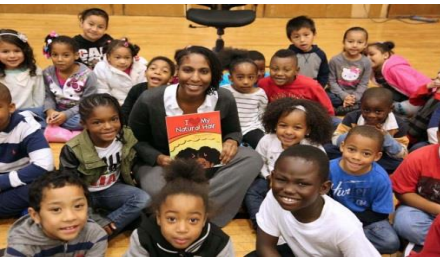




OAKLAND UNIFIED  
SCHOOL DISTRICT  
*Community Schools, Thriving Students*

# Strategic Challenges and Opportunities in realizing our Vision



**iam** OUSD

January 19, 2022

# Overview

---

- **Bottom Line** : Our current structure threatens our Mission and Vision
- **The Window**: Our structural challenges in perspective - 50 district comparison
- **The Mirror**: Examining our structural challenges from within

# OUR MISSION AND VISION HAVE NOT CHANGED



## 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

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.

# We must deepen investments for the future of our students

The world of our students' future will demand a higher standard in many areas:

- ✓ The ability to read, write, and analyze complex information
- ✓ Social emotional skills
- ✓ Creativity
- ✓ Critical thinking
- ✓ Decision-making



# Our Investment in “Small” squeezes out other investments

**Compared with the 50 largest districts in California, “Small” means:**

- OUSD operates the smallest schools (i.e. lowest average enrollment & ADA); and
- OUSD has the 3rd most teachers per student (e.g. small classes);

**While “Small” is neither good nor bad, the many consequences of this structure include:**

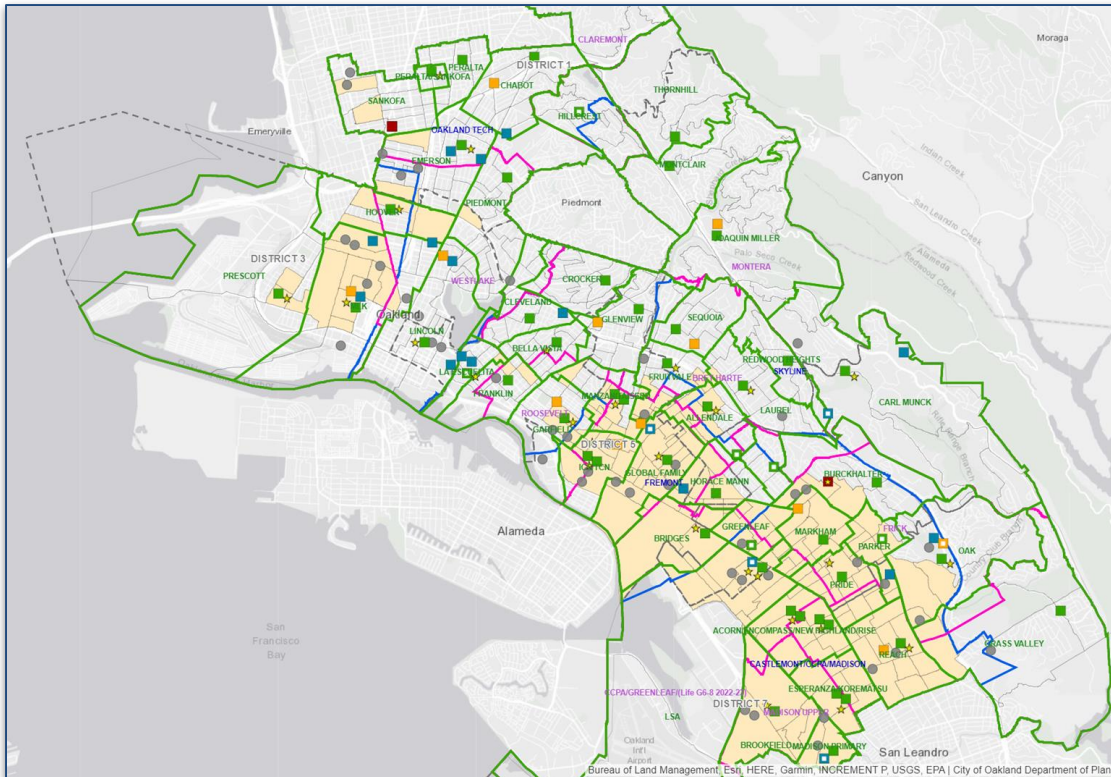
- OUSD has the lowest average teacher salary and years of teaching experience;
- Yet, OUSD Spends more on teacher salaries than 85% of districts (per ADA); and
- OUSD has fewer Central office Classified Staff than 80% of districts despite the need to support the largest number of schools (per ADA).

**OUSD has frequently faced financial and operational instability despite being:**

- 4th in total revenue (per ADA); and
- 2nd in Local Restricted Revenue, e.g. parcel taxes, grants and philanthropy (per ADA)

# OUSD's Network of Schools

? OUSD operates the smallest schools (i.e. lowest average enrollment & ADA) of 50 largest districts.



## 2 Primary Factors:

***District strategy to design small schools to better support student outcomes***

- Target size at least **2 classes per grade level** filled to contract maximums
- In 2001-02, OUSD designed small schools to improve student outcomes through increased personalization.
- [Oakland-Outcomes NSAS Article](#)
- [10 Features of Good Small Schools](#)

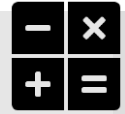
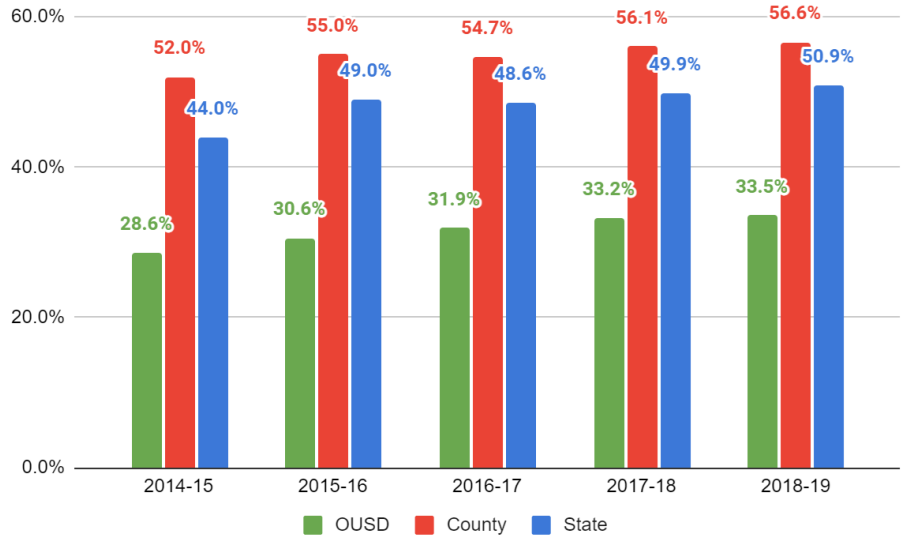
***Enrollment decline across the district leading to an increasing number of under enrolled schools that is not fiscally sustainable***

# Our Investment in “Small” has not been successful enough

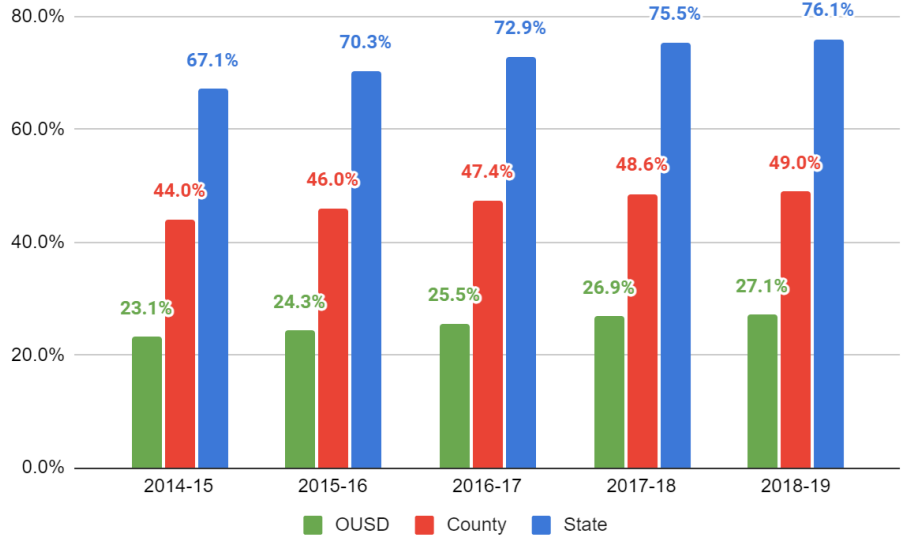
Despite pockets of improvements and without blaming “Small”, overall we have shown fewer academic gains than Alameda County or State averages



**CAASPP English Language Arts/Literacy**  
Percentage of students who met or exceeded standard



**CAASPP Math**  
Percentage of students who met or exceeded standard



Source: OUSD data provided internally, County and State data from ed-data.org based on data from California Department of Education.

# Keeping “Small” Puts Our Mission & Vision in Jeopardy

Unless we address these structural issues, we will continue to undermine our full service community schools model, including:

Continued erosion basic infrastructure:	Continued erosion of community school services and central supports:
<ul style="list-style-type: none"><li>• Facilities maintenance</li><li>• Site cleanliness standards</li><li>• Technology for teachers and students</li><li>• Professional development</li><li>• Textbook and curriculum renewal</li></ul>	<ul style="list-style-type: none"><li>• Counseling supports</li><li>• Teacher coaching and support</li><li>• Restorative justice, case management for vulnerable students</li><li>• Targeted support for African American Students</li><li>• Parent and Community Engagement</li><li>• Language supports</li><li>• Library services and health services</li></ul>



# The Window: Structural challenges in perspective

# The Student/Teacher Ratio has a major financial impact

## Student/Teacher Ratio Impact Example

- **Purpose:** show impact of different Student/Teacher ratios
- **Constants:** Total students and average salary fixed at same level for comparison

TOTAL TEACHER SALARY COST (Example Only)

District A	Student per Teacher Ratio	Total Students	Number of Teachers	Average Salary	Total Teacher Salaries
Oakland Unified	14.7	30,000	2,038	\$85,000	\$173,268,315

District B	Student per Teacher Ratio	Total Students	Number of Teachers	Average Salary	Total Teacher Salaries
Stockton Unified	25.5	30,000	1,177	\$85,000	\$100,033,606

## Takeaways

- Ratios have major impact of number of staff
- Number of staff has major impact on total cost

SALARY COST OF 10% INCREASE (Example Only)

District A	Average Salary	Salary Increase	Increase per Teacher	Number of Teachers	Total Cost of Increase
Oakland Unified	\$85,000	10%	\$8,500	2,038	\$17,326,831

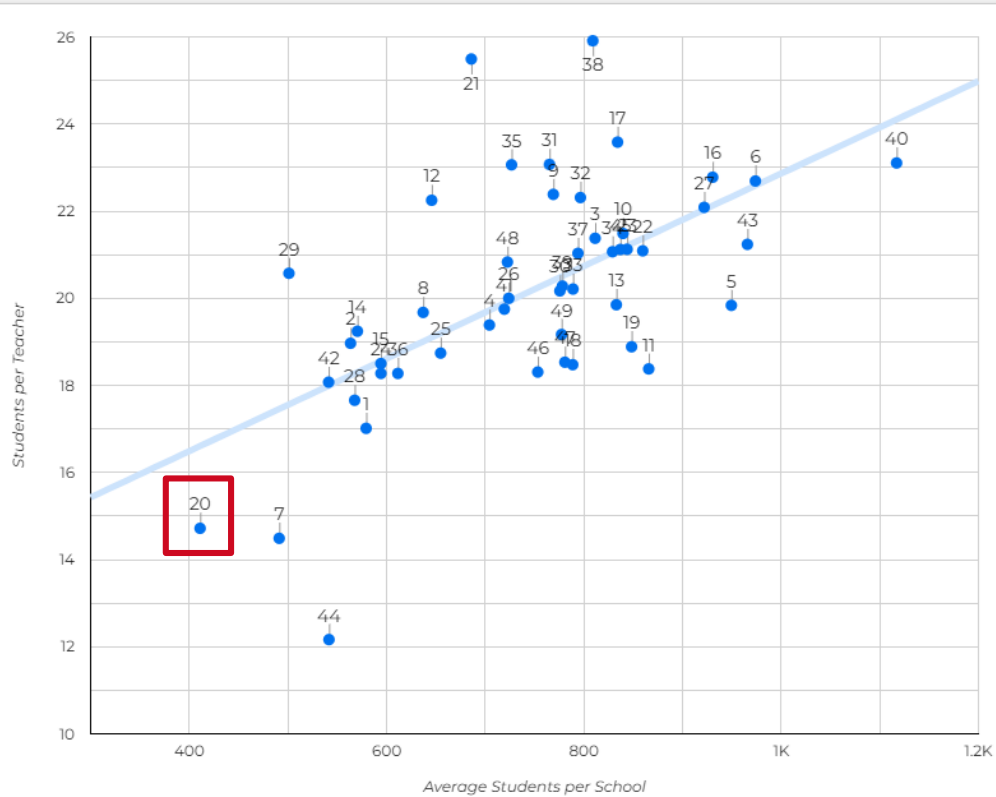
  

District B	Average Salary	Salary Increase	Increase per Teacher	Number of Teachers	Total Cost of Increase
Stockton Unified	\$85,000	10%	\$8,500	1,177	\$10,003,361

- Despite the same salary increase, total cost is significantly higher
- In reality it means lower salary increases for districts with lower ratios

Source: charts and analysis provided by eduvizy.org; source data from the California Department of Education

# Small schools correlate with lower Student/Teacher ratios



ID	District	UPP
1	Los Angeles Unified	85.2%
2	San Diego Unified	59.4%
3	Long Beach Unified	67.2%
4	Fresno Unified	89.1%
5	Elk Grove Unified	56.3%
6	Corona-Norco Unified	49.2%
7	San Francisco Unified	58.1%
8	San Bernardino City Unified	90.4%
9	Capistrano Unified	28.0%
10	Santa Ana Unified	88.2%
11	Clovis Unified	45.0%
12	Garden Grove Unified	75.7%
13	Riverside Unified	66.7%
14	Sacramento City Unified	72.2%
15	San Juan Unified	55.8%
16	Poway Unified	21.7%
17	Irvine Unified	32.7%
18	Fontana Unified	85.2%
19	Fremont Unified	26.9%
20	Oakland Unified	75.8%

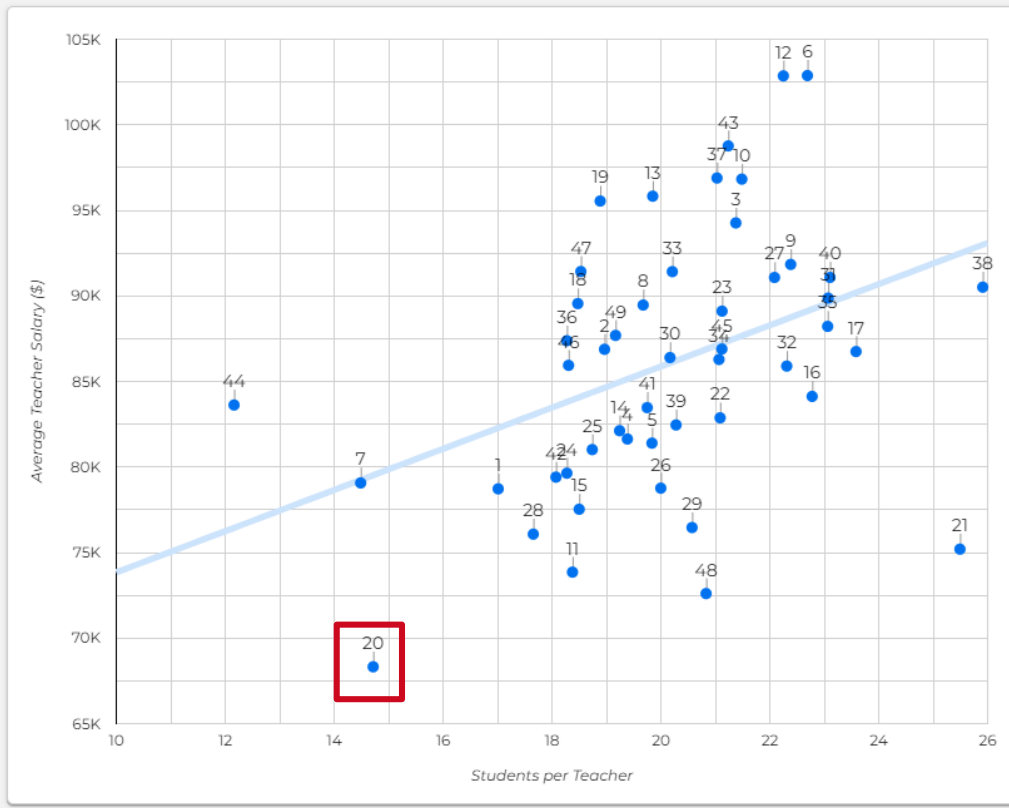
1 - 50 / 50 < >

Districts not pictured in the legend but key data points in the analysis

- 21 - Stockton (82.0%)
- 29 - West Contra Costa (69.7%)
- 38 - Tustin (44.6%)
- 40 - Murrieta Valley (38.5%)
- 44 - Pomona (89.4%)

Source: charts and analysis provided by [eduvizy.org](https://eduvizy.org); source data from the California Department of Education

# Lower Student/Teacher Ratios correlate with lower salaries



ID	District	UPP
1	Los Angeles Unified	85.2%
2	San Diego Unified	59.4%
3	Long Beach Unified	67.2%
4	Fresno Unified	89.1%
5	Elk Grove Unified	56.3%
6	Corona-Norco Unified	49.2%
7	San Francisco Unified	58.1%
8	San Bernardino City Unified	90.4%
9	Capistrano Unified	28.0%
10	Santa Ana Unified	88.2%
11	Clovis Unified	45.0%
12	Garden Grove Unified	75.7%
13	Riverside Unified	66.7%
14	Sacramento City Unified	72.2%
15	San Juan Unified	55.8%
16	Poway Unified	21.7%
17	Irvine Unified	32.7%
18	Fontana Unified	85.2%
19	Fremont Unified	26.9%
20	Oakland Unified	75.8%

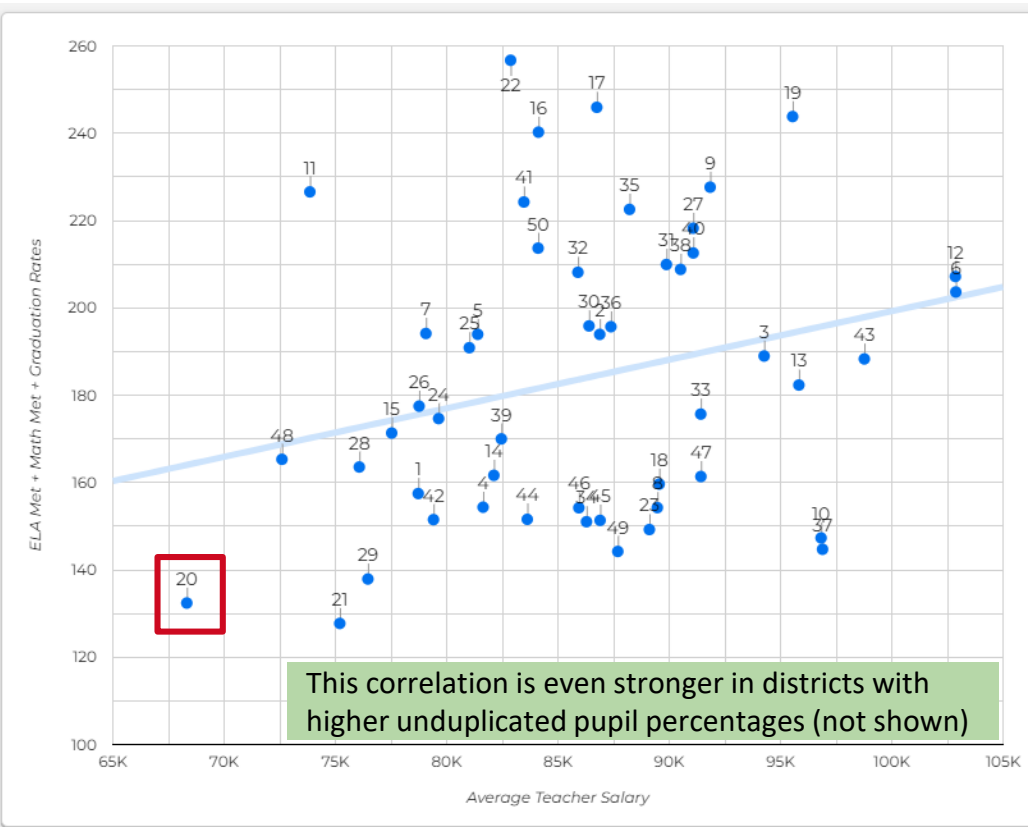
1 - 50 / 50 < >

Districts not pictured in the legend but key data points in the analysis

- 21 - Stockton (82.0%)
- 29 - West Contra Costa (69.7%)
- 38 - Tustin (44.6%)
- 40 - Murrieta Valley (38.5%)
- 44 - Pomona (89.4%)
- 48 - Fairfield-Suisun (56.8%)

Source: charts and analysis provided by [eduvizy.org](http://eduvizy.org); source data from the California Department of Education

# Lower salaries correlate with poorer student performance



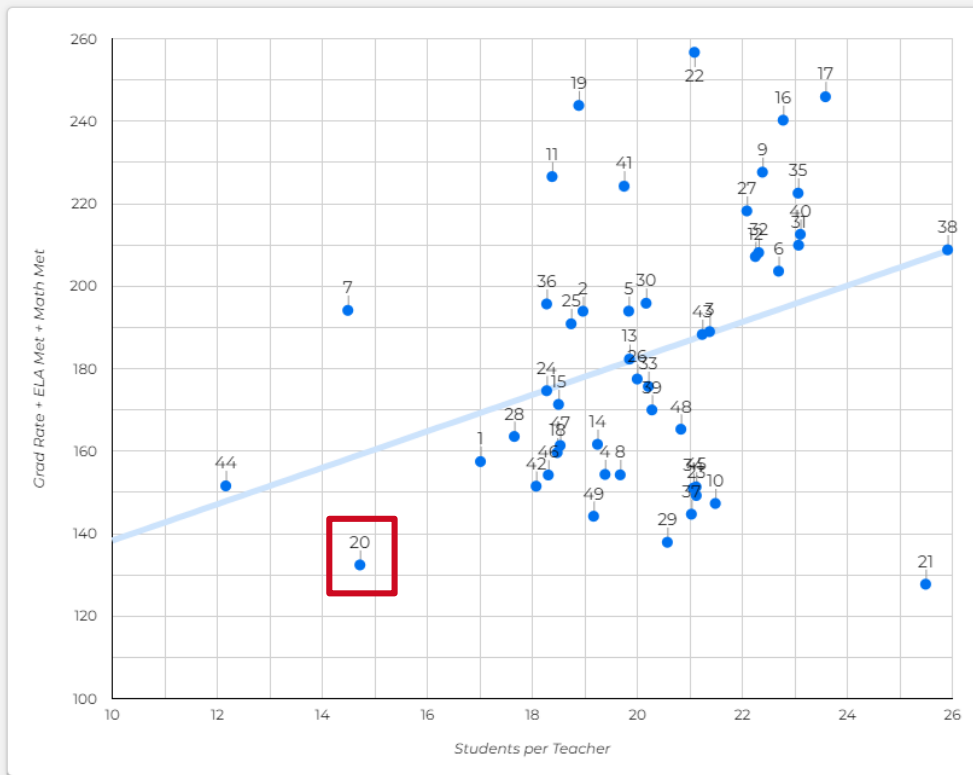
ID	District	UPP
1	Los Angeles Unified	85.2%
2	San Diego Unified	59.4%
3	Long Beach Unified	67.2%
4	Fresno Unified	89.1%
5	Elk Grove Unified	56.3%
6	Corona-Norco Unified	49.2%
7	San Francisco Unified	58.1%
8	San Bernardino City Unified	90.4%
9	Capistrano Unified	28.0%
10	Santa Ana Unified	88.2%
11	Clovis Unified	45.0%
12	Garden Grove Unified	75.7%
13	Riverside Unified	66.7%
14	Sacramento City Unified	72.2%
15	San Juan Unified	55.8%
16	Poway Unified	21.7%
17	Irvine Unified	32.7%
18	Fontana Unified	85.2%
19	Fremont Unified	26.9%
20	Oakland Unified	75.8%

Districts not pictured in the legend but key data points in the analysis

- 21 - Stockton (82.0%)
- 38 - Tustin (44.6%)
- 40 - Murrieta Valley (38.5%)
- 44 - Pomona (89.4%)
- 48 - Fairfield-Suisun (56.8%)

Source: charts and analysis provided by edvizory.org; source data from the California Department of Education

# Lower student/teacher ratios do not correlate with higher student performance



ID	District	UPP
1	Los Angeles Unified	85.2%
2	San Diego Unified	59.4%
3	Long Beach Unified	67.2%
4	Fresno Unified	89.1%
5	Elk Grove Unified	56.3%
6	Corona-Norco Unified	49.2%
7	San Francisco Unified	58.1%
8	San Bernardino City Unified	90.4%
9	Capistrano Unified	28.0%
10	Santa Ana Unified	88.2%
11	Clovis Unified	45.0%
12	Garden Grove Unified	75.7%
13	Riverside Unified	66.7%
14	Sacramento City Unified	72.2%
15	San Juan Unified	55.8%
16	Poway Unified	21.7%
17	Irvine Unified	32.7%
18	Fontana Unified	85.2%
19	Fremont Unified	26.9%
20	Oakland Unified	75.8%

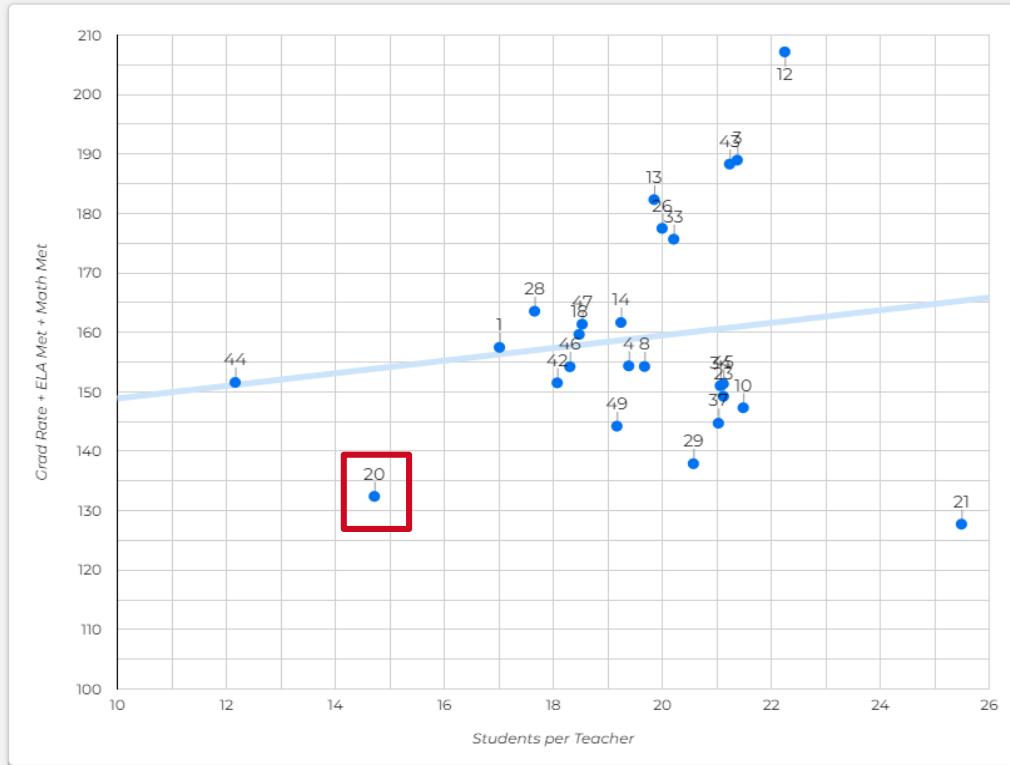
1 - 50 / 50 < >

Districts not pictured in the legend but key data points in the analysis

- 21 - Stockton (82.0%)
- 22 - San Ramon Valley (9.1%)
- 29 - West Contra Costa (69.7%)
- 38 Tustin (44.6%)
- 44 - Pomona (89.4%)

Source: charts and analysis provided by eduvizy.org; source data from the California Department of Education

# Even at UPP of 65%+, lower student/teacher ratios do not correlate with higher student performance



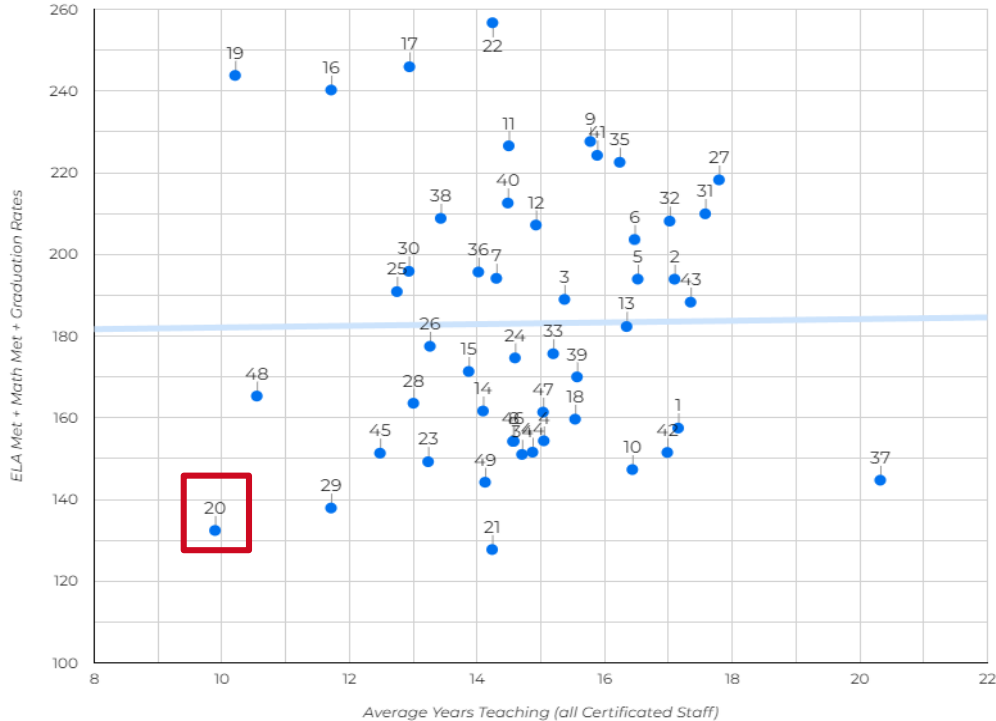
ID	District	UPP
1	Los Angeles Unified	85.2%
3	Long Beach Unified	67.2%
4	Fresno Unified	89.1%
8	San Bernardino City Unified	90.4%
10	Santa Ana Unified	88.2%
12	Garden Grove Unified	75.7%
13	Riverside Unified	66.7%
14	Sacramento City Unified	72.2%
18	Fontana Unified	85.2%
20	Oakland Unified	75.8%
21	Stockton Unified	82.0%
23	Moreno Valley Unified	84.9%
26	Visalia Unified	68.9%
28	Lodi Unified	69.6%
29	West Contra Costa Unified	69.7%
33	Desert Sands Unified	73.8%
34	Rialto Unified	89.0%
37	Montebello Unified	88.8%
42	Twin Rivers Unified	90.8%
43	Downey Unified	71.1%

Districts not pictured in the legend but key data points in the analysis

- 21 - Stockton (82.0%)
- 22 - San Ramon Valley (9.1%)
- 44 - Pomona (89.4%)

Source: charts and analysis provided by [eduvizy.org](http://eduvizy.org); source data from the California Department of Education

# At first look, teacher experience seems to have no correlation with student academic outcomes



ID	District	UPP
1	Los Angeles Unified	85.2%
2	San Diego Unified	59.4%
3	Long Beach Unified	67.2%
4	Fresno Unified	89.1%
5	Elk Grove Unified	56.3%
6	Corona-Norco Unified	49.2%
7	San Francisco Unified	58.1%
8	San Bernardino City Unified	90.4%
9	Capistrano Unified	28.0%
10	Santa Ana Unified	88.2%
11	Clovis Unified	45.0%
12	Garden Grove Unified	75.7%
13	Riverside Unified	66.7%
14	Sacramento City Unified	72.2%
15	San Juan Unified	55.8%
16	Poway Unified	21.7%
17	Irvine Unified	32.7%
18	Fontana Unified	85.2%
19	Fremont Unified	26.9%
20	Oakland Unified	75.8%

1 - 50 / 50 < >

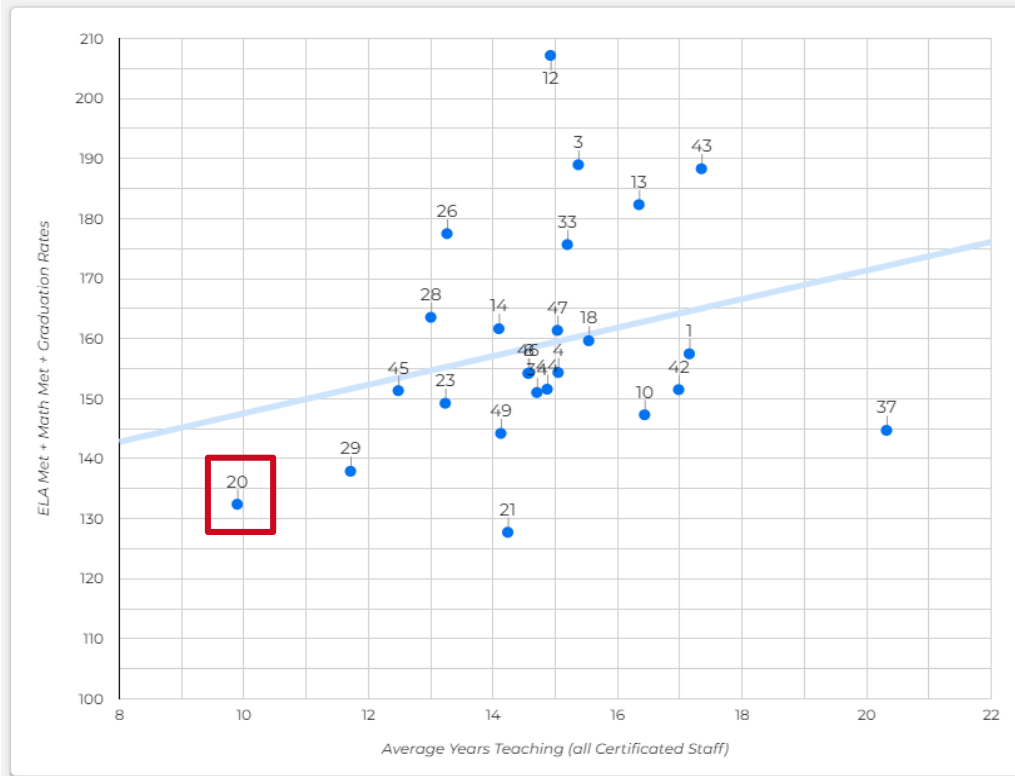
Districts not pictured in the legend but key data points in the analysis

- 21 - Stockton (82.0%)
- 22 - San Ramon Valley (9.1%)
- 37 - Montebello (88.8%)
- 48 - Fairfield-Suisun (56.8%)

Source: charts and analysis provided by eduvizy.org; source data from the California Department of Education



# At UPP of 65%+, a positive correlation between teacher experience and student academic outcomes emerges



ID	District	UPP
12	Garden Grove Unified	75.7%
13	Riverside Unified	66.7%
14	Sacramento City Unified	72.2%
18	Fontana Unified	85.2%
20	Oakland Unified	75.8%
21	Stockton Unified	82.0%
23	Moreno Valley Unified	84.9%
26	Visalia Unified	68.9%
28	Lodi Unified	69.6%
29	West Contra Costa Unified	69.7%
33	Desert Sands Unified	73.8%
34	Rialto Unified	89.0%
37	Montebello Unified	88.8%
42	Twin Rivers Unified	90.8%
43	Downey Unified	71.1%
44	Pomona Unified	89.4%
45	Hesperia Unified	79.1%
46	Colton Joint Unified	81.5%
47	Palm Springs Unified	91.3%
49	Hemet Unified	85.7%

1 - 25 / 25 < >

Districts not pictured in the legend but key data points in the analysis

- 21 - Stockton (82.0%)
- 37 - Montebello (88.8%)
- 43 - Downey (71.1%)

Source: charts and analysis provided by eduvizy.org; source data from the California Department of Education

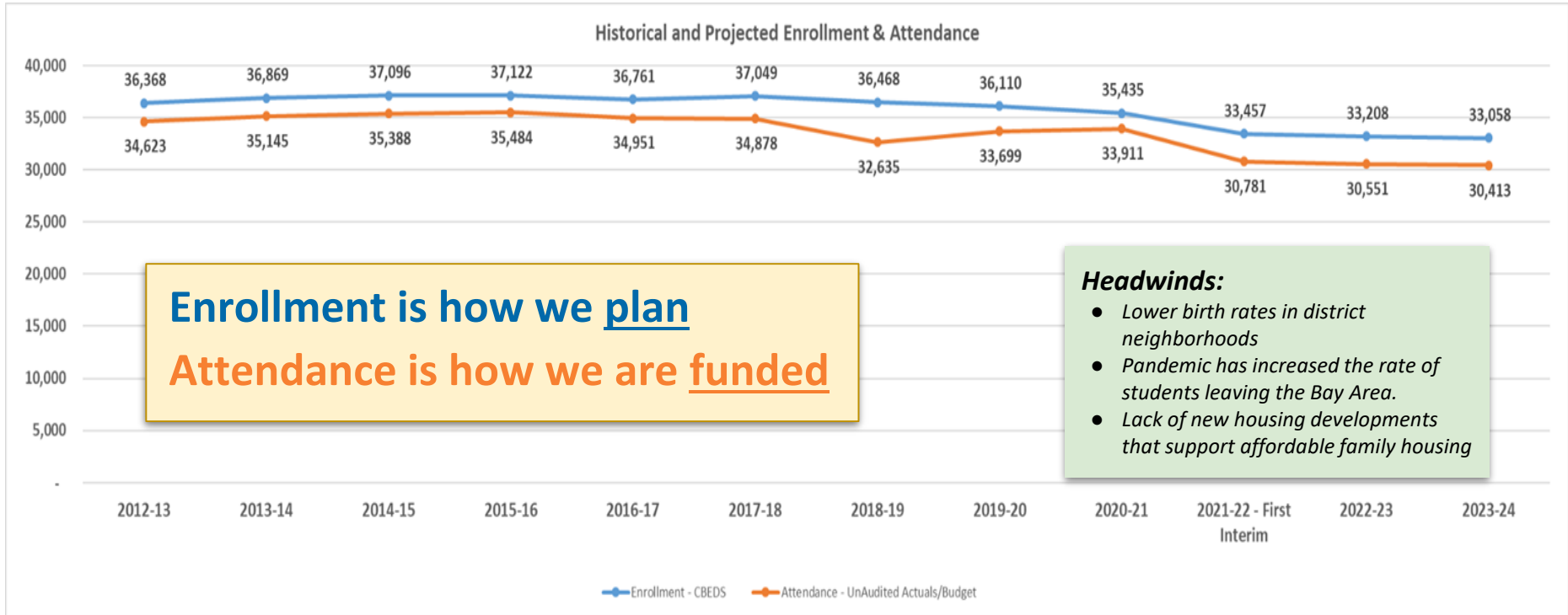
# Key Takeaways from the Comparative Analysis

---

- ✓ Given its substantial cost, our current investment in maintaining many under-enrolled schools and low student/teacher ratios is overall not the most effective or efficient use of our limited resources.
- ✓ Like us, districts with lower average school sizes generally pay less, have less experienced teachers and worse student outcomes.
- ✓ We may be able to learn from similarly situated districts that appear to have a structure more supportive of student success.

# School Design and Systems Tradeoff

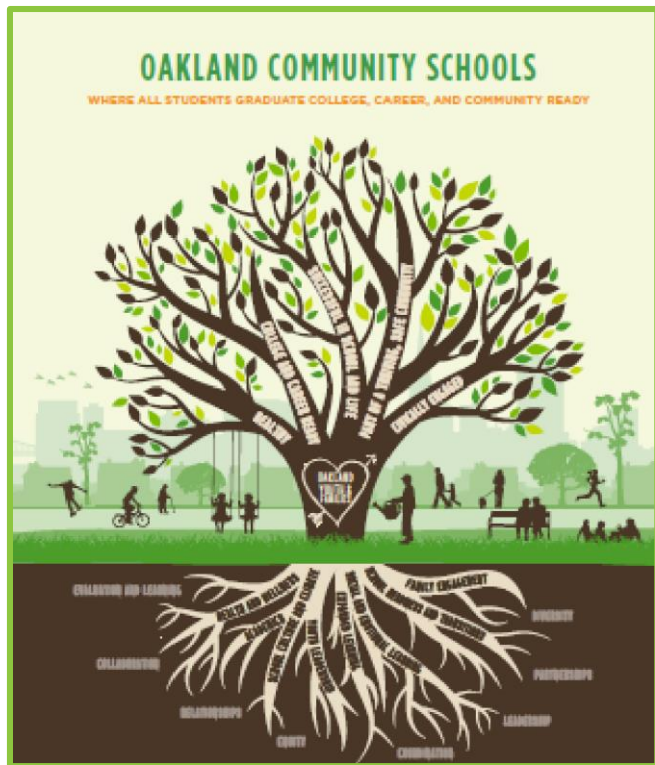
# OUSD is a declining enrollment district



Note: Due to declining enrollment, the District will be funded using prior year ADA; thus, 2021-22 ADA will be used for the 2022-23 ADA projection which is expected to be better than actual 2022-23 ADA.

# OUR MISSION and THEORY OF ACTION

OUSD will build a **Full Service Community District** focused on **high academic achievement** while **servicing the whole child, eliminating inequity**, and **providing each child with excellent teachers**, every day.



Year	Highlights
2010	New Superintendent launches 14 Task Forces – “Oakland Thrives” <b>Community Schools, Thriving Students</b> strategic plan.
2011	<ul style="list-style-type: none"> <li>• Mission to become a <b>Full Service Community Schools District</b> Identified</li> <li>• OUSD realigns to form Community Schools Student Services Department</li> <li>• District establishes Community School Manager Job Description</li> <li>• 5 schools with Community Schools Managers</li> </ul>
2014 - 2020	<ul style="list-style-type: none"> <li>• OUSD receives public and private \$ to launch and sustain community schools</li> <li>• OUSD creates criteria and application for schools to apply have CSM position</li> <li>• Established K-12 district-wide Community School priorities to align efforts and demonstrate impact</li> <li>• <a href="#">“The Way We Do School”</a> by M. McLaughlin documents OUSD’s community school journey.</li> </ul>
2021	<ul style="list-style-type: none"> <li>• <a href="#">OUSD develops new Strategic Plan - 2021-2024</a></li> <li>• OUSD developed a home grown reached based model of community schools.               <ul style="list-style-type: none"> <li>◦ LPI <a href="#">Four Pillars of Effective Community Schools</a> Infographic</li> </ul> </li> <li>• Community School Managers now at 49 schools</li> <li>• 100% of schools fund CSM 75-100% through their school site budgets.</li> </ul>

# OUSD District-Wide Community School Model

Investment in services that are embedded within a Multi-Tiered System of Support in both wraparound social-emotional supports and academic supports:

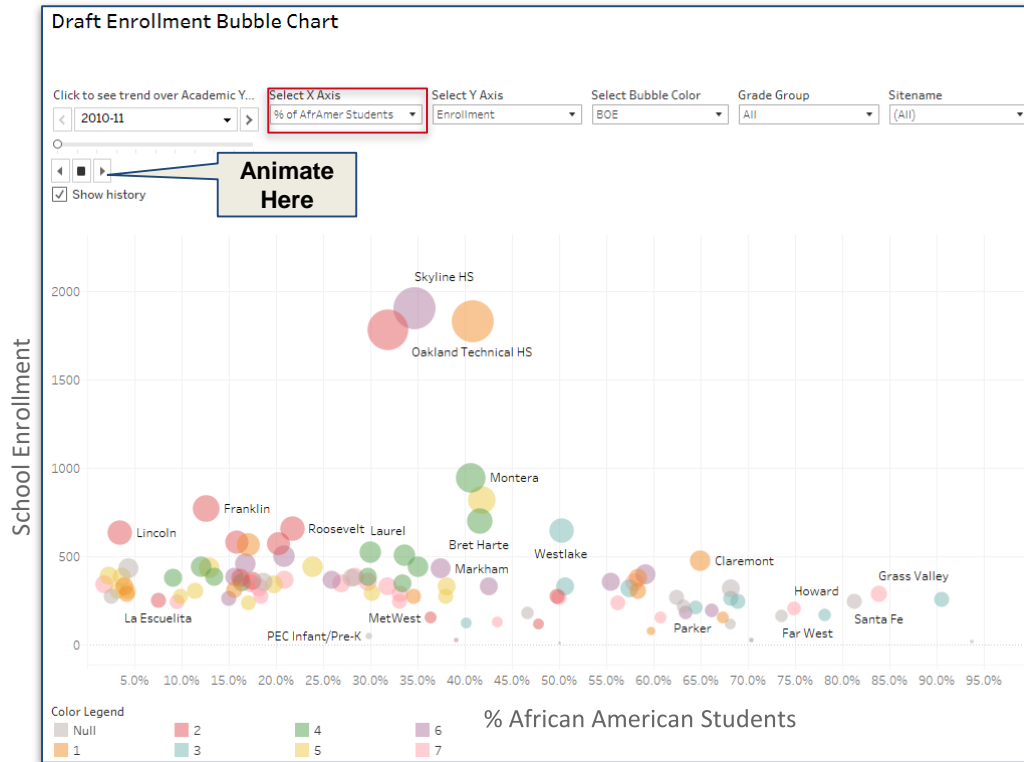
- ✓ Academic acceleration to bring students on or above grade level;
- ✓ Coordination of Service Team (COST) provide wraparound supports;
- ✓ Attendance Teams improve students attendance at school;
- ✓ Robust Family Engagement supports to empower families;
- ✓ Staff to Build Community Partnerships to support students and families;
- ✓ Build Expanded Learning Opportunities with Afterschool and Summer Learning;
- ✓ Restorative Justice Supports; and
- ✓ Health Services & School Based Health Centers.



# LCFF Funding to Support Community Schools

Funding Source	<b>Base and Grade Span Funding</b> <i>Every student based on grade level is provided funding based on the ADA to cover district costs. Base funding is allocated a K-3, 4-6, 7-8, and 9-12</i>	<b>Supplemental</b> Funding to provide additional support for <b>low income, English language learners or or Foster Youth</b>	<b>Concentration</b> Funding provided to districts with <b>concentrated student need with supplemental need is greater than 55%</b>
<b>School Staffing</b>	Basic staffing for school sites that includes, teachers, administration, clerical, and custodial to run basic operations at the school site. Provides supplemental supports for special education.  <b>Grade Span Adjustment</b> K-3: Provides reduced class size to 24-1 in programs. 9-12: Provide Career Technical Education Supports for high school students.	<a href="#">LCFF Priority 1: Basic Services</a> (Conditions of Learning) <a href="#">LCFF Priority 2: Implementation of State Standards</a> (Conditions of Learning) <a href="#">LCFF Priority 3: Parent Involvement</a> (Engagement) <a href="#">LCFF Priority 4: Student Achievement</a> (Pupil Outcomes) <a href="#">LCFF Priority 5: Student Engagement</a> (Engagement) <a href="#">LCFF Priority 6: School Climate</a> (Engagement) <a href="#">LCFF Priority 7: Course Access</a> (Conditions of Learning) <a href="#">LCFF Priority 8: Student Outcomes</a> (Pupil Outcomes) <a href="#">LCFF Priority 9: Expelled Youth</a> (Conditions of Learning) <a href="#">LCFF Priority 10: Foster Youth</a> (Conditions of Learning)	
<b>Supplies</b>	Curriculum, technology, equipment and supplies to directly support the academic program at the school	Provide supplemental curriculum, supplies and technology to support students with greater need. School with concentrated need receive more resources.	
<b>Central Office</b>	All business operations and management to run the school district. These departments and services are in all other school districts to provide HR functions, business operations, site supervision, etc.	Management supports and indirect expenses to provide the supplemental supports to improve student outcomes listed above.	
<b>Operational Costs</b>	District must provide deferred maintenance, routine maintenance, utilities, gardeners, transportation and other basic costs to operate schools.	Can support some operational costs for basic services outlined in Priority 1 and 6	

# Decade in Review Enrollment by School



Track enrollment changes by **demographic subgroups** over time.

- Select the demographic subgroup you are interested in tracking on the x-axis
- Click > to animate for the past 10 years
- [School Bubble Enrollment Chart](#)

## Features:

- You can limit by Board District or region
- You can also modify based on grade group-Elementary, Middle, High School

Other Data Sets and Dashboards:

- [School Data Snapshot](#)
- [Feeder Patterns/Attrition-Transition](#)
- [Live/Go 2015-16 to Current](#)
- [Demand Rates](#)



# District Elementary Design by School Size

## Patterns within OUSD's 51 Elementary Schools

	# of Grade Level Classes	Family Choosing K as 1st Option	Average School Size (K-5 Students)	% Combinations Class	Empty 4-5 Seats as a % of Total Enrollment	# SDC students in school group	% SDC students
1-10 (Smallest)	1	33.0%	156	21.90%	5.08%	220	13.30%
11-20	2	59.9%	255	13.00%	6.66%	108	4.10%
21-30	2	84.7%	317	7.20%	4.07%	181	5.50%
31-40	3	68.1%	377	6.00%	2.94%	131	3.30%
40-51 (Largest)	3	113.80%	513	4.7 %	2.51%	168	2.90%

- **# Grade Level Classes:** Average number of classes at each grade level throughout the school.
- **Families Choosing K as 1st Option:** 3-year average of 1st choice on time applications divided by the number of available seats in the class.
- **Average School Size:** Average enrollment on the number of non-K-8 non SDC students enrolled in the school
  - Parker, Hillcrest, La Escuelita, Greenleaf, MLA are represented with K-8 models in this analysis
- **% Combinations Class:** The number of mixed grade level classes required to provide a base program
- **# SDC student in group of 10 schools:** Total number of SDC students enrolled in the school
- **% SDC students:** Total percentage of students enrolled in SDC programming at school

# Key Takeaways for School

---

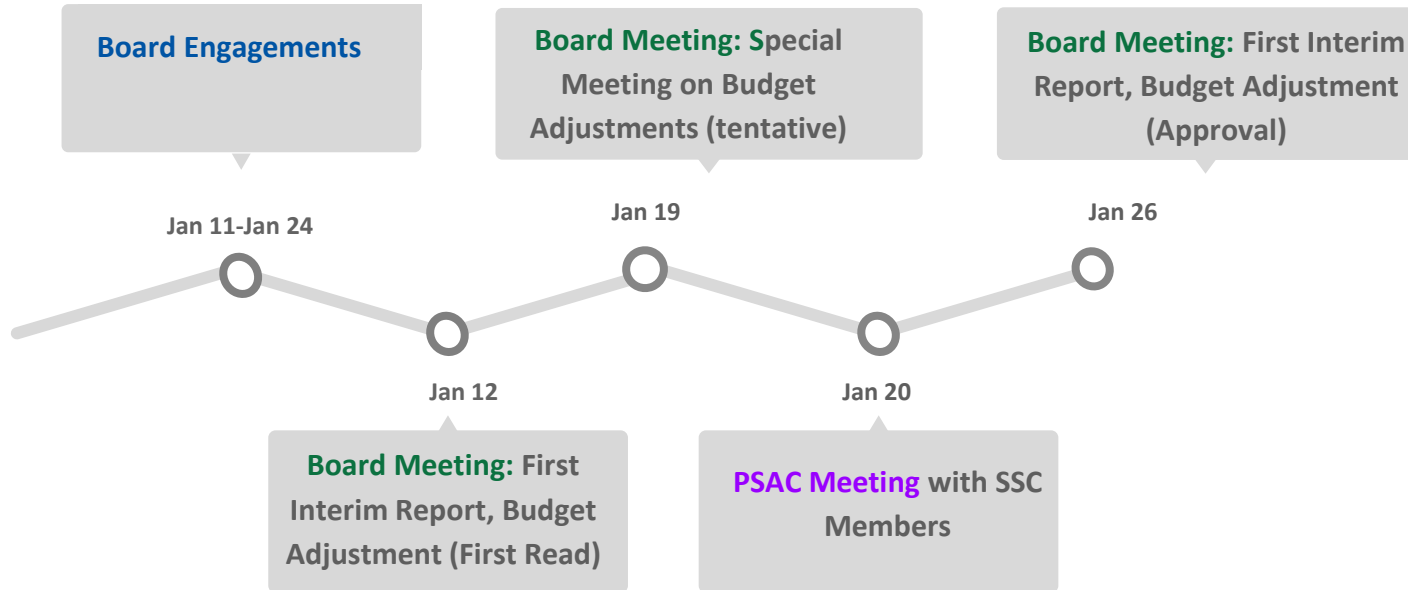
- ✓ OUSD is a declining enrollment district. We are currently investing Base, Supplemental, Concentration and Restricted funds in maintaining under enrolled schools.
- ✓ OUSD is committed to a Full Service Community Schools model, and we must align our financial resources to support academic acceleration, development of the whole child by providing students with access to excellent teachers.
- ✓ The LCFF model provides 3 tiers of funding to cover basic programming, and then Supplemental, Concentration and restricted funds to provide intensive student academic and Community School supports for students with the greatest need.
- ✓ Currently, schools in different size groups have different profiles that can impact the student experience and academic program

# Next Steps

---

- ✓ School design impacts how OUSD funds basic program for schools
- ✓ Review of enrollment and impact on Community Schools vision
- ✓ Updated Financial Analysis for Cohort 1 and Cohort 2
- ✓ Projected Savings for List of Proposed School on Consolidation List
- ✓ Impact the number of schools have on facilities and operations

# Timeline



# EVERY STUDENT THRIVES!



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

1000 Broadway, Suite 680, Oakland, CA 94607

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



@OUSDnews

Contact us for additional information [optional contact area]  
Phone: 510.555.5555 | Email: [info@ousd.org](mailto:info@ousd.org)

# Appendix A: Data Supporting Presentation

# Oakland is an outlier among CA's 50 largest districts

District	Students per School (ADA) ^	Students per Teacher FTE	Average Teacher Salary	Average Years Teaching*	Revenue per ADA	Restricted Local Revenue per ADA	Teacher Salaries per ADA	Students per District Classified FTE	ADA Percent	Unduplicated Pupils (%)
Oakland Unified	411	14.7	\$68,321	9.9	\$17,325	\$2,185	\$5,118	86	93.3%	75.8%
San Francisco Unified	491	14.5	\$79,066	14.3	\$17,866	\$4,150	\$6,197	-	94.9%	58.1%
West Contra Costa Unified	501	20.6	\$76,460	11.7	\$14,214	\$705	\$4,425	52	94.0%	69.7%
Twin Rivers Unified	541	18.1	\$79,406	17.0	\$19,268	\$57	\$5,686	54	94.1%	90.8%
Pomona Unified	542	12.2	\$83,622	14.9	\$14,837	\$319	\$4,991	56	96.5%	89.4%
San Diego Unified	563	19.0	\$86,877	17.1	\$14,421	\$175	\$5,007	40	95.3%	59.4%
Lodi Unified	568	17.7	\$76,073	13.0	\$14,055	\$81	\$4,444	54	94.4%	69.6%
Sacramento City Unified	570	19.2	\$82,119	14.1	\$14,740	\$55	\$4,404	51	94.6%	72.2%
Los Angeles Unified	579	17.0	\$78,721	17.2	\$18,344	\$38	\$5,291	54	95.3%	85.2%
San Juan Unified	594	18.5	\$77,529	13.9	\$14,919	\$130	\$4,975	81	94.9%	55.8%
Mt. Diablo Unified	594	18.3	\$79,637	14.6	\$12,508	\$357	\$4,294	80	94.8%	47.0%
Orange Unified	611	18.3	\$87,379	14.0	\$12,621	\$84	\$4,213	40	95.9%	50.3%
San Bernardino City Unifi...	637	19.7	\$89,464	14.6	\$15,558	\$164	\$4,964	50	94.1%	90.4%
Garden Grove Unified	646	22.2	\$102,857	14.9	\$14,290	\$14	\$5,145	63	96.6%	75.7%
San Jose Unified	655	18.7	\$81,016	12.7	\$13,853	\$163	\$4,133	87	95.4%	46.8%
Stockton Unified	686	25.5	\$75,197	14.2	\$15,148	\$109	\$4,273	50	93.4%	82.0%
Fresno Unified	704	19.4	\$81,635	15.0	\$15,182	\$62	\$5,013	64	94.4%	89.1%
Torrance Unified	719	19.7	\$83,469	15.9	\$11,472	\$251	\$4,288	59	96.5%	36.1%
Fairfield-Suisun Unified	723	20.8	\$72,598	10.5	\$11,765	\$275	\$3,875	64	95.5%	56.8%

Source: charts and analysis provided by [eduvizy.org](http://eduvizy.org) comparing 50 largest districts by ADA; Source data from the California Department of Education Sorted by Students per School (ADA)

# Oakland is an outlier within Alameda County

District	Students per School (ADA) ^	Students per Teacher FTE	Average Teacher Salary	Average Years Teaching*	Revenue per ADA	Restricted Local Revenue per ADA	Teacher Salaries per ADA	Students per District Classified FTE	ADA Percent	Unduplicated Pupils (%)
Sunol Glen Unified	279	19.8	-	12.4	\$13,855	\$2,062	\$4,879	-	96.2%	10.7%
Emery Unified	344	15.3	\$72,949	11.4	\$19,802	\$1,396	\$5,218	-	95.5%	76.0%
Oakland Unified	411	14.7	\$68,321	9.9	\$17,325	\$2,185	\$5,118	86	93.3%	75.8%
Piedmont City Unified	416	14.4	-	17.7	\$17,031	\$545	\$5,692	99	97.3%	2.3%
Newark Unified	457	24.3	\$90,669	13.7	\$12,285	\$658	\$4,694	-	97.4%	52.5%
Albany City Unified	581	17.9	\$77,427	13.1	\$13,865	\$1,982	\$4,654	81	97.2%	26.8%
San Lorenzo Unified	583	17.3	\$86,979	13.8	\$13,917	\$719	\$4,557	56	95.2%	69.3%
Berkeley Unified	589	14.9	\$78,700	12.7	\$17,329	\$1,045	\$5,649	57	95.8%	30.7%
Alameda Unified	598	19.6	\$78,844	14.0	\$13,314	\$687	\$4,691	102	95.8%	31.3%
Hayward Unified	624	18.5	-	12.6	\$14,760	\$922	\$5,409	88	94.5%	76.9%
Castro Valley Unified	641	20.5	\$88,715	14.6	\$11,810	\$186	\$4,633	135	96.3%	28.1%
San Leandro Unified	718	19.5	\$94,805	12.6	\$13,352	\$694	\$5,234	37	95.0%	66.7%
Livermore Valley Joint Uni...	733	20.0	\$82,878	14.3	\$12,112	\$1,054	\$4,220	94	96.3%	27.1%
New Haven Unified	801	20.2	\$102,986	15.5	\$12,763	\$734	\$5,001	256	94.7%	53.1%
Fremont Unified	848	18.9	\$95,544	10.2	\$11,730	\$141	\$4,938	105	96.8%	26.9%
Pleasanton Unified	958	20.3	\$96,679	11.8	\$12,178	\$327	\$5,135	146	96.6%	17.1%
Dublin Unified	1,016	22.5	\$90,329	12.6	\$11,328	\$496	\$4,577	110	97.0%	14.1%

Source: charts and analysis provided by [eduvizy.org](http://eduvizy.org) comparing Alameda County; Source data from the California Department of Education  
Sorted by Students per School (ADA)



# OUSD District-Wide Community School Systems

## ● *Attendance Teams improve students attendance at school*

- Increase School Attendance by analyzing data, develop innovative systems, and focus on building relationships to address chronic absence and truancy.

## ● *Coordination of Service Team (COST) provide wraparound supports*

- Multidisciplinary team to assess needs of the school and students via referrals from the school community. The team discusses challenges and reviews and analyzes data that to match the student with an existing intervention to increase success at school.

## ● *Staff to Build Community Partnerships to support students and families*

- Approved Partnerships Process to increase safety, collaboration and quality to identify high quality partners to fill gaps, address need and integrate/align with school goals.

## ● *Build Expanded Learning Opportunities with Afterschool and Summer Learning*

- Supports partnerships between school sites and community based organizations (CBOs) for before and after school

## ● *Robust Family Engagement supports to empower families*

- Provides (1) parent leadership development and support for parents and site family liaisons; (2) site based training on academic parent-teacher partnerships; (3) parent volunteer infrastructure; and (4) professional learning for school governance teams on engaging families with site planning and continuous improvement.

## ● *Restorative Justice Supports*

- A framework for teachers, students and school staff that encourages an equitable, community-centered and restorative (vs. punitive) school environment.

## ● *Health Services & School Based Health Centers*

- Free medical, mental health, health education, and youth development services for students across the District.



# Appendix B: Governor's Budget Proposal

# Summary of Governor's Budget Proposal

## Ongoing overall adjustments

- **LCFF Cost of Living Adjustment (COLA):** Proposed increase from 2.48% to 5.33% (include special education)
- **3-year ADA trend option:** Proposed option for districts to use 3-year average ADA to calculate funding in addition to options of current year and prior year ADA.
- **Special Education:** Overall ongoing increase of \$500M to support Special Education
- **Independent Study:** Some flexibility in earning ADA for distance learning via independent study

## Targeted or one-time Investments

- Facilities - Construction, retrofitting and career technical education
- Transitional Kindergarten and Early Literacy
- Student Nutrition
- College and Career Pathways (e.g. dual enrollment)
- Expanded Learning Opportunities (e.g. summer and after school programs)

# Appendix C: Budget Adjustments

Presentation from 1.12.2022 Board Meeting



OAKLAND UNIFIED  
SCHOOL DISTRICT  
*Community Schools, Thriving Students*

# 2022-23 Recommended Budget Adjustments



**iam** OUSD

January 12, 2021

# Overview

---

- **Understanding the Budget Challenge**
- **Explain Recommended Budget Adjustments**
- **Next Steps and Timeline**



# All our adjustments seek to preserve efforts to achieve our Mission and Vision in alignment with our Strategic Plan

## 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

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.

# The Challenges in Context-Comparing to the 50 Largest

## **Our circumstances become clearer when compared to California's 50 largest school districts:**

- OUSD operates the most schools per student; and
- OUSD has the 3rd most teachers per student;
  - Yet, OUSD has the lowest average teacher salary and years of teaching experience;
- OUSD Spends more on teacher salaries than 85% of districts (per ADA);
  - But, OUSD has fewer Central office Classified Staff than 80% of districts (FTE per ADA).

## **Our financial challenges persist despite the reality that:**

- OUSD is 4th in total revenue (per ADA); and
- OUSD is 2nd in Local Restricted Revenue, e.g. parcel taxes, grants and philanthropy (per ADA)



# Our Mission and Vision are in Jeopardy

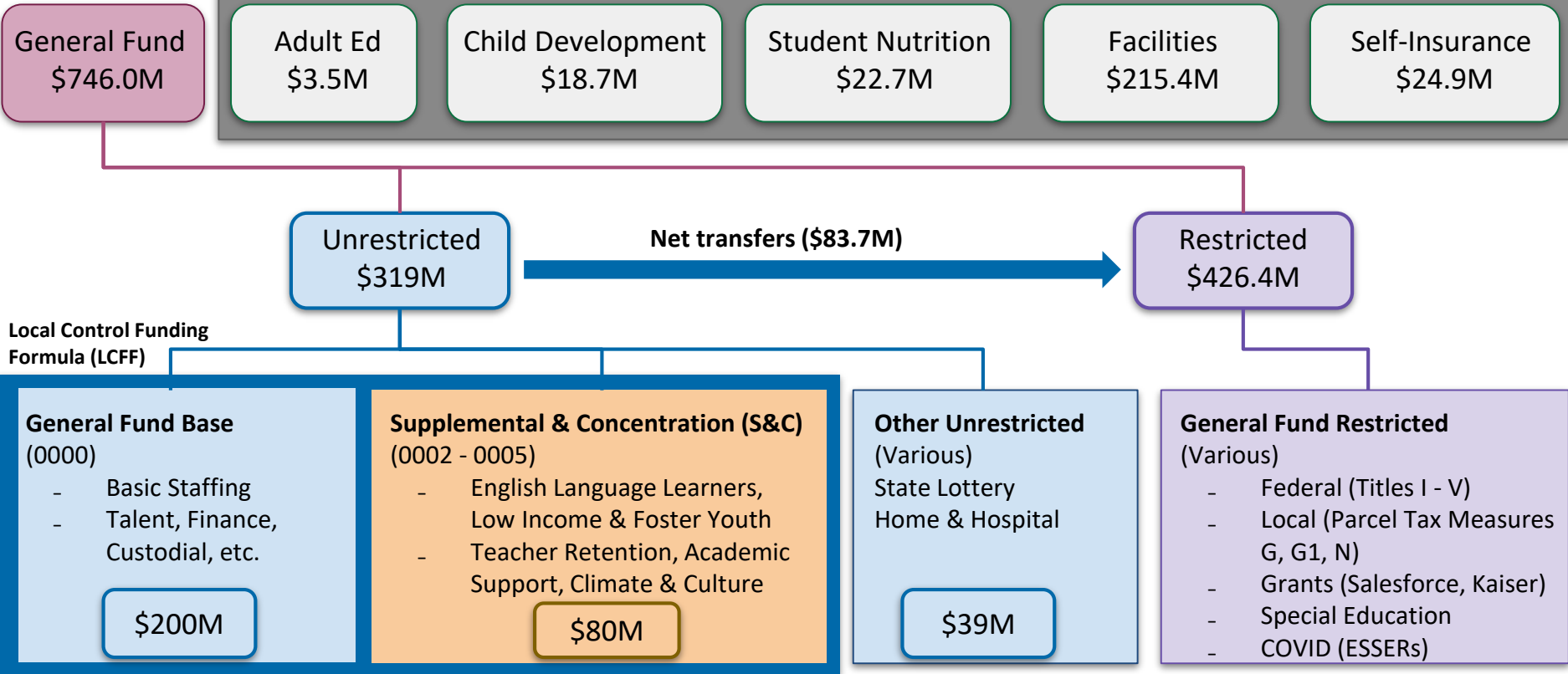
Unless we address these structural issues, we will continue to undermine our full service community schools model, including:

<p>Continued erosion basic infrastructure:</p>	<p>Continued erosion of community school services and central supports:</p>
<ul style="list-style-type: none"><li>• Facilities maintenance</li><li>• Site cleanliness standards</li><li>• Technology for teachers and students</li><li>• Professional development</li><li>• Textbook and curriculum renewal</li></ul>	<ul style="list-style-type: none"><li>• Counseling supports</li><li>• Teacher coaching and support</li><li>• Restorative justice, case management for vulnerable students</li><li>• Targeted support for African American Students</li><li>• Parent and Community Engagement</li><li>• Language supports</li><li>• Library services and health services</li></ul>

# Understanding the Budget

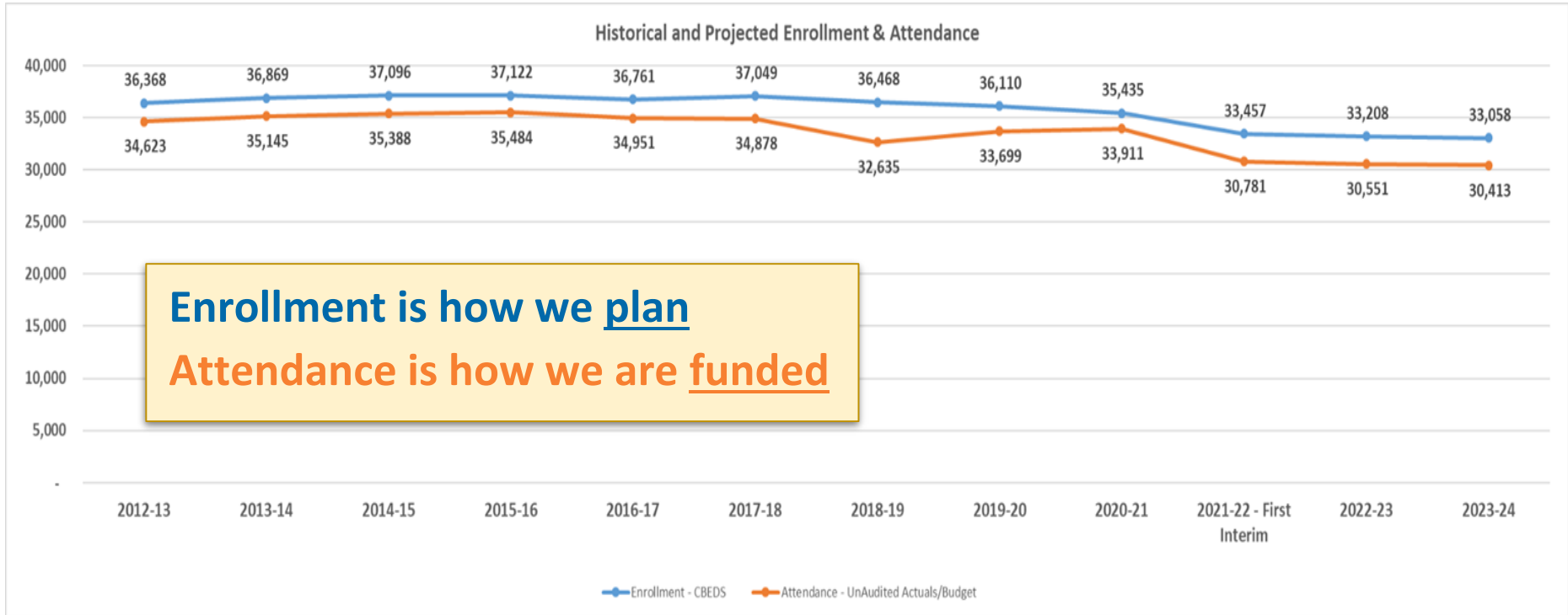
# 2021-22 Total District Funds by projected expenditures\*

Restricted Funds



\* Projected 2021-22 Expenditures as of [First Interim Report](#) (10-31-21)

# LCFF Funding is Shaped by Attendance Levels



Note: Due to declining enrollment, the District will be funded using prior year ADA; thus, 2021-22 ADA will be used for the 2022-23 ADA projection which is expected to be better than actual 2022-23 ADA.

# With Attendance declining, Multi-Year Projections (MYP) show deficits in next two years

The District's 2022-23 and 2023-24 Fiscal Years are currently reflecting a Unrestricted General Fund **deficits of \$12.3M and \$7.1M**, respectively.

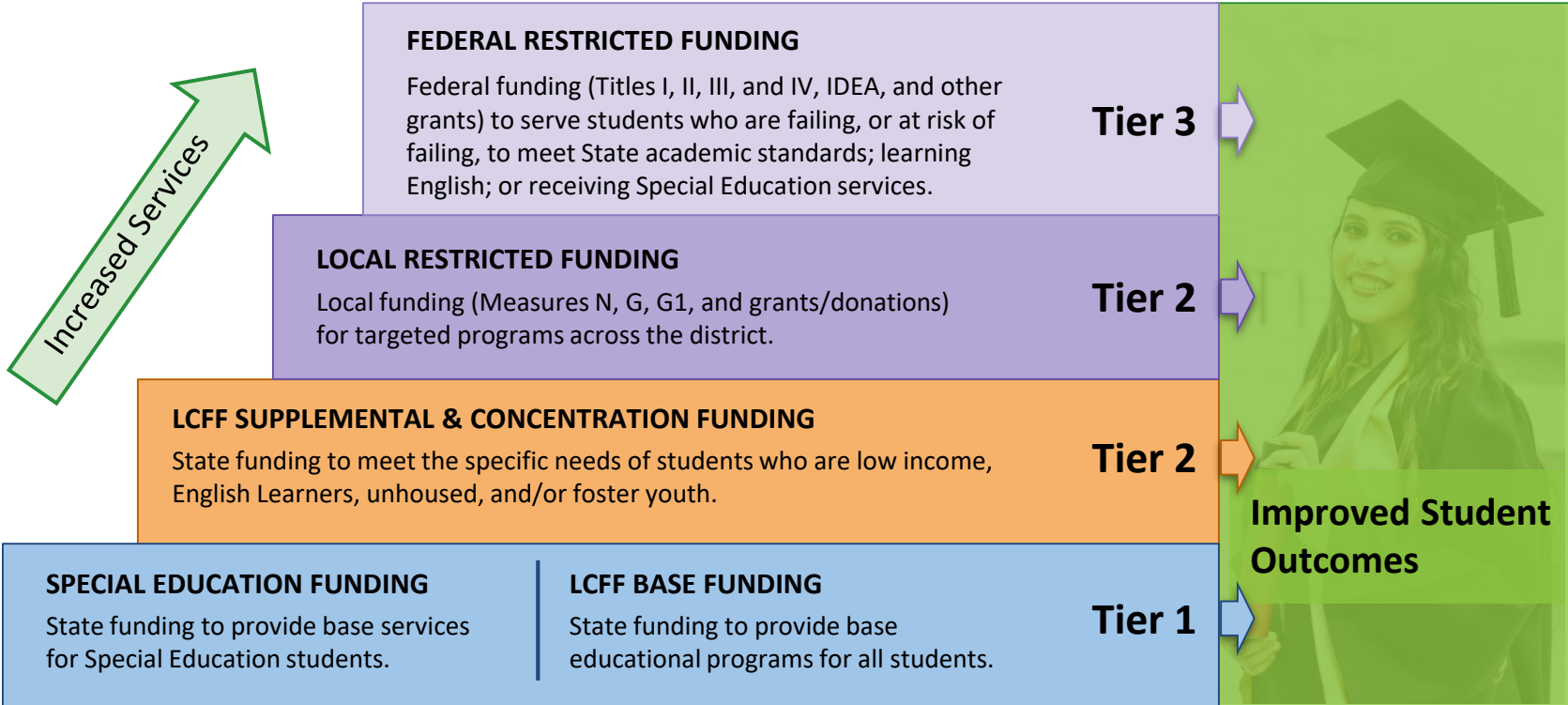
+

**2021-22 First Interim Budget MYP Fund Balance Summary - Unrestricted**

	2021-22 Unrestricted	2022-23 Unrestricted	2023-24 Unrestricted
<b>A. Revenues</b>			
5) Total Revenues	\$ 425,581,067	\$ 402,916,760	\$ 416,729,777
<b>B. Expenditures</b>			
9) Total Expenditures	\$ 324,630,079	\$ 320,712,302	\$ 327,670,786
<b>C. Excess (Deficiency) of Revenues Over Expenditures</b>	\$ 100,950,988	\$ 82,204,459	\$ 89,058,991
<b>D. Other Financing Sources/Uses</b>			
4) Total, Other Financing Sources/Uses	\$ (83,694,346)	\$ (94,578,663)	\$ (96,196,376)
<b>E. Net Increase (Decrease) in Fund Balance (C + D4)</b>	\$ 17,256,642	\$ (12,374,205)	\$ (7,137,385)
<b>F. Fund Balance, Reserves</b>			
1) Beginning Fund Balance			
a) Adjusted Beginning Balance (F1c + F1d)	\$ 60,443,968	\$ 77,700,610	\$ 65,326,405
2) Ending Balance, June 30 (E + F1e)	\$ 77,700,610	\$ 65,326,405	\$ 58,189,020

- The projected deficits largely reflect declines in revenue due to lower projected enrollment and attendance ADA.
- While expenditures are projected to initially decrease slightly, they will not compensate for the large loss in revenue.
- Any future adjustments that impact positions or compensation will impact the deficits in 2022-23 and 2023-24

# Reductions in LCFF impact the base funding we rely on to support all students and operations.



# Our Current Challenge - Deficits & Ongoing Compensation

---

Based on current information, the 2022-23 Budget will need to include budget adjustments of **\$40-50M** to address projected **deficits** and the **current need to increase ongoing employee compensation.**

**This provides a single year solution**

# Today's Recommendations address the Current Challenge and lay groundwork for more structural changes ahead

## The current recommended budget adjustments seek to:

- Better clarify what is Base vs. what is Supplemental Support and Services or District operational preference
- Interrogate adjustments in alignment with our strategic plan/LCAP and impact to equity and quality outcomes for students; and
- Meet the current challenge of addressing structural deficits and making room for improved staff compensation.



# Identifying the Recommended Adjustments

# Current Step:

## Evaluate adjustment options against goals and priorities

### 1 Affirm Priorities within Goals

[LCAP - Strategic Plan](#)

**Ongoing.** e.g., Literacy, staff compensation

**Short-term.** e.g. COVID response, loan payoff, technology transition, facilities improvements

### 2 Identify potential investments toward priorities

**Existing spending.** Bundled into areas of work within and across departments and schools - e.g. enrollment stabilization, recruitment & hiring.

**Required spending adjustments.** e.g. changes in law, ACOE guidance, utility costs.

**Additional desired spending.** e.g. loan payoff, continuation of program as one-time dollars lapse.

### 5 Implement & Evaluate

Put strategies into action and monitor results ideally with a structured monitoring process with periodic updates.

### 4 Develop Implementation Plan

**Time.** When and over what period are we committing

**Talent.** Staffing, hiring, or contracting resources needed

**Treasure.** Financial resources

### 3 Prioritize potential investments

Based on expected impact on our goals.



# Recap:

## Summary & Next Steps from 12/15 Budget Update

---

- **Takeaways**

- School site staffing has risen (even before COVID) even though enrollment/attendance has declined
- Central office staff has been reduced over time
- School Staff and Budget Allocations need realignment to meet changes in law and to facilitate budget adjustments

- **Staff Recommendation for Budget Adjustments coming in Jan 2022**

- Will include reductions to central office
- Will include heavy reliance on reductions to allocations to school sites

# Summary of Budget Adjustment Recommendations

	Adjustment Summary	Impact on Target
<b>Unrestricted Base Funding (0000)</b>	<ul style="list-style-type: none"> <li>↓ Properly allocate non-base, supplemental services and support expenditures to S&amp;C (\$15.9M)</li> <li>↓ Elimination of positions due to enrollment decline (\$3.5M)</li> <li>↓ Strategic reduction of expenditures to make room for priorities (\$6.9M)</li> </ul>	<b>\$26.3M</b>
<b>Central Office Reorg (Labor &amp; Non-Labor)**</b>	<ul style="list-style-type: none"> <li>↓ Strategic reduction of expenditures to make room for priorities (\$12.0M)</li> </ul>	<b>\$12.0M</b>
<b>Supplemental and Concentration (0002 - 0005)</b>	<ul style="list-style-type: none"> <li>↑ Strategic adjustments in Equity Formula (\$1.0M)</li> <li>↓ Strategic expenditure reductions to make room for priorities (\$1.7M)</li> <li>↓ Reduction in positions due to enrollment decline (\$1.1M)</li> </ul>	<b>\$1.8M</b>
<b>Restricted Funds (G, G1, N, etc)</b>	<ul style="list-style-type: none"> <li>↓ Strategic reduction of expenditures to make room for priorities (\$9.2M)</li> </ul>	<b>\$9.2M</b>
		<b>\$49.3M</b>

↑ Increasing costs  
↓ Decreasing costs

\* All amounts currently based on estimates that will change

\*\* Includes reductions in base and S&C

# Unrestricted Base - Shifts to S&C

Recommended Adjustment	FTE/\$	Unrestricted Base Details (Shifts to Supplemental & Concentration funding)	Impact
<b>Shift 39 positions identified in LCAP as S&amp;C to S&amp;C</b>	39.0 FTE <b>\$3.95M</b>	Move positions in the LCAP for A-G teachers, ELD Electives and newcomer teachers to S&C.	No impact to programming. Opportunity cost of lost opportunity to make alternative investments
<b>Shift 4.8 Alt Ed positions into Concentration</b>	4.8 FTE <b>\$458K</b>	Some Alt Ed Base Teachers not currently coded correctly into S&C.	
<b>Shift 15 Case Managers &amp; CSMs correctly into Supplemental</b>	15.0 FTE <b>\$1.77M</b>	Some Case Managers and CSM's not currently coded to S&C.	
<b>Shift additional cost of investment in 11-month teachers at certain schools</b>	13.7 FTE <b>\$1.42M</b>	11-month teaching positions were used (instead of normal 10-month positions) as a retention strategy at Board Priority schools (Elevation Network), including McClymonds, Castlemont, Fremont. Shift cost of additional month (9%) into S&C.	
<b>Shift cost of negotiated reductions of class size</b>	27.5 FTE <b>\$2.86M</b>	Per agreement, schools with more than 90% unduplicated pupil percentage receive additional teachers for smaller class sizes. Shift cost of additional teachers into S&C	
<b>Shift cost of class size reduction at some elementary</b>	27.0 FTE <b>\$2.81M</b>	Shift to S&C cost of investment in class size reduction at schools with 1 or 2 cohorts K-3 that cannot fill projected 802 empty seats of increased class size in grades 4-5.	
<b>Shift certain clerical positions into Supplemental Funding</b>	22.7 FTE <b>\$2.63M</b>	Audit of work identified appropriate for funding in Supplemental as work is beyond base programming.	

# Unrestricted Base - Enrollment Decline

Recommended Adjustment	FTE/\$	Unrestricted Base Details (Eliminations due to enrollment decline)	Impact
<b>Reduction of Base-funded Assistant Principal positions/Increase in Concentration-funded AP positions</b>	4.0 FTE <b>\$580K</b>	Based on shifts in enrollment at school sites, 23 Base APs earned based on enrollment (down from 26 in 21-22), while 17 APs awarded based on the Concentration AP formula (up from 13 in 21-22).	Reduction in FTE in Based funded FTE caused by the enrollment decline that is impacting the district. The impact of some of the AP reductions may be offset by the Equity Formula.
<b>Reduction in Teaching positions</b>	28.3 FTE <b>\$2.94M</b>	Based on enrollment decline, positions including base teachers and prep teachers.	Reduction aligns with existing allocation formulas

# Unrestricted Base - Strategic Reductions

Recommended Adjustment	FTE/\$	Unrestricted Base Details (Strategic reduction to make room for priorities)	Impact
<b>Reduction in deferred maintenance budget</b>	N/A <b>\$2.0M</b>	Reduce planned investment from General Fund into Deferred Maintenance out of initial \$5M commitment (in lieu of school consolidations)	Deep facilities needs will either not be addressed or be postponed based on a prioritization of urgency. Examples include furnace and window replacements, pool repair, roofing and flooring projects.
<b>Eliminate vacancies</b>	22.6 FTE <b>\$1.5M</b>	Board action in lieu of school consolidations	Planned work will not be implemented, however, the work was not being implemented due to our inability to fill all vacancies.
<b>Elimination of co-principals</b>	2.0 FTE <b>\$443K</b>	End strategy of Co-Principals at Skyline and Fremont.	Skyline and Fremont to eliminate co-principal positions. Skyline traded a principal position for an assistant principal position and Fremont will transition to regular administrative structure in the upcoming year.
<b>Payoff of State Loan with one-time funds</b>	N/A <b>\$2.1M</b>	Funds committed (set aside) to cover ongoing payments for outstanding state loans.	Reduction of ESSER Available dollars for other investments.
<b>Cost Avoidance from recommended FTE reductions</b>	<b>\$868K</b>	Additional reduction generated by avoiding salary increases on reduced positions.	Reduction of positions provide upside and reduces the ongoing compensation expenditures for the District, recognizing that there are also coinciding reduction in services.

# Central Office Reductions - Academic\*

Recommended Adjustment	FTE/\$	Details (Strategic reduction to make room for priorities)	Impact
Consolidate Behavioral Health and Attendance Office positions.	23.1 FTE <b>\$2.9M</b>	Merge multiple, singularly focused roles into one role focused on Multi-Tiered Systems of Support.	Reduction in positions to create 5 individualized positions aligned to each network. will be the focus of a new position within the Multi-Tiered Systems of Support strategy. Focus on positive school culture and attendance.
Decrease the staffing in Dept. of English Language Learner & Multilingual Achievement (3FTE) Decrease Linked Learning (2FTE) Decrease Academic Innovation (1.9FTE) Decrease Office of Equity (2.7FTE)	9.6 FTE <b>\$1.2M</b>	Instead of 7 specialists assigned to support 5 Networks, there will be 5 specialists assigned, 1 per Network.	Central and site-based staff are collaborating in service of college and career readiness. Increasingly, students are opting to defer or not go to college. It's imperative that we provide continuous and high-quality supports to our students as they venture into their post-graduation lives. Students are significantly more likely to attend and complete college if they have completed financial aid applications, which this initiative has successfully increased.
Decrease Research Assessment Data (RAD) staffing.	2.0 FTE <b>\$396K</b>	Supervision will be the responsibility of the Executive Director.	The assessment team can be structured differently so we can focus on bringing our services closer to school sites.



# Central Office Reductions - Operations\*

Recommended Adjustment	FTE/\$	Details (Strategic reduction to make room for priorities)	Impact
Shift staffing positions into ESSER Funds based on major shift in workload based on COVID	0.5 FTE \$114K	Shift to more restricted resources given change in workload driving by COVID Supports.	No impact
Reduced training for central operational divisions.	\$26K	CASBO and other organizations offer training on best practices to improve efficiencies and cost savings. There would be a reduction in these trainings for staff.	Less operational training for operations divisions that provide operational support to Custodial, Tech Services, and Nutrition Services
<b>Tech Services:</b> Reduction in software investments as we consolidate around unifying programs	\$503K	Move to single communication platform and only pay for core platforms out of the general fund like i-Ready, Newsela, and other base offerings.	School sites will have less options for software and communications platforms as we consolidate around fewer platforms (eg. Parent Square). Some of the supplemental software programs will be funded by restricted funds.
<b>Custodial Services:</b> Shift in funding of ED and reduction in custodial supplies as we refine centralized ordering	0.2 FTE \$52K \$168K	Increased efficiency in ordering system to reduce waste at school site and over ordering that can happen at some schools and shift of position to RRMA to match reductions from \$3M in eliminations in 2019-20.	No net impact in current year as ESSER funding is paying for custodial supplies. As we implement new systems for custodial supplies and ordering costs will be redacted in ongoing funds.

# Central Office Reductions - Financial Services\*

Recommended Adjustment	FTE/\$	Details (Strategic reduction to make room for priorities)	Impact
Reduce Business / Accounting Staffing	2.0 FTE <b>\$291K</b>	Reduce Staffing to support the retention of remaining positions	Less accounting staff and requirement to accelerate efficiencies and re-allocate tasks balanced with new higher level positions (currently recruiting).

# Central Office Reductions - Talent\*

Recommended Adjustment	FTE/\$	Details (Strategic reduction to make room for priorities)	Impact
Reduce Human Resources Staffing	3.0 FTE <b>\$589K</b>	Reduce Staffing to support the retention of remaining positions	Increased workload of remaining positions. Work will need to be reallocated to remaining positions. The work includes substitute management, compensation and classification, teacher residency work and hr operations.
Shift staffing positions into EE Block Grant Funds based on board approved plan	2.0 FTE <b>\$333K</b>	Shift to more restricted resources given the block grant towards educator effectiveness. We are able to move our teacher positions that provide direct coaching support in the classroom to these funds.	No impact to operations. Opportunity cost of ability to use Educator Effective Grant funds for other purposes.

# Central Office Reductions - Other

Recommended Adjustment	FTE/\$	Details (Strategic reduction to make room for priorities)	Impact
Student Welcome Center (enrollment office) reorganization	2.0 FTE <b>\$211K</b>	Eliminate 2 FTE and redistribute responsibilities to remaining staff.	No impact on services to families.
Enrollment, Communications and Ombudspersons Office - Non-labor reductions	<b>\$68K</b>	Supplies, consultants, travel	No impact on essential services.
Eliminate - Deputy General Counsel position	1.0 FTE <b>\$268K</b>	Eliminate unfilled position	Limited impact on essential services.
Eliminate - Mgr Publications	1.0 FTE <b>\$119K</b>	Eliminate Vacant Position	
Additional Non-Labor Adjustments	<b>\$5.9M</b>	Reduce additional services and supplies to support the District's reductions in expenditures.	Reductions to investments in supplies, professional development, services, consultants, technology, subscriptions in central supply budgets

# Increases in S&C Funding Allow Shifts from Base



## Increase in available ongoing S&C funding: **\$12.3M in 2022-23**

The increase in Supplemental & Concentration funds make it possible to fund positions that were historically funded through General Purpose Base (0000) but where the expenditures are supplemental to the Base program.

While this allows for maintaining the positions shifted to Supplemental and Concentration funding, it prevents new investments to expand the supplemental supports at schools. See [slide with details of shifts](#).

# S&C - Adjustments to Equity Formula

Recommended Adjustment	FTE/\$	Supplemental & Concentration Details (Adjustments to Equity Formula)	Impact
<b>Creation of Equity APs</b>	<b>Increase</b> 5.0 FTE <b>\$725K</b>	Using a tiering system with UPP percentages instead of enrollment, additional AP's allocated to schools with greater need.	Addition of administrator support at higher need schools that no longer meet the threshold for AP positions based on enrollment alone.
<b>Increase in Case Managers and Community School Managers</b>	<b>Increase</b> 9.0 FTE <b>\$1.0M</b>	Change in Equity Tier results in Increase of 2.5 FTE of case managers and 6.5 FTE of Community School Managers	Addition of case managers, Restorative Justice Facilitators, Community Schools Managers, and other high-impact student-facing positions at secondary schools to provide more student supports and allow these positions to shift to LCFF Supplemental & Concentration funding.
<b>Elimination of clerical positions</b>	<b>Reduction</b> 9.8 FTE <b>\$659K</b>	Net elimination of 9.7 FTE clerical positions linked to enrollment decline, change in tiering for schools and shifts in Equity Formula.	Reduction in clerical capacity at secondary schools as these allocations become student support roles that can be funded in LCFF Supplemental & Concentration.

# S&C - Strategic Reductions and Enrollment Decline

Recommended Adjustment	FTE/\$	Supplemental & Concentration Details (Strategic Reductions and Enrollment Decline)	Impact
<b>Reduction in Supplemental Allocation</b>	<b>Decrease</b> TBD FTE <b>\$1.5M</b>	In lieu of Cohort 3 school consolidations, Board approved reduction of \$65 per student out of \$850 per student supplemental allocation	School communities will determine what is reduced from reduced allocation
<b>Eliminate vacancies</b>	<b>\$186K</b>	Board action in lieu of school consolidations	Planned work will not be implemented, however, the work was not being implemented due to our inability to fill all vacancies.
<b>Increase in Case Managers and Community School Managers</b>	<b>Increase</b> 10.9 FTE <b>\$1.1M</b>	Reduction in LCAP for A-G, ELD and Newcomer based positions due declining enrollment	Reduction aligns with existing allocation formulas

# Restricted - Strategic Reductions to support priorities

Recommended Adjustment	FTE/\$	Restricted Details (Strategic Reductions and Enrollment Decline)	Impact
<p><b>Reduction in Supplemental Allocation from Restricted REsources</b></p>	<p>TBD FTE <b>\$9.2M</b></p>	<p>Many restricted funds do not increase or do so slightly each year (e.g., Measure N, G1 and G). If increases are not sufficient to offset increased costs, reductions must be made (absent other funding). Salary increases are such a cost that is often not covered by restricted revenue increases.</p>	<p>Through normal budget process, schools will prioritize expenditures based on same funds but with updated costs. This will feel like a reduction to school sites because the positions they previously purchased will cost more. The amount of funding will mostly remain the same, unless the school has experienced an enrollment decline.</p>



# Honoring Local Decision-making

## School Staffing Adjustments

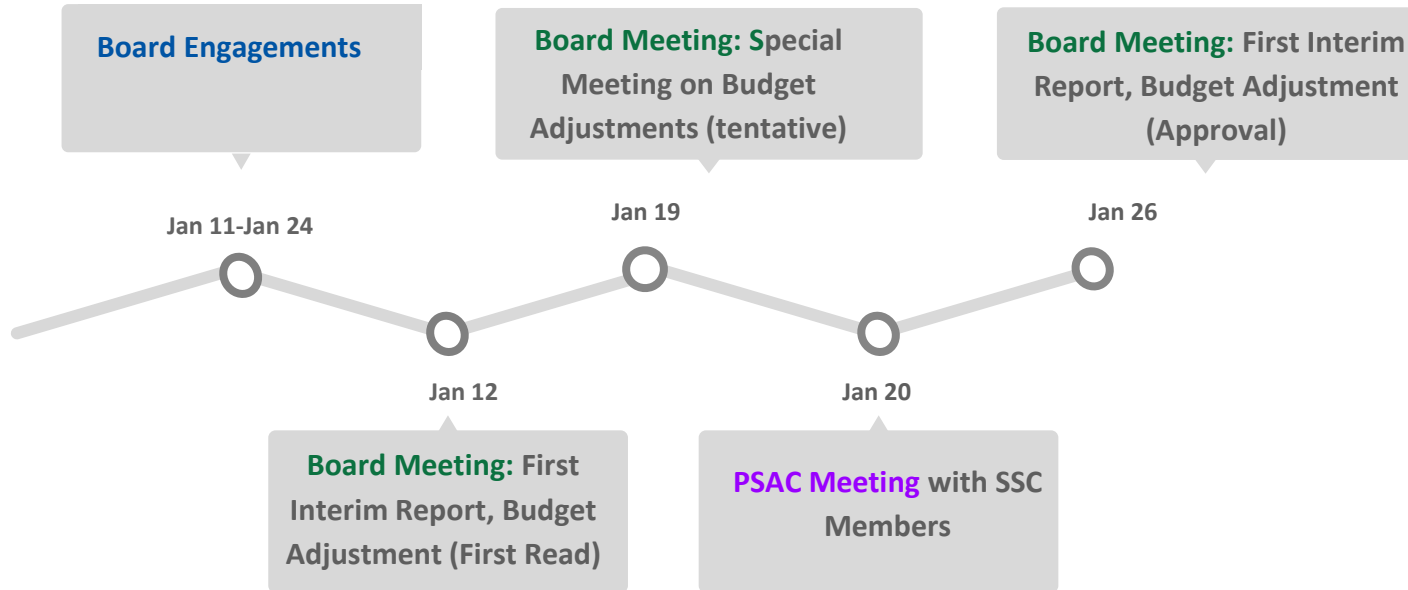
- Result of enrollment decline using existing allocation formulas
- Result of changes to Equity Formula with aggregate result of more staffing than would otherwise be allocated to support neediest students

## School Funding Adjustments

- Schools prioritize spending locally to adjust to small reduction in Supplemental allocation (7.6%).
- Schools prioritize spending locally to adjust to higher staffing costs within 2021-22 Restricted allocation levels.

**Note that many reductions were based on estimates that cannot be fully known until budget processes mentioned here are completed. Updates will continue.**

# Timeline



# First Interim - Key Assumptions

<b>OUSD Unaudited Actuals and 2021-22 Budget Assumptions - First Interim</b>			
<b>Year</b>	<b>2021-22</b>	<b>2022-23</b>	<b>2023-24</b>
Cost of Living Adjustment (COLA)	5.07%	2.48%	3.11%
Statutory COLA	1.70%	2.48%	3.11%
Compounded COLA (Special Education and Community Colleges)	4.05%		
Enrollment	33,457	33,208	33,058
Attendance Used for Funding (Prior Year)	33,911		
Attendance (ADA)	33,911	30,551	30,413
Enrollment to ADA % *	101%	92%	92%
Unduplicated Pupil Count	77.4	79.22	81.23
Salary and Negotiated Increases Adjusted - OEA	2.5%		
Step & Column	1.3%	1.3%	1.3%
Health Benefit Assumptions **		11.0%	3.0%
Mandatories & Benefits - Certificated	5.63%	5.63%	5.03%
Mandatories & Benefits - Classified	11.83%	11.83%	11.23%
State Teachers Retirement System	16.92%	19.10%	19.10%
California Public Retirement System	22.91%	26.10%	27.10%
<b>Total Mandatories &amp; Benefits Certificated</b>	<b>22.55%</b>	<b>24.73%</b>	<b>24.13%</b>
<b>Total Mandatories &amp; Benefits Classified</b>	<b>34.74%</b>	<b>37.93%</b>	<b>38.33%</b>

\* Note: The District is using the higher of its current or prior year ADA as provided by Education CDE 42238.05, which is currently 2019-20 at 33,911.

\*\* Projected Increase for Kaiser which is the primary benefit selection for the majority of employees.