funds:** Developing a plan to restore depleted funds (i.e. Reserve, HBGB, Self-insurance, deferred maintenance, facilities funds).
- e. **Solicit Community Feedback:** We recommend that the superintendent create a public plan for vetting proposed reductions and reallocations over the course of the next three years and beyond, with the goal of **building community trust** via increased transparency into budgeting practices (in alignment with the Government Finance Officers Association's best practices).
- f. **Review for Equity Issues:** Reductions proposals should be vetted for equity impacts on specific sites or student groups such as students with special needs, understanding that perfect parity is not possible. Budgets should cause no unintended or unavoidable impact on specific sites due to the overlapping initiatives such as the Blueprint.

## 2. Ensure coherence.

The Special Committee heard repeatedly about the impact that the churn of top and mid-level district leadership over the past 20 years has had on the organizational coherence of OUSD. This has resulted in:

- a lack of coherence between the Board's adopted policies and theory of action;
- the uneven implementation of those policies; as well as
- the proliferation of initiatives which are not tethered to an aligned strategy.

We believe that we must seize the opportunity to build coherence in our district's work and be more strategic about the number and types of our investments. In accordance with BP 3150, the committee would like to use academic return on investment (AROI) as a tool to evaluate and ensure the effectiveness of our current initiatives and to sunset programs that are not showing rapid acceleration in student learning. Given the need to improve our quality of education and the additional pressures of the current fiscal issues, the District needs to focus on building more coherence as system in order to ensure are investing our limited resources wisely.

- a. **Centrality of Equity:** Ensuring the centrality and integration of equity in all OUSD's work to ensure it deeply informs all district actions. Equity efforts must be more intersectional going forward, looking at all target groups identified by the Alameda County of Office Education, including Special Education students, foster students, homeless students, English Language Learners, and African American students.
- b. **Administrative Spending under Board Policy 3150 :** Fully implementing BP 3150, including developing administrative regulations which adopt a means of measuring and capping administrative spending at an appropriate level, and supporting continuous improvement practices for Central Office.
- c. **Site-based Governance:** Fully Implementing BP 3625, including allocating resources necessary to support site-based governance teams through the process of continuous school improvement.
- d. **Defined Autonomy:** In the coming three years, the budget should reflect necessary supports for fully implementing **a defined autonomy structure** to govern school site autonomies. A defined autonomy structure would clarify and maximize site based decision making for schools who have the capacity to operate more independently, in the service of improving student achievement.
- e. **Quality Schools Development:** Fully implement BP 6005 (Quality School Development), including maximizing site-based resources and clarity of site-based autonomy.
- f. **Supplemental and Concentration Funding:** Reallocating Supplemental and Concentration dollars and other eligible restricted funds to be held directly at school sites to align with the Theory of Action and Board Policy 3150's equity mandate for resource allocation, absent a compelling reason for these resources to be held in central office.
- g. **Continuous Improvement in Governance:** The Board and District need to commit to a process of continuous improvement with regard to its theory of action and core governance policies to ensure effective implementation. This process should reflect the perspectives of a variety of stakeholders.

## 3. Create a high-performing central office with goals aligned and oriented to supporting school sites.

The Special Committee heard testimony about the need to: (1) increase the transparency and accountability for its operations; (2) improve the quality of central office services (both operational and academic), (3) eliminate silos and duplication of services (ie, contracts); and (4) better align the central office to being in service of school sites consistent with the OUSD theory of action.

- a. **Operations:** Implement a transparent performance management system which can benchmark our efficiency and quality against other systems, such as the Council of Great City Schools [Managing for Results](#) for Central Office operations.
- b. **Academic Return on Investment:** In alignment with BP 3150, commit to an annual process to review the academic return on investment (AROI) of key initiatives and sunset programs if they are not effective.
- c. **Reduce Duplication and Silos:** Budgets should **eliminate duplication of services and silos** within central office.
- d. **Functions:** Greatly reduce the overall number of initiatives held by central office departments in order to reorient its core work toward supporting schools.
- e. **Autonomies:** Establish a working group with practitioners to annually explore specific autonomy options and fully understand the operational, academic, and fiscal impact on school sites and the district.
- f. **Build Internal Capacity:** Identify opportunities to reducing contracted services across the district in favor of building OUSD's internal capacity.

#### 4. Teacher and Leader Retention is Key:

A central theme the Committee heard was the widespread impact that high turnover rates of classroom teachers and leaders across the system has had on student achievement and the district's ability to build momentum at school sites. While compensation is a key factor, working conditions and access to necessary supports is also key. The high turnover of teachers also impacts the effectiveness of other district investments in school sites. A sustained focus and a plan to attract and retain teachers and leaders needs to be a key priority of the district going forward.

- a. **Settle Contract:** Identify resources to settle the contract so that we can be competitive with other districts and recognize the value of employee contributions. In order to do this, we recognize the need to reprioritize current investments in order to reallocate dollars.
- b. **Collaboration:** Identify budget and resources needed to increase teacher collaboration and planning time at school sites.
- c. **Inequities in Turnover:** Make targeted investments in areas where there are greater rates of educator turnover, such as middle school and special education.
- d. **Homegrown Teachers:** Evaluate current teacher recruitment pilots and, if initiatives are found to be effective, develop a proposal for a 5-year budget and timeline to be considered for investment.
- e. Identify, track and gradually reallocate what is currently spent on interventions due to high teacher turnover rates on teachers and the related lack of continuity.

#### 5. Align School Site Staffing Formula to Board Policies.

The Committee heard testimony from school site staff that the current site staffing allocation is inadequate, not aligned with Board policies and creates instabilities and inequities from year to year.

- a. **Create an eight period day (or a programmatic equivalent) for all high schoolers**, helping more students to graduate on time and complete A-G requirements, while decreasing the need for credit recovery.
- b. **Alter or eliminate the Z-score** as a means of allocating funds, due to inequitable outcomes for high-needs students and inconsistencies with BP 3150.
- c. **Eliminate Appeals process**, decreasing stress on sites and principals, and increasing predictability year to year.
- d. **Provide Administrative Support for Students with Special Needs:** Ensure that students in Special Day Classes are included in the site allocations for administrators and for overall budget allocations to

provide adequate resources and administrative support to sites with high numbers of students with special needs.

#### **IV. Past fiscal resolutions and best practices policies.**

The district seeks to build quality, equity, and ensure fiscal sustainability in the district, leading to fiscal vitality over the long-term. We understand this will be a multi-year process. In light of this, the Committee seeks to highlight some of the previous work the Board and District has done in this area.

**Past Fiscal Resolutions:** Over the last year, the Board of Education passed three relevant fiscal resolutions that speak to the nature, goals, and methodology for making budget reductions. The Board and District should carefully review these resolutions to ensure we are continuing to use these documents to inform the work ahead. The Committee has collected key language from those resolutions and attached it to this report in appendix B.

**Best Practices in Government Finance Officers Association (GFOA):** In addition, in recognition that the District needs to be adhering to best practices in its fiscal practices, the Board has passed additional policies that require additional implementation attention. These include:

- BP 3100.1 (Reserve Policy) which sets a long-term goal for the Financial Reserves at 3 months of operating;
- BP 3100.2 (Structurally balanced budget policy) which ensures that one time funds are used for one-time uses;
- BP re Long-term planning policy (adopted 10/24/18) which asks for 5 years of budget projections to help with near-term and long-range planning and decision-making; and
- Additionally, [Resolution 1718-0114](#) (Commitment to Continuous Improvement of Fiscal Practices) passed in spring 2018, calls for OUSD to align its practices to GFOA standards with the goal of applying for their budget award within three years.

#### **V. Specific Recommendations for 2019-20 Budget Development and Prioritization**

By March 1, 2019, the Board will identify and make ongoing reductions of ~\$30 million (coupled with savings measures and efficiencies). These reduction should:

- align with the district's Theory of Action; Board Policies (BP 3150, BP 3625, BP 6005, BP 6006); and Resolutions on Fiscal Vitality (Resolutions 1819-0041, 1718-0197A, and 1718-0087A).
- show evidence that staff have incorporated feedback from the Fiscal Vitality Committee as well as key stakeholders and engagements, and
- comply with the Board adopted "Guiding Principles Regarding Budget Development and Prioritization" (Dec. 2017)

Further, to achieve our goals, **the Committee is asking the Board to consider adopting the following key recommendations for implementation in 2019-20.**

1. **Implement BP 3150.** In establishing budget priorities and reductions for school year 2019-20, apply BP 3150's allocation scheme, including restricting *Central District-wide Administrative* costs to 12% of general unrestricted revenues. Our expectation is that the number of school- and district-level administrators – particularly classified administrators -- will be significantly reduced to be more in line with comparable districts and that resources to school sites will be maximized.
2. **Redesign the District.** Many centrally funded and managed initiatives are not aligned to existing Board Policies. The Committee recommends we use BP 3150, BP 3625, BP 6005, and BP 6006, and a zero-based budgeting approach to guide the restructuring of the district, and eliminate initiatives and programs that do not show

evidence to support the rapid acceleration of students' academic outcomes and improved social emotional well-being. The district's Theory of Action states that the district will operate a "central office and the number and type of schools that we can sustain over time." The redesign process will include reimagining how the central office is currently organized and identifying strategies to reduce the total number of schools the district operates.

3. **Competitive Employee Compensation.** Prioritize funds to enable the district to remain competitive in teacher compensation. Pursue and invest in strategies that show evidence of increasing teacher and leader retention. In order to do this, we recognize the need to reprioritize current investments in order to reallocate dollars.
4. **Commit to Shared Decision Making and Multi-stakeholder teams.** Direct Superintendent to form a multi-stakeholder leadership team which includes site-based leaders (including students, families, teachers, classified staff, principals, and central staff) to provide input, accelerate the work and ensure quality and equity remain central pillars in the district's redesign process.

## VII. Conclusion

OUSD must seize the opportunity to undergo a transformational change. We can build on Oakland's history of empowered school communities and foundational board policies to create a more coherent system of schools that is poised to meet the needs of students and deliver the education they need and deserve. Building a solid financial foundation is a prerequisite to meeting those needs. The instability of the past few years is unacceptable, but looking back over the past decades, it is clear that we have to dig deep to make sure we are addressing long-term issues that have not been addressed. These recommendations are permanent, based on our current understanding. If revenue increases, or expenses decrease then we will adjust our plans, but we will not waver in our commitment to moving toward best practices. The coming years will bring challenges as we question some of our foundational assumptions and make the tough choices to realize our potential. We will not waver on the need to hold focus--given our funding levels--on providing a great education that is financially sustainable.

## Appendix A: Committee Meetings and Topics

Date	Topics	Why this topic?
8/29	Scope of Budget Issues	In order to build a common understanding of the scope of the financial deficit, drivers of the deficit and potential strategies for addressing it, the committee invited Marcus Battle to present the district's best understanding of the current situation.
	Theory of Action	To build a coherent system, a budget (and adjustments) must be tightly aligned to a theory of action. To better understand the current governance theory of action, Aimee Eng presented the current theory of action. The Committee also invited Sondra Aguilera to share the academic theory of action
	Measuring Success	Because there is a growing demand for more transparency for how OUSD measures success, Shanthi Gonzales presented information about measuring success and pairing financial and academic impact.
	Discussion with Network Supts	Network Supts are uniquely positioned in the system because they work with site leaders to support instruction and also district policy and requirements.
8/30	Overall District funding	In order to build a broad understanding of how OUSD uses its resources, the Committee invited Sondra Aguilera to provide an overview sources of funding and allocations
	Key Governance Policies	In developing a coherent school district, we must understand the impact of our three core governance policies. To what extent have they been implemented? If not, does it require change, or improved implementation. To better understand this, the committee invited a panel of people involved with drafting and implementing these policies.
	Defining Central Spending	Central spending and administrative spending levels are always a contentious topic. Developing clear definitions is important to developing clear expectations and definitions for how Oakland wants to spend its resources. The committee invited Cliff Hong to provide an update on the District Budget Advisory Council's efforts to provide clear definitions.
	Core v. Strategic Functions	With many different ways of using <i>Core</i> and <i>Strategic</i> it is important develop a shared understanding of what these terms means. Therefore, the Committee invited representatives from OUSD, a charter school (with extensive leadership background in OUSD schools), and a non-profit which looks at these questions nationwide to share their perspective.
	Assessing Central Offices for Quality	To better understand how the OUSD currently operates in terms of measuring quality, the committee invited Sondra Aguilera to discuss systems currently in place to support that.



9/6	Teacher retention presentation	High quality instruction is in the district's theory of action, and virtually every Oakland strategic plan. Building a stable, diverse staff will be key to supporting students and implementing any core district strategies/programs. The committee invited Tara Gard to share more information about the current state of OUSD's staff retention issues.
	Teacher Retention Panel	To complement the staff presentation, the committee invited a panel of students, staff and teachers to discuss the real impact of high teacher turnover on both students and teachers.
9/13	School Allocations Presentation	To build shared understanding about the current system for allocating resources to the school sites, the committee invited Preston Thomas to provide a history of the previous system, overview of the current system, and identifying areas to be considered for improvement
	Comparing OUSD to others and evaluating fiscal policies	To create a better understanding of how OUSD compares to other district's spending patterns, the committee invited Troy Christmas to share information about some key state requirements.
	School Allocations Panel	To complement the staff presentation, the committee invited a group of principals (xxx) and the OEA president Keith Brown to share their perspectives on the current system and how to best move forward for improving it.
9/18 - 9/20	Dept Presentations	In order to provide more transparency in the goals, budget (restricted and unrestricted), and outcomes of Central Office departments, staff created presentations on the following departments: Linked Learning; Community Schools; Equity Office; Police Services; Oakland Athletic League; Academic Innovation, English Language Learner and Multilingual Achievement
10/4	Key learnings	Committee Discussion of key learnings
	Budget Calendar update	To update the community and Board, the committee asked Marcus Battle for an update on the proposed calendar for Budget Reductions Calendar
	Panel Discussion of Key Learnings	Parents and student representatives were invited to provide feedback on the proposed budget recommendations. Panelists included Kristen Zimmerman (Co-chair of CAC), Nilofer Ahsan (parent), Student Director Yota Omosowho; and Jiawen Wang (student).
10/11	Principal Survey	In order to understand the effectiveness of district services to school sites, the Committee invited Principal Advisory Council representatives Principal Carmelita Reyes, Eleanor Alderman, and Amy Carrozza to share their key findings from a recently administered Principal Survey.
	Labor Partners	Labor partners were invited to share perspective and a staff person from CTA shared his perspective.

10/18	Key Learnings Discussion	The Committee discussed a draft of Key Findings and Emerging Themes
	Budget Reductions update	Marcus Battles presented a revised budget timeline with including updated figures for possible
	Learning Lab Design Team	The Committee invited a presentation and panel discussion from the Learning Lab team (Leroy Gaines, Jennifer Browhart, Katy-Nunez Adler, and Katherine Carter) in order to better understand their key learnings around district theory of action and operational coherence.
11/8	Pending	Update from Marcus Battle on Budget process and role of central office.

## Appendix B: Key Passages From Previous Resolutions

Over the last year, there have been several Resolutions that have been passed that speak to the nature, goals and methodology for making budget reductions. These Resolutions should be looked at carefully to ensure we are continuing to use these document to inform the work ahead.

### Resolution 1718-0087 (passed December 13, 2017)

- **BE IT FURTHER RESOLVED that for Step 2**, in order to ensure that Oakland Unified School District improves its fiscal condition, the Board of Education is committed to the following adjustments to the 2018-19 school year adopted budget to support the following priorities for 2018-19:
  - Build the reserve for economic uncertainty to at least 3 percent in alignment with Board policy
  - Contribute an amount necessary to rebuild the Self Insurance Fund to a minimum level of 40 percent of the actuary by the end of the 2021-22 school year as part of a plan to restore the fund
  - Set aside any one-time funds from the State to continue to build the reserve for economic uncertainty; and
  
- **BE IT FURTHER RESOLVED for Step 3**, in order to ensure the Oakland Unified School District continues to work towards fiscal vitality and maximize funding to schools, the District will adhere to the following criteria for 2018-19:
  - a. Implement zero based budgeting for all central and central services to schools departments in order to maximize resources for school based budgeting based on equity and in alignment with BP 3150
  - b. Reexamine the base allocation formula for all school sites for the 18-19 year to ensure schools have sufficient resources to support improved student outcomes
  - c. Implement BP 3150 allocation of 88% to schools; 12% to Central. Central Office to be defined as core functions. The Superintendent shall recommend to the Board of Education the composition of core functions no later than the beginning of March 2018.
  - d. Ensure all budget recommendations are justified in alignment with the board budget prioritization criteria produced by the Budget and Finance Committee (see attached) and the principles outlined above in Step I
  - e. Convene districtwide meetings to promote shared decision making in the development of plans and budgets at the district and school site levels in line with the district's Theory of Action, Board Policy 3625 and the Local Control Funding Formula. These meetings may be of the School Site Council, Local Control Accountability Plan Parent Student Advisory Committee, Community Advisory Council, and informal meetings as determined by the Superintendent or her designee; and

### Guiding Principles Regarding Budget Development and Prioritization

(adopted by the Budget and Finance Committee October 4, 2017)

- Students First: Understanding the impact of decisions on students. Data-driven decisions aligned to Theory of Action, Strategic Plan and LCAP.
- Reviewing student-level data and incorporating feedback from the previous year budget development process and assessing effectiveness to inform decisions. ○ Engaging key stakeholders and incorporating their feedback into the budget process to the extent feasible given mandatory timelines.
- In line with the district's Theory of Action, resources and dollars at the school sites should be protected.
- Adhering to best fiscal practices in order to position OUSD for improved short and long-term fiscal health.
  - Understanding short and long-term impact of key fiscal, programmatic and operational decisions.
  - Identifying and understanding the level of risk embedding in key fiscal decisions.

- Equity: Budget adjustments should be made should be made in a way that avoids disproportionately impacting the District's most vulnerable students e.g. specific schools or student populations being impacted by a combination of budget adjustments
- Transparent Communications: Ensuring the Board and community have timely access to clear, accessible, comprehensive information, including understanding the full range of options being considered and what choices are being made and by what timeline and according to what criteria.

### **Resolution 1718-0197 (passed June 6, 2018)**

- This resolution has helpful summary language on the previous resolutions including the reserve, one-time funds for one-time uses, and structurally balanced budget -- but I think the incorrect resolution was posted as final because it says contributing at least 2% to the Reserve for Economic Certainty -- should be 2.5%

#### IV. Specific Recommendations for 2019-20 Budget Development and Prioritization

By March 1, 2019, the Board will identify and make ongoing reductions of ~\$30 million (coupled with savings measures and efficiencies). These reduction should:

- align with the district's Theory of Action; Board Policies (BP 3150, BP 3625, BP 6005, BP 6006); and Resolutions on Fiscal Vitality (Resolutions 1819-0041, 1718-0197A, and 1718-0087A).
- show evidence that staff have incorporated feedback from the Fiscal Vitality Committee as well as key stakeholders and engagements, and
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4. **Commit to Shared Decision Making and Multi-stakeholder teams.** Direct Superintendent to form a multi-stakeholder leadership team which includes site-based leaders (including students, families, teachers, classified staff, principals, and central staff) to provide input, accelerate the work and ensure quality and equity remain central pillars in the district's redesign process.