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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Lisa Grant-Dawson, Chief Business Officer

Meeting Date December 13, 2023

Subject 2024-25 Budget Balancing Options, Increases, and Reductions – Attachment B

Ask of the Board Presentation by the Superintendent of Schools, or designee, and discussion with the Board of Education, of an update to the progress of developing projections and specifying the content of budget balancing solutions for 2024-2025 District Budget Balancing Options, Increases and Reductions, Attachment B.

Background On June 28, 2023, the same night the 2023-24 Budget was approved, staff recommended the approval of Board Agenda Item 23-1682 Tentative Agreement between the Oakland Education Association and the Oakland Unified School District for Successor Collective Bargaining Agreement effective November 1, 2022 through June 30, 2025. The adoption of this agreement is the primary driver of the 45+Day Revise, which was approved by the Board on September 28, 2023, and included the implementation of the OEA agreement and associated expense budget and projected spending adjustments.

The District’s AB1200 document that was submitted to the Alameda County Office of Education indicated that the District would need to make necessary reductions to continue to afford the agreement. It was also understood that the District intended to improve compensation for all of its labor groups; thus, further exacerbating the need to develop a sustainable budget that supported the salaries, benefits, and Health and Welfare increase of 25% for Kaiser in 2024-25 (which is applied to all Health plans) for projection purposes. The District has since been apprised of the Cost of Living Adjustment (COLA) for 2024-25 being reduced to 1% from 3.94%. The District has taken a conservative approach and modeled a 2% COLA for the 2025-26 year in its multi-year projection.

As a condition of the approval of the AB1200 and in light of appropriate financial management as the District continues to gain local control, the District staff ensured commitments in the 2024-25 Budget Development process to assure the Alameda County Office of its commitment to ensure affordability for the OEA agreement and to establish the expectation for forthcoming Tentative Agreements with other Labor Groups. A summary of the conditions are as follows:

- **Excerpt from OEA AB1200 Approval Letter**

In order for ACOE to verify that Board and District staff are implementing the budget adjustments the Board approved within the Public Disclosure documents, OUSD will:

- *Provide ACOE with a Board-approved detailed update on its list of Budget Adjustments by October 31, 2023;*

- *Share additional updates in ACOE's bi-weekly call to monitor the staff and Board's progress with strategic planning;*

- *Present a public update to be provided by First Interim, with further public disclosure and formal Board Action required no later than February 2024, to ensure the District meets its obligations in the subsequent fiscal year.*

The District is providing an update to its preliminary list of budget balancing options, and strategies originally presented on October 11, 2023, via Board Agenda 23-2308. We continue to focus on building build a long-term sustainable budget honoring its new and existing commitments. This list is provided as a second read and update, again allowing time for the Board, Staff, and community to embark on a journey of right sizing and analyzing our numerous investments, the impact, and developing recommendations for how to balance the District's financial commitments.

The work of the Budget Adjustments and list of areas to analyze and interrogate will be managed in conjunction with the District's update to its Fiscal Sustainability Plan and the adoption of the balanced 2024-25 Budget, with positive outcomes for the two subsequent years.

The District intends to complete the lists for preparation for a January 8 and 30th Board Study Session and the January 11, 2023, Budget & Finance Meeting. Other Board meeting items and/or engagements may be scheduled to continue engagement on the items on or related to this list. These efforts are in support of the Board making decisions that it will provide formal action in February 2024. The District's First Interim Multi-Year projection is currently reflecting a \$25M deficit that will need to be addressed. The current list of options will not absorb a \$25M deficit, thus continued work for recommendations for adjustments and prioritization will continue.

The District scheduled a Board Study Session on November 14, 2023, that was canceled. This study session is a review of the Local Control Accountability Plan

investments and goals and will be placed on the December 14, 2023, Budget & Finance Agenda.

Recommendation It is recommended that the Governing Board receive a presentation by the Superintendent of Schools, or designee, and discussion with the Board of Education, of an update to the progress of developing projections and specifying the content of budget balancing solutions for 2024-2025 District Budget Balancing Options, Increases and Reductions, Attachment B.

Attachments

- 2024-25 Budget Balancing Solutions Presentation
- 2024-25 Budget Development List of Budget Balancing Solutions – Attachment B
- 23-2308_2024-25 Budget Balancing Solutions Board Packet

2024-25 Budget Balancing Solutions An Update to Attachment B

**Lisa Grant-Dawson
Governing Board Meeting
December 13, 2023**



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

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

Oakland Unified School District (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.



Ask of the Board

- This item is presented for the purpose of updating the Governing Board on the status of the list of budget balancing solutions for the 2024-25 Fiscal Year, Attachment B.

Why Are We Here?



Unpacking
the backpack
as we prepare
to fill it with
District
priorities.

The Journey to Stability and Positive Certification

- The District seeks to provide quality education for all schools.
- The District is seeking to secure fiscal and operational stability and exit state receivership.
- The District is on a journey to prioritize and adjust its spending as revenue is declining and costs are increasing.
- The District has sought to raise compensation for ALL labor groups and needs to ensure that it's revenues can absorb it's expenses.

The District must make strategic decisions to achieve all of these goals.

The Journey to Stability and Positive Certification

- On October 11, 2023, the District presented agenda item 23-2308 2024-25 Budget Balancing Options, Increases, and Reductions for first read.
- The District committed to providing an update along on progress in analyzing and valuing the items on the Attachment B.
- This update was aligned to the First Interim Report to provide a financial target for adjustments to the 2024-25 Budget.

Gentle Reminder - Affordability Commitment

Excerpt from OEA AB1200 Approval Letter

“In order for ACOE to verify that Board and District staff are implementing the budget adjustments the Board approved within the Public Disclosure documents, OUSD will:

- *Provide ACOE with a Board-approved detailed update on its **list of Budget Adjustments by October 31, 2023;***
- *Share additional updates in ACOE’s bi-weekly call to monitor the staff and Board’s progress with strategic planning;*
- *Present a public update to be provided by First Interim, with further public disclosure and **formal Board Action required no later than February 2024** , to ensure the District meets its obligations in the subsequent fiscal year.”*



Budget Adjustments

Item 1

- **Adjustment to School Site Allocations- Discretionary (Unrestricted)**
 - Grades TK–5: \$50.00 per student
 - Grades 6–8: \$65.00 per student
 - Grades 9–12: \$80.00 per student
- 2023-24 Allocation - \$2,549,015
- 2024-25 Projected Allocation - \$2,108,092
- **Total 2024-25 Reduction in Allocation - \$440,923**

Item 2

- **Adjustment to School Site Allocations - LCFF**
 - Reduce the per pupil LCFF allocation (Supplemental) from \$785 per student to \$675 per student.
 - Current 2023-24 Supplemental Allocation
 - \$21,142,405
 - Projected 2024-25 Supplemental Allocation
 - \$18,558,720
 - **Total 2024-25 Reduction in Allocation - \$2,583,685**

Balancing against reduced allocations

Oakland Unified (61259) - First Interim Draft	v.24.2b	11/15/2023	CY	v.24.2b	CY1	
LOCAL CONTROL FUNDING FORMULA	2023-24			2024-25		
LCFF ENTITLEMENT CALCULATION						
	COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage			
Calculation Factors	8.22%	0.00%	79.01%	79.01%		
3-PY Average	ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	11,545.42	\$ 9,919	\$ 1,032	\$ 1,730	\$ 1,709	\$ 166,144,884
Grades 4-6	7,586.42	10,069		1,591	1,571	100,379,883
Grades 7-8	4,258.03	10,367		1,638	1,618	58,007,650
Grades 9-12	8,538.82	12,015	312	1,948	1,924	138,318,004
Subtract Necessary Small School ADA and Funding	-	-	-	-	-	-
Total Base, Supplemental, and Concentration Grant	\$ 337,643,603	\$ 14,578,985	\$ 55,658,214	\$ 54,969,619	\$ 462,850,421	
NSS Allowance	-	-	-	-	-	-
TOTAL BASE	31,928.69	\$ 337,643,603	\$ 14,578,985	\$ 55,658,214	\$ 54,969,619	\$ 462,850,421
ADD ONS:						
Targeted Instructional Improvement Block Grant						\$ 10,094,682
Home-to-School Transportation (COLA added commencing 2023-24)						6,195,554
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-
Transitional Kindergarten (Commencing 2022-23)	TK ADA	987.90	TK Add-on rate	\$ 3,044.23		3,007,393
ECONOMIC RECOVERY TARGET PAYMENT						-
LCFF Entitlement Before Adjustments						\$ 482,148,050
Miscellaneous Adjustments						-
ADJUSTED LCFF ENTITLEMENT						\$ 482,148,050
Local Revenue (including FDA)						(160,449,124)
Gross State Aid						\$ 321,698,926
Education Protection Account Entitlement						(66,012,454)
Net State Aid						\$ 255,686,472

	COLA & Augmentation	Base Grant Proration	Unduplicated Pupil Percentage			
Calculation Factors	1.00%	0.00%	79.01%	79.01%		
3-PY Average	ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	11,078.12	\$ 10,018	\$ 1,042	\$ 1,748	\$ 1,726	\$ 161,006,960
Grades 4-6	7,277.01	10,170		1,607	1,587	97,251,740
Grades 7-8	4,114.91	10,471		1,655	1,634	56,620,273
Grades 9-12	8,356.65	12,135	316	1,968	1,943	136,728,769
Subtract Necessary Small School ADA and Funding	-	-	-	-	-	-
Total Base, Supplemental, and Concentration Grant	\$ 329,482,969	\$ 14,184,102	\$ 54,306,271	\$ 53,634,400	\$ 451,607,742	
NSS Allowance	-	-	-	-	-	-
TOTAL BASE	30,826.69	\$ 329,482,969	\$ 14,184,102	\$ 54,306,271	\$ 53,634,400	\$ 451,607,742
ADD ONS:						
Targeted Instructional Improvement Block Grant						\$ 10,094,682
Home-to-School Transportation (COLA added commencing 2023-24)						6,257,510
Small School District Bus Replacement Program (COLA added commencing 2023-24)						-
Transitional Kindergarten (Commencing 2022-23)	TK ADA	1,165.90	TK Add-on rate	\$ 3,074.67		3,584,759
ECONOMIC RECOVERY TARGET PAYMENT						-
LCFF Entitlement Before Adjustments						\$ 471,544,693
Miscellaneous Adjustments						-
ADJUSTED LCFF ENTITLEMENT						\$ 471,544,693
Local Revenue (including FDA)						(159,300,408)
Gross State Aid						\$ 312,244,285
Education Protection Account Entitlement						(61,531,518)
Net State Aid						\$ 250,712,767

Item 3, Part A

- **Potential Merger of District Schools following the guidelines of [AB 1912](#)**
 - Revised language is required to finalize this item on Attachment B.
- **Current Language (Partial)**
 - The District proposes a planning year (2023-24) for the potential merger of at least 10 schools effective 2024-25. Before any closures or consolidations take place, the District will comply with the guidelines set forth in AB 1912 which requires a district, before approving the closure or consolidation of a school, to conduct an equity impact analysis in its consideration of school closures or consolidations.
- **Proposed Revision (Partial)**
 - The District proposes **a-to extend the** planning year (2023-24) **by one year 2024-25** for the potential merger of at least 10 schools effective ~~2024-25~~**2025-26**. Before any closures or consolidations take place, the District will comply with the guidelines set forth in AB 1912 which requires a district, before approving the closure or consolidation of a school, to conduct an equity impact analysis in its consideration of school closures or consolidations.

Item 3, Part B

- **Potential Merger of District Schools following the guidelines of [AB 1912](#)**
 - The original Attachment A and now Attachment B have a dollar value associated with reductions for the 2024-25 year of **\$2.48M**
 - Though the District is reviewing all ongoing budget balancing solutions, it proposes to use the **\$10M AB1840 Resources for one year to satisfy the spending reduction.**
 - As the District continues to address the AB 1912 matter, an ongoing source will need to be identified in 2025-26.

Item 4

- **Review and adjust Budget allocations to absorb future year salary projections, but not exceed current year dollar allocations.**
 - This analysis to showcase and model the allocation method of BP 3150 is currently In progress
 - It will align to a model based on the 2023-24 First Interim and 2024-25 Multi-Year Projection.
 - We anticipate sharing this with the board by January 30, 2024 at the Board Study Session.

See Auxiliary Slide Section - BP 3150 Policy Overview and Presentation to SLT

Item 5

- **Central Office - Continuous School Improvement**
 - Recommendations and implementation plan is in progress through the Budget Development Cycle for Central Sites
 - This item will be shared for first read no later than the January 30, 2024 Study Session for a February 2024 decision.
 - As stated on Agenda Item 23-1232:
 - *There is no fiscal impact identified with reviewing the Public Works Report. There is a potential savings in targeted funds if the recommendations are implemented, an estimated \$-3,483,735.50. The fiscal impact associated with the implementation of recommendations will be provided according to the budget development timeline and decisions are made regarding the new structure.*
 - The District is also considering the reduction of ongoing funds in LCFF and other areas where many of the staff identified are currently funded which will result in reductions in FTE..

Item 6

- **Central Office - Legal**
 - Recommendations and implementation plan is in progress through the Budget Development Cycle for Central Sites.
 - This item will be shared for first read no later than the January 30, 2024 Study Session for a February 2024 decision.

Item 7

- **Central Office - Business/Talent/Technology and All OTHER Departments not noted with non-represented staff.**
 - Recommendations and implementation plan is in progress through the Budget Development Cycle for Central Sites
 - This item will be shared for first read no later than the January 30, 2024 Study Session for a February 2024 decision.

Item 8

- **Review all Board Resolutions to made decisions about which programs we are maintaining.**
 - Resolutions are being compiled for review and are recommended to be scheduled for discussion at the January 8, 2024 Study Session for a February 2024 decision.

Item 9

- **Review and analyze Special Education Program cost escalation to support multi-year projections and District impact.**
 - Analysis is in progress and is planned for review and share in January via 2 x 2 and/or no later than the January 30, 2024 Board Study Session for a February 2024 decision.

Item 10 & 11- Submission By Directora Bachelor

- The Board has not had the opportunity to deliberate or add clarity to these recommendations
 - Reduction in Board Pay and Engagement Funds
 - *Board Remuneration - \$9,923/Yr*
 - *Engagement Funds - ~\$10K/Trustee*
 - *Carryover not included*
 - School Redesign from Jan '23 Board Resolution

Item 12

- Maintaining Small Schools Investments
 - The investment in smaller schools/programs has had a longstanding impact on the investments, prioritization and allocation of funding Districtwide.
 - Staff would like to provide a summary of these expenditures/investments
 - Review and recommend the reduction/elimination of subsidized allocations/staffing to small school sites without direct reduction to site based allocations.
 - This item will be shared for first read no later than the January 30, 2024 Study Session for a February 2024 decision.



Budget Adjustments

Item 1

- Ongoing Enrollment Office Investments
 - Recommendation to fund this investment for two years from the \$10M in AB1840 for the District to retain the operational and outcome gains achieved in the enrollment stabilization implementation and adjust the budget and its internal process for ongoing enrollment needs.
 - \$1.5M/Year for \$3M Investment

Item 2

- A Review on One Time Investments that are returning to the Base and Other Resources
 - This review is in progress as all ESSER Funded 1x positions and investments have been reviewed by the Senior Leadership Team and are being prepared for recommendation and cost analysis.
 - This item will return to the board no later than the January 30, 2024 Study Session for a February 2024 decision.

Item 3

- Review Facilities and Deferred Maintenance Modifications
 - In progress and recommendations have been completed by the department during the Central Budget Development Meetings.
 - This Item will return no later than the January 30, 2023 Study Session for a February 2024 Decision.

2023 -24 First Interim Multi -Year Projection

2023-24 First Interim MYP Fund Balance Summary - Unrestricted

	2023-24 Unrestricted	2024-25 Unrestricted	2025-26 Unrestricted
A. Revenues			
5) Total Revenues	\$ 507,096,534	\$ 495,388,436	\$ 502,940,335
B. Expenditures			
9) Total Expenditures	\$ 416,491,538	\$ 404,376,296	\$ 409,634,879
C. Excess (Deficiency) of Revenues Over Expenditures	\$ 90,604,996	\$ 91,012,140	\$ 93,305,456
D. Other Financing Sources/Uses			
4) Total, Other Financing Sources/Uses	\$ (112,115,085)	\$ (114,699,290)	\$ (119,051,059)
E. Net Increase (Decrease) in Fund Balance (C +D4)	\$ (21,510,089)	\$ (23,687,150)	\$ (25,745,603)
F. Fund Balance, Reserves			
1) Beginning Fund Balance			
a) Adjusted Beginning Balance (F1c + F1d)	\$ 118,353,704	\$ 96,843,616	\$ 73,156,465
2) Ending Balance, June 30 (E + F1e)	\$ 96,843,616	\$ 73,156,465	\$ 47,410,862
Restricted Reserve	\$ 150,000	\$ 150,000	\$ 150,000
Other Assignments	\$ 10,673,452	\$ 10,673,452	\$ 10,673,452
Reserve for Economic Uncertainty	\$ 27,641,007	\$ 24,914,748	\$ 25,212,438
Unassigned Unappropriated	\$ 58,379,156	\$ 37,418,265	\$ 11,374,972



Questions, Comments, Thoughts?

Additional Slides

Not part of presentation
For additional information and/or in
response to Board member questions

Friday's With SLT
Understanding Board Policy 3150,
Its Challenges, and the Testimony of Witnesses

Lisa Grant-Dawson, Chief Business Officer
April 15, 2023



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SCHOOL DISTRICT**

Community Schools, Thriving Students

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Ask of the SLT

- Actively listen and participate while acknowledging that many of us are multi-tasking (I don't mind)
- Learn why we are seeking to modify this policy
- Ask questions and provide insight on what you heard, thought, or additional challenges and triumphs that will be helpful to the Board and constituents
- Be empathetic to the basis of this policy was to develop a strategy to fund a Community School model without an aligned understanding of how school finance and District operations work.

Outline

- What is BP 3150?
- Part I - The Introduction & Purpose
 - The Featured Board Policies on the Project
- Part II - The Guiding Principles
- Part III - The Intent/Wonderings
- Part IV - In the News - The B Side Article
- Part V - Deep and Brief Reflections & Questions
- Close Out



What is Board Policy 3150?

Board Policy 3150

- Falls under the “3” Range category for Policies which is designated for all school districts for Business and Non Instructional Operations
 - Adopted in January 2014
 - Labeled as **Results Based Budgeting (RBB)**
 - A budget methodology designed to allocate resources to achieve objectives based on a set of goals and coinciding planned/expected results
 - Also called **Performance Based Budgeting (PBB)**
 - Assumes pairing performance goals aligned to budgets will improve budget strategy, decisions through measurable results to planned outcomes



Part I - Introduction & Purpose

BP 3150 - The Introduction & Purpose

The Policy Intro: The Board Policy on Results-Based Budgeting provides policy direction to the Superintendent regarding the Oakland Unified School District's continuous budget development process. The Board Policy on Results-Based Budgeting is directly aligned to and builds upon Board of Education policies on School Governance and Quality School Development.

- [BP 3625](#) - School Governance
 - [AR 3625](#) - School Governance & SSC Procedures Guide
- [BP 6005](#) - Quality School Improvement
- [BP 6006](#) - Quality School Development: Community of Schools



The Coinciding Featured Board Policies to 3150

- [BP 3625](#) - School Governance

The Policy Intro: The Board of Education is responsible for fostering conditions that enable every school in the Oakland Unified School District to create learning environments that make more effective teaching and learning possible.

The Board of Education believes that those closest to students at a school - employees, parents, students, community partners - are generally in the best position to know the specific academic, social, and emotional needs of their students, and how best to address those needs.

The Board of Education, within the context of established OUSD strategic priorities, performance accountability standards, and collective bargaining agreements, believes that empowering school governance teams to align and manage resources to effectively address the specific needs of their students is a necessary and fundamental condition to enable every school to make more effective teaching and learning possible.

- [BP 6005](#) - Quality School Improvement

The Policy Intro: **The Board of Education is responsible for ensuring** that the Oakland Unified School District (OUSD) is a **high-quality full-service community school district that serves the whole child, eliminates inequity, and provides each child with excellent teachers every day.**

The Board of Education is committed to providing all students a continuum of high-quality schools, including schools that are directly operated by the OUSD; public charter schools authorized by the Oakland Unified School District; and schools funded by, but are not exclusively operated by the Oakland Unified School District.

Toward realizing this promise, the Board of Education shall:

1. **Establish performance quality standards and student outcome goals, toward which all schools are expected to make steady progress.**
2. **Establish a school quality review process in which all schools, through their school governance team and in collaboration with District leaders, are accountable for:**
 - a. Assessing the state of their school in relation to established performance quality standards and student outcome goals.
 - b. Identifying key priorities for school improvement.
 - c. Establishing a school improvement plan.

- [BP 6006](#) - Quality School Development: Community of Schools

The Policy Intro: The Board of Education (Board) is deeply committed to the vision of Oakland being home to high quality public education options for all students and families, no matter their race, ethnicity, zip code or income. **To realize this vision, the Board directs the Superintendent to develop a *citywide plan* that promotes the long-term sustainability of publicly-funded schools across Oakland that represent quality and equitable educational options.**

The Board recognizes that it has oversight over all Oakland public schools, both those run by the Oakland Unified School District (OUSD) and those run by various charter school operators and also acknowledges that it has a fiduciary responsibility to maintain the fiscal health and well-being of OUSD and its schools in order to provide a high-quality education to its students. **The Board also recognizes that this is a competitive landscape with limited resources**, and the OUSD Board and each charter school board is working to ensure that each student has what they need to succeed. **Still, it is the Board's categorical expectation that all education providers operating or desiring to operate school programs in Oakland - district or charter – *as well as families, staff, community members and labor unions*, will accept shared responsibility for the sustainability of our school system** and embrace the idea that we: (i) do not operate in silos, (ii) are interdependent in our efforts to serve all students and families; and (iii) need to act with consideration of the larger community of schools. We also recognize the challenging work ahead of building and rebuilding trust among the diverse members of our community in realizing this vision.



Part II - The Guiding Principles

BP 3150 - Part II - The Guiding Principles

The Board of Education hereby establishes the following principles to guide the Oakland Unified School District's annual budgeting process:

1. The allocation and expenditure of OUSD financial resources **shall be aligned to the achievement of continuous improvement in school quality and student outcomes.**
2. The *allocation of OUSD financial resources to schools shall be maximized.*
3. The distribution of OUSD financial resources to schools shall account for varying student needs and neighborhood conditions.
4. *School governance teams shall be empowered to budget and expend OUSD financial resources.*
5. The general public shall have timely access to accurate, comprehensive, and easily comprehensible OUSD financial management information at the school, department, and district-wide levels.

Wonderings About - The Guiding Principles

1. Do we have a universally understood document or set of metrics that if we have adopted RBB, is consistently used to assess alignment of achievement and continuous improvement in school quality and outcomes?
2. What does “maximizing” allocation of financial resources to schools mean?
 - a. See Item 4
4. What is the responsibility of school governance teams to budget, expend, and reporting of the RBB outcomes per BP 6005?



Part III - The Intent

BP 3150 - Part III - The Intent

Within the context of established OUSD strategic priorities, state and federal regulations, and collective bargaining agreements, the Board of Education hereby establishes its intent to:

1. Adopt three-year district-wide School Quality Improvement goals, benchmarks, and priorities (i.e. Balanced Scorecard, Local Control Accountability Plan) toward which every school and every central administration department is responsible for achieving steady measurable progress.
2. Hold every school responsible and accountable, through the OUSD Community School Strategic Site Plan process, for budgeting and expanding its financial resources in a manner that enables each school to realize steady measurable progress toward achieving Board-adopted School Quality Improvement goals and growth targets.
3. Hold every central administration department responsible and accountable, through the OUSD Community School Strategic Site Plan process, for budgeting and expanding its financial resources in a manner that demonstrates how each department is achieving steady measurable progress toward providing the supports each school needs to achieve their School Quality Improvement goals and growth targets.

Wonderings About - The Intent

1. What parts of the *three-year District wide School quality Improvement goals* have been established and how are *every school and every central administration department* measuring and reporting steady progress?
2. What is the OUSD Community School Strategic Site Plan Process?
 - a. If this is in layman's terms the “Budget Development” process, what needs to be accomplished to couple this effort with Board-adopted School Quality Improvement goals and growth targets for schools and central departments?
 - b. When and how are those targets established annually to coincide with the Budget Development process?

BP 3150 - Part III - The Intent cont;

4. Maximize the allocation of all Unrestricted General Fund revenue (i.e. Local Control Funding Formula – Base, Supplemental, Concentration, and local tax revenue) to schools by:
 - a. First, paying all legally required district-wide obligations (e.g. State Emergency Loan, charter school pass-through payments, audit findings).
 - b. Second, allocating up to 12% of all Unrestricted General Fund revenue to support district-wide central administrative services (e.g. finance, human resources, performance management, instructional services, legal services, district leadership).
 - c. Third, paying the following services to schools:
 1. Special Education
 2. Custodial and Buildings & Grounds
 3. School Police & School Security Officers
 4. School Nurses
 5. School Counselors
 6. Specified Enrichment Resources (i.e. summer school, music, art)

Wonderings About - The Intent

4. This allocation methodology reads as if we pay specific costs first, then allocate to schools and other areas.

- Our methodology has been that we allocate to schools first and then we see how much is left to allocate elsewhere.
- The language also defines Unrestricted General Fund revenue as: (i.e. Local Control Funding Formula – **Base, Supplemental, Concentration, and local tax revenue**)
 - It also seeks to cap the allocation at up to for specific departments/leaderships at 12% for all LCFF revenue.
 - Our methodology of allocation has not aligned to this intent, nor does it make operational and mathematical sense as aligned to the asks, but we'll get tackle that later.
- The intent also states “paying” the following services to schools, which could be interpreted as allocating, staffing, or providing, but is unclear in intent in the use of the verb “paying.”

BP 3150 - Part III - The Intent cont;

5. Allocate to schools all remaining Unrestricted General Fund revenue based on the projected student enrollment of each school, including allocating a differential amount of revenue to schools based on the number of students enrolled at each school who:
 - a. Are in elementary schools, middle schools, and high schools
 - b. Qualify for the Federal Free & Reduced Price Meals Program
 - c. Are English Learners
 - d. Are in Foster Care
 - e. Reside in high-stress neighborhoods

6. The Superintendent shall provide the first draft of the District's annual budget and the Local Control Accountability Plan to the Board and community of Oakland each year at a Board meeting no later than the second regular Board meeting in May.

Wonderings About - The Intent

5. Though the order of operations states the intent is to allocate to the schools funding based on enrollment and supplemental resources, did we really intend to allocate “all” remaining Unrestricted Revenue?

- What about other District expenses not cited above OR in years where our first obligation to pay required expenses, does that mean that “all” remaining Unrestricted revenue would shift annually and therefore adjust allocations?

6. This request is not by standard reasonable; however, we have provided the drafts of the Budget and LCAP. The basis was the District’s history of not providing a budget draft before seeking adoption. (Amended Dec 2019 - J. Harris)

- A preferred language change would be allowing the draft by no later than the first board meeting in June, which recently we have requested drafts/public hearings at a board meeting on the First Wednesday of the month. Additionally, we have added Budget Development engagement options to ensure the Board/constituents are closer to the process. We have also provided the LCAP to the Board along with PSAC late May.



Part III - The B Side Article

THE OAKLAND B-SIDE

Vol 04-15

@TheRealBudgetBuilders

BOARD POLICY 3150 IS NOT GUIDING RESULTS BASED BUDGETING!

Sources say that BP 3150, though well intended, is unable to be operationalized in the manner in which it is written. There are several areas that require clarification and establishing agreed metrics and goals to guide a true RBB process.

The Policy has been successful at measurable results such as optimizing the intent of maximizing allocations to school sites in staffing and funding. Experts state that though notable, the policy on its face is not sustainable, is not being executed based on more appropriate budget practices and prioritization of resources.

The District continues to be at risk of not only violating the Board's policy, but being unable to level set due to the manner in which budget prioritization and decision are made, which are not aligned to RBB and quality school metrics as intended.


District staff plan to work with the Budget and Finance Committee to develop a recommendation of how to proceed with revising the policy and will continue improving its Budget Development and engagement practices.



Part V - Your Turn: Audience Participation



Deep and Brief Whip Thoughts and Questions?



**Thank you for your time.
Stay tuned for updates and
invitations to partner in the
forthcoming policy
recommendations!**

Attachment B - 2024-25 Budget Development List of Budget Adjustments V2

Budget Deficit Action Steps: The AB1200 approval letter included several provisions to provide assurance to the County and support for the District to meet its commitments with this salary agreement, by addressing the proposed deficits as it develops its 2024-25 and out year Budgets. The County Stated in its letter to the District:

(1) In order for ACOE to verify that Board and District staff are implementing the budget adjustments the Board approved within the Public Disclosure documents, OUSD will: Provide ACOE with a Board-approved detailed update on its list of Budget Adjustments by October 31, 2023. This is the one of four conditions to update the County of the District's progress cited in this section and as a CONDITION for the County's approval of the OEA AB1200. The next two update on progress conditions are: (2) Share additional updates in ACOE's bi-weekly call to monitor the staff and Board's progress with strategic planning; (3) Present a public update to be provided by First Interim, (4) with further public disclosure and formal Board Action required no later than February 2024, to ensure the District meets its obligations in the subsequent fiscal year.

The District is building its list of responsive budget adjustments starting with the list used for the 2023-24 Adopted Budget, "Attachment A" and will continue the list to address the projected deficits that have been updated in the 45+ Day Revise and out year budgets. At the October 11th and 25th Governing Board meeting, the District will share this list and seek the Board's feedback on each item on the list. It is important that the District staff know where the Board is in approving the items presented in concept and hear additional options to address the projected gaps in the budget.

Number	Division/Department	Action and Impact	General Purpose Funds (Ongoing)		Central Concentration (Ongoing)		Central Supplemental Funds (Ongoing)		Special Education Funds with contribution from Resource 0000 (Ongoing)		Unrestricted Supplemental Funds (Ongoing)		Other One Time - AB1840	
			FTE Change	Savings			FTE Change	Savings	FTE Change	Savings	FTE Change	Savings	FTE Change	Contribution
1	<p>Adjustment to School Site Allocations- Discretionary (Unrestricted) Schools receive discretionary funding based on projected student enrollment at each grade level, rather than by a school's grade span. Discretionary funds are intended to cover the cost of a site's basic operational and program needs, including copier agreements, supplies, books, contracted services, and equipment to support the school site educational environment. Graduation costs, WASC dues, and other mandated non-salary costs must also be paid with Discretionary funds. Discretionary funds are currently allocated to school sites using the following grade span formula</p> <p>Grades TK-5: \$60.00 per student Grades 6-8: \$75.00 per student Grades 9-12: \$100.00 per student</p>	<p>Proposed Reduction to School Site Funding Allocation Effective FY 23-24 for 2024-25 SITE ALLOCATION (ONE PAGERS)</p> <p>Grades TK-5: \$50.00 per student Grades 6-8: \$65.00 per student Grades 9-12: \$80.00 per student</p> <p>Impact: No impact to school allocations in FY 23-24. Starting in FY 24-25, schools will be able to afford less supplies, operational maintenance (i.e. copier upkeep) and/or staff etc. than prior years.</p> <p>Mitigation FY 23-24: Status-quo for 1 year as one-time funds (i.e. ESSER III) will be used to offset the reduction. Mitigation FY 24-25: Schools may purchase supplies centrally, allowing for reduction in costs and use other restricted resources to fund priorities.</p>	0.00	\$ (440,923)			0.00	0.00	0.00	0.00		0.00		0.00
2	<p>Adjustment to School Site Allocations- LCFF Schools receive a per pupil allocation of LCFF (Supplemental) funding. The current funding formula is \$785 per eligible student. The count of eligible students is determined by multiplying the projected total enrollment, including SDC students and Late-Arriving Newcomers, but the three-year average of the school's Unduplicated Pupil Percentage (UPP). Unduplicated students are defined by the State as low-income students, English learners, and foster youth.</p> <p>For 2022-23, approximately \$21 million in LCFF Supplemental funds are allocated to schools.</p>	<p>Proposed Reduction to School Site Funding Allocation Adjustment Effective FY 23-24 for 2024-25 SITE ALLOCATION (ONE PAGERS)</p> <p>Reduce the per pupil LCFF allocation (Supplemental) from \$785 per student to \$675 per student.</p> <p>Impact: No impact to school allocations in FY 23-24. Starting in FY 24-25, schools will be able to afford less supplies, operational maintenance, and/or staff etc. than prior years.</p> <p>Mitigation FY 23-24: Status-quo for 1 year as one-time funds (i.e. ESSER III) will be used to offset the reduction. Mitigation FY 23-24: Schools may adjust services or rely on other restricted funds to ensure a continuity of services and programs.</p>	-	-			-	-	-	-	\$ (2,583,685)		\$ -	

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			FTE Change	Savings			FTE Change	Savings	FTE Change	Savings	FTE Change	Savings	FTE Change	Contribution	
3	AMENDMENT Potential Merger of District Schools	<p>Background</p> <p>oThe District proposes a to extend the planning year (2023-24) by one year to 2024-25 for the potential merger of at least 10 schools effective with a planned implementation 2024-252025-26. Before any closures or consolidations take place, the District will comply with the guidelines set forth in AB 1912 which requires a district, before approving the closure or consolidation of a school, to conduct an equity impact analysis in its consideration of school closures or consolidations.The governing board of the school district would be required to "develop a set of metrics, as specified, for the development of the equity impact analysis, and to make those metrics public at a regularly scheduled meeting of the governing board of the school district so that the public can provide input regarding the metrics being used to conduct the analysis, as provided."</p> <p>The District proposes a shift of the below listed positions to one-time funds* in anticipation of the possible mergers:</p> <p>Teacher (1.1 FTE) Principals (5.0 FTE) Clerical (5.5 FTE) Attendance (2.5 FTE) Noon Supt. (1.2 FTE) GSM (1.4 FTE) Support Position (1.0 FTE)</p> <p>*In addition to ESSER funds, allowable use of other one-time funding sources will be evaluated for the purpose of this shift.</p>		\$ (2,477,792)					0.00	0.00	0.00	0.00		2,477,792.00	
4	A - To Address the language of the project B. To Address the Financial Commitment	<p>Follow BP 3150 and re-establish the definition of the following: The allocation of OUSD financial resources to schools shall be maximized. This means that we have to level set the allocations to fit within our means as BP 3150 also says, Still, it is the Board's categorical expectation that all education providers operating or desiring to operate school programs in Oakland - district or charter – as well as families, staff, community members and labor unions, will accept shared responsibility for the sustainability of our school system and embrace the idea that we: (i) do not operate in silos, (ii) are interdependent in our efforts to serve all students and families; and (iii) need to act with consideration of the larger community of schools. We also recognize the challenging work ahead of building and rebuilding trust among the diverse members of our community in realizing this vision. In additional to the supplemental LCFF allocation noted above, adjust all site allocations within all resources to absorb the projected salary increases for 2024-25 up to the dollar amounts allocated in 2023-24 and provide additional allocations AFTER the District confirms it's ability to make subsequent allocations after the May 2024 Revise.</p>													

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5*	Central Office - Continuous School Improvement	Assess the Decision of the Implementation Plan and sourcing needs for positions recommended for elimination and addition and the impact to the budget by resource. Interest in CSI Redesign Implementation: mostly in adjustments to the curriculum dept and the office of equity.	See CSI 12-1232										
6*	Central Office - Legal	Redesign Work in Progress. Support for Legal Dept Restructuring: use of paralegals instead of attorneys and reducing consultant contracts.											
7*	Central Office - Business/Talent/Technology and All OTHER Departments not noted with non-represented staff.	Complete Recommendation from School Services Review. Interest in Reclassification of non-represented staff positions: we are partially doing this through the restructuring in the Legal Dept and CSI but assessing and evaluating all positions.	See School Services Review										
8	Review all Board Resolutions to made decisions about which programs we are maintaining.	Recommendation from President Hutchinson, October 2, 2023 Special Board Meeting											
9	Review and analyze Special Education Program cost escalation to support multi-year projections and District impact.	The District has seen growth in the contribution to Special Education of \$43M over the past five years. The District needs to review the program to understand and share the impact of the contribution as it has grown to 1/3 of our Base Funding, where 17% of our enrolled students are supported by our Special Education Programs. It is imperative that the District understand that costs, drivers, and are able to predict where it will be as we look forward. The intent of this analysis is to understand the program's cost escalation as it will directly impact our ongoing base flexibility and its required and policy driven responsibilities.											
10	Reduction in Board Pay and Engagement Funds												
11	School Redesign from Jan '23 Board Resolution												
12	Maintaining Small School Investments	Review and recommend the reduction/elimination of subsidized allocations/staffing to small school sites without direct reduction to site based allocations.											

Number	Budget Additions												
1*	Ongoing Enrollment Office Investments	The District has evaluated it's progress after the implementation of the enrollment stabilization policy change in 2021-22 and in an effort to continue the improvement is seeking to retain funding to support the annual software license agreement with Enrollwise and additional marketing the data has found beneficial in our efforts to market the educational experience in our District, retain our existing families, and introduce ourselves to others. Interest in Enrollment and Attendance: maintenance of the enrollment office budget and exploring the addition of attendance teams to help students get to/stay in school.											\$3,000,000
2	A Review on One Time Investments that are returning to the Base and Other Resources	A review of items placed in one time resources that may return/are requested to return to the Base due to funding, like COVID Relief dollars that are sunseting. Some items were noted Attachment A and are projected to return to the General Fund as noted by the Trustee and or other analysis. All labor and on labor investments must be reviewed.											

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			FTE Change	Savings			FTE Change	Savings	FTE Change	Savings	FTE Change	Savings	FTE Change	Contribution
3*	Review Facilities and Deferred Maintenance Modifications	The District needs to return to the Board to review the underfunded Deferred Maintenance Plan and develop of method to fund programs that are funded after emergencies, but lack proper staffing and preparation for future challenges with our facilities. Interest in Priorities for Safety: Facilities needs and the recruitment, retention and training of staff.												

Board Office Use: Legislative File Info.	
File ID Number	23-2308
Introduction Date	10/11/23
Enactment Number	
Enactment Date	



Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Lisa Grant-Dawson, Chief Business Officer

Meeting Date October 11, 2023

Subject 2024-25 Budget Balancing Options, Increases, and Reductions – First Read

Ask of the Board It is recommended that the Governing Board receive for First Read and discuss the list of developing Budget Development Options, Increases, and Reduction for the 2024-25 Budget Development process.

Background On June 28, 2023, the same night the 2023-24 Budget was approved, staff recommended the approval of Board Agenda Item 23-1682 Tentative Agreement between the Oakland Education Association and the Oakland Unified School District for Successor Collective Bargaining Agreement effective November 1, 2022 through June 30, 2025. The adoption of this agreement is the primary driver to the 45+Day Revise, which was approved by the Board On September 28, 2023 and included the implementation of the OEA agreement and associated expense budget and projected spending adjustments.

The District’s AB1200 document that was submitted to the Alameda County Office of Education indicated that the District would need to make necessary reductions to continue to afford the agreement. It was also understood that the District intended to improve compensation for all of its labor groups; thus, further exacerbating the need to developing a sustainable budget that supported the salaries, benefits, and Health and Welfare increase of 25% for Kaiser in 2024-25 (which is applied to all Health plans) for projection purposes.

As a condition of the approval of the AB1200 and in light of appropriate financial management as the District continues to gain local control, the District staff ensured commitments in the 2024-25 Budget Development process to assure the Alameda County of Office of its commitment to ensure affordability for the OEA

agreement and to establish the expectation for forthcoming Tentative Agreements with other Labor Groups. A summary of the conditions are as follows:

- **Excerpt from OEA AB1200 Approval Letter**

In order for ACOE to verify that Board and District staff are implementing the budget adjustments the Board approved within the Public Disclosure documents, OUSD will:

- *Provide ACOE with a Board-approved detailed update on its **list of Budget Adjustments by October 31, 2023**;*
- *Share additional updates in ACOE's bi-weekly call to monitor the staff and Board's progress with strategic planning;*
- *Present a public update to be provided by First Interim, with further public disclosure and **formal Board Action required no later than February 2024**, to ensure the District meets its obligations in the subsequent fiscal year.*

The District is providing its preliminary list of budget balancing options, strategies, and areas of focus as it seeks to build a long term sustainable budget honoring its new and existing commitments. This list is provided as a first read and allows time for the Board, Staff, and community to embark on a journey of right sizing and analyzing our numerous investments, the impact, and developing recommendations for how to balance the District's financial commitments.

The District also hosted a Special Board Meeting on October 2, 2023, where the first of four Budget Workshop style sessions is intended to create a space for reimagining the District's operations within the funding perimeters we are projecting for not only 2024-25, but in a multi-year format for ongoing sustainability. The District plans to return for the second read on October 25, 2023 and provide a draft document for the Board to review in preparation for submission to the Alameda County Office of Education to verify progress and provide an update of our detailed list of Budget Adjustments. The projected estimates of Budget Reductions and investments will be completed as various levels of analysis are completed to provide the best estimate as well as align it to the projected deficits in the next iteration of the Multi-Year Projection included with or prior to First Interim (December 2023).

The work of the Budget Adjustments and list of areas to analyze and interrogate will be managed in conjunction with the District's update to its Fiscal Sustainability Plan.

Recommendation It is recommended that the Governing Board receive for First Read and discuss the list of developing Budget Development Options, Increases, and Reduction for the 2024-25 Budget Development process.

Attachments

- 23-2285 – October 2, 2023 Board Study Session Agenda
- 23-2285 Presentation
- 2023-24 Board Work Plan
- 2024-25 Budget Development List of Budget Adjustments

Board Office Use: Legislative File Info.	
File ID Number	23-2285
Introduction Date	10-2-2023
Enactment Number	
Enactment Date	



Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Dexter Moore, Jr., Chief of Staff
Lisa Grant-Dawson, Chief Business Officer
Jenine Lindsey, Interim General Counsel

Meeting Date October 2, 2023

Subject Board Study Session

Ask of the Board Receive and discuss the information presented

Background The purpose of the Board Study Session is to proactively come together as a community to prepare for the 2024-25 budget development process, and to support the Board’s review and communication regarding the budget development options that are coming in October. The meeting will include a presentation and an opportunity for participants to actively share their feedback. This will be the first of a series of Board Study Sessions throughout the year, with the outcomes for this session focused on:

- Provide a summary of the investments that the Board proposes to establish quality community schools
- Discuss the financial implications of increasing investments in school safety measures
- Revisit the cost of previous financial commitments to staff retention
- Describe the underlying factors that have led to the current financial strain in the District
- Discuss recommended budget adjustments to ensure fiscal solvency

Attachment(s)

- Presentation
- 2023-2024 Board Work Plan

OAKLAND UNIFIED SCHOOL DISTRICT

Board Study Session

Budget Development Update:
Financial Outlook and Continued Realignment
Preparing for the List of Budget Options

October 2, 2023



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

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

Oakland Unified School District (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.



Vision for Continuous School Improvement

Mission & Vision	Quality Program Implementation	Collective Leadership & Professional Learning
<ul style="list-style-type: none">● Compelling and inspirational school vision and mission● Strategically organize resources and team structures toward vision● Implement policies, structures and practices	<ul style="list-style-type: none">● Rigorous, standards-based instruction● College, career and community ready● Joyful, asset-based & anti-racist mindset● Culture of inclusive learning● <i>Safe School Environments</i>● <i>Quality Facilities and Joyful Learning Environments</i>	<ul style="list-style-type: none">● Culture of shared responsibility● Shared decision-making● Meaningful partnerships with students and families



Four Pillars of OUSD Safety

Facilities

- Front door buzzer entry system
- Perimeter safety fencing and gates
- Visitor Management System
- Exterior Safety Signage
- Cameras Systems
- Cybersafety

Prevention

- Universal (Tier 1) Culture Practices
- Positive student-adult relationships
- Clear & Proactive Communication
- Student Voice & Agency
- Intentional MTSS
- Social Emotional Learning
- Restorative Justice
- Safety Tip lines
- CBO Partnerships
- Trainings
- Cyberbullying

Incident Response

- OUSD Intake Line
- Central Culture & Climate Ambassadors
- Mental health crisis support
- Trainings
- GFR Village Response Plans
- City & Community Partners
- Violence Prevention Education
- Health & Safety Protocols

Emergency Preparedness

- Comprehensive safety plan
- Lockdown/Secure School protocols
- Emergency radios
- First aid kits
- Trainings
- Crisis alert systems
- Family communication
- Reunification & Rally Points
- Standard operating procedures



**Let's prepare for
the journey.**

**What shall we pack
and unpack?**

Base and LCAP Investments

Organizational Requirements

Required by Law

Required by Board Resolution

Required by Labor Contracts

District Prioritized Commitments

Strategic Plan Initiatives

Board Priorities

Board Policies

Board Resolutions

Sunsetting Priorities Investments

These investments and areas of focus cannot continue due to lack of prioritization, effectiveness, and/or funding has expired and is therefore not sustainable.

First, we pack and **unpack** the Big Rocks!



Board
Work
Plan

Other
Prioritized
LCAP
Investments

**Sunsetting
ESSER
Investments**

Board
Resolutions

Labor
Agreements


**The weight is heavy, so get ready!
Let's carry it together.**



2023-24 Board Priorities

- Improved Academic Outcomes
- Continuous District & School Improvement
- Attendance & Enrollment
- Comprehensive Safety Plan

- Improved Board Governance
- Shared Governance
- LCAP Adoption & Strategic Plan Extension
- Fiscal Solvency



Investments Identified in the LCAP
Summary Data and additional considerations to
Help Guide our Next Session Together

Existing LCAP Investments: Goal 1

Investment	23-24 Centrally-Directed S&C Cost	23-24 Total Cost Above Base
Academic Acceleration	\$9.1M	\$16.0M
Academics & Instruction	\$4.1M	\$9.2M
Physical Education	\$0.2M	\$0.4M
Visual & Performing Arts	\$0.2M	\$4.5M
Early Childhood Learning & Pre-Kindergarten Programs	\$0.1M	\$4.6M
Early Literacy Program	\$0.4M	\$6.6M
*Curriculum Implementation	\$10.2M	\$13.5M
Instructional Technology	\$3.7M	\$4.0M

**Includes some “must-do” items (e.g., contractual obligations, other binding or mandatory commitments)*

Orange = Already identified as a Board Priority

Existing LCAP Investments: Goal 1 (continued)

Investment	23-24 LCFF Cost	23-24 Total Cost
Alternative Education	\$1.8M	\$2.1M
Building OUSD Middle Schools	\$0.2M	\$1.3M
Continuous School Improvement	\$9.9M	\$13.4M
Linked Learning	\$3.2M	\$12.0M
Multilingual Programs	\$0.1M	\$0.6M
Network-Based School Supports	\$2.5M	\$3.0M

**Includes some “must-do” items (e.g., contractual obligations, other binding or mandatory commitments)*

Orange = Already identified as a Board Priority

Existing LCAP Investments: Goal 2

Investment	23-24 LCFF Cost	23-24 Total Cost
*Targeted Initiatives for Black/African American Students	\$2.1M	\$4.6M
Targeted Initiatives for Latino Students	\$0.1M	\$0.6M
Targeted Initiatives for Arab, Asian & Pacific Islander Students	\$0.2M	\$0.9M
Supports for Students with Disabilities	\$7.4M	\$8.6M
Supports for Unhoused Students & Families	\$0.3M	\$1.2M
Supports for Foster Youth	\$0.1M	\$0.6M
*English Language Development	\$10.5M	\$11.0M
*Supports for Newcomers	\$4.5M	\$6.7M

**Includes some “must-do” items (e.g., contractual obligations, other binding or mandatory commitments)*

Orange = Already identified as a Board Priority

Existing LCAP Investments: Goal 2 (continued)

Investment	23-24 LCFF Cost	23-24 Total Cost
After School Programs	\$0	\$13.0M
*Summer & Saturday Learning Programs	\$0.3M	\$5.3M
*Research and Data Analysis	\$1.5M	\$1.6M

**Includes some “must-do” items (e.g., contractual obligations, other binding or mandatory commitments)
Orange = Already identified as a Board Priority*

Existing LCAP Investments: Goal 3

Investment	23-24 LCFF Cost	23-24 Total Cost
Behavioral & Mental Health	\$8.4M	\$8.5M
Community Schools	\$13.8M	\$34.8M
Restorative Practices/Peer Restorative Justice	\$0.4M	\$0.4M
Human Trafficking Prevention	\$0	\$0.2M
School Safety Teams	\$9.7M	\$11.4M
Supports for Justice-Involved Youth & Their Families	\$0.1M	\$0.2M
Attendance Supports	\$0.6M	\$0.7M
*Counseling and Equitable Master Scheduling	\$5.3M	\$5.6M

**Includes some “must-do” items (e.g., contractual obligations, other binding or mandatory commitments)*

Orange = Already identified as a Board Priority

Existing LCAP Investments: Goal 3 (continued)

Investment	23-24 LCFF Cost	23-24 Total Cost
Social Emotional Learning (SEL)	\$1.2M	\$1.4M
Alcohol, Tobacco & Drug Intervention	\$0.1M	\$0.4M
*Health Services	\$1.4M	\$1.4M
Lesbian, Gay, Bisexual, Transgender & Queer/Questioning (LGBTQ) Programs	\$0	\$0.1M
**School Wellness	\$0	\$1.9M
Enrichment Programs	\$2.3M	\$7.5M
Student Athletics	\$0.8M	\$1.6M
Youth Leadership	\$0.3M	\$0.4M

**Includes some “must-do” items (e.g., contractual obligations, other binding or mandatory commitments)*

Orange = Already identified as a Board Priority

Existing LCAP Investments: Goal 3 (continued)

Investment	23-24 LCFF Cost	23-24 Total Cost
Districtwide Communication Support	\$0.4M	\$0.4M
Enrollment Supports	\$1.0M	\$1.3M
Family Partnerships	\$1.8M	\$2.2M
Language Access for Families	\$1.0M	\$2.0M

**Includes some “must-do” items (e.g., contractual obligations, other binding or mandatory commitments)
Orange = Already identified as a Board Priority*

Existing LCAP Investments: Goal 4

Investment	23-24 LCFF Cost	23-24 Total Cost
*Staff Recruitment & Retention	\$19.6M	\$30.5M
*Foundational & Asset-Based Professional Development	\$7.0M	\$7.6M
New Teacher Support	\$0.7M	\$2.0M
*School and District Governance Support for Leaders	\$0.3M	\$2.0M

**Includes some “must-do” items (e.g., contractual obligations, other binding or mandatory commitments)*

Orange = Already identified as a Board Priority

Outcomes

- Update financial outlook and key considerations of budget planning for Fiscal Year 2024-25
- Share realignment options to better match spending to our priorities while maintaining financial health
- Identify next steps in the budget development process

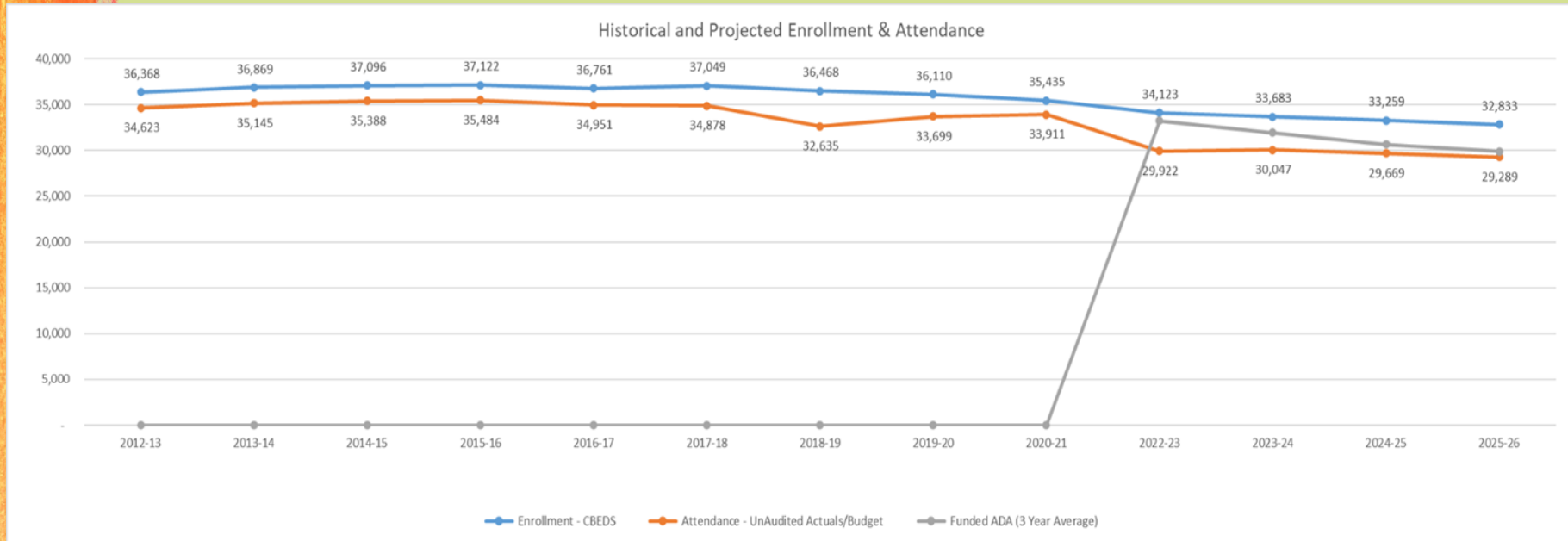
Reflecting on the roadmap and the path before the journey.





Financial Outlook and Key Considerations

The Challenge - LCFF Revenue Threatened



1. Enrollment and attendance are declining.
2. The gap between enrollment and attendance (ADA) is stabilizing at 89% from 94% in 2019-20.
3. The three year average ADA* is supporting higher revenue for 2022-23 forward, but losing steam by 2025-26.

*3 Year Average for ADA Implemented in 2022-23 to support statewide loss of enrollment and attendance.

Changes to the LCFF Calculator

The Impact of ADA reductions



Due to the rapid changes in our ADA and even with the benefit of a 3 Year Average ADA, the Base is not growing.

LCFF Y/Y Summary	Year	Enrollment	Actual/Proj ADA	Enroll:ADA %	Funded ADA	State Funding	COLA	Total	Net Increase
						Allocation Increase			
	2020-21	35,435	26,924	76%	33,977	7,053.00	0.00%	\$380,649,634	
	2021-22	34,374	29,452	86%	33,888	4,435.55	5.07%	\$410,164,607	\$ 29,514,973
	2022-23	34,123	29,922	88%	33,226	3,303.81	13.26%	\$459,336,101	\$ 49,171,494
	2023-24	33,684	30,047	89%	31,923	1,876.43	8.22%	\$481,611,799	\$ 22,275,698
	2024-25	33,259	29,689	89%	30,664	975.38	3.94%	\$482,940,399	\$ 1,328,600
	2025-26	32,833	29,289	89%	29,878	588.66	3.29%	\$487,400,049	\$ 4,459,650

Changes to the LCFF Calculator

The Impact of ADA reductions

The Base LCFF is not growing due to our decline in ADA and the benefit of a three year average slipping fast.

	Year	Base Grant	Grade Span Adjustment	Supplemental Grant	Concentration Grant	Add-ons: Targeted Instructional Improvement Block Grant	Add-ons: Home-to-School Transportation	Add-ons: Home-to-School Transportation	Add-ons: Transitional Kindergarten	Total LCFF
LCFF Allocation x Y	2020-21	\$278,230,067	\$12,137,948	\$44,089,480	\$30,372,495	\$10,094,682	\$5,724,962			\$380,649,634
	2021-22	\$292,073,858	\$12,749,157	\$46,704,983	\$42,816,965	\$10,094,682	\$5,724,962			\$410,164,607
	2022-23	\$324,488,176	\$14,082,917	\$52,783,233	\$50,506,343	\$10,094,682	\$5,724,962		\$1,655,788	\$459,336,101
	2023-24	\$337,586,649	\$14,579,769	\$55,818,378	\$55,510,230	\$10,094,682	\$6,195,554		\$1,826,537	\$481,611,799
	2024-25	\$337,341,039	\$14,458,680	\$56,112,056	\$56,595,780	\$10,094,682	\$6,439,659		\$1,898,503	\$482,940,399
	2025-26	\$339,676,440	\$14,540,582	\$56,731,399	\$57,744,459	\$10,094,682	\$6,651,524		\$1,960,963	\$487,400,049
Net Change Y/Y	2020-21	\$0	\$0	\$0	\$0	\$0	\$0		\$0	
	2021-22	\$13,843,791	\$611,209	\$2,615,503	\$12,444,470	\$0	\$0		\$0	
	2022-23	\$32,414,318	\$1,333,760	\$6,078,250	\$7,689,378	\$0	\$0		\$1,655,788	
	2023-24	\$13,098,473	\$496,852	\$3,035,145	\$5,003,887	\$0	\$470,592		\$170,749	
	2024-25	-\$245,610	-\$121,089	\$293,678	\$1,085,550	\$0	\$244,105		\$71,966	
	2025-26	\$2,335,401	\$81,902	\$619,343	\$1,148,679	\$0	\$211,865		\$62,460	

Green arrow and yellow highlight indicate the year of change in reductions in funding that begin in 2024-25 due to the decline in ADA. 2025-26 Projections will be updated at First Interim (Dec 2023).

45+ Day Budget MYP

2023-24 UnAudited Actuals MYP Fund Balance Summary - Unrestricted

	2023-24 Unrestricted	2024-25 Unrestricted	2025-26 Unrestricted
A. Revenues			
5) Total Revenues	\$ 496,015,930	\$ 497,193,237	\$ 501,756,551
B. Expenditures			
9) Total Expenditures	\$ 414,774,284	\$ 395,698,303	\$ 400,569,950
C. Excess (Deficiency) of Revenues Over Expenditures	\$ 81,241,646	\$ 101,494,935	\$ 101,186,601
D. Other Financing Sources/Uses			
4) Total, Other Financing Sources/Uses	\$ (105,290,313)	\$ (111,843,299)	\$ (117,621,489)
E. Net Increase (Decrease) in Fund Balance (C + D4)	\$ (24,048,668)	\$ (10,348,365)	\$ (16,434,888)
F. Fund Balance, Reserves			
1) Beginning Fund Balance			
a) Adjusted Beginning Balance (F1c + F1d)	\$ 118,353,704	\$ 94,305,037	\$ 83,956,672
2) Ending Balance, June 30 (E + F1e)	\$ 94,305,037	\$ 83,956,672	\$ 67,521,784
Restricted Reserve	\$ 150,000	\$ 150,000	\$ 150,000
Other Assignments	\$ 11,180,840	\$ 10,556,761	\$ 10,556,761
Reserve for Economic Uncertainty	\$ 27,251,099	\$ 26,783,505	\$ 27,436,380
Unassigned Unappropriated	\$ 55,723,097	\$ 46,466,405	\$ 29,378,643

Base Salary Change Example - 6 Schools

This Chart reflects the net increase in salary *only* from 2023-24 to 2024-25.

Note: Schools selected randomly to illustrate two schools in each grade span.

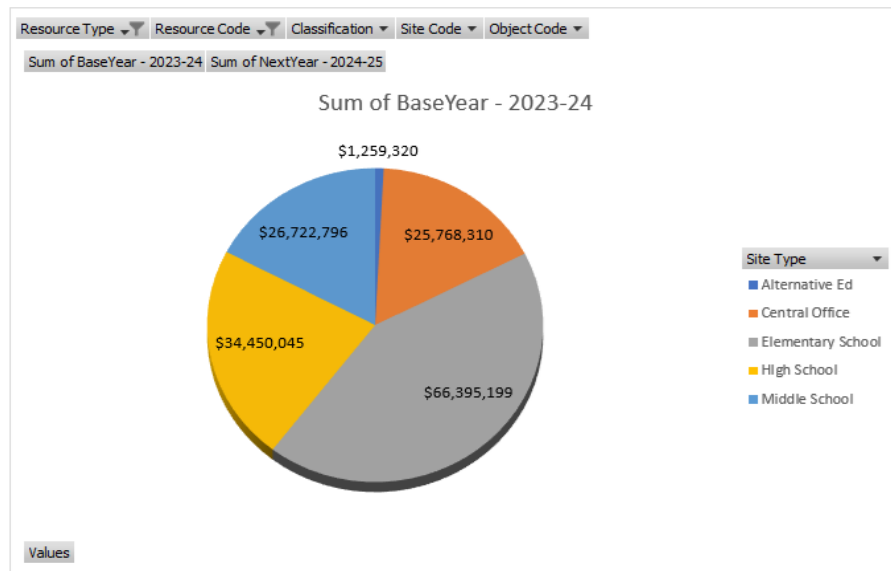
		Data			
Resource Type	(Multiple Items)	Sum of BaseYear - 2023-24	Sum of NextYear - 2024-25	Net Change	
Resource Code	0000 General Purpose-unrestricted				
Classification	(All)				
Site Type	Site Code	Object Code			
Elementary School	108 Cleveland	1105 Teachers Salaries	\$1,318,566	\$1,334,116	\$15,550
		1305 Supv, Admin, Instr Coaches Sal	\$126,139	\$126,139	\$0
		2405 Clerical Salaries	\$55,557	\$55,302	-\$255
		2905 Otherclass Salaries	\$5,098	\$5,200	\$102
		108 Cleveland Total	\$1,505,361	\$1,520,759	\$15,398
	146 Piedmont Avenue	1105 Teachers Salaries	\$1,124,025	\$1,141,177	\$17,151
		1305 Supv, Admin, Instr Coaches Sal	\$126,139	\$126,139	\$0
		2205 Classsuppt Salaries	\$15,107	\$15,414	\$306
		2405 Clerical Salaries	\$36,804	\$36,804	\$0
		146 Piedmont Avenue Total	\$1,302,076	\$1,319,534	\$17,458
Elementary School Total		\$2,807,437	\$2,840,292	\$32,855	
High School	305 Oakland Tech High School	1105 Teachers Salaries	\$5,987,782	\$6,072,142	\$84,360
		1305 Supv, Admin, Instr Coaches Sal	\$606,464	\$616,824	\$10,360
		2205 Classsuppt Salaries	\$88,329	\$88,262	-\$68
		2405 Clerical Salaries	\$110,818	\$110,818	\$0
		305 Oakland Tech High School Total	\$6,793,393	\$6,888,045	\$94,652
	306 Skyline High School	1105 Teachers Salaries	\$4,889,969	\$4,963,939	\$73,970
		1119 Teacher On Spec Assin School	\$61,983	\$63,906	\$1,923
		1305 Supv, Admin, Instr Coaches Sal	\$505,217	\$510,546	\$5,329
		2205 Classsuppt Salaries	\$73,608	\$73,608	\$0
		2405 Clerical Salaries	\$150,492	\$153,993	\$3,500
306 Skyline High School Total	\$5,681,269	\$5,765,991	\$84,722		
High School Total		\$12,474,662	\$12,654,037	\$179,374	
Middle School	212 Roosevelt Middle	1105 Teachers Salaries	\$1,552,292	\$1,585,836	\$33,545
		1305 Supv, Admin, Instr Coaches Sal	\$239,574	\$239,574	\$0
		2205 Classsuppt Salaries	\$34,260	\$36,038	\$1,778
		2405 Clerical Salaries	\$57,364	\$57,364	\$0
		212 Roosevelt Middle Total	\$1,883,490	\$1,918,813	\$35,323
	228 United For Success Academy	1105 Teachers Salaries	\$1,082,882	\$1,101,140	\$18,258
		1305 Supv, Admin, Instr Coaches Sal	\$129,266	\$129,266	\$0
		2205 Classsuppt Salaries	\$36,804	\$36,635	-\$169
		2405 Clerical Salaries	\$94,591	\$95,994	\$1,403
		228 United For Success Academy Total	\$1,343,543	\$1,363,035	\$19,492
Middle School Total		\$3,227,034	\$3,281,848	\$54,815	
Grand Total		\$18,509,133	\$18,776,177	\$267,044	

Example: Base Salary Change & Expense Gap

Where do we source \$2.1M From Base to Base?

Resource Type	(Multiple Items)	▼
Resource Code	(Multiple Items)	▼
Classification	(All)	▼
Site Code	(All)	▼
Object Code	(All)	▼

Site Type	Sum of BaseYear - 2023-24	Sum of NextYear - 2024-25	Net Change
Alternative Ed	\$1,259,320	\$1,274,220	\$14,900
Central Office	\$25,768,310	\$26,041,421	\$273,111
Elementary School	\$66,395,199	\$67,299,468	\$904,269
High School	\$34,450,045	\$34,946,319	\$496,274
Middle School	\$26,722,796	\$27,174,202	\$451,406
Grand Total	\$154,595,670	\$156,735,630	\$2,139,960

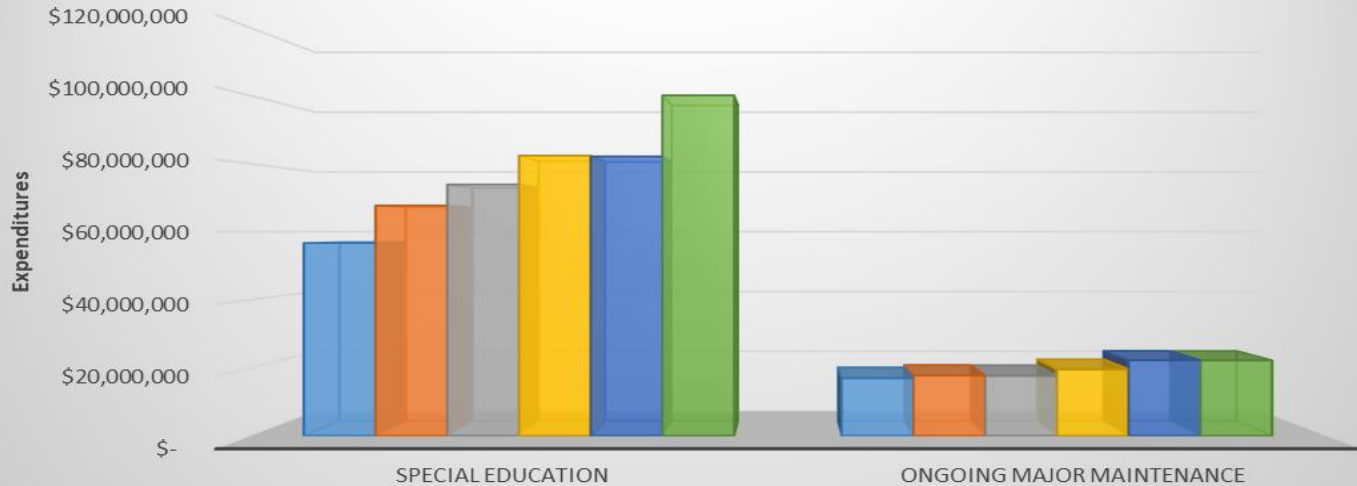


These same forces are also impacting all other backpacks: Title 1, Measure H, Measure G, LCFF resources, grants, etc.

Note: This example does not include the costs associated with salaries of the cost of health care which are projected to increase by 25%.

Financial Outlook and Key Considerations

Contributions from the UnRestricted General Fund




	Special Education	Ongoing Major Maintenance
2018-19	\$56,681,804	\$16,951,234
2019-20	\$67,697,721	\$17,737,639
2020-21	\$73,904,685	\$17,653,915
2021-22	\$82,397,905	\$19,551,221
2022-23	\$82,150,146	\$22,217,093
2023-24 Budget	\$100,102,520	\$22,194,028

Questions to Consider

The data above show that the LCFF Base is decreasing by \$245K in 2024-25 and the Base salaries are increasing by \$2.1M.

- ❖ What happens to the backpack when the base revenue stops growing but costs continue to increase?
- ❖ What should happen in OUSD when the base stops growing and costs are increasing in the next year?



Financial Outlook and Key Considerations
***Working in Community to Learn Together &
Support Decisions with Feedback***

Which of these are Board and/or District priorities?

Select
ALL
that
apply!



☰ Which of the following are Board/District priorities in the Board work plan, a Board resolution, or a labor agreement?

- Black Reparations
- Attendance
- Staff Pay Increases for Retention
- Maintaining Special Education program locations
- Maintaining same number of schools
- Smaller class sizes than California Education Code requirements
- Maintaining the number of smaller schools
- Improved Academic Outcomes



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Board Priorities & Investments

2023-24 Board Work Plan	Board Resolutions	Labor Agreements	Other Prioritized LCAP Investments
<ul style="list-style-type: none"> ● Attendance ● Improved Academic Outcomes ● School Continuous Improvement/Redesign ● District Redesign/Reorganization ● Comprehensive Safety Investments 	<ul style="list-style-type: none"> ● George Floyd Resolution ● Black Reparations ● Maintaining Special Education program locations ● Maintaining same number of schools ● Deferred Maintenance of School Facilities ● Enrollment Stabilization ● Behavioral & Mental Health 	<ul style="list-style-type: none"> ● Staff Pay Increases for Retention ● Smaller class sizes (smaller than CA requirements). 	<ul style="list-style-type: none"> ● Ensuring every student has an individual laptop for learning (1:1) ● Restorative Justice Program

Rank these areas based on which will improve student outcomes.

Click and drag responses into top box.



Rank these priority areas based on which will have the greatest impact on improving student outcomes.

- 1 Maintaining SpEd programs
- 2 Staff Pay Increases for Retention

Drop it here.

- Maintaining # of schools
- Smaller class sizes
- Deferred Maintenance of School Facilities
- District & School Redesign *
- Restorative Justice Program

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Rank these areas based on which ones the district will be able to implement successfully.

Click and drag responses into top box.



Rank these priority areas based on which ones the district will be able to implement most successfully. 0 8

Select options from the list below.

- Restorative Justice Program
- Maintaining the number of smaller schools
- Improved Academic Outcomes *
- Maintaining # of schools
- Maintaining SpEd programs
- Enrollment Stabilization *
- District & School Redesign *



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If base funding is decreasing, rank these priority areas in order of importance.


Click and drag responses into top box.



↓↑ If base funding is decreasing, rank these priority areas based on which ones are most important to continue funding across the district. 0 👤

Select options from the list below.

- Staff Pay Increases for Retention
- Maintaining 1:1 Technology Investments
- Improved Academic Outcomes *
- Restorative Justice Program
- Smaller class sizes
- District & School Redesign *
- Attendance *



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Small Group Discussion

- How were your priorities similar or different from the group?
- What values, assumptions and information did your group use in prioritization?
- What surprised you in this exercise?

We Are Unable to Continue to Hold All Investments and Must Prioritize



Gentle Reminder - Affordability Commitment

Excerpt from OEA AB1200 Approval Letter

“In order for ACOE to verify that Board and District staff are implementing the budget adjustments the Board approved within the Public Disclosure documents, OUSD will:

- *Provide ACOE with a Board-approved detailed update on its **list of Budget Adjustments by October 31, 2023;***
- *Share additional updates in ACOE’s bi-weekly call to monitor the staff and Board’s progress with strategic planning;*
- *Present a public update to be provided by First Interim, with further public disclosure and **formal Board Action required no later than February 2024,** to ensure the District meets its obligations in the subsequent fiscal year.”*

Board Member and Community Takeaways

- ❖ Something I learned...
- ❖ Something I want to know more about...
- ❖ A step I will take towards balancing our priorities within our budget will be...
- ❖ I would like to see in future engagements...



Community Schools, Thriving Students



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

www.ousd.org     [@OUSDnews](https://twitter.com/OUSDnews)

1011 Union Street, Oakland, CA 94607

Board Office Use: Legislative File Info.	
File ID Number	23-1669
Introduction Date	8/3/2023
Enactment Number	23-1630
Enactment Date	9/27/2023 er



Board Cover Memorandum

To Board of Education

From Mike Hutchinson, Board President

Meeting Date September 27, 2023

Subject 2023-24 Board Work Plan

Ask of the Board Approval of the 2023-24 Board of Education Work Plan

Background It is the practice of the Superintendent and the Board of Education to follow annual work plans to guide their respective activities each year. The Superintendent usually drafts her work plan and then presents it to the Board for review, comment, and (ultimately) approval. The Board President typically takes the lead in drafting the Board’s work plan with input from all Board members, with the Board ultimately approving its work plan as well. It is also typical (and important) for the Superintendent and Board work plans to be aligned. This often takes the form of using the same overarching goals, initiatives, and focus areas and then developing deliverables that are complementary (e.g., a Superintendent work plan deliverable may be to present a plan while the corresponding Board work plan deliverable may be to adopt a plan). Without such alignment, the efforts of the Superintendent (and staff) will be focused on certain areas while the efforts of the Board will be focused on others. This divergence can lead to inefficiencies and a lack of implementation with respect to both work plans.

The Board held a retreat on August 3, 2023 in which an initial draft of the Board Work Plan was presented and discussed. At that meeting, President Hutchinson agreed to collect the feedback from the Board and return with a revised version of the Board’s Work Plan for consideration. Having done so, the proposed final 2023-24 Board Work Plan is attached.

Fiscal Impact N/A

Attachment(s)

- Board of Education 2023-24 Work Plan



DRAFT 2023-24 BOARD WORK PLAN

Reference Documents:

- [2020-21 Board Work Plan](#) | [2021-22 Board Work Plan](#) | [2022-23 Board Work Plan](#)

Mission

Oakland Unified School District (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.

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 Graduate Profile

Resilient Learners | Collaborative Teammates | Community Leaders | Critical Thinkers | Creative Problem Solvers

Our Values

- ▶ **Students First:** We support students by providing multiple learning opportunities to ensure students feel respected and heard.
- ▶ **Equity:** We provide everyone access to what they need to be successful.
- ▶ **Excellence:** We hold ourselves to uncompromising standards to achieve extraordinary outcomes.
- ▶ **Integrity:** We are honest, trustworthy and accountable.
- ▶ **Cultural Responsiveness:** We resist assumptions and biases and see the gift of every student and adult.
- ▶ **Joy:** We seek and celebrate moments of laughter and wonder.

Our Goals

Goal 1: All students graduate college, career, and community ready.

Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.

Goal 3: Students and families are welcomed, safe, healthy, and engaged.

Goal 4: Our staff are high quality, stable, and reflective of Oakland's rich diversity.

Goal 5: Students, families, and staff have the resources and supports necessary to address the impacts of the COVID-19 pandemic.



DRAFT 2023-24 BOARD WORK PLAN

Dear Oakland Unified Community,

As a school board we have worked hard to stabilize OUSD and now over the next two years we will begin the work of redesigning, restructuring, and reimagining our school district, while also staying focused on regaining full local control and leaving receivership. Here are some of the key components of the 2023-24 School Board Work Plan:

- We will continue to focus on fiscal solvency and sustainability to move OUSD out of receivership.
- We will continue to work to keep our enrollment numbers within the state averages while increasing our efforts to improve attendance and reduce chronic absenteeism.
- We are going to focus on governance, by both increasing the school board's ability and capacity to provide governance and by strengthening our shared governance policies and bodies.
- We plan on beginning the work of re-envisioning OUSD by beginning the process of restructuring/designing the District and launching our first cohort of schools for the Sustainable Community Schools Redesign Process.
- We will continue to develop comprehensive safety plans for our post-pandemic police-free schools.

We will need everyone's help to ensure a successful year. Please get involved and help us make OUSD the public school district Oakland wants and deserves.

In Community,

Mike Hutchinson
President, Board of Education



DRAFT 2023-24 BOARD WORK PLAN

Overarching Priority Areas:

- Improve Academic Outcomes
- District & School Redesign
- Attendance & Enrollment
- Comprehensive Safety Plan
- Improved Board Governance
- Shared Governance
- LCAP Adoption & Strategic Plan Extension
- Fiscal Solvency

Initiative #1: Ensuring Strong Readers by the Third Grade <i>Accelerating City Wide Efforts to Guarantee Literacy for all Third Graders</i>	
Actions	Deliverables
Review Early Literacy outcomes and school level curriculum implementation twice a year Review the effectiveness of tutors and literacy teachers to support student goals for ensuring strong readers.	Adoption of Foundational Reading Skills curriculum.

Initiative #2: Supporting Empowered Graduates <i>Developing Essential Skills to Secure Post-Secondary Success</i>	
Actions	Deliverables
Review high school and college readiness student outcomes and on track cohort	Review staff analysis on impacts of existing efforts in high school to implement



DRAFT 2023-24 BOARD WORK PLAN

<p>data two times a year</p> <p>Prioritize allocation of resources to support student goals for ensuring empowered graduates</p> <p>Evaluate progress towards equitable access to Linked Learning Pathways and Work-Based Learning Programs for focal student groups.</p>	<p>mastery-based grading and decide whether or not to adopt any changes to the grading policy with the goal of increasing A-G completion.</p>
---	---

Initiative #3: Creating Joyful Schools <i>Reimagining schools to be places of joy, inclusion, and beauty</i>	
Actions	Deliverables
<p>Establish the community schools grants advisory committee</p> <p>Establish the Thriving Black Students Task Force</p> <p>Review MTSS implementation updates two times a year</p>	<p>Review recommendations and adopt an ongoing budget for prevention and crisis response for police-free schools</p>



DRAFT 2023-24 BOARD WORK PLAN

Initiative #4: Growing a Diverse and Stable Staff	
<i>Attracting and retaining staff reflective of Oakland’s rich diversity</i>	
Actions	Deliverables
<p>Review retention and recruitment outcomes, including the impact of foundational professional development, related to maintaining diverse and stable staff two times a year</p> <p>Review data, discuss and provide direction to bargaining team about key priorities to pursue in negotiations in order to achieve student outcome and staff retention goals</p>	<p>Adopt contracts for labor unions that support goals for increased staff retention and improved student outcomes, by prioritizing increased compensation, and staff collaboration and professional development time</p>

Initiative #5: Creating a Sustainable and Thriving District	
Actions	Deliverables
<p>Adopt a new 3-year LCAP Plan and extend the current strategic plan</p> <p>Return to pre-pandemic procedures for school board meetings</p> <p>Add</p> <p>Leave Receivership (<i>need to identify 2-3 commitments/decisions Board will make to increase district sustainability to leave receivership, which should be clearly stated in the next board work plan</i>)</p> <ul style="list-style-type: none"> Adopt a balanced multi-year budget by June of 2023 with positive certification aligned to LCAP/strategic plan priorities; adopt changes to BP3150 and accompanying policies around site autonomy, and commit to 	<p>Adopt a New Board Orientation Plan, which includes the implementation of 7-10 study sessions over two years.</p> <p>Review staff recommendations for revisions to BP 3150 and decide whether or not to adopt a revised policy</p> <p>Adopt a balanced multi-year budget by June of 2024</p>



DRAFT 2023-24 BOARD WORK PLAN

making decisions to set criteria for the school redesign process that address the imbalance between the number of schools and district infrastructure.

Continue to learn and grow as a governance team by taking advantage of the various supports that are offered.

Launch the Sustainable Community Schools Redesign Process by establishing the first cohort of schools and having them begin year 1.

Attachment B - 2024-25 Budget Development List of Budget Adjustments

Budget Deficit Action Steps: The AB1200 approval letter included several provisions to provide assurance to the County and support for the District to meet its commitments with this salary agreement, by addressing the proposed deficits as it develops its 2024-25 and out year Budgets. The County Stated in its letter to the District:

(1) In order for ACOE to verify that Board and District staff are implementing the budget adjustments the Board approved within the Public Disclosure documents, OUSD will: Provide ACOE with a Board-approved detailed update on its list of Budget Adjustments by October 31, 2023. This is the one of four conditions to update the County of the District's progress cited in this section and as a CONDITION for the County's approval of the OEA AB1200. The next two update on progress conditions are: (2) Share additional updates in ACOE's bi-weekly call to monitor the staff and Board's progress with strategic planning; (3) Present a public update to be provided by First Interim, (4) with further public disclosure and formal Board Action required no later than February 2024, to ensure the District meets its obligations in the subsequent fiscal year.

The District is building its list of responsive budget adjustments starting with the list used for the 2023-24 Adopted Budget, "Attachment A" and will continue the list to address the projected deficits that have been updated in the 45+ Day Revise and out year budgets. At the October 11th and 25th Governing Board meeting, the District will share this list and seek the Board's feedback on each item on the list. It is important that the District staff know where the Board is in approving the items presented in concept and hear additional options to address the projected gaps in the budget.

Number	Division/Department	Action and Impact	General Purpose Funds (Ongoing)		Central Concentration (Ongoing)	Central Supplemental Funds (Ongoing)		Special Education Funds with contribution from Resource 0000 (Ongoing)		Unrestricted Supplemental Funds (Ongoing)	
			FTE Change	Savings		FTE Change	Savings	FTE Change	Savings	FTE Change	Savings
1	<p>Adjustment to School Site Allocations- Discretionary (Unrestricted) Schools receive discretionary funding based on projected student enrollment at each grade level, rather than by a school's grade span. Discretionary funds are intended to cover the cost of a site's basic operational and program needs, including copier agreements, supplies, books, contracted services, and equipment to support the school site educational environment. Graduation costs, WASC dues, and other mandated non-salary costs must also be paid with Discretionary funds. Discretionary funds are currently allocated to school sites using the following grade span formula</p> <p>Grades TK-5: \$60.00 per student Grades 6-8: \$75.00 per student Grades 9-12: \$100.00 per student</p>	<p>Proposed Reduction to School Site Funding Allocation Effective FY 23-24 for 2024-25 SITE ALLOCATION (ONE PAGERS)</p> <p>Grades TK-5: \$50.00 per student Grades 6-8: \$65.00 per student Grades 9-12: \$80.00 per student</p> <p>Impact: No impact to school allocations in FY 23-24. Starting in FY 24-25, schools will be able to afford less supplies, operational maintenance (i.e. copier upkeep) and/or staff etc. than prior years.</p> <p>Mitigation FY 23-24: Status-quo for 1 year as one-time funds (i.e. ESSER III) will be used to offset the reduction. Mitigation FY 24-25: Schools may purchase supplies centrally, allowing for reduction in costs and use other restricted resources to fund priorities.</p>	0.00	\$ (433,000)		0.00	0.00	0.00	0.00		0.00
2	<p>Adjustment to School Site Allocations- LCFF Schools receive a per pupil allocation of LCFF (Supplemental) funding. The current funding formula is \$785 per eligible student. The count of eligible students is determined by multiplying the projected total enrollment, including SDC students and Late-Arriving Newcomers, but the three-year average of the school's Unduplicated Pupil Percentage (UPP). Unduplicated students are defined by the State as low-income students, English learners, and foster youth.</p> <p>For 2022-23, approximately \$21 million in LCFF Supplemental funds are allocated to schools.</p>	<p>Proposed Reduction to School Site Funding Allocation Adjustment Effective FY 23-24 for 2024-25 SITE ALLOCATION (ONE PAGERS)</p> <p>Reduce the per pupil LCFF allocation (Supplemental) from \$785 per student to \$675 per student.</p> <p>Impact: No impact to school allocations in FY 23-24. Starting in FY 24-25, schools will be able to afford less supplies, operational maintenance, and/or staff etc. than prior years.</p> <p>Mitigation FY 23-24: Status-quo for 1 year as one-time funds (i.e. ESSER III) will be used to offset the reduction. Mitigation FY 23-24: Schools may adjust services or rely on other restricted funds to ensure a continuity of services and programs.</p>	-	-		-	-	-	-		\$ (2,876,645)

3	Potential Merger of District Schools	Background The District has successfully implemented mergers of District schools over the last five years. In addition to supporting the District's goal of maintaining fiscal solvency, these mergers have resulted in increased enrollment, gained efficiencies and program improvements. 2023-24 presents an opportunity to launch a planning and redesign process for potential mergers effective with the 2024-35 academic school year. The District proposes a planning year (2023-24) for the potential merger of at least 10 schools effective 2024-25. The District proposes a shift of the below listed positions to one-time funds* in anticipation of the possible mergers. Teacher (1.1 FTE) Principals (5.0 FTE) Clerical (5.5 FTE) Attendance (2.5 FTE) Noon Supt. (1.2 FTE) CSM (1.4 FTE) Support Position (1.0 FTE) *In addition to ESSER funds, allowable use of other one-time funding sources will be evaluated for the purpose of this shift.	(17.70)	\$ (2,477,792)			0.00	0.00	0.00	0.00		0.00
4	Review and adjust Budget allocations to absorb future year salary projections, but not exceed current year dollar allocations.	Follow BP 3150 and re-establish the definition of the following: The allocation of OUSD financial resources to schools shall be maximized. This means that we have to level set the allocations to fit within our means as BP 3150 also says, Still, it is the Board's categorical expectation that all education providers operating or desiring to operate school programs in Oakland - district or charter – as well as families, staff, community members and labor unions, will accept shared responsibility for the sustainability of our school system and embrace the idea that we: (i) do not operate in silos, (ii) are interdependent in our efforts to serve all students and families; and (iii) need to act with consideration of the larger community of schools. We also recognize the challenging work ahead of building and rebuilding trust among the diverse members of our community in realizing this vision. In addition to the supplemental LCFF allocation noted above, adjust all site allocations within all resources to absorb the projected salary increases for 2024-25 up to the dollar amounts allocated in 2023-24 and provide additional allocations AFTER the District confirms it's ability to make subsequent allocations after the May 2024 Revise.										
5	Central Office - Continuous School Improvement	Assess the Decision of the Implementation Plan and sourcing needs for positions recommended for elimination and addition and the impact to the budget by resource.	See CSI 12-1232.									
6	Central Office - Legal	Redesign Work in Progress										
7	Central Office - Business/Talent/Technology	Complete Recommendation from School Services Review	See School Services Review									
8	Review all Board Resolutions to made decisions about which programs we are maintaining.	Recommendation from President Hutchinson, October 2, 2023 Special Board Meeting										
9	Review and analyze Special Education Program cost escalation to support multi-year projections and District impact.	The District has seen an exponential growth in the contribution to Special Education of \$43M over the past five years. The District needs to review the program to understand and share the impact of the contribution as it has grown to 1/3 of our Base Funding, where 17% of our enrolled students are supported by our Special Education Programs. It is imperative that the District understand that costs, drivers, and are able to predict where it will be as we look forward. The intent of this analysis is to understand the program's cost escalation as it will directly impact our ongoing base flexibility and its required and policy driven responsibilities.										

Number	Budget Additions											
1	Ongoing Enrollment Office Investments	The District has evaluated it's progress after the implementation of the enrollment stabilization policy change in 2021-22 and in an effort to continue the improvement is seeking to retain funding to support the annual software license agreement with Enrollwise and additional marketing the data has found beneficial in our efforts to market the educational experience in our District, retain our existing families, and introduce ourselves to others.										
2	A Review on One Time Investments that are returning to the Base and Other Resources	A review of items placed in one time resources that may return/are requested to return to the Base due to funding, like COVID Relief dollars that are sunseting. Some items were noted Attachment A and are projected to return to the General Fund as noted by the Trustee and or other analysis. All labor and on labor investments must be reviewed.										
3	Review Facilities and Deferred Maintenance Modifications	The District needs to return to the Board to review the underfunded Deferred Maintenance Plan and develop of method to fund programs that are funded after emergencies, but lack proper staffing and preparation for future challenges with our facilities.										