



OAKLAND UNIFIED  
SCHOOL DISTRICT  
*Community Schools, Thriving Students*

# Budget Informational Session

Sponsored by the LCAP Parent & Student Advisory Committee



iamOUSD

December 8, 2021

# Interpretation Instructions

Welcome ⇔ Bienvenidos ⇔ Chào mừng Quý vị  
أهلاً بك ⇔ 歡迎

Please do not change settings until instructions are given.

-

Por favor NO cambie la configuración hasta que se le indique.

在講解說明之前，請不要更改設置。

-

Vui lòng đừng thay đổi chế độ cài đặt cho đến khi có hướng dẫn.

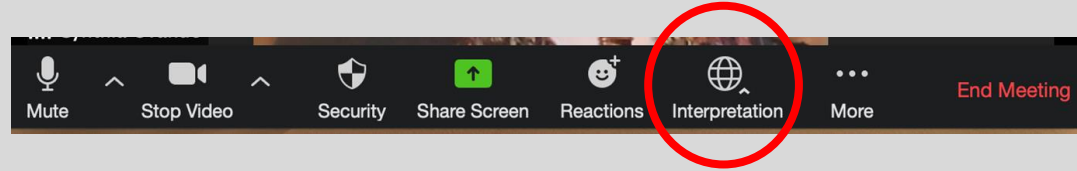
-

يرجى عدم تغيير الإعدادات حتى يتم إعطاء التعليمات.

# Interpretation ⇔ Interpretación

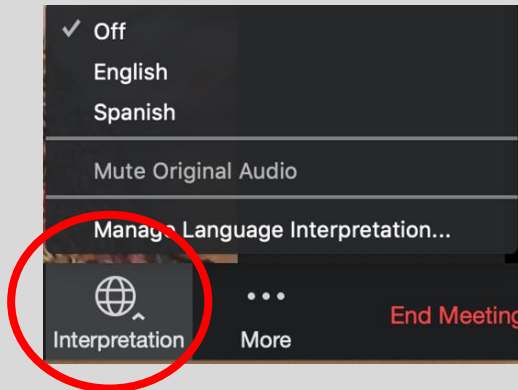
## 1 Go to Controls

Vaya a los controles



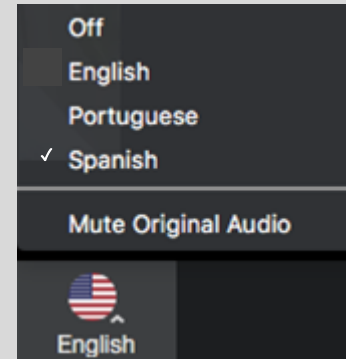
## 2 Click “Interpretation”

Clic en “Interpretación”



## 3 Choose a Language

Escoja un idioma



**If you do not see the interpretation icon on your phone screen:**

Si no ve el ícono de interpretación en la pantalla de su teléfono:

**1) Tap on the three dots at the end of the meeting controls.**



Toque sobre los tres puntos al final de los controles para la junta.

**2) Tap on "Language Interpretation" and choose your language.**

Toque sobre "Language Interpretation" y escoja su lenguaje.

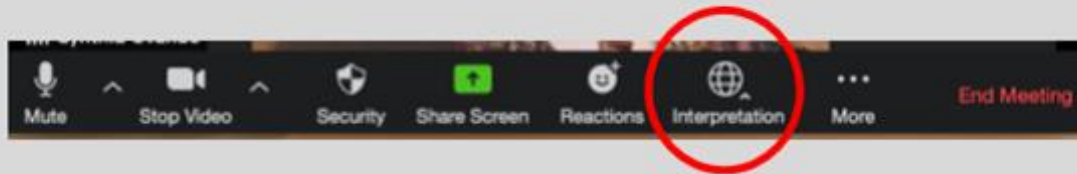
**3) Tap on "Mute Original Audio" and then on "Done."**

Toque sobre "Mute Original Audio" y después sobre "Done."

# Interpretation / Interpretación / 翻譯

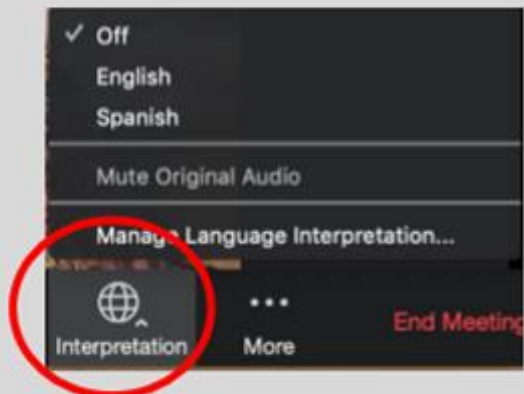
## 1 Go to Controls

Vaya a los controles | 控制鍵



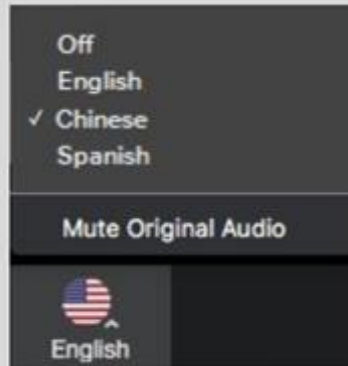
## 2 Click “Interpretation”

Clic en “Interpretación” | 翻譯



## 3 Choose a Language

Escoja un idioma | 選擇一種語言



**If you do not see the interpretation icon on your phone screen:**  
**若你不能夠在電話屏幕見到傳譯圖像：**

1) Tap on the **three dots** at the end of the meeting controls.

點擊會議控制鍵後面的三點。



2) Tap on "**Language Interpretation**" and choose your language.

點擊『語言翻譯』，然後挑選你的語言。

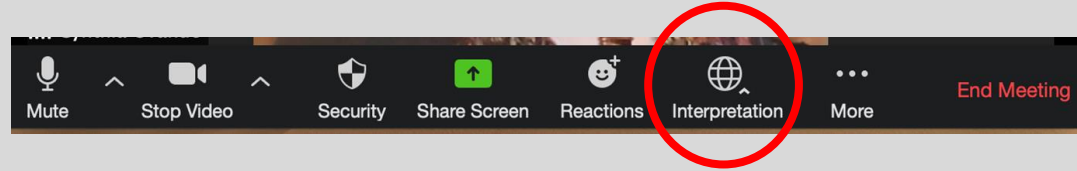
3) Tap on "**Mute Original Audio**" and then on "**Done.**"

點擊『原音頻靜音』，然後點擊『完結』。

# Interpretation ⇔ Thông dịch

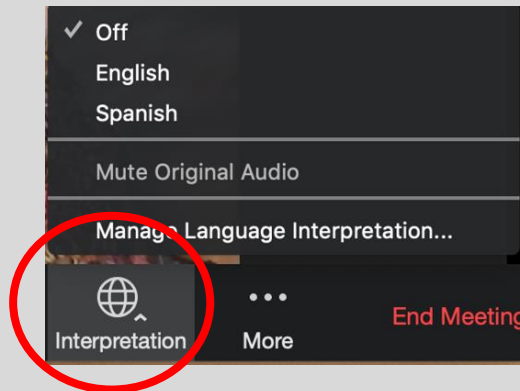
## 1 Go to Controls

Đi đến bảng điều khiển



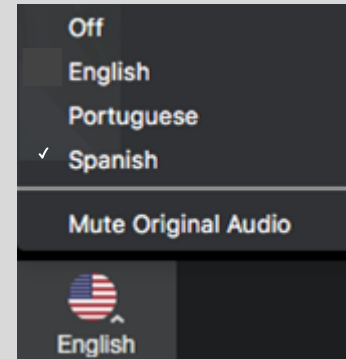
## 2 Click “Interpretation”

Nhấp vào “Interpretation” (Thông dịch)



## 3 Choose a Language

Chọn một Ngôn ngữ





**If you do not see the interpretation icon on your phone screen:**  
**Nếu quý vị không thấy biểu tượng thông dịch trên màn hình điện thoại:**

1) Tap on **the three dots** at the end of the meeting controls.



Nhấn vào **ba dấu chấm** ở cuối bảng điều khiển.

2) Tap on **"Language Interpretation"** and choose your language.

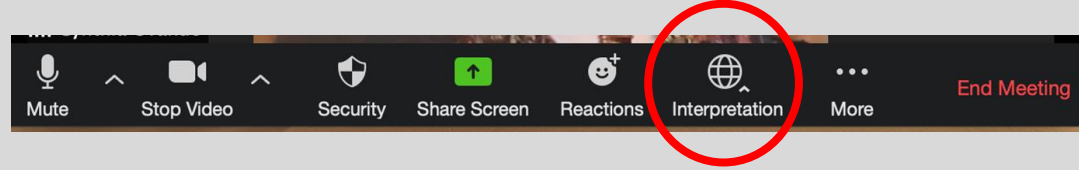
Nhấn vào **"Language Interpretation"** (Ngôn ngữ Thông dịch) và chọn ngôn ngữ của quý vị.

3) Tap on **"Mute Original Audio"** and then on **"Done"**.

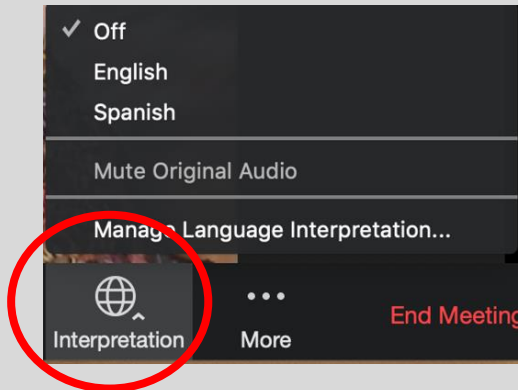
Nhấn vào **"Mute Original Audio"** (Tắt âm thanh gốc) và sau đó **"Done"** (Xong).

# الترجمة

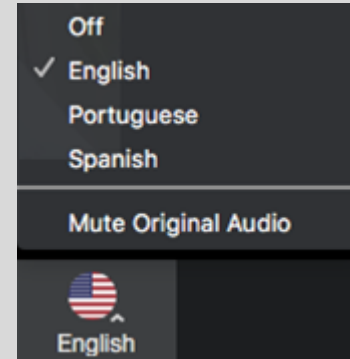
1 انتقل إلى الضوابط



2 اضغط على "الترجمة"

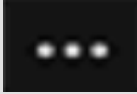


3 أختار اللغة



إذا كنت لا ترى رمز الترجمة على شاشة هاتفك:

1) اضغط على النقاط الثلاث في نهاية ضوابط الاجتماع.



2) اضغط على "ترجمة اللغة" واختر لغتك.

3) اضغط على "كتم الصوت الأصلي" ثم على "تم".

¿Puede oír al intérprete?  
Can you hear the interpreter?



Levante la mano  
Raise your hand



¿Puede oír al interprete?  
你能否聽到傳譯員嗎？



Levante la mano | 舉起你的手



Quý vị có nghe được Thông dịch viên không?  
Can you hear the interpreter?



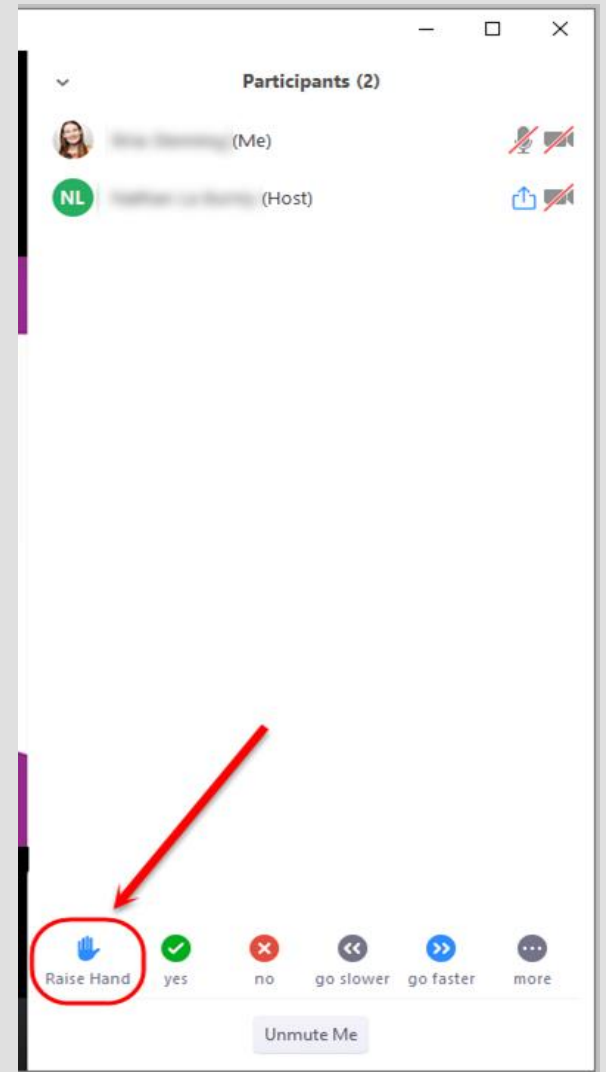
Hãy giơ tay lên  
Raise your hand



# هل يمكنك سماع المترجم؟



## ارفع يدك

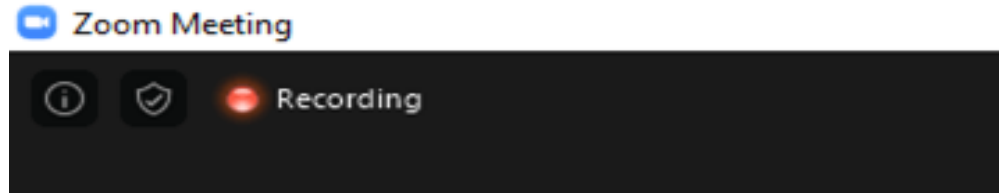


# Security Instructions

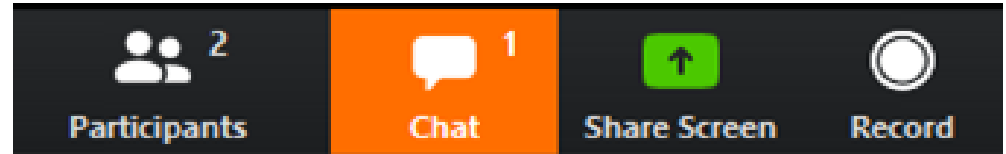


# General Instructions

## Recording



## How to Use Chat

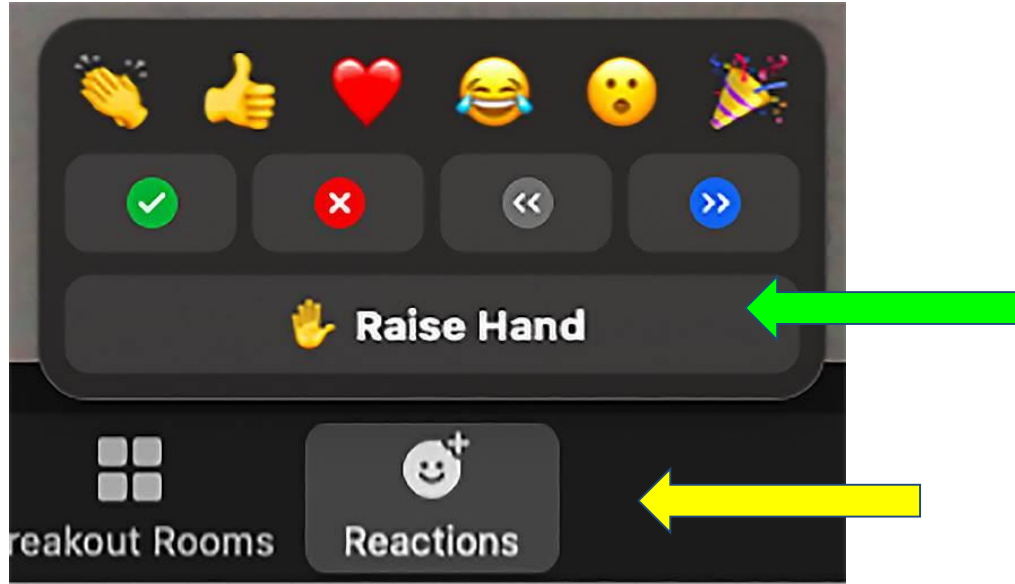


## Who We Can See and Hear

**EVERYONE!**

*PLEASE KEEP YOUR SOUND TURNED OFF UNTIL YOU ASK A QUESTION OR MAKE A COMMENT.*

# Raising Your Hand



Please Use the Sign-In  
Sheet & the Exit Ticket

**We will share the links in the chat space.**

**You can also find them at [www.ousd.org/LCAP](http://www.ousd.org/LCAP)  
in the folder for the LCAP Parent and Student  
Advisory Committee and under today's date.**

**If you cannot fill out the sign-in sheet and want to receive reminders for the meetings, send a text message with your email address and phone number to Cintya Molina at 510-491-6069.**

**THANK YOU!**

<b>Facilitator</b>	Moderador	Alma Piedras Jen Darmstadt-Holm
<b>Timekeeper</b>	Mantener Cuenta del Tiempo	
<b>Notetaker</b>	Tomar Notas	Cintya Molina
<b>Zoom Host</b>	Moderar Zoom	Raquel Jiménez
<b>Chat Monitor</b>	Moderar el Chat	Angelica Jongco
<b>Link Monitor</b>	Moderar los Vínculos	Caitlin Khurshid

# Welcome & Opening



# Agenda Review

**5:30 pm** Instructions; Goals; Agenda; Agreements; Schools Roll Call

**6:00 pm** Overview of Upcoming Meetings and Activities

**6:20 pm** Break 10 minutes

**6:30 pm** Presentation and Q & A: Budget Challenges and Opportunities for 2022-23

1 hour and 20 minutes *(Includes 4 Question & Answer Segments totaling 40 minutes)*

**7:50 pm** Appreciations and Suggestions 10 minutes

**8:00 pm** Adjournment

# Meeting Goals & Agreements

# **Tonight, we will understand:**

- what are the budget challenges for the 2022-23 school year and what is causing them
- what has been done so far to address those challenges, what has been the impact of those actions, and what could be some approaches for addressing those challenges in the near future
- what is the timeline and process for making decisions about the needed budget reductions and adjustments



# Agreements

❖ One mic

❖ Take space;  
make space

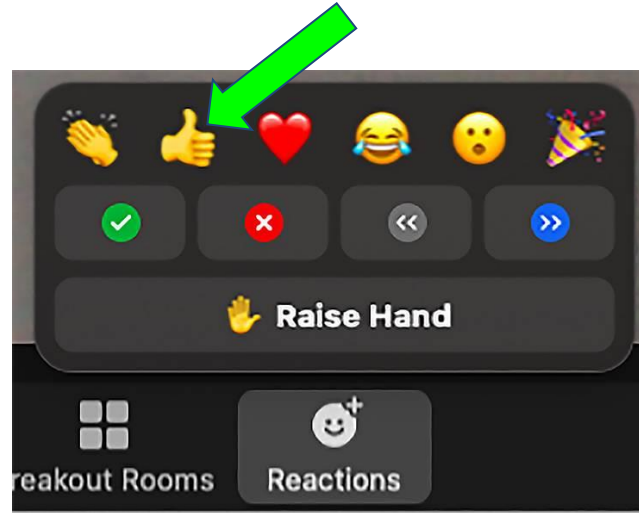
❖ Honor the agenda

❖ Tough on problems;  
easy on people

❖ Listen to understand

❖ Offer solutions

**Please give a thumbs up if you can honor our agreements tonight.**



**If you need something else to feel safe and welcome, please send a message to the facilitators for tonight's meeting.**

# **Roll Call of School Site Committee Leaders**





**Connecting School  
Site and District  
Committee Leaders!**

# ONE OF OUR MAIN GOALS IN 2021-22



Consistent representation at our meetings and engagements by members of School Site Councils and Site English Language Learners Subcommittees from a majority of OUSD schools

# School Site Council









## Site English Language Learners Subcommittee

If you are a member of these committees, let us know in the chat when we call on the schools in your electoral district.

Please share:

- ★ your name
- ★ the committee(s) in which you are a member
- ★ your school
- ★ your role (parent or caregiver, student, teacher, other staff, community member)



# *Electoral District 1*

<u>Chabot</u>   	Claremont	<u>Emerson</u>  
Hillcrest	Peralta  	Piedmont Avenue
Sankofa United	Oakland International	 Oakland Tech

# Electoral District 2

Bella Vista	Cleveland   	Crocker Highlands
 Franklin	  <u>Garfield</u>	La Escuelita
 Lincoln	 Roosevelt	Dewey
ACC MetWest  	ACC Oakland High  	


# *Electoral District 3*

 Hoover	Martin Luther King, Jr. 	Prescott
Westlake	West Oakland Middle	McClymonds
Bunche Academy	Street Academy	

# *Electoral District 4*

Allendale	Bret Harte	Horace Mann
Joaquin Miller	Laurel  	Montclair
Montera  	Redwood Heights 	Sequoia   
 Thornhill		

# *Electoral District 5*

 Bridges	<u>Edna Brewer</u> 	Fruitvale
Glenview	   <u>Global</u>	International Community 
Manzanita Community	Manzanita SEED	Think College Now
United for Success	Urban Promise	Fremont
Life		



# *Electoral District 6*

Burckhalter



Carl Munck

East Oakland  
Pride



Frick United



Greenleaf



Lockwood STEAM

Markham

Melrose Leadership

Parker

Coliseum College  
Prep

Skyline

# Electoral District 7

Acorn Woodland	Brookfield	Castlemont	Elmhurst United 
EnCompass	Esperanza	Grass Valley	Oakland Academy of Knowledge 
Korematsu	Madison Park (TK-5)	Madison Park (6-12)	New Highland
  <u>Reach</u>	RISE	Rudsdale	Sojourner Truth

# Members of the LCAP Parent & Student Advisory Committee

**Student Members:** **Anevay Cruz** (Oakland High), **Irea Vásquez** (MetWest)

**District 1:** **Alan Pursell** (Emerson), **Caitlin Khurshid** (Chabot)

**District 2:** **Norma Ventura** (Garfield), **Charlene Johnson** (Oakland High), **Michelle Gong** (Lincoln), **Lydia Alexandre** (Franklin, Roosevelt)

**District 3:** **Jen Darmstadt-Holm** (MLK)

**District 4:** **Reginald Mosley** (Montclair), **Alma Piedras** (Laurel), **Monalisa Treviño** (Montera), **Michael Loudon** (Montera)

**District 5:** **Shelley González** (Edna Brewer), **Ingrid Martínez** (Global), **Veronica Martinez** (Global), **Karina Najera** (ICS, Life)

**District 6:** **Bahijat Abdul** (Burckhalter), **Melissa Medina** (Frick United), **Marcela García-Castanón**

**District 7:** **Ché Phinnessee** (Reach)

# Overview of Meetings: Building Up to Set our Budget and LCAP Priorities

# GENERAL QUESTIONS

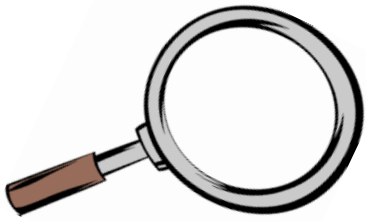
- How did student enrollment and attendance shape funding for our current budget?
- What was our funding for the budget this year?
- What different streams of funding are we working with?
- What funding changes did we have to address in this year's budget?

September	October	November
<p><b>FOCUS: USE OF COVID RELIEF DOLLARS AND RESOURCES</b></p> <p>How were Covid relief dollars allocated both centrally and at school sites?</p> <p>How were centrally managed resources funded by Covid relief dollars assigned to school sites? Which schools are receiving those resources?</p> <p>To what degree have the dollars that were assigned been utilized so far? (For example: people hired; materials bought, etc.)</p> <p>Do we expect a balance of Covid relief dollars to be available for the 2022-23 budget?</p>	<p><b>FOCUS: SCHOOL-MANAGED POSITIONS, PROGRAMS, AND INVESTMENTS</b></p> <p>What is the base allocation of positions for school sites?</p> <p>What funding did schools receive to make investments beyond their base?</p> <p>What investments are schools making beyond the base assigned to them?</p>	<p><b>FOCUS: CENTRALLY-MANAGED POSITIONS, PROGRAMS, AND INVESTMENTS</b></p> <p>What departments, programs, and positions exist centrally?</p> <p>Which of them are centrally managed investments that go beyond what is considered as base?</p> <p>How are those investments funded?</p>



- How did student enrollment and attendance shape funding for our current budget?
- What was our funding for the budget this year?
- What different streams of funding are we working with?
- What funding changes do we predict we will need to address for next year?

December	January
<p><b>FOCUS: DISCUSSION ABOUT BUDGET CHALLENGES AND OPPORTUNITIES FOR THE 2022-23 SCHOOL YEAR AND POSSIBLE IMPACT ON LCAP ACTIONS &amp; INVESTMENTS</b></p>	<p><b>SSCs PREVIEW PROPOSAL FOR THE 2022-23 BUDGET</b></p> <p><b>PSAC GATHERING FOR SCHOOL SITE COMMITTEES TO SHARE THEIR RESPONSES TO PROPOSAL FOR THE 2022-23 BUDGET</b></p> <p><b>PSAC SPECIAL MEETING WITH THE SCHOOL BOARD</b></p>



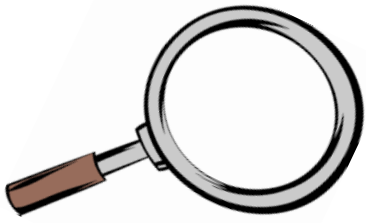
# GENERAL QUESTIONS

**How does student enrollment and attendance shape the funding that we get for the budget?**

**How much funding do we have for the budget?**

**What different sources of funding do we have?**

**What changes in our funding do we have to address in our budget?**

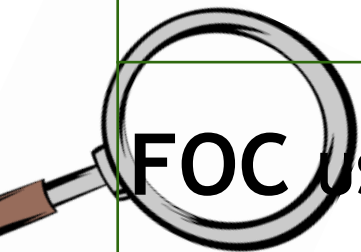


## GENERAL QUESTIONS

**These general questions are answered at every meeting of the LCAP PSAC where the budget is discussed.**



# September



## FOCUS: USE OF COVID RELIEF DOLLARS AND RESOURCES

How were Covid relief dollars assigned centrally and at schools?

How were centrally managed resources (positions, materials, etc.) that were funded by Covid relief dollars assigned to school sites? Which schools are receiving those resources?

How much have Covid dollars planned for this year been used so far? (Examples: people hired; materials bought, etc.)

Do we expect a balance of Covid relief dollars that we could use for the 2022-23 budget?

# October



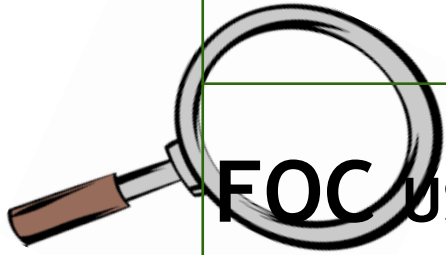
## **FOCUS: SCHOOL-MANAGED POSITIONS, PROGRAMS, AND INVESTMENTS** (Not covid funded)

What base positions did schools get?

What funding did schools receive to make investments beyond what they got as base?

What investments did schools make?

November



**FOCUS: CENTRALLY-MANAGED POSITIONS,  
PROGRAMS, AND INVESTMENTS** (Not covid funded)

What departments, programs, positions, and services exist centrally?

Which of those departments, programs, positions, or services go beyond what is base?

How are they funded?

**December**



**FOCUS:**

**BUDGET CHALLENGES AND OPPORTUNITIES FOR THE  
2022-23 SCHOOL YEAR**

**POSSIBLE IMPACT OF BUDGET CHANGES ON THE  
ACTIONS & INVESTMENTS IN OUR  
*LOCAL CONTROL AND ACCOUNTABILITY PLAN***

**(Informational Session, Wednesday, December 8, 5:30 pm)**

# January



**FOCUS: SCHOOL SITE COUNCILS GET A PREVIEW OF PROPOSAL FOR THE 2022-23 BUDGET (Week of January 3)**

**PSAC GATHERING FOR SCHOOL SITE COUNCILS TO SHARE THEIR RESPONSES TO PROPOSAL FOR THE 2022-23 BUDGET (Saturday, January 8)**

**PSAC SPECIAL MEETING WITH THE SCHOOL BOARD (Thursday, January 13)**

## DECEMBER

Wednesday, 12/8, 5:30 pm

**LCAP PSAC Budget Information and Q&A Session**

## JANUARY

Week of 1/3

**SSCs & SELLS meet to discuss budget reductions**

Saturday, 1/8, 10:30 am - 12 pm

**PSAC Gathering for School Site Councils**

Thursday, 1/13, 5:30 pm

**School Board & PSAC Special Meeting**

PSAC Members share feedback from SSCs in each Electoral District

# Presentation and Q & A: Budget Challenges and Opportunities for 2022-23

# Overview



This is such a difficult conversation to have, especially this year that is so challenging when school staff are stretched very thin.



# Larger context:

## Insufficient funding for education

### Elon Musk's Wealth Spikes \$13.4 Billion, Making Him Richer Than Finland



Rebecca Shepherd

Published 15:14, 02 November 2021 GMT  
| Last updated 15:27, 02 November 2021 GMT



VOTE 2020

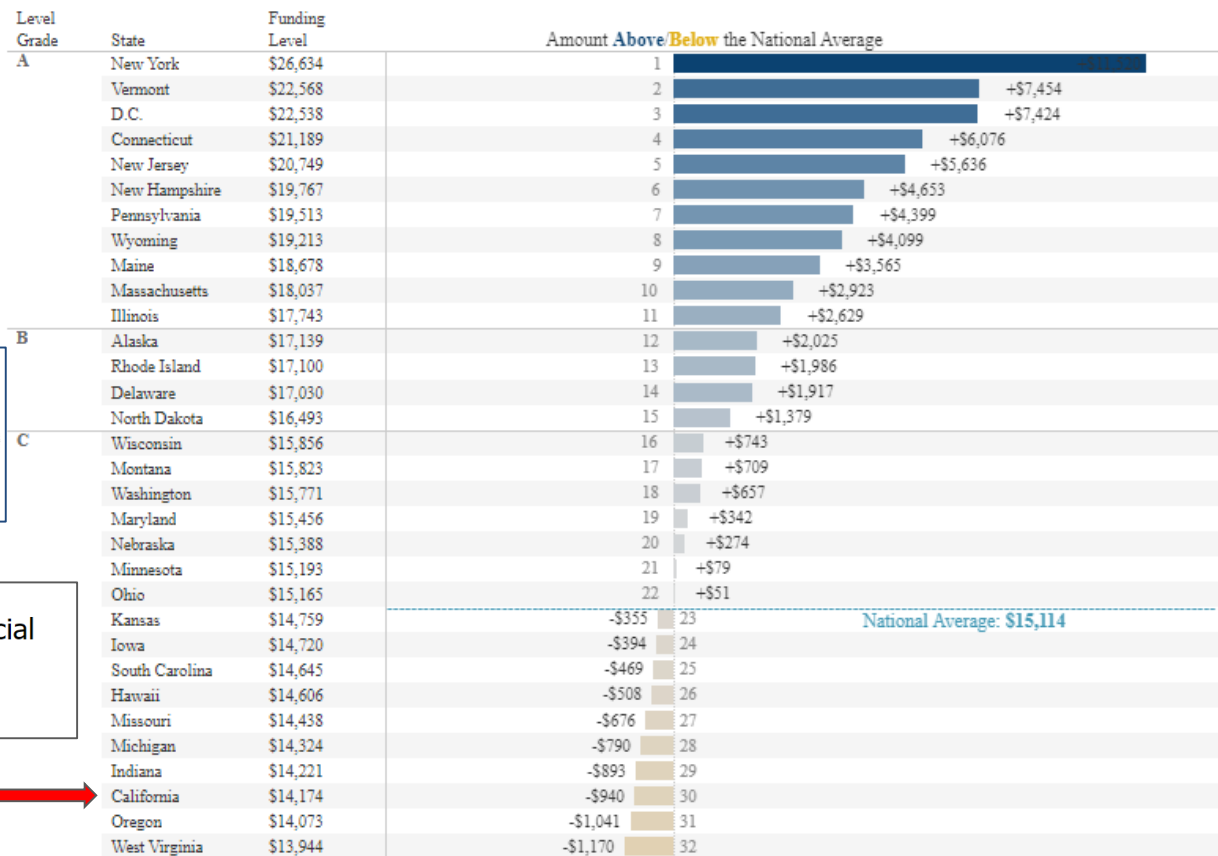
Prop 15 fails; California won't raise commercial property taxes for education



By Alix Martichoux

Wednesday, November 11, 2020

Cost-adjusted per-pupil funding level by state relative to national average (2019)



# Root causes of budget issues

Declining enrollment due to the pandemic, and competition with charter schools, neighboring districts, and private schools

Despite the passage of LCFF, State/Federal governments continue to underfund the costs of serving students of highest need, such as students with disabilities, newcomers, students in alternative education, and other groups

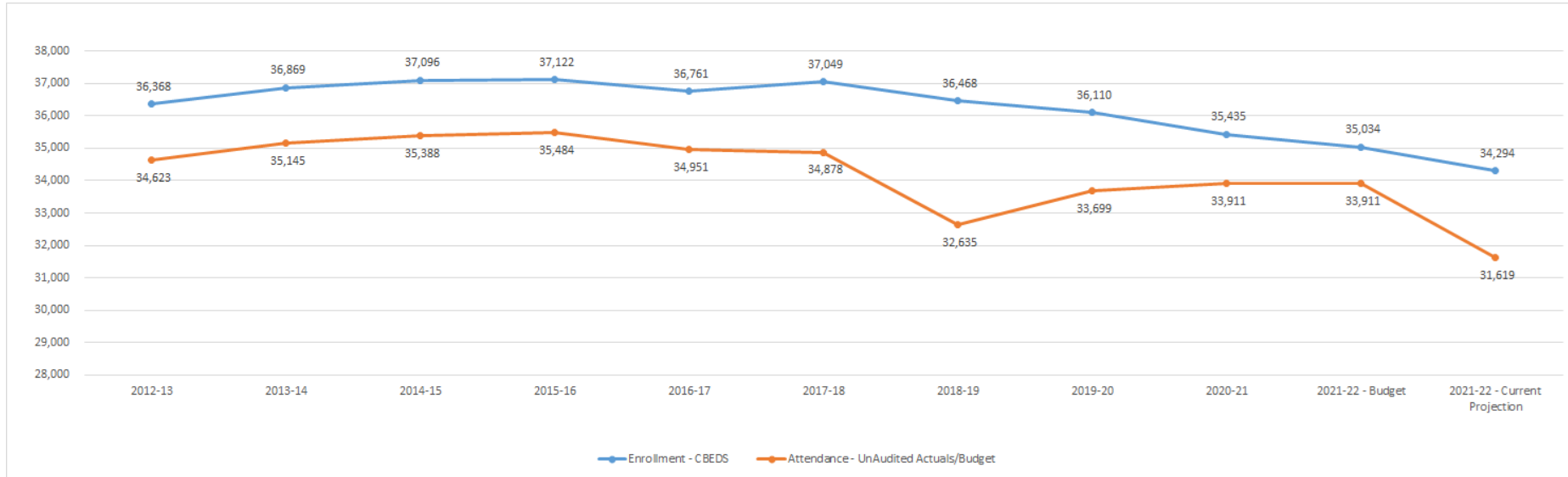
Equity means spending more money on some students than others, and Oakland has committed to serving more students of highest need than other systems have

BIGGEST immediate need to increase salaries to attract and retain employees

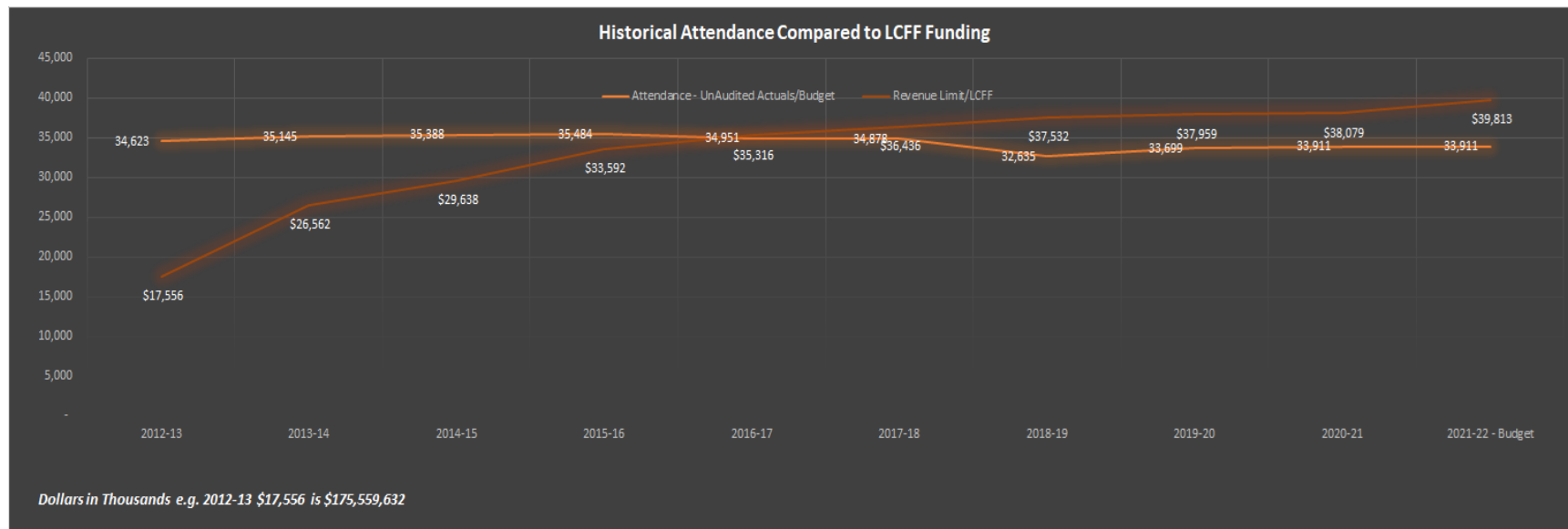
OUSD has struggled to fill positions in critical roles this year. Increasing salaries is urgent.

# BUDGET TRENDS AND ISSUES

# Historical Enrollment & Attendance



# Historical Attendance v LCFF Funding



This slide reflects how we have earned LCFF increases based solely on rate (COLA) increases and not attendance. This is a significant factor to why there is a deficit.

# Why are expenditures going up?

Although the District has achieved some fiscal stability, it still faces the following pressures despite temporary relief through legislation, reductions in prior years, and one-time funding:

- Salary compensation (existing and future)
- Increased pension obligations
- Increased contributions to restricted programs
- General inflation of everything from electricity to maintenance.

To the extent our largest expense is people and people costs grow faster than revenue, we will continue to have a challenge.



# Districts across California face deficits due to declining enrollment & attendance - OUSD is not alone

WHATMATTERS

## California schools are running out of money



BY EMILY HOEVEN  
OCTOBER 19, 2021



## Eight campuses could close in Hayward because of declining enrollment

Declining enrollment and a budget shortfall put schools on the line



By PETER HEGARTY | phegarty@bayareanewsgroup.com | Bay Area News Group  
PUBLISHED: October 19, 2021 at 6:55 a.m. | UPDATED: October 19, 2021 at 6:05 p.m.



BAY AREA

## S.F. schools' financial tailspin prompts state to intervene in face of massive shortfall



Jill Tucker

Oct. 5, 2021 | Updated: Oct. 5, 2021 8:31 p.m.



## Cupertino Union School District votes to close or consolidate several elementary schools

By Ann Rubin | Published 3 days ago | Cupertino | KTVU FOX 2



“Michael Fine, CEO of FCMAT and others are referring to the impact of the declining enrollments as the ‘fiscal cliff.’ They are urging districts to prepare for it through staff reductions and cutting expenses instead of burning their budget reserves. **For many districts, the next two years will be a double whammy, coinciding with the end of record one-time state and federal COVID relief aid.**”

# Q&A - Discussion

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# Notes

# Revenue Picture for 2022-23 has many moving parts

## Increasing Revenue

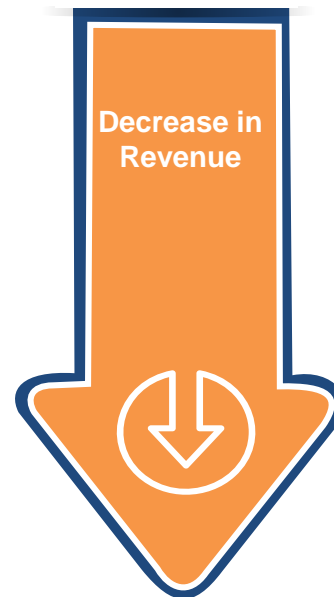
- Concentration Funding will increase by 15%
- Increasing Student Need with Unduplicated Student Count
- Additional state funding directed to key strategic priorities: Community Schools and Educator Effectiveness
- Projected COLA for the 2022-23 year of 2.48%



## Decrease in Revenue

## Decreasing Revenue

- At Census day enrollment, we are **740 students below our budget projection for this year (2021-22)**
- Significantly lower attendance rates due to COVID.
- Demographers are predicting increased numbers of families leaving East Bay.
- State Removing Hold Harmless on Enrollment and ADA



# Multi-Year Projections - We Have to Make Room in the Budget

## 2021-22 Adopted Budget MYP Fund Balance Summary - Unrestricted No 1x COVID

	2021-22 Unrestricted	2022-23 Unrestricted	2023-24 Unrestricted
<b>A. Revenues</b>			
5) Total Revenues	\$ 410,574,363	\$ 407,605,663	\$ 416,914,397
<b>B. Expenditures</b>			
9) Total Expenditures	\$ 319,639,491	\$ 321,061,139	\$ 327,239,581
<b>C. Excess (Deficiency) of Revenues Over Expenditures</b>	\$ 90,934,872	\$ 86,544,524	\$ 89,674,816
<b>D. Other Financing Sources/Uses</b>			
4) Total, Other Financing Sources/Uses	\$ (90,934,872)	\$ (90,034,872)	\$ (89,832,221)
<b>E. Net Increase (Decrease) in Fund Balance (C +D4)</b>	\$ -	\$ (3,490,348)	\$ (157,405)
<b>F. Fund Balance, Reserves</b>			
1) Beginning Fund Balance			
a) Adjusted Beginning Balance (F1c + F1d)	\$ 71,069,152	\$ 71,069,152	\$ 67,578,804
2) Ending Balance, June 30 (E + F1e)	\$ 71,069,152	\$ 67,578,804	\$ 67,421,399

- 2021-22 The Bridge Plan was adopted; \$16M of expenses cannot return to the UnRestricted GF or deficit will return.
- **Without “Bridge”, there would have been \$-19.5 M without eliminations.**
- 2022-23 Revenue is declining and expenditures are growing above revenue projections
- The projected 2022-2023 and 2023-24 Fund Balance will be lower as of First Interim due to enrollment decline.

# One-time funding vs. Ongoing funding

# Q&A - Discussion

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# Notes

# BUDGET DEVELOPMENT PROCESS

# Grounded in Priorities

<u>LCAP Goals</u>	Performance Outcomes	Strategic Plan Key Initiatives
<b>Goal 1: All students graduate college, career, and community ready.</b>	Early learners are achieving Middle grade students are prepared for high school OUSD graduates are A-G ready	<b>INITIATIVE #1</b> Ensuring Strong Readers by the Third Grade <b>INITIATIVE #2</b> Supporting Empowered Graduates
<b>Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.</b>	English Learners are gaining English proficiency Black, Latinx, and foster youth are reading at grade level.	<b>INITIATIVE #1</b> Ensuring Strong Readers by the Third Grade <b>INITIATIVE #2</b> Supporting Empowered Graduates <b>INITIATIVE #3</b> Creating Joyful Schools
<b>Goal 3: Students and families are welcomed, safe, healthy, and engaged.</b>	Students attend school every day. Schools are inclusive of all students Students and families are connected to schools	<b>INITIATIVE #3</b> Creating Joyful Schools
<b>Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.</b>	All teachers at all schools are prepared and successful. All staff at all schools are trained to serve the students we have historically most marginalized.	<b>INITIATIVE #4</b> Growing a Diverse and Stable Staff
<p><b>LCAP Goal 5: Students, families, and staff have the resources and supports necessary to address the impacts of the COVID-19 pandemic.</b></p> <p><b>SUPT WORK PLAN INITIATIVE 5: Creating a Sustainable and Thriving District</b></p>		



# Where are we in the process?

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## What's working/not working?

- All stakeholders should be evaluating our current work against priorities in LCAP/Strategic plan
- What's missing or is a strategic or tactical opportunity worth investing in aligned to our goals?

**Show our work.** Staff is “bundling” existing spending by area of work to support transparent evaluation of central and school site spending. What is must do, should do, nice to do.

# Considerations as we evaluate and prioritize

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- How do we determine what is a...

Must Do	Should Do	Nice to Do	Stop
Core Central Office/School Site Investments required and present in all school districts)	Strategic investments that will yield improved student outcomes or services to schools	Might be a great concept, but this strategic investment needs to be deeply interrogated	Investments we will no longer invest in

- How will we implement, track and re-evaluate any new investment?
- How would reducing/eliminating an existing “bundle” or investment impact on our priorities or our functioning?

# How might we mitigate reductions?

Description	When will we have more information?
Fund balance able to cover portion of compensation or other costs	Known now
One-Time COVID resources	Known now
Vacancy savings from unhired and late-hired positions (need policy on usage decisions on any savings)	December--1st Interim Report
Restricted dollars eligible to one-time or ongoing expenses	December--1st Interim Report
New revenue from the State and Federal Government for 2022-23	January--Governor's Budget

# How might we mitigate reductions?

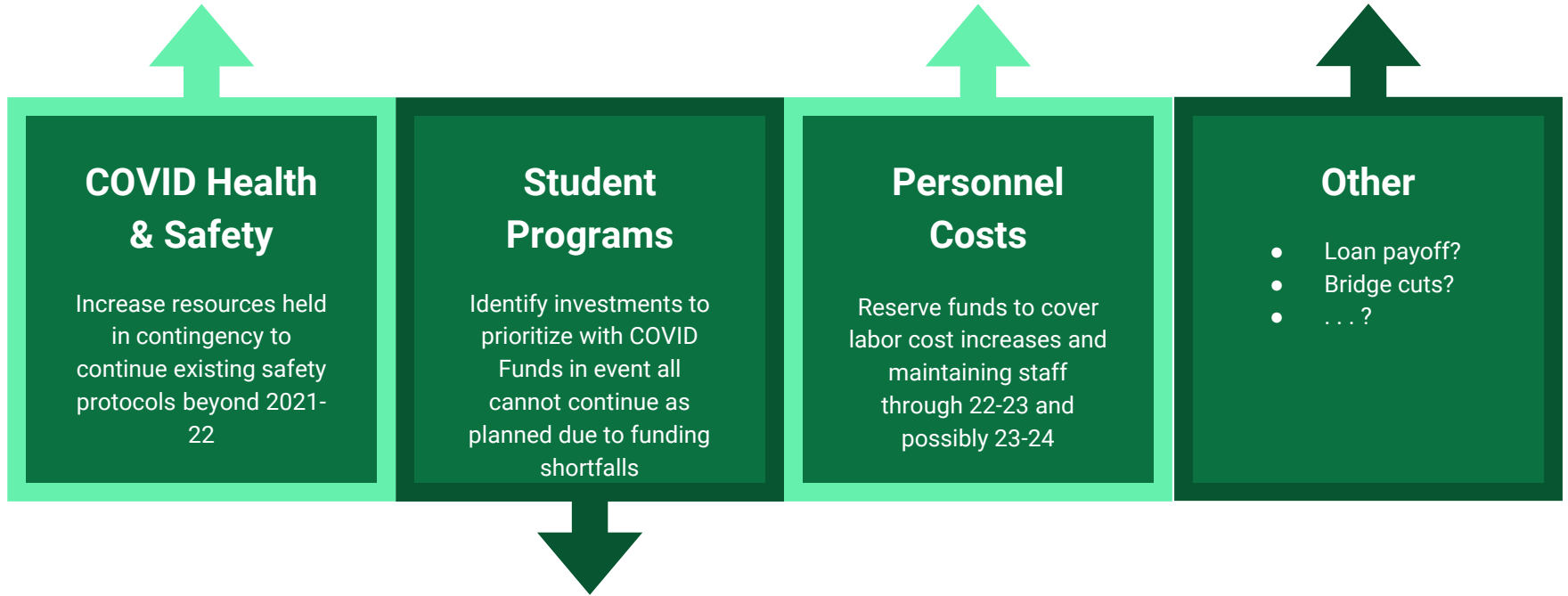
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**Clear, ranked spending priorities ease the challenge of adjusting to rapidly changing financial realities and minimize reacting to every new adjustment in revenue and expense.**

# Challenges and Opportunities of One-Time COVID Funds

**Opportunity:** unprecedented resources to tackle large challenges over multiple years

**Challenge:** evolving and unpredictable health & safety costs, risk of building a financial cliff



# Q&A - Discussion

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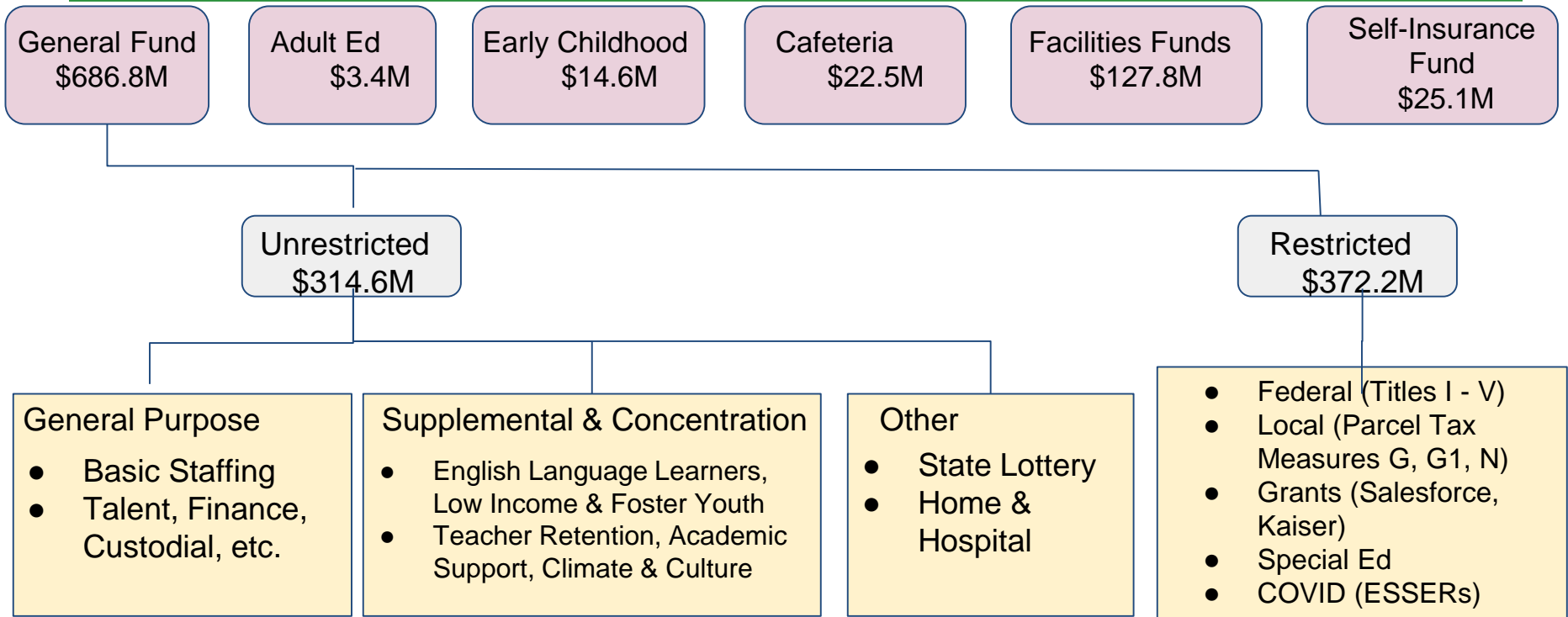


# Notes

# WHERE IS OUR MONEY?



# District Funds (2021-22)



\* 2021-22 Adopted Budget

# Adjustments Must Come from Unrestricted Funds

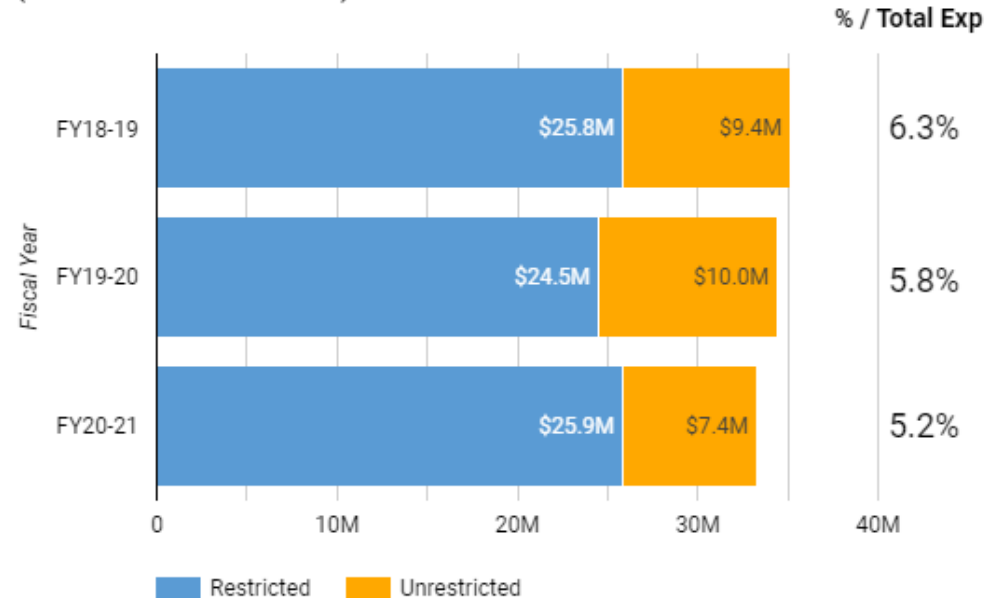
Unlike Restricted Funds, Unrestricted Funds can largely be used for any purpose.

- Compensation increases must be based on Unrestricted Funds.
- Our State-required Reserve for Economic Uncertainty (REU) can only be comprised of Unrestricted General Purpose Funds.

# Consultant spending in OUSD

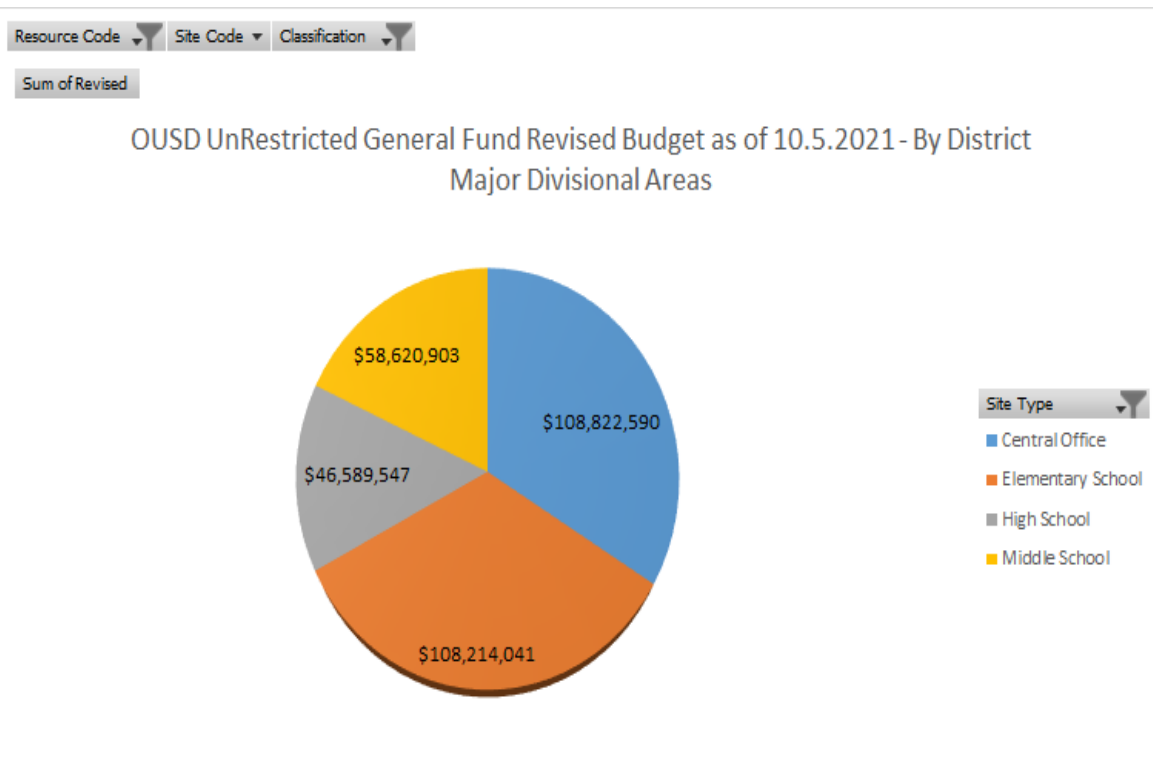
## Consultant Expenditures by Resource Type

(Amounts in \$Millions)



See All Analyses  
[Consultant  
Spending Analysis  
Dashboard](#)

# Making Room - Unpacking The Central Office



- The “Central Office” is a collection of departments designed to support the operational purpose and responsibility of the School District that are not coordinated or managed directly by School Sites.
- Many of the services provided directly impact students and occur at School Sites.
- Re-organizations and adjustments can be made here to reduce ongoing expenditures.
- Re-imagining services as well as expectations must be part of any significant adjustments.

# 2021-22 Central Office Unrestricted Budgets

## OUSD UnRestricted General Fund Revised Budget as of 10.5.2021 Data by Site Type

Classification	(Multiple Items)	⌵
Resource Code	(Multiple Items)	⌵
Site Type	Central Office	⌵

Sum of Revised	
Site Code	Total
901 Chief of Staff	\$166,196
903 Office Of Chief Academic Offic	\$2,815,346
905 Office Of Sr. Business Officer	\$6,091,548
906 Ombudsman	\$376,088
907 Student Assignment	\$3,058,438
909 Academic Innovation	\$3,071,586
910 Early Childhood Development	\$29,207
912 Linked Learning	\$982,993
913 Chief Of Operations	\$831,779
918 Facilities Planning	\$187,828
922 Comm. Schools & Student Servic	\$8,135,525
923 Elementary Network 4	\$581,438
928 Oprs Counseling	\$4,663,793
929 Office Of Equity	\$4,038,285
933 Oakland Athletic League (oal)	\$1,809,338
940 Board Of Education	\$1,365,149
941 Office Of The Superintendent	\$1,013,946
942 Labor Relations	\$653,435
944 Human Resources Services, Supp	\$6,851,944
945 Office Of State Trustee	\$152,050
946 Legal Counsel	\$1,421,423
947 Charter Schools Office (admin)	\$1,237,263
948 Research Assessment & Data	\$2,600,234
950 Strategic Resource Planning	\$179,403

## OUSD UnRestricted General Fund Revised Budget as of 10.5.2021 Data by Site Type

Classification	(Multiple Items)	⌵
Resource Code	(Multiple Items)	⌵
Site Type	Central Office	⌵

Sum of Revised	
Site Code	Total
951 Budget	\$0
954 Eng Lang Lmr/multilingual Ach	\$501,401
956 Continuous School Improvement	\$819,738
958 Communications	\$958,503
962 Pre-k-5 Network 2	\$474,958
963 Pre-k-5 Network 3	\$496,621
964 High School Network	\$1,707,176
965 Middle School Network	\$488,776
968 Health Services (nurses)	\$0
975 Special Education	\$6,061,071
979 Printing And Mail Services	-\$30,229
986 Technology Services	\$5,047,443
987 Risk Management	\$269,151
988 Buildings & Grounds	\$1,595,009
989 Custodial Services	\$14,361,092
990 Procurement & Distribution	\$603,743
992 Warehouse Distribution	\$1,245,811
994 Ousd Police Department	\$0
995 Transportation	\$14,857,352
998 School Contingency Funds	\$4,286,174
999 Districtwide Expenses	\$15,343,862

# Current School-Based Staffing & Funding Allocations

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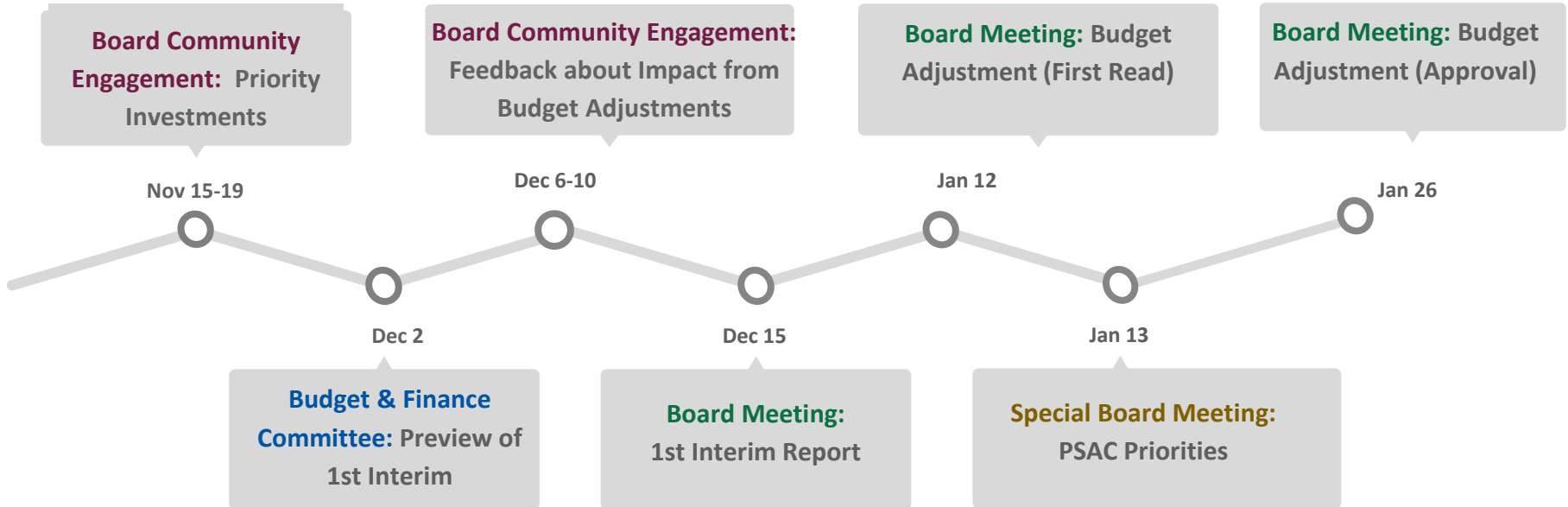
- Each year, schools receive a **School Site Budget One-Pager** that provides an itemized list of personnel and funding. The amount a school receives is driven by enrollment and the needs of the students they serve: grade span, Unduplicated Pupil (LCFF) Percentage, and Free and Reduced Price Meal (FRPM) percentage.
- [2021-22 School Site Funding Profile](#)
- [2021-22 Summary of SPSA Spending](#)

# Current School-Based Staffing & Funding Allocations

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- Staffing is allocated to schools using formulas based primarily on enrollment, with class sizes determined by the OEA/OUSD contract. This set of allocations is often called the **base staffing**.
- Schools also receive funding from other resources based on the needs of the students they serve. Most of these funds are **targeted or restricted** and must be used to provide specific services to specific student groups.
- These services can be provided through additional positions (labor) or the purchase of goods or services (non-labor). Many of these investments provide wrap-around services or other supports aligned to our mission of building a Full Service Community School District.

# Timeline





# Q&A - Discussion

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# Notes

# Appreciations & Public Comments

# Notes