

Oakland Unified School District

Board of Education
1000 Broadway, Suite 680
Oakland, CA 94607-4099
(510) 879-8199 Voice
(510) 879-2299 eFax
(510) 879-2300 eTTY/TDD
boe@ousd.org E-Mail



ACCESSIBILITY OF AGENDA AND AGENDA MATERIALS

Agenda and agenda materials are accessible at <http://www.ousd.org> or from any computer terminal in the Offices of the Board of Education and Superintendent, 1000 Broadway, Suite 680, Oakland, CA 94607-4099

AMERICANS WITH DISABILITIES ACT COMPLIANCE AND LANGUAGE SERVICES

Individuals requiring interpretation or translation services or a reasonable accommodation to participate in meetings should notify the Office of the Board of Education seventy-two (72) hours prior to the meeting at either (510)879-8199(VM); or boe@ousd.org (E-Mail); or (510) 879-2300 (eTTY/TDD); or (510) 879-2299 (eFax).

Meeting Minutes Long - Final

Wednesday, March 1, 2017

6:00 PM

**KDOL TV Studio, B-237, Met West High School Entrance, 314 East 10th Street,
Oakland, CA 94606-2291**

Budget and Finance Committee

***Aimee Eng, Chair
Jody London
Shanthi Gonzales***

LEY CUMPLIMIENTO PARA AMERICANOS CON DISCAPACIDADES Y SERVICIO DE IDIOMAS

Personas que requieran servicios de traducción o interpretación o facilidades razonables para participar en juntas deberán notificar a la Oficina de la Mesa Directiva de Educación setenta y dos (72) horas antes de la junta ya sea al [\(510\)879-8199](tel:(510)879-8199)(VM); o boe@ousd.org (E-Mail); o [\(510\) 879-2300](tel:(510)879-2300) (eTTY/TDD); o [\(510\) 879-2299](tel:(510)879-2299) (eFax).

美國殘障人士法案條例遵守及語言服務

個別人士需要傳譯及翻譯服務或有合理安排去參與會議的應該在舉行會議之前的七十二 (72) 小時通知教育委員會。請致電[\(510\)879-8199](tel:(510)879-8199) (留言) ; 或 boe@ousd.org (電郵) ; 或[\(510\) 879-2300](tel:(510)879-2300) (電子文字電話/聽障專用電信設備 (eTTY/TDD)) ; 或[\(510\) 879-2299](tel:(510)879-2299) (電子圖文傳真 (eFax)) 。

TUẦN HÀNH ĐẠO LUẬT NGƯỜI MỸ KHUYẾT TẬT VÀ DỊCH THUẬT

Những người nào cần thông ngôn hay phiên dịch hay một sắp xếp hợp lý nào để tham gia các buổi họp phải thông báo Văn phòng của Hội đồng Giáo dục bảy mươi hai (72) tiếng đồng hồ trước buổi họp, số điện thoại [\(510\)879-8199](tel:(510)879-8199) (VM); hay là boe@ousd.org (E-Mail); hay là [\(510\) 879-2300](tel:(510)879-2300) (eTTY/TDD); hay là số [\(510\) 879-2299](tel:(510)879-2299) (eFax).

សេវាបកប្រែភាសា និងការអនុលោមតាមច្បាប់ជនជាតិអាមេរិកាំងពិការ

អ្នកណាដែលត្រូវការសេវាបកប្រែភាសាដោយផ្ទាល់មាត់ ឬជាលាយលក្ខណ៍អក្សរ ឬត្រូវការការជួយសម្រេចសម្រួលយ៉ាងសមរម្យមួយ ដើម្បីចូលរួមក្នុងកិច្ចប្រជុំសាធារណៈ ត្រូវផ្តល់ដំណឹងទៅកាន់ទីការិយាល័យនៃក្រុមប្រឹក្សាអប់រំ ឱ្យបានចិតសិចពី (72) ម៉ោងមុនកិច្ចប្រជុំ តាមរយៈទូរស័ព្ទលេខ [\(510\) 879-8199](tel:(510)879-8199) ឬតាមរយៈអ៊ីមែល boe@ousd.org ឬទូរស័ព្ទ eTTY/TDD លេខ [\(510\) 879-2300](tel:(510)879-2300) ឬទូរសារលេខ [\(510\) 879-2299](tel:(510)879-2299)។

الامتنال لفانون الأمريكيين ذوي الإعاقات (ADA) وتوفير الخدمات اللغوية

من يحتاج إلى خدمات الترجمة المكتوبة أو خدمات الترجمة الفورية أو الترتيبات التيسيرية المعقولة لكي يساهم في الاجتماعات فالمرجو منه إبلاغ مكتب إدارة التعليم إثنين وسبعين (72) ساعة قبل الاجتماع بوسيلة من الوسائل التالية:

الهاتف الصوتي:	الهاتف للصم والبكم:	الفاكس الإلكتروني:	البريد الإلكتروني:
510.879.8199	510.879.2300	510.879.2299	boe@ousd.org

A. Call to Order

Chairperson Aimee Eng called the meeting to order at 6:04 P.M.

B. Roll Call

Present 2 - Jody London
Aimee Eng
Absent 1 - Shanthi Gonzales

C. Speaker Request Cards/Modification(s) To Agenda

None.

D. Adoption of Committee Minutes

None.

E. Adoption of the Committee General Consent Report

None.

F. Unfinished Business

None.

G. New Business

[17-0404](#)

Budget and Finance Committee - Charge

Statement of Committee ad hoc Charge, pending formal definition of Charge by the Board of Education, by Aimee Eng, Chairperson.

Attachments: [17-0404 Budget and Finance Committee - Charge](#)

Chairperson Eng stated the goal for the Board Budget and Finance Committee.

-To demystify the budget process for the Board and public providing opportunities that are more meaningful for deeper engagement around the budget process.

-To create and foster more dialogue similar to the monthly Board Community Engagement Meetings.

Chairperson Eng said the Committee was formed in January 2017 in response to a desire by Members of the Board and the public to gain greater clarity and a deeper understanding of key factors that impact the District's budget development process. She said because of on-going financial concerns in the foreseeable future and potential revenues flattening, the Board wants to review fiscal policies and tighten its processes that ensures the Board and the public timely access to accurate and comprehensive OUSD financial management information that is easily comprehensible.

Some key documents that will be used in today's meeting:

- *Board Policy 3150*
- *Resolution 1617-0122 – Board approved 1/25/17, directing staff to provide updates on the current year's spending and Limitations Protocol and the 2017/2018 budget development process*
- *The Superintendent's Budget Handbook and OUSD Local Control Accountability Plan (LCAP) Plan*

Chairperson Eng reviewed the Committee Charge:

Primary Tasks of Committee - BOARD BUDGET AND FINANCE COMMITTEE- SPRING 2017

1. To receive updates on the Spending Limitations Protocol and assess its impact on school sites and central office during the 2016-2017 school year; monitor 2017-2018 budget development process, and vet any ongoing concerns.

Desired Outcome: A set of best practices for budgeting that guides staff and Board in budget development and engagement.

2. To review current fiscal policies and make recommendations for new or updated policies and/or actions related (but not limited to) budget development process, protocol, timeline and engagement

Desired Outcome: A refined fiscal policy (BP3150) that reflects our new learning and continuous improvement and is enhanced by an accompanying administrative regulation that stipulates a budget development calendar (i.e., what, when, where, who and why).

3. To gain deeper understanding of areas of ongoing concern impacting budget sustainability including underlying, structural overages in PEC, ECE, Cafeteria Fund for long-term planning purposes

Desired Outcome: A multi-year plan for each of the targeted programs that includes short, intermediate, and long-term solutions aimed at balancing quality and effectiveness with resources (i.e., people, time, and money) and efficiency.

4. To make recommendations to the Board of Education about ongoing Budget Committee.

Desired Outcome: A visual representation of the system of budget engagement and oversight

The Committee Charge

- *To hold six Committee Meetings*
- *To receive updates from staff regarding any pertinent updates around the 2016/2017 and 2017/2018 budget development*
- *A space for various stakeholder groups and expert testimony witnesses*

Director London asked if the Committee will review drafts of the desired outcomes during the six Committee Meetings?

Chairperson Eng said she set aside the April 19th Committee Meeting for review, feedback and to provide recommended changes. The first three meetings will cover the budget development process and timeline starting with a high level view of the current development process; having a better understanding how to leverage LCAP; and how both are in line with Board Policy 3150. The next two sessions will also look at the budget development cycle.

The recommendation for the next meeting is to spend more time on understanding how staffing formula and appeals is felt at the school sites with recommended areas for staff to research further.

Begin to review drafts of the 2017/2018 Budget at the April 19th meeting.

Public Comments

Delton, Carol

Discussed



[17-0405](#)

Key Updates - 2016-2017 and 2017-2018 Budgets - Current Budget Development Process

Presentation to the Budget and Finance Committee of Key Updates on the 2016-2017 and 2017-2018 Budgets by the Interim Superintendent of Schools, or designee, including but not limited to:

- Updates on the 2016-2017 - Second Interim, spending limitation protocol (review of appeals process Central/School sites), update on spending in Programs for Exceptional Children; and
- Update on 2017-2018 Budget Development Process; lessons learned for said process.

Attachments: [17-0405 Key Updates - 2016-2017 and 2017-2018 Budgets - Current Budget Development Process](#)

Dr. Devin Dillon, Interim Superintendent, made the staff presentation.

Budget and Finance Committee Budget Prioritization Past, Present and Future

Goal of this Presentation

- To understand the overall process of budget prioritization and development
- To understand the process of this year's budget prioritization
- To give feedback on the path forward

Dr. Dillon said in October, the Executive Cabinet began discussions for the next year's budget providing recommendations for new investments, cuts, and PSAC recommendations that accelerate student achievement and improvement operations of the District.

This year that changed to the Senior Leadership Team because former Superintendent Wilson wanted a smaller group of stakeholders making the decisions.

Timeline

October - Needs analysis looking at PSAC process and data.

November - Engagement with Executive Cabinet Leaders and Board around what makes an excellent school?

December

- *Announcement of the leadership transition and first Board budget proposal in December/January.*
- *Reductions and what the District anticipated it needed to reduce was in the January budget proposal. The Board sent the budget proposal back to staff saying the cuts need to come from schools. The Board directed the Superintendent to make those decisions.*

January 13th staff directed to cut \$8.5 million dollars from central office.

February

- Took the conversation to the Executive Cabinet looking across the District at the proposed cuts
- Schools received their one page budget for 2017/2018
- Appeals were made and granted by school
- An Appeals Committee was created to vet the appeals. Central Office has not received their budgets yet, typically received after school sites.

March

- Creation of the Budget Ad Hoc Committee, District Budget Advisory Committee
- March 15th noticing occurs and starting to work on LCAP Annual Update

June - Full budget to the Board and the LCAP update.

Goal: To create a policy governing budget prioritization and process going forward and to ensure community engagement and communication throughout the process.

Chairperson Eng said the District Budget Advisory Committee started as a Special Advisory Committee under former Interim Superintendent Gary Yee and Wilson was interested in engaging community. Community Based Organizations, Principals, Labor Partners, and looking at way to engage students.

Public Comments

Delton, Carol

Martin, Ashley

Vernon Hal, Senior Business Office, made the staff presentation on the District's 2nd Interim Report.

Mr. Hal said the 2nd Interim Report reflects the District's expenditures through January 31, 2017.

The Process

- Adopt a budget. 1st Interim Report presented to the Board in December and due to the County by December 15th.
- The 2nd Interim Report is due by March 15th. The 2nd Interim provides the second budget update for the 2016-2017 budget since the State's Adopted budget, which reflects revenue and expenditure adjustments through January 31, 2017.
- The Unrestricted General Fund Ending Balance projected to be approximately \$11 Million.
- The District projected to meet its 2% Reserve for Economic Uncertainty as required by the California Department of Education.
- The General Fund projected to end the year with a positive cash balance of approximately \$19M.
- Based on the above, the General Fund Multiyear Projections and the financial position of all other funds, staff is recommending submittal of the First Interim Financial Report to the Alameda County Office of Education (ACOE) with a "Positive" certification.

Changes since the 1st Interim Report of December 2016.

Unrestricted revenues estimated to increase by \$1.2M from the First Interim Budget based primarily on the following:

Local Control Funding Formula (LCFF) Revenues

□ \$20K net decrease - reduction in LCFF revenue primarily due to reduced unduplicated count factor of 77.17% from 78.08% and GAP funding increase of 55.28% from 54.18%

Other State Revenue

□ \$40K net increase – increase in Mandated Block Grant Award

Local Revenue

□ \$1.175K net increase - higher Redevelopment Agency (RDA) revenue of based on updated projections

Change in Expenditures

EXPENSES & USES increased approximately \$1.3M based primarily on the following:

Salaries, Supplies, Services & Equipment decreased \$3.5M primarily due to the following:

□ \$2.4M decrease due to reduction in Transportation budget

□ \$1.5M estimated decrease is based on the Spending Limitation Protocol enacted in January 2017

□ \$.4M increase due to One-time financial system conversion support (ESCAPE)

Indirect Costs, which is an offset to expenditures, increased by \$.2M due to additional amounts from other local grants loaded since 1st Interim for which indirect cost is charged.

Contributions increased by \$4.9M, increasing the support for the Special Education Program.

Current Year Caution Spending Protocol Status

In preparation for 2nd Interim reporting and with the implementation of the General Fund Spending Limitations Protocol in place, a current indication of our unrestricted budget is necessary.

As of February 24th, the unrestricted general fund is noted as follows:

- \$332 M Expense Budget at 2nd Int. (salaries, benefits, supplies and services)
- (\$117M) Encumbered*
- (\$213M) Actuals*
- \$2M Available Balance

Not all encumbrances may result in actual expenses and actuals may increase without initially being encumbered, each impacting the available balance. The total of encumbrances and actuals must NOT exceed an additional \$2M

Caution Ahead

As we move further into 2016-17, red flags are signaling caution as previously indicated at presentations for both the 2015-16 year end closing and First Interim:

- LCFF is close to being fully funded, which means the increases from year to year will be significantly smaller. District will primarily receive COLA adjustments only.
- Cost of Living Adjustments (COLAs) not expected to keep pace with the true cost of living; meaning the increases in revenues will not be enough to pay for increases in costs.
- Average Daily Attendance (ADA) continues to decline which results in reduced revenues.
- Federal Categorical Programs - revenues could be reduced based on decision by the current administration in Congress.
- Support to Special Education, Early Childhood, and Child Nutrition need realigning to closely stay within each program revenue sources. Special Education, in particular, is a program that needs to be monitored very closely.
- Structural Deficit is ongoing revenues do not equal or exceed ongoing expenses at this time. As the year progresses, ongoing revenues and expenses will be monitored closely in an attempt to mitigate this issue by year-end.
- Structural Deficit for Future Years will increase if revenues are reduced and corresponding reductions to expenditures are not made.

- *Reserve Balance must be restored to the Board required 3%.*

Questions from the Committee

Director London asked about a letter the District received from County Superintendent L. Karen Monroe changing the certification from "Positive" to "Qualified". The staff recommendation for the 2nd Interim Report is Positive. Director London asked for clarification.

Vernon Hal, Senior Business Officer, said there is nothing about the numbers that indicated a "Qualified" Certification. The County's concern is about the reductions the District needs to make for 2017/2018 and whether or not the District will make the reductions. He said the County's concern is addressed with the Resolution regarding the \$8.5 million necessary for 2017/2018. Hal said that is why staff are recommending a "Positive" Certification.

Nancy Bloom, Skyline High School Principal, asked if the 2nd Interim Report reflect the Spending Limitation Protocol?

Hal said all requisitions have been processed with the exception of a few. The 2nd Interim assumes the District will spend as much as \$1.5 million less.

Principal's Reflections on the District's Spending Protocol

Bloom asked how much money was frozen at school sites?

Hal said no funds were frozen, budgets are still there. He said a process is in place that staff will have to follow. If schools and departments need certain items that are justified and critical, approvals will be granted to spend the funds. Hal said the amount unencumbered at school sites and central offices is about \$2 million.

Chairperson Eng asked for clarification on page 13 of the 2nd Interim Report regarding the Spending Protocol available balance of \$2 million. She asked if that is potential savings?

Hal said "you don't know until it's over". He said when he looks at the budget encumbered, that's what the amount is.

Chairperson Eng said part of the goal is to assess the impact on the 2016/2017 and 2017/2018 budget development and reach out to the Principal's Advisory Committee and Executive Principals to get feedback and input on how the processes have affected the school sites.

Ashley Martin, Hoover Elementary School Principal, said the budget gives principals the projected enrollment for the 2018/2019 school year. She said it also identifies the percentages for LCFF and Title 1 funding. At Hoover she said about 98% qualify for LCFF now, but the projection is 81%; currently 90% of the students qualify for Title I funds, the projection is 71%. Martin asked for clarification on the process in which the District determines those projected enrollment qualifications?

Hal said he cannot speak to the Title 1 funds, but he will have someone from the Office of State and Federal Funds follow-up with Principal Martin. Hal said the LCFF percentages for next year is based on what's reported in the CALPADS. This is where the information for free and reduced lunch forms, LCFF Forms, and Direct Certification is taken from. He said the percentage is the amount certified based on the non-duplicated count and enrollment. What's affecting the free and reduced percentage is the living wage. If both parents make minimum wage and the minimum wage increased, the family may not qualify

for free and reduced lunch.

Carmelita Reyes commented on the Spending Protocol. She said there is inequity in the system. She suggested when there is the need for additional revenue in the future, to try something different. Reyes suggested pick the amount needed and spread it across schools and central office so that everyone gives back a certain percentage.

Aiyana Spencer said the Spending Protocol added a layer of stress. These are funds that were identified in the Site Plan and schools had made plans, changes are hard mid-year. She noted additional interventions may need to be purchased. Its challenging.

Nancy Bloom talked about the Z Factor. She said Skyline has more than 80% of its students living outside its attendance area. She said the Skyline neighborhood is not impacted by the lack of grocery stores, but the students are. The money does not follow those students who travel outside their neighborhood to support them because of the misconceived idea that once up the hill everything encountered below them no longer has a bearing on their ability to be educated.

Charlie Plant asked Mr. Hal about the Certificated FTE reductions.

Hal said on the 20th day count, enrollment was down and the District anticipated an increase in enrollment. That decrease would have eliminated about 42 FTE's. The District made the decision to reduce by only six.

Dr. Dillon commented on the Z Factor. She said her understanding of the Z Factor it is unique to Oakland. The Z Factor is tied to the place where the school is located rather than the student who attends.

Public Comments
Crudoff, Claude
Jong Ko, Angelica

Discussed



[17-0406](#)

District's Current Development Process - Understanding It!

Presentation to the Budget and Finance Committee, by the Superintendent of Schools or designee, of Information Regarding the Current Budget Development Process including but not limited to:

- Key Question: How is District doing in the implementation of Board Policy 3150 in practice?
- What are District's current processes, protocols and timeline?
- What new District practices have been put in place this year? What are the challenges and opportunities in current process and pain points experienced by various stakeholders including school sites, Superintendent's Office, Programmatic Departments, Budget Office, and general public? and
- How can District respond to said challenges and opportunities and improve Budget Development Process in 2018-2019 in line with Board Policy 3150?

Attachments: [17-0406 District's Current Development Process - Understanding It!](#)
[17-0406 2016-17 2nd Interim Financial Report for Budget Committee 3-1-17 v8.pptx](#)

Understanding Current Development Process – Troy Christmas

Mr. Christmas said the Budget Development Process is a year-long process that relies on timely data, input, and decisions from multiple stakeholders.

Timeline

Nov – Need all data to prepare the budget.

Jan – Start hiring, who, how many and how we are going to pay for it.

Feb – Need to know if there will be layoff – statutory deadlines, notices must be sent by March 15th.

June – Budget and LCAP adoption.

How much money is available? – Districtwide Projections & Reality

Revenue - Enrollment projections

- LCFF unduplicated count*
- Attendance*
- Newcomer projections*
- Governor's budget proposal*
- Governor's Revised budget*
- Federal Funds (Title I)*
- Parcel Tax Revenue projections*

Costs

- Salary and benefits increases (projected)*
- Retirement contribution changes*
- Insights from closing of the books (e.g. overspending projected to continue)*
- Other changes in the law*

How will we invest? – Districtwide Budget Prioritization

With input from key data sources and stakeholders, District leaders meet over several days to collaboratively make prioritization decisions that impact the entire District

Data

- Student performance data*
- Performance of specific initiatives*
- Local Control Accountability Plan*
- Strategic Plan*
- School Performance Framework results*

Input

- Board Priorities*
- Superintendent Priorities*
- PSAC*
- Network Leaders*

Decisions

- School portfolio changes*
- Department restructuring*
- School funding allocation formulas*
- Staffing allocation formulas*
- Proportion of funding to schools, school support, central*

How much money and other resources are available? – Schools

Schools receive multiple types of funding and resources based primarily on enrollment and student need.

Money

- *Base allocation*
- *Supplemental & Concentration funds*
- *SPF-based allocation*
- *Appeals results*
- *Measure N & G parcel tax funds*
- *Title I Federal funds*
- *Grants*

Supports

- *Counselor ratio*
- *Nurse ratio*
- *Custodial Services*
- *School Security Officers*
- *Other base services provided based on need or enrollment*

How will we invest? – Schools

Once funding is known and after fall school-level prioritization, schools can begin their budget development, including staffing and other spending changes.

Data

- *Student performance data*
- *Performance of specific initiatives*
- *Local Control Accountability Plan*
- *SPSA Plan*
- *School Performance Framework results*

Input

- *Network Leaders*
- *Principals*
- *SSC*
- *Accountability Partners*
- *Budget Staff*

Decisions

Locked-in school budget with all staffing and non-staffing spending

How will we invest? – Central & School Support

Once funding from all sources is known, Central departments allocate spending to best support schools and other District functions aligned to Board Policy 3150

Data

- *Strategic Plan*
- *LCAP*
- *Performance of initiatives*
- *Operational priorities*
- *Restricted funding sources*
- *Labor and other contracts*

Input

- *Division Leaders*
- *Superintendent*
- *Cross-departmental alignment*
- *Budget Staff*

Decision

Locked-in department budget with all staffing and non-staffing spending

Preparation for Following Year Requires Finalized Site Budgets

- Fully Staffed Schools & Departments
- Completed LCAP
- Completed SPSA
- Adopted Budget
- Supplemental & Concentration funds appropriately allocated

*Current Learnings from 2017-2018 Budget Development Process**Key Challenges*

- Spending needs must largely be determined by November, which provides limited opportunity for in-year engagement.
- Delays in key data or decisions have cascading impact on other steps in the process
- All staff have other responsibilities that are best met if each process operates in the time window allotted

Opportunities

- Start the process earlier (July)
- Development of multi-year financial planning that reduces time challenge for all stakeholders
- Board review of prioritization results in December
- Content training and shared responsibilities checklist
- Transition to ESCAPE financial system should improve efficiency at multiple steps in the process

Comments From Principals

Ashley Martin said she likes the idea of a multi-year funding plan. This allows her to present to staff and the community what the school will fund for the next two to three years to be able to see results. She said it make sense and creates a sense of stability.

Carmelita Reys talked about Newcomers, High School Budgets and High Schools.

Said she is concerned about the conservative estimate is used for the Newcomer population.

The appeals process for high schools looked at who needed and who received. Every high school got several FTE appeals. She said this is an indication a problem in the funding formula if it is necessary to add an FTE to every high school.

High school budgets funds for 32 students in a classroom for a six period day with no wiggle room. In elementary schools, it is legal to have combination classes, but not at the high school level. She said if a student does not pass 7th grade Art, they get to go to 8th grade and graduate middle school. When a student does not pass a class in high school that creates all kinds of difficulties in the Master Schedule because you have to give students the opportunity to pass the class again. Sometime you may need two teachers; you can't give students half a teacher. The base allocations for high schools are not working. If this can be figured out in July that will be great.

Enrique Valencia – Bay Area Parent Leadership Action Network

Asked about the the process to identify potential school consolidations?
When does the decision need to be made in 2017/2018 consolidations?

Dr. Dillon said school consolidations are one way to look at cost savings, but more analysis is needed. She said there is data that suggest the District has too many schools for the number of students enrolled. Quality and how do you scale quality for families is

considered. There are schools not performing where the District wants them to be and they haven't been for many years.

Discussed



[17-0407](#)

Local Control Accountability Plan - Budget Development - Understanding It!

Presentation to the Budget and Finance Committee, by the Superintendent of Schools or designee, of Information Regarding Understanding the Local Control Accountability Plan in the Budget Development Process including but not limited to:

- What is the Local Control Accountability Plan?
- How can the Local Control Accountability Plan be leveraged as a tool for transparency and accountability? and
- Local Control Accountability Plan process, challenges and opportunities

Attachments: [17-0407 Local Control Accountability Plan - Budget Development - Understanding It!](#)

Lisa Speilman made the staff presentation. This presentation covered:

The purpose of LCFF.

The purpose of the LCAP.

Understanding how the LCAP can be leveraged for transparency and accountability.

Understanding the LCAP process, challenges, and opportunities

THE STATE REQUIRES

Link Goals to Dollars

Monitor Dollars/Investments

Know and understand how investments improve student achievement

Local Control Funding Formula (LCFF)

More dollars allocated for students in need

English Learners (EL)

Foster Youth (FY)

Low Income (LI)

78% of students are in one of these student groups. Each student counted only once.

Understanding LCFF – CA State Dollars

LCFF Supplemental & Concentration funds will be directed to services that will directly increase or improve the student achievement & social emotional development of our English Learners, Foster Youth, and Low Income Students.

Per-Student Grant

Description

LCFF Base Dollars

Every student across the State receives the same level of funding depending on the grade of the student.

LCFF Supplemental Dollars

Every district receives a per-student grant equal to 20% of the base grant for every student in need (English Learners, Foster Youth, & Low Income).

**LCFF Concentration Dollars*

Every district with more than 55% enrollment of students in need will receive a per-student grant equal to 50% of the base grant for every student in need above the 55% enrollment level (English Learners, Foster Youth, Low Income).

LCFF Supplemental & Concentration funds will be directed to services that will directly increase or improve the student achievement & social emotional development of our English Learners, Foster Youth, and Low Income Students.

Guiding Questions When Allocating Dollars

- 1. What programs, supports, and services do we provide for all students?*
- 2. What programs, supports, and services do we explicitly have in place to accelerate student achievement and social emotional development for our English Learners, Foster Youth, and Low Income students?*

Connect the LCFF and the Local Control Accountability Funding Plan

As part of the LCFF, every district is required to create the Local Control Accountability Plan (LCAP).

The LCAP reports in detail how LCFF funds will be used to improve student outcomes with a specific focus on accelerating the student achievement and social emotional development of English Learners, Foster Youth, and Low Income students.

Goal of LCAP

The LCAP document will be a meaningful document that will drive decision making about our academic and social emotional supports, services, and programs for students.

The LCAP document will provide transparency about the funding for supports, services, and programs.

FUNDING - Expenditures & Funding Sources

The Annual Update - Reflections on the Current School Year. Did we implement what we planned and what was the impact?

The LCAP is OUSD's detailed story about what we believe will increase the achievement and social emotional development of our students with a special focus on our English Learners, Foster Youth, and Low Income students.

TRANSPARENCY & ACCOUNTABILITY

LCAP Section 2 - Actions & Services

The plan for instruction and social emotional development are connected to funding and to our 6 LCAP Goals and LCAP Action Areas.

The LCAP shall list and describe how the expenditures a district has planned will serve low-income students, foster youth, and English Learners.

LCAP Annual Update Section - Reflection/Monitoring

Based on what we planned, did we implement what we planned and what was the impact.

The LCAP is connected to the Budget Development Process.

The PSAC recommendations inform Budget Prioritization

Budget Prioritization informs the LCAP (the Instructional & Social Emotional Development Plan)

The LCAP drives allocations to school sites and central office.

The Instructional and SEL Plans are described in the LCAP and the Plan is connected to our funding and to our LCAP Goals and Action Areas

Challenges and Opportunities

The budget development timeline makes it difficult to write the Local Control Accountability Plan (LCAP)

Opportunity to re-think budget development timeline.

What would it take for our district to make decisions about budget prioritization and funding a before December Vacation?

Public Comments
India Cleveland
Rachael Willis Henry

Discussed



17-0408

Feedback and Recommendations - Budget Development Process

Presentation to the Budget and Finance Committee, by the Superintendent of Schools or designee, and by the Public of General Feedback and Recommendations on the District's Budget Development Process and Proposed Future Meeting Topics including but not limited to:

- reflection on implementation of Board Policy 3150 and issues for further research and study;
- identification of ongoing questions and key issues related to District's budget development process and/or fiscal management that need to be revisited in future meetings; and
- proposed draft of future meeting topics and feedback.

Attachments: [17-0408 Feedback and Recommendations - Budget Development Process](#)

To dive deeper into the budget development process and cycle.

Specifically Understanding school staffing formula – appeals process and Z Scope in more depth.

Recommend committee meetings are 6-9p trying to keep at 6 meetings for now, but the Committee may revisit .

Discussed

H. Public Comments on All Non-Agenda Items Within the Subject Matter Jurisdiction of the Committee

None.

I. Superintendent of Schools or Designee's Committee Liaison Report

None.

J. Introduction of New Legislative Matter

None.

K. Adjournment

Chairperson Eng adjourned the meeting at 9:08 P.M.

Next Committee Meeting is March 29, 2017 at 6:00 P.M.

Prepared By: _____

Approved By: _____