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TITLE: 2019-2020 Changes to School Allocations

FROM: Sondra Aguilera, Sr. Deputy Chief of Continuous School Improvement

TO: Board Directors

DATE: February 11, 2019

PURPOSE: Provide background to Board Directors and District Community regarding the existing central services (staff/full time employee) at our school sites during this Academic Year 2018-2019 and communicate additional information regarding Academic Year 2019-2020 school site allocations.

New Information: Please review the attached spreadsheet which provides information about the current school year central services (staff) and additional information about allocations for 2019-2020. Additionally, please review the projected enrollment for Academic Year 2019-2020 as well as information about a school's Local Control Funding Formula (LCFF) status as this will provide a greater context about our schools. As we work through the recommended reductions, this spreadsheet will aide in seeing the potential impact a decision has on a school site.

Discretionary Reduction (Base)

The Local Control Funding Formula (LCFF) requires districts to identify funding in the following categories: Base; Supplemental; and Concentration. Schools have come to know Base funding as Discretionary and/or General Purpose (GP) Funds. Base funding is designed to establish and provide the basic funding a school needs to operate. In OUSD, base staffing allocations (principals, clerical staff, and most classroom teachers) and Discretionary funding comprises the Base allocation to schools. Schools are provided a staffing allocation depending on the size of their school and depending on the break down of students within each grade level. Schools also receive an allocation of Discretionary Funds in which they decide how to spend in collaboration with their school staff, students (secondary) and School Site Councils (OUSD School Governance Policy). Most often, discretionary funds are used for basic programming like supplies and some school based operational services. School sites write how they use all funds in their Single Plan for Student Achievement (SPSA) which are ultimately approved by our OUSD School Board.

We have proposed a reduction to school site budgets from their Discretionary allocation. Since the amount of funds we receive from the state varies depending on the grade span of a student, the amount decreased is proportionate to the amount of discretionary funds schools receive depending on their grade span. High schools receive more funds per student than Elementary, as an example, so the amount of the reduction is proportionate to the amount of funds the school receives according to their grade-span. Sharing an equal amount of a reduction would disproportionately impact Elementary schools because they receive the least amount of funding to educate K-5 students.



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Title 1 Funds 2018-2019 and 2019-2020

Title I funds are allocated to school sites based on the number of students identified as eligible to participate in the National School Lunch Program. We have provided the projected allocations for 2019-2020 and the projected allocation for this current year, 2018-2019 for comparison reasons. We increased the amount allocated to school sites by approximately 10%. Please note that many factors go into an increase or decrease to the amount of Title 1 dollars a school may receive. Some examples can include declining enrollment and/or a decline in the Title 1 students served at the school.

Instructional Teacher Leaders (ITLs)

In response to Board direction and school leader requests, we have decided to divest in the Instructional Teacher Leader (ITL) position so that funds are provided directly to school sites instead of being held centrally. The District contribution to this position totaled \$3 million this academic year. The schools selected to receive an ITL position were based on the Scholastic Literacy Inventory (SRI) reading rates at each school. If a school received an ITL, 50% of the position was funded by the central office allocation and 50% by the school site. As a means to mitigate the impact on the reduction of additional funds being allocated to our now disbanded Elevation Network, Elevation school sites received a full time employee (1.0) allocation. This divestment means that if a school wanted a continued investment in this position, schools would have to decide to invest in this position using school site funds (Supplemental, Concentration, etc.).

Although we will not be providing schools 50% of a position, we will continue to provide professional learning for Teachers on Special Assignment (TSAs) and ITLs so that our academic progress does not stall.

Restorative Justice Facilitators 2018-2019

We used discipline data to identify schools that would benefit from a Restorative Justice Facilitator. Of the 20 schools with an RJ Facilitator in 2018-2019, 16 schools received a central contribution to fund half of their position. We proposed a reduction to the central portion of this position that schools received, however if a school wants a continued investment in this position, the school could decide to invest in this position using school site funds (Supplemental, Concentration, Title 1 funds, etc.).

Community School Managers 2018-2019

Community School Managers are funded through grants/donation we broker on behalf of our schools and from school site funds. Central dollars are not used to pay for this position at school sites. As we expanded the program, schools were invited to apply for the expansion funds with the understanding that the school investment would need to increase over time in order to sustain the work. Some schools decided to fund the positions 100% from site based resources. Gratefully, our partners have continued to invest in this program and schools continue to identify resources to sustain this position at their



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school site. For the 2019-2020 year we do not foresee a significant change in our grants and project that we will be able to offer similar support to our schools for this position.

Foster Youth Case Managers

In 2018-2019, 5 Foster Youth Case Managers were funded through Title I and Supplemental dollars. Since the positions were initially hired, many middle and high schools have used Measure N or other dollars to hire a Case Manager specific to their school site. As we transition the supports for Foster Youth we will work with the case managers working directly on school campuses to increase their awareness of the unique needs of Foster Youth as well as provide training and coaching. The Foster Youth will have daily access to on-site case managers who will be better able to support their needs.

Measure G Library

For the last 2 years, schools had an opportunity to apply for financial support to implement a library program by completing an application explaining their program. School applications that were approved resulted in an allocation of a library position, which ranged from a Library Clerk to a Library Teacher, to implement their plan. 39 schools received all or a portion of a library position resulting in 23.87 Library FTE paid centrally to work in the school library. There are a total of 70 schools that are considered high LCFF schools or low income schools. This means that 31 high need schools were not receiving Measure G Library funds in the previous approach.

In a recent Principal Advisory Committee (PAC) Survey, principals requested the Measure G Library funds be distributed among all schools instead of only to a few designated schools. Simultaneously, the Special Committee on Fiscal Vitality led by three of our Board members made recommendations to our funding approaches, recommending that our overall approach to our funding model hold less funds centrally and release more funds to school sites.

Many of the staff and community members from the schools that previously received full or partial funding do not support the change to all schools receiving part of an allocation. It is possible to fund a partial amount of a full time employee (FTE) using the Measure G allocation that schools received. Schools may also wish to multi-fund a library position using school site funds (Supplemental, Concentration, or Title 1 funds, etc.) to increase the amount of the full time employee (FTE).

At the last Measure G Committee meeting, I raised the funding scenarios to Committee Members as a dilemma. Measure G Legislation does not suggest an implementation method and states that the funds are to be used to maintain school libraries. We discussed other approaches like allocating library positions based on literacy rates or percent of students that are considered low income. We discussed that these approaches would not implement the essence of the Measure G Legislation because the legislation does not say to only provide library services to schools that serve low income students or



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schools that serve struggling readers. The legislation states the funding should be used to maintain school libraries.

Many of the news reports are false in that they report that schools may use Measure G Library Funds any way they would like. The grid below has been provided to principals so they appropriately use Measure G Library Funds.

2019-20 Measure G Library Funding Guidelines

Measure G Library Funding is to be used solely to support and maintain school libraries.

STAFFING: May Not Be Approved	STAFFING: May Be Approved
Positions (partial or full FTE) assigned and carrying out other duties not related to teaching library skills, hosting library programming, and managing the library. Staffing not in alignment with current library staffing.	Teacher-Librarians, Librarians (who are hired as Library Technicians), and Library Technicians providing library programming, working solely in the library learning commons to improve literacy through free and independent reading, teaching information and critical literacy skills to students, collaborating with site teachers re: library services, providing library resources, and managing the library.
Clerical staff and STIP Subs are not permitted library staffing. We are also no longer hiring Library Clerks into new positions. Our entry level position is now the Library Tech, in alignment with CA State Standards and Ed Code.	<ul style="list-style-type: none"> Library-related professional development and conferences for staff working in library Credentialing stipends
Staff interviewed and hired at the site level without participation in District Library interview protocol.	Interview protocol <ol style="list-style-type: none"> Interview by District Library Team Recommendations made to site Site team interviews pool recommended candidates
MATERIALS & RESOURCES: May Not Be Approved	MATERIALS & RESOURCES: May Be Approved
Summer reading books, give-away books, leveled books, classroom library collection and book sets for small group guided reading and literature circles, class	Single, double or triple copies of library books, playaways, audiobooks, and resources. These books: <ul style="list-style-type: none"> are for use by the entire student body and



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<p>sets, Reading acceleration/intervention programs for struggling readers, including teachers, curriculum, and materials, textbooks, Tier ⅓ reading intervention programs, dictionaries, encyclopedia sets, ebooks. Books purchased from non-preferred library vendors, which do not provide discounts at the 40% rate we are able to get from most of our preferred vendors, and who may limit their offerings because of relationships with specific publishers.</p>	<p>school community</p> <ul style="list-style-type: none"> • housed in a central library • purchased by qualified library professionals using District collection development guidelines and District processing specs after analysis of current collection using preferred vendors for maximum discounts
<p>SUPPLIES: May Not Be Approved</p>	<p>SUPPLIES: May Be Approved</p>
<ul style="list-style-type: none"> •General office supplies, library supplies for classroom libraries, class sets, book clubs or general supplies for school use. •Supplies that we already have centrally purchased for libraries. 	<p>Cataloging and book supplies for one year. School library supplies can be found in the Library Supply List.</p>
<p>FURNITURE: May Not Be Approved</p>	<p>FURNITURE: May Be Approved</p>
<p>Classroom or library furniture used <u>outside</u> the library OR for a library space that is not professionally staffed and used for school library services (for example, a library space being used for study hall, teachers lounge, central meeting space, book check in/out).</p>	<p>Library furniture (not classroom) furniture housed in the library, for use by the entire school for independent reading activities and library programs. Soft seating, rolling, flip top tables, “cafe type” tables and chairs - see model libraries Frick, Bret Harte, CUES/Futures for examples of furniture that may be approved.</p>
<p>TECHNOLOGY: May Not Be Approved</p>	<p>TECHNOLOGY: May Be Approved</p>
<p>Computers, laptop carts, technology, programs and printers for classroom or general use. For example, a printer or copy machine housed in library space but used by all teachers for copies not related to the library program. Software programs such as reading intervention.</p>	<p>Computers, laptop carts, technology, programs and printers housed in a working library for library use. This technology is used for library catalog search and research, information literacy and critical literacy, and is managed by professional library staff.</p>

Counselor FTE Central and Site 2018-2019

We have provided counseling services to school sites using both Base and Supplemental dollars. Our ratio of counselors to students in our Oakland Education Association (OEA) and OUSD contract states a



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ratio of 700:1/650:1. This ratio creates the minimum amount of counselors that we must provide our schools. This portion of our counselors are funded by Base dollars. We fund an additional amount of counselors to lower our ratio of students to counselors using Supplemental Dollars.

We currently have 2 counselor vacancies. We have proposed a reduction of 3 counselors. This will impact a few counseling assignments in that some counselors that have been assigned to one school site with low enrollment will potentially be assigned to serve an additional school site.

Conclusion

All reduction considerations lead to a discussion about trade-offs and school impact. The amount of funds that we are decreasing required us to rethink the service model we are implementing in the Continuous School Improvement (CSI) Division. Additionally, as we work through these reductions, we will need to adjust sections of our Local Control Accountability Plan (LCAP). Once we have a decision about our reductions, we will continue to work with the Parent and Student Advisory Council (PSAC) on the changes to our service model and programs. I am in close conversation with County Leadership regarding the LCAP revisions so that we can submit a quality LCAP. Lastly, we are awaiting responses from grant proposals that we are hopeful will be able to support various work streams in Community Schools Student Services, Academics, and Linked Learning.