

OAKLAND UNIFIED SCHOOL DISTRICT

Budget Balancing Solutions

Budget Development Update: Attachment B
Includes all content from Board Study Sessions

February 14, 2024



OAKLAND UNIFIED
SCHOOL DISTRICT

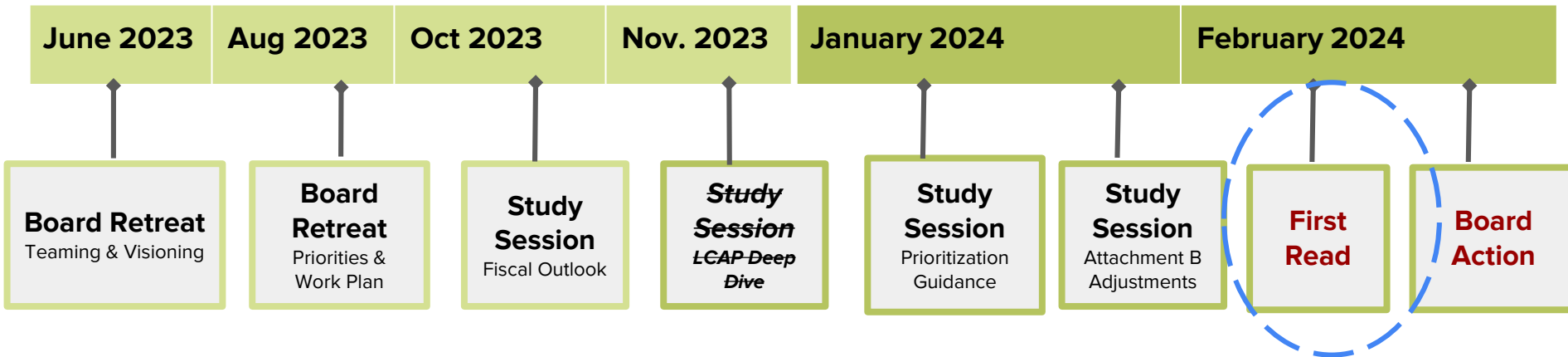
Community Schools, Thriving Students



Welcoming Remarks: Board President Davis



Continuation of our Journey



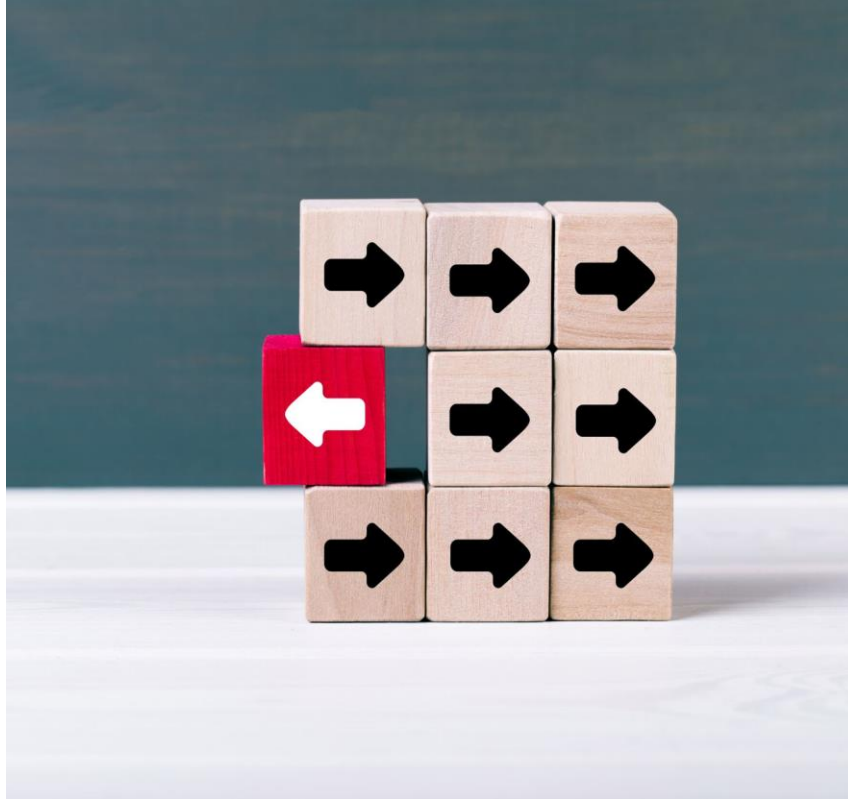
Note: OUSD Leadership hosted two student-facing budget study sessions for Student Board Directors and All Cty Council Governing Board in November and January



A Moment of Governance: A Guide to Decision Making

January 31, 2024

As presented by Dr. Carmella S. Franco, Consultant



Decision Making
is not easy.

So many
considerations!

What Drives Your Decision Making?

In pairs, and one triad, discuss what factors influence you in your Board Member decision making?

Three Things to Keep in Front of You



IS IT IN THE BEST
INTERESTS OF THE
STUDENTS?



DOES THIS
MATTER/ISSUE FIT
WITHIN ONE OF OUR 5-6
GOALS?



IS THIS A TOPIC OR
SITUATION FOR THE
SUPERINTENDENT AND
STAFF TO ADDRESS?



Remember to keep these in mind as you face decisions—both routine *and* difficult.



Welcoming Remarks: Superintendent Dr. Johnson-Trammell

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.



Outcomes

1. Summarize the scope and scale of near term decisions needed to navigate our financial context and maximize positive student outcomes.
2. Provide the Board updates on the financial challenges ahead based on the recently proposed State budget by Governor Newsom and other updates to projected costs.
3. Board will discuss updated options to address the projected budget deficits and make room for additional expenditures to increase compensation of employee groups with whom we are still in bargaining.

Today's Agenda

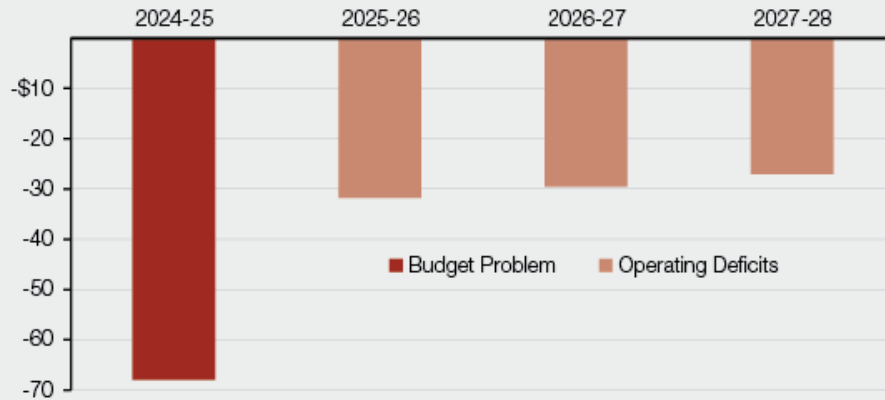
- ➔ Our Financial Challenges
- ➔ Our Journey to Stability
- ➔ Recommended Budget Adjustments
- ➔ Next Steps
- ➔ Discussion

Our State's Financial Situation* - \$68 Billion Deficit

Figure 4

State Faces Serious Budget Problem in 2024-25, and Significant Operating Deficits in Future Years

(In Billions)



LAOA

Drivers for Deficit Impacting Budget

- ❖ California Entered an Economic Downturn Last Year
- ❖ Unprecedented Revenue Shortfall
- ❖ Statewide enrollment continues to decline (5% since 2019)

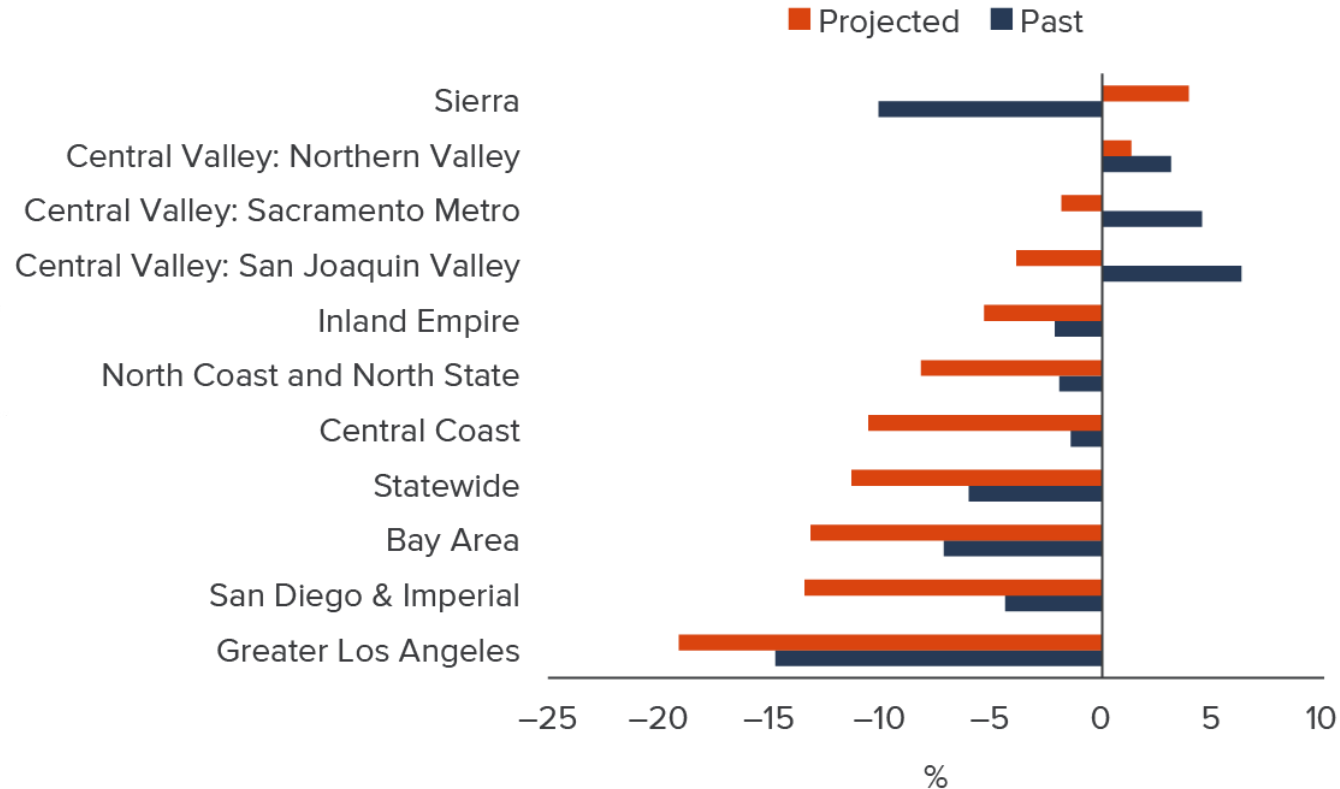
Solutions on the table

- Reduce Proposition 98 education spending
- Deplete entire Proposition 98 Reserve
- Reduce one-time spending
- < 1% COLA for school budgeting
- Alternate approaches to school funding

* [California Legislative Analyst's Report](#) - January 13, 2024

Most CA Districts also face further enrollment declines

10-year past and projected future enrollment change by region (%)



SOURCES: California Department of Finance; authors' calculations.

NOTES: Past declines from 2012–13 to 2022–23. Projected declines from 2022–23 to 2032–33. Regional changes constructed using county-level data.

OUSD's Financial Situation - Two Related Challenges

1

LCFF Deficits

Over \$70M in projected deficits of Unrestricted resources over next 3 years - [First Interim](#)

Primary Causes: Slow revenue growth, high inflation

2

One-time Funds expiring

Over \$140M in one-time funds sunseting soon; over \$60M expiring this year - [Interactive Dashboard](#)

Primary Causes: Sunseting resources, high inflation

Oversight Requirements

The District has recommended and the County has confirmed that the Board must take formal action on **multi-year budget balancing solutions by February 2024**, to ensure the District meets its obligations in the subsequent fiscal year. See [excerpt from County letter](#).

1

First Interim Multi-Year Projection* - Unrestricted

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

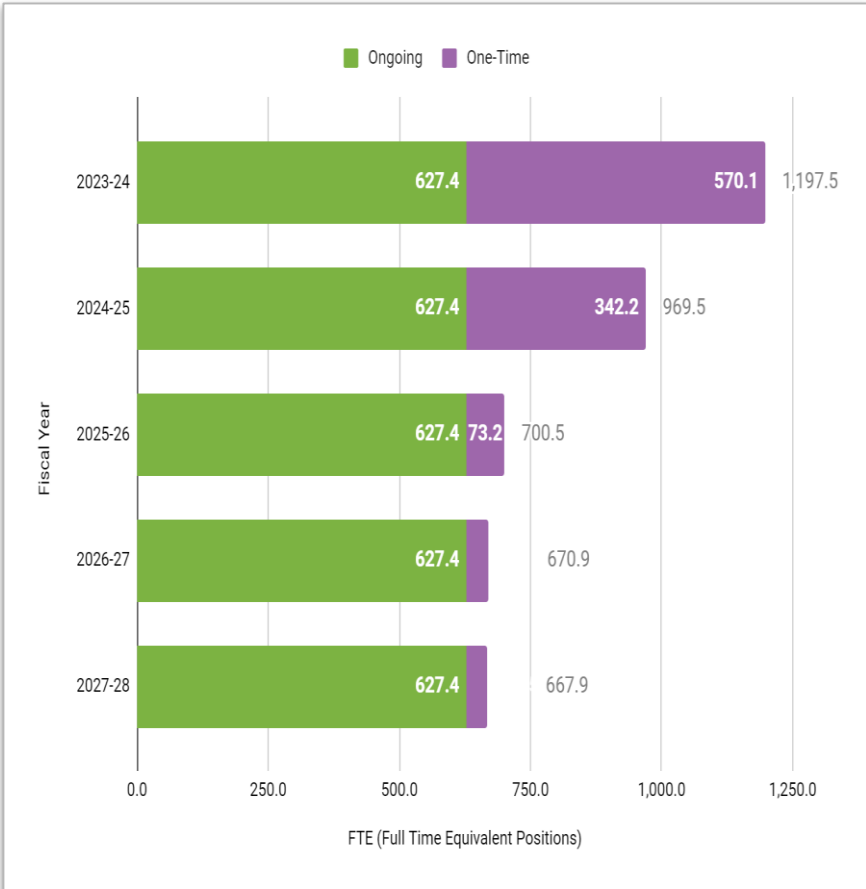
* Does not include certain anticipated employee compensation and other costs not yet finalized, but that would push deficits closer to \$50M.

2 LCAP Summary - Sunsetting of \$140M of One-Time Funds

LCAP Funding by duration



LCAP Positions (FTE) by Funding duration



Funding Priorities + Resolving Challenges ~\$50M

Budget Adjustments needed unlikely to be achieved without significant restructuring

Ongoing financial challenges to be addressed

- **Increasing compensation for other labor groups** when the cost of a 5% raise is \$10M+
- **Absorbing healthcare cost increases** when the District covers 100% of premium costs that are growing at 10%+ while COLA is less than 1%
- **Absorbing any costs currently in \$140M of one-time funds** that will otherwise require elimination
- **Absorbing any costs from expansion of priority investments**

Our Priorities Identified: LCAP + STRATEGIC PLAN

The Strategic Plan will enact the goals that the District has set out in its Local Control and Accountability Plan (LCAP).

LCAP

Our plan for addressing the needs of all students, especially our highest need students. The LCAP is adopted yearly along with the budget. The 2021 LCAP was a community effort - students, parents, staff, and community members have all contributed.



STRATEGIC PLAN

Our 3-year road map to realize our mission and vision. It is an opportunity to reimagine our work and to create an Oakland community and school system that fulfill our highest hopes and dreams for ourselves and the generations to come.



Goal 1: All students graduate college, career, and community ready.	Goal 3: Students and families are welcomed, safe, healthy, and engaged.	Goal 4: All staff are high quality, providing optimal service to our students, families, and staff.	
Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.			
 Ensuring Strong Readers by the Third Grade Accelerating Citywide Efforts to Guarantee Literacy for all Third Graders	 Supporting Powerful Graduates Developing Essential Skills to Secure Post-Secondary Success	 Creating Joyful Schools Redesigning schools to be places of joy, inclusion and beauty	 Growing a Diverse and Stable Staff Attracting and retaining staff reflective of Oakland's rich diversity
** Black and Brown Excellence will Flourish When We Invest in Full-Service Community Schools. **			

Our Method: College, Career & Community School Supports

Within our limited resources, we recommend prioritizing the most effective aspects of our Community School supports to schools within the funds available

Base Program	College, Career and Community School Supports	Shared Costs
● Teachers ● Principal ● Assistant Principals ● Attendance Clerk ● Noon Supervisors ● Admin Assistant ● Prep Teachers: PE, Music, Dance, etc.	● Mental Health Services ● Family Engagement ● Teacher Coaching & Support ● Academic Acceleration Support ● College/Career & Community Supports ● Restorative Safety Supports ● Enrichment ● 1:1 Device and Tech Support	● Custodians ● Nutrition Services ● School Nurse ● Library Services ● Special Ed services ● Central Office Operations ● Intervention Specialists ● Newcomer Supports ● Expanded Learning ● After School Literacy Support

The Process

Last year, in June, we began the process of identifying budget adjustments that would address projected deficits. See Board Memo from 10/25.

Today we share an update on recommended adjustments needed to address projected unrestricted deficits and adjustments needed due to expiration or expenditure of one-time funds.

Board Sessions

June 23rd Board Retreat

August 3rd Board Retreat

October 2nd Study Session

November 14th Study Session (cancelled)

January 8th Study Session

January 31st Study Session (Attachment B Adjustments)

February 14th Board Meeting (1st Read)

February 28th Board Meeting (Board action)

Review detailed spending with prioritization in mind



Without Board Decisions

- **Expected Impact:** Existing allocations of LCFF S&C buy less as the cost of staff and services continue to increase
- **Expected Impact:** Positions and services funded by sunseting resources are eliminated as resources sunset or are expended

Board Decisions Needed

- **Decision:** Which investments in ongoing resources to reduce to continue investments currently funded with sunseting resources
- **Decision:** Which investments to reduce to maintain other investments despite cost inflation
- **Attachment B Example:** Reduce allocation of LCFF Supplemental to schools - see Attachment B, Item #2
- **Decision:** Additional budget reductions needed to eliminate deficit spending and provide salary increases to other bargaining units.

Round One: Board Discussion

What clarifying questions, if any, do you have?

Why Are We Here?



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

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 Recommended Reductions



Attachment B Summary of Adjustments

Summary of 2024-25 Budget Adjustments and Impact		
Projected Deficit (2024-25 as of 1st Interim)	\$ 23,687,150	
Net Adjustments since projection	\$ 27,000,000	
Adjusted Deficit Projection (Target)	\$ 50,687,150	
Savings / Cost Avoidance	\$ (16,528,228)	
Projected Additional Costs	\$ 500,000	
Adjusted Projected Surplus or Deficit	\$ 34,658,922	

Attachment B Summary of Adjustments

Adjustments (savings, cost avoidance, revenue shifts)	Item Number	Included	Type	General Purpose	Central Supplemental	Central Concentration	Special Education Contribution Funds	Other Supplemental	One-time Funds Support	Net Change
Adjust School Site Allocations (Unrestricted)	1	✓	Savings	\$ (457,578)						\$ (457,578)
Adjust School Site Allocations (Supplemental)	2	✓		-	-		-	\$ (2,583,685)		\$ (2,583,685)
Merger of District Schools	3	✓								\$ -
BP 3150 Adjustment	4	✓								\$ -
Central - Continuous School Improvement Redesign	5	✓								\$ -
Central - Legal Department Restructuring	6	✓								\$ -
Central - Business, Talent, Technology, Other Redesign	7	✓								\$ -
Adjusted Support toward previous Board Resolutions	8	✓								\$ -
Special Ed Programs	9	✓								\$ -
Maintaining Small School Investments	10	✓								\$ -
Responses to January 8, 2024 Study Session	11	✓			\$ (8,000,000)	\$ (3,700,000)			\$ -	\$ (11,700,000)
Reduction of consistently vacant positions	12	✓		\$ (576,510)	\$ (384,390)	\$ (314,460)	\$ (372,144)	\$ -	\$ -	\$ (1,647,504)
Total										\$ (16,388,712)

Attachment B Summary of Adjustments

Projected Additional Costs	Item Number	Included	Type	General Purpose	Central Supplemental	Central Concentration	Special Education Contribution Funds	Other Supplemental	One-time Funds Support	Net Change'
Ongoing Enrollment Office Investments	1	☒							\$ 500,000	\$ 500,000
Return of Investments currently funded with one-time funds	2	☒								\$ -
Review Facilities and Deferred Maintenance Modifications	3	☒								\$ -
Total									\$ 500,000	\$ 500,000

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 - \$2,565,670
- 2024-25 Projected Allocation - \$2,108,092

Total 2024-25 Reduction in Allocation - \$457,578

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						
Calculation Factors	COLA & Augmentation		Base Grant Proration	Unduplicated Pupil Percentage		
	8.22%		0.00%	79.01% 79.01%		
	3-PY Average			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 RDA)						(160,449,124)
Gross State Aid						\$ 321,698,926
Education Protection Account Entitlement						(66,012,454)
Net State Aid						\$ 255,686,472

2024-25						
Calculation Factors	COLA & Augmentation		Base Grant Proration	Unduplicated Pupil Percentage		
	1.00%		0.00%	79.01% 79.01%		
	3-PY Average			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 RDA)						(159,300,408)
Gross State Aid						\$ 312,244,285
Education Protection Account Entitlement						(61,531,518)
Net State Aid						\$ 250,712,767

Balancing against reduced allocations **REVISED** Includes Revised COLA(-) and UPP(+) @CBEDS

Oakland Unified (61259) - First Interim Draft	v.24.2b	1/16/2024	CY	v.24.2b	CY1	
LOCAL CONTROL FUNDING FORMULA	2023-24			2024-25		
LCFF ENTITLEMENT CALCULATION						
Calculation Factors	COLA & Augmentation 8.22%	Base Grant Proration 0.00%	Unduplicated Pupil Percentage 80.09% 80.09%	COLA & Augmentation 0.76%	Base Grant Proration 0.00%	Unduplicated Pupil Percentage 81.05% 81.05%
3-PY Average	ADA	Base	Grade Span	Supplemental	Concentration	Total
Grades TK-3	11,545.42	\$ 9,919	\$ 1,032	\$ 1,754	\$ 1,786	\$ 167,305,547
Grades 4-6	7,586.42	10,069		1,613	1,642	101,081,121
Grades 7-8	4,258.03	10,367		1,661	1,691	58,412,883
Grades 9-12	8,538.82	12,015	312	1,975	2,010	139,284,272
Subtract Necessary Small School ADA and Funding	-	-	-	-	-	-
Total Base, Supplemental, and Concentration Grant	\$337,643,603	\$ 14,578,985	\$ 56,419,014	\$ 57,442,221	\$ 466,083,823	
NSS Allowance	-	-	-	-	-	-
TOTAL BASE	31,928.69	\$337,643,603	\$ 14,578,985	\$ 56,419,014	\$ 57,442,221	\$ 466,083,823
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				\$ 485,381,452		
Miscellaneous Adjustments				-		
ADJUSTED LCFF ENTITLEMENT				\$ 485,381,452		
Local Revenue (including RDA)				(160,449,124)		
Gross State Aid				\$ 324,932,328		
Education Protection Account Entitlement				(66,012,454)		
Net State Aid				\$ 258,919,874		
		</				

UPDATE - Balancing against reduced allocations **REVISED-** Includes Revised Cost of Living Adjustments (-) and Unduplicated Pupil Percentage (+) @CBEDS

2023-24	UPP	COLA	ADA	Base	Grade Span	Supplemental	Concentration	Total
LCFF Calculator First Interim	79.01%	8.22%	31,928.69	\$337,643,603	\$14,578,985	\$55,685,214	\$54,969,619	\$462,877,421
LCFF Calculator Jan 2024	80.09%	1.00%	31,928.69	\$337,643,603	\$14,578,985	\$56,419,014	\$57,422,221	\$466,063,823
Net Change				\$0	\$0	\$733,800	\$2,452,602	\$3,186,402

2024-25	UPP	COLA	ADA	Base	Grade Span	Supplemental	Concentration	Total
LCFF Calculator First Interim	79.01%	1.00%	30,826.69	\$329,482,969	\$14,184,102	\$54,306,271	\$53,634,400	\$451,607,742
LCFF Calculator Jan 2024	81.05%	0.76	30,826.69	\$328,697,229	\$14,142,512	\$55,574,322	\$58,051,339	\$456,465,402
Net Change				-\$785,740	-\$41,590	\$1,268,051	\$4,416,939	\$4,857,660

The net effect is, the reduced COLA creates a \$800K Loss and for 2024-25 in the Base and gains for supplemental and concentration due to the Unduplicated Pupil Percentage (UPP).

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.~~
- This amount will not be realized in 2024-25 pending decision with AB 1912

Update - 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
 - Please see the summary on the next slide
 - It will align to a model based on the 2023-24 First Interim and 2024-25 Multi-Year Projection.

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

BP 3150 - The Math at First Interim

Shared Expenses		2023-24 LCFF Costs	2022-23 LCFF Costs
BP 3150 Legally Mandated			
State Loan Repayment	Base	\$0	\$0
Audit Payments & Penalties	Base	\$0	\$0
Utilities, Insurance	Base	\$7,213,334	\$5,683,711
Ongoing Major Maintenance (8150)	Base	\$22,194,028	\$22,217,093
BP 3150 - Central Services			
12% of Unrestricted Resources	All	\$58,245,774	\$65,149,123
BP 3150 - Priority Expenses			
Special Education Contribution	Base	\$106,002,520	\$82,150,146
Transportation Contribution for SPED	Base	\$10,225,059	\$10,259,577
Custodial & Buildings and Grounds	Base	\$18,461,526	\$15,898,516
School Safety and Security	Base + Supplemental	\$6,570,028	\$4,853,571
School Nurses	Base + Supplemental	\$6,730,850	\$5,245,751
School Counselors	Supplemental*	\$5,831,376	\$4,831,419
Specified Enrichment (i.e. summer, music, art)	Supplemental/Concentration	\$4,586,651	\$183,910
Total Shared Cost		\$246,061,146	\$216,472,817

Item 5

● Central Office - Continuous School Improvement

- Recommendations and implementation plan is in progress through the Budget Development Cycle for Central Sites
- 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.

Summary Cost Savings = TBD

Item 5: Commonalities & Themes From Public Works Report

Theme #1: CSI Restructuring

- There exists a strong need for restructuring CSI to be more efficient and effective.
- There are over 25 positions that our team recommend realigning within CSI to be more productive, 29 positions to be eliminated, and 6 positions created

Theme #2: Strong need to consolidate small schools to improve CSI services.

Theme #3: Lack of Accountability.

Theme # 4: There is a lack of collaboration among CSI departments and with Network Superintendent

Theme # 5: Lack of Clear Communication.

Theme #6: Better balance is needed between site-based management/autonomy and Central Office non-negotiables that impact all schools.

Recommendations For Network Superintendent

- CSI Division be restructured so that services that support schools be implemented and supervised by the Network Superintendent.
- Additionally, the recommendation to change the Academic Structure to situate underneath the Network Superintendent to address improved coherence, collaboration, and communication.
- School-Based Surveys & Accountability: Schools and some Departments report that there are individuals who are not accountable to being at school sites. There was also no predictable schedule for the school to know when a Department Partner would be on site to work with the school.

School Support Teams

Previous Structure

- Network Partner

Assigned Department Partners

- English Language Arts
- STEM (Math & Science in Secondary)
- ELLMA
- MTSS
- Family Engagement
- Targeted Strategies
- Special Education (compliance)

New Structure

- Network Partner
- English Language Arts
- STEM
- ELLMA
- MTSS
- Family Engagement

Assigned Department Partners

- Special Education (compliance)

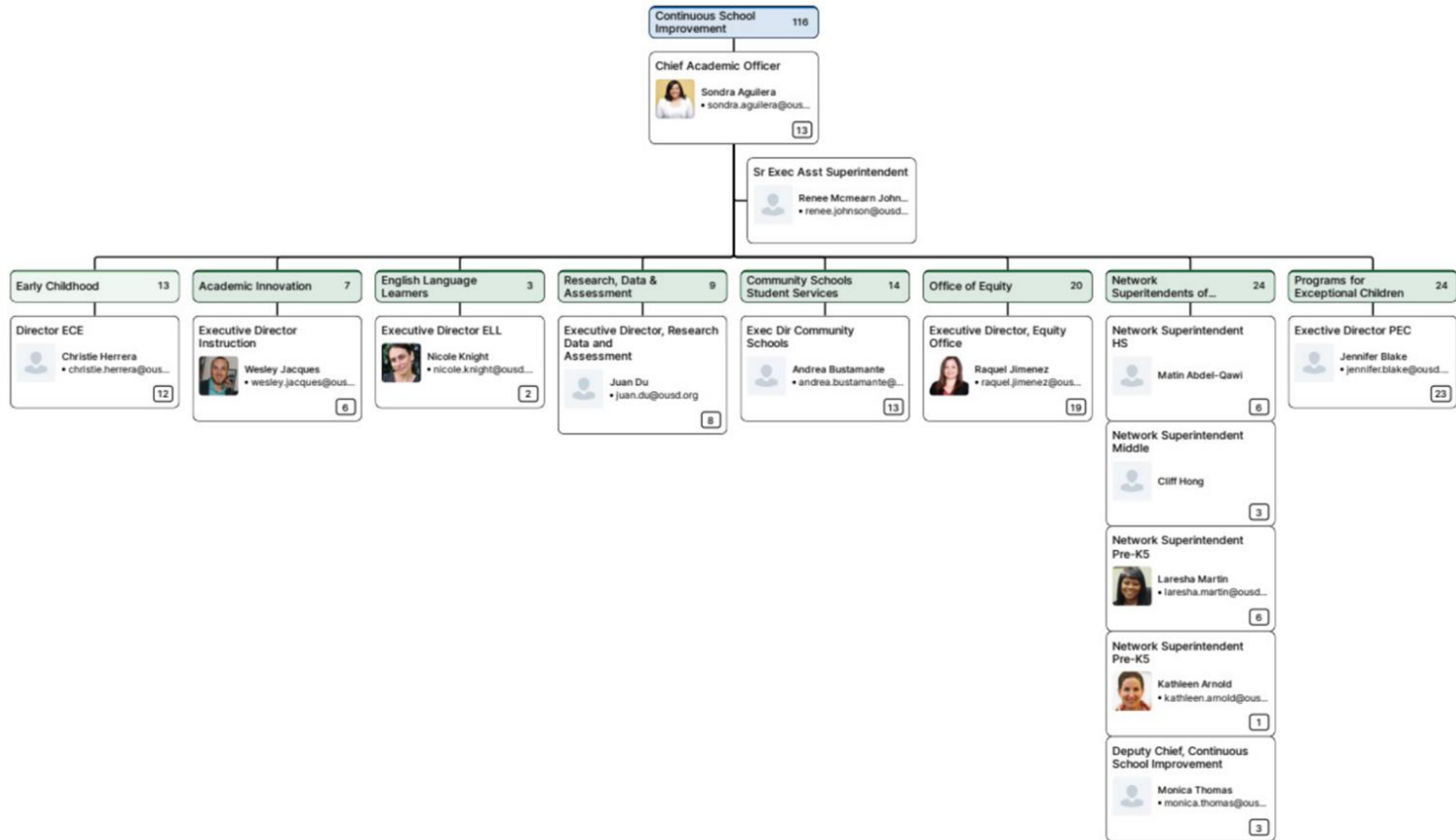
Network Superintendent

- Network Superintendent is responsible for setting a predictable schedule with the School Support Team Partners and the Department Executive Director;
- Dual Supervision continues to be the approach to manage the Department Partner;
- Network Superintendent supervises the Academic Program and the Grade-Span specific Executive Director.

Structure Change: Academics and Network Superintendent

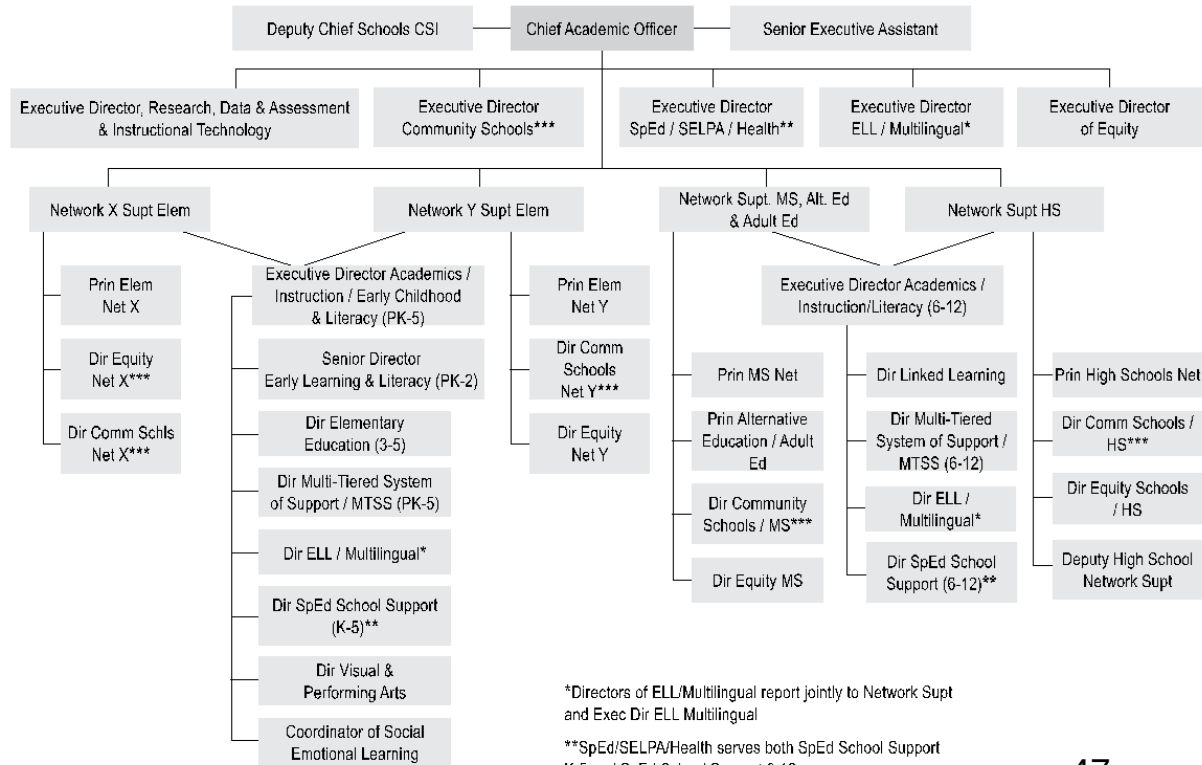
- **2022-2023:** Executive Director of Academics and Instructional Innovation reported to Chief Academic Officer;
- **2023-2024,** a temporary structure was created:
 - Director of Elementary Instruction Reports to ES Network Sups;
 - Director of Literacy reports to ES Network Sup;
 - Director of Secondary Instruction reports to HS and MS Network Sups.
- **2024-2025** New Structure:
 - Elementary Executive Director supervised by ES Network Sups
 - Secondary Executive Director supervised by HS and MS Network Sups

Item 5: 2023-2024 CSI Division



* does not account for current staff changes an vacancies.

Item 5: Proposed Redesign of CSI



*Directors of ELL/Multilingual report jointly to Network Supt and Exec Dir ELL Multilingual

**SpEd/SELPA/Health serves both SpEd School Support K-5 and SpEd School Support 6-12

***Directors of Community Schools report jointly to Network Supt and Exec Dir Comm Schools

Source: Created by Public Works LLC Team 2023.

47

Item 5: Known One-Time Funding Reductions to Pre-COVID Levels

Office of Equity doubled in staffing during COVID with ESSER funding.

- 11.5 Translators to 7 Translators. Maintain ability to respond to IEP requests and above 15% student population requirement.

Language	15% Mandate	Individual Education Programs (IEPs)	Recommendation
Mam (1)	8 schools	.75 FTE	1.0 FTE
Arabic (2)	2 schools	.75 FTE	1.0 FTE
Cantonese (2)	1 school	.75 FTE	1.0 FTE
Spanish (5)	64 schools	2 FTE	4.0 FTE

Item 5: Known One-Time Funding Reductions to Pre-COVID Levels

10 Targeted Specialists to 5 Targeted Specialists:

- African American Male Achievement (AAMA)
- African American Female Excellence (AAFE)
- Latino Student Achievement (LSA)
- Arab Student Achievement (AAPISA)
- Asian and Pacific Islander Achievement (AAPISA)

Item 5: Further Restructuring is Needed

- The Early Childhood Education Department will not be eliminated, and the hiring for the Executive Director is underway;
- The Chief Academic Officer and the Executive Director of ECE will make changes to the structure in the near future;
- Public Works proposed the creation of Directors to be part of the Network Support Team: Director of Equity, Director of Community Schools, Director of ELLMA. These additions are not possible due to the need to significantly decrease investments.
- Further budget reductions are pending and inevitable. Details will be shared according to the Budget Development timelines.

Item 6

- **Central Office - Legal**

- Recommendations and implementation plan is in progress through the Budget Development Cycle for Central Sites.
- The proposed reorganization includes structural changes to reduce reliance on outside counsel contracts while gaining efficiencies through the addition of paralegals (includes both in-house paralegals and a scalable paralegal staffing model based on district need).

Legal Department Reorganization 2024-2026

Reorganization Strategy

The legal department will improve departmental effectiveness, promote cross-functional collaboration, protect OUSD from emerging risks, and generate costs efficiency from 2023 to 2026.

Prioritized Department Initiatives

Retain and develop Governance Division staff during critical transition period

Create data informed staffing model to address high risk areas and increase the Governance Division's effectiveness

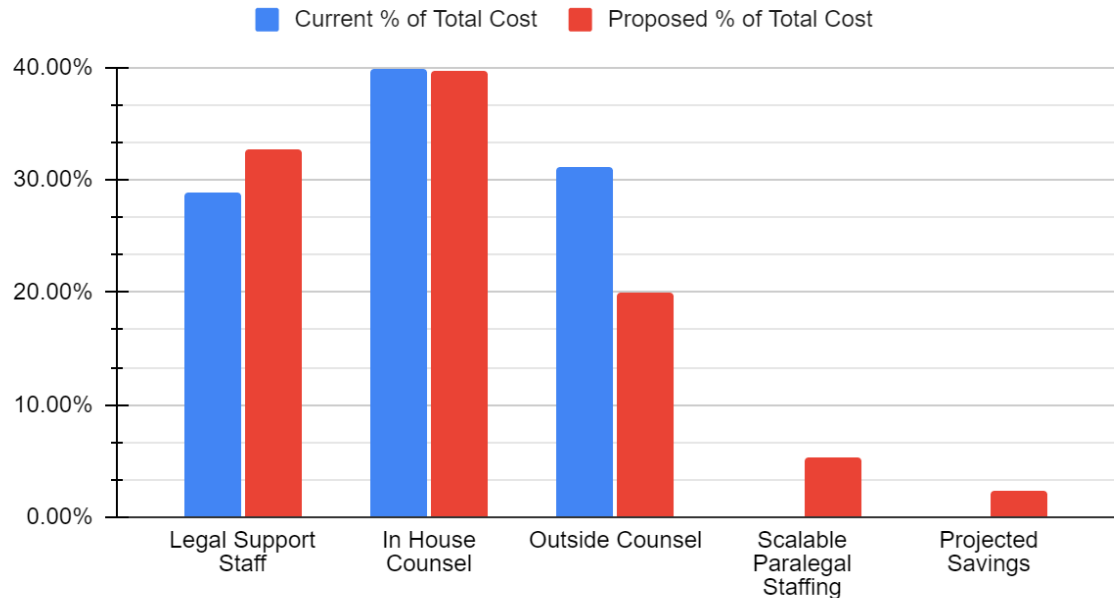
Build capacity of internal Legal Division

Gain cost efficiencies by reducing outside counsel spend

Legal Office Service Delivery Model Spend by %

	Current % of Total Cost	Proposed % of Total Cost
Legal Support Staff	28.96%	32.70%
In House Counsel	39.91%	39.64%
Outside Counsel	31.14%	19.92%
Scalable Paralegal Support		5.31%
Projected Savings		2.43%

Legal Costs: % of Spend by Service Model



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
 - Response to School Services Report _ December 2021

Projected Cost Savings = \$900k/year

Item 8

- **Review all Board Resolutions to make decisions about which programs we are maintaining.**
 - [List of Board Resolutions](#) 2020-2023
 - The District has provided the list and is evaluating the cost implications of the Resolutions. This is likely not a 2024-25 Implementable item.

Item 9

- **Review and analyze Special Education Program cost escalation to support multi-year projections and District impact.**
 - Progress made in data analysis, yet defined strategies are incomplete to recommend for 2024-25.

Item 10 - Carryover Strategy

- **Maintaining Small Schools Investments**

- The investment in smaller schools/programs has had a longstanding impact on the investments, prioritization and allocation of funding Districtwide.
 - Additional FTE at sites with low-enrollment
 - Review and recommend the reduction/elimination of subsidized allocations/staffing to small school sites without direct reduction to site based allocations.
 - Update: This investment is currently in Resource 0006, Supplemental and Concentration Carryover.
 - The District is recommending that these positions be annually eliminated and added based on the projected amount of carryover available to retain all or or a portion of these positions.
 - Total investment - \$2.1M - Resource 0006

Item 10 - Carryover Strategy

OUSD Attachment B
Item 12 - Small School Investments
February 2024

Fund 01 General Fund
Resource Code 0006 S&C Carryover

Classification		JobClassId	Data	Sum of AmtTotal	Sum of FTEAuth
1 - Certificated Salaries		AP HIGH		\$177,868	1.00
		AP MIDDLE		\$343,582	2.00
		COOD SPED		\$182,281	1.00
		TCHR 11M 12P		\$225,102	2.00
		TCHR BILING		\$277,052	2.00
		TCHR STR ENG		\$492,092	4.40
		TSA 11M 12P		\$89,440	0.60
		TSA CLA 11M		\$139,019	1.00
1 - Certificated Salaries Total				\$1,926,436	
2 - Classified Salaries		PM COM SCH11		\$137,644	1.00
2 - Classified Salaries Total				\$137,644	
Grand Total				\$2,064,079	15.00

Item 11 - January 8, 2024 Board Study Session Position Adjustment Recommendations - Carryover Strategy

- **Assistant Principals at High Need Schools (\$3.2M S&C)**
- **11-Month Teachers at select high schools (\$1.3M S&C)**
- **Electives Teachers for Students Required to Take ELD (\$3.9M S&C)**
- **Academic Acceleration Teachers on Special Assignment (\$5M ESSER)**
- **Teachers for Late-Arriving Newcomer Students (\$1.8M S&C)**
- **Teachers for Late-Arriving Continuation Students (\$1.5M S&C)**
- **Substitute Teacher Incentive Plan (STIP) Teachers (\$9M ESSER)**
- **Staffing Allocations for Community School Managers at Slope & Hill Schools (\$3.1M ESSER)**
 - Please see the orange shaded rows on the slides shared at the January 8, 2024 Special Study Session, highlighting the areas of recommendation.
 - **\$11.7M total in Supplemental and Concentration, \$17.1M in COVID funds**

Item 11 - January 8, 2024 Board Study Session

Position Adjustment Recommendations

2024-25 Recommendation: Transfer these investments OUT of ongoing Supplemental and Concentration allocations to annual carryover in Resource 0006 with investments sunsetting as carryover declines.

- Total 2023-24 Supplemental Investment \$
- Total 2023-24 Concentration investment \$
- **Estimated 2023-24 S & C Carryover in Resource 0006 - ~\$15M***
- **CHECKING FOR UNDERSTANDING: Investments WILL sunset as annual S & C carryover declines.**
 - Note: S & C Carryover has built as a result of increased allocations of Concentration in 2022 and the use of our COVID response one time dollars.

* Estimate to be updated a Second Interim.

School Site Positions Funded with Ongoing S&C Funding

Positions	Cost	Required?
Base Classroom Teachers: Retention Contribution	\$13.5M	Yes, per OEA contract
Base Classroom Teachers: Collaboration Time	\$5.3M	Yes, per OEA contract
Additional Teachers to Reduce Class Size at High-Need Schools	\$2.8M	Yes, per OEA contract
Newcomer Social Workers and TSAs	\$1.7M*	Yes, per OEA contract
Counselors	\$4.8M	Yes, per OEA contract
Student Support Positions (CSMs, Case Managers, etc.)	\$8.0M	No
Culture Keepers & Culture/Climate Ambassadors	\$5.0M	No
Teachers for Electives for Students Required to Take ELD	\$3.9M	No
Assistant Principals at High-Need Schools	\$3.2M	No
Teachers, Late-Arriving Newcomer Students	\$1.8M	No

** excluding positions funded by Salesforce grant*

School Site Positions Funded with Ongoing S&C Funding (cont.)

Positions	Cost	Required?
Teachers to Offer Additional A-G Sections at Smaller High Schools	\$1.8M	No
Teachers, Late-Arriving Continuation Students	\$1.5M	No
11-Month Teachers at Castlemont, Fremont & McClymonds	\$1.3M	No
Teachers, African American and Latino/a Achievement classes	\$1.1M*	No
Specialists to Support College & Career Readiness at High Schools	\$0.3M	No

** excluding positions funded by Kaiser grant*

School Site Positions Funded with **One-Time** Funding

Positions	Cost	Funding Source
STIP (Substitute Teacher Incentive Program) Teachers	\$9.0M	COVID Funds
Academic Acceleration Teachers on Special Assignment	\$5.0M	COVID Funds
Early Literacy Tutors	\$4.6M	COVID & Grant Funds
Community Positions at non-CCSPP Sites	\$2.9M	COVID Funds
One-Time Positions for Low Enrollment Schools (e.g., Assistant Principal for small secondary school, classroom teacher for small elementary school)	\$2.0M	LCFF S&C Carryover Funds
Teachers on Special Assignment, School Improvement	\$1.1M	Comprehensive Support & Improvement (CSI) Grant
Middle School Math Coaches & Computer Science Teachers	\$1.0M	Private Grant Funds
Math Tutors	\$0.8M	COVID Funds
Teachers on Special Assignment to Support Historically Black Schools	\$0.8M	Black Thriving Students (Per OEA MOU)
Additional Counselors to help students reach graduation	\$0.3M	Comprehensive Support & Improvement (CSI) Grant

NEW - Item 12 - Reduction of Vacant Positions

- Review and Recommend the elimination of vacancies in 2024-25.
- Though the District realizes actual reductions in expenditures due to the “cost avoidance” from vacancies that are unfilled, there is an annual trend of vacant FTE’s that the District can review and recommend not to retain in the 2024-25 Fiscal Year.
- This would allow the District to use the resources in the current year and help offset the growing costs of expenses.
- Many of these positions are unable to be filled historically for various reasons.

NEW - Item 12 - Reduction of Vacant Positions

- Review and Recommend the elimination of vacancies in 2024-25.
- There are several ways of which vacant position savings will be utilized to address the 2024-25 budget:
 - Cost avoidance from vacancies that are currently unfilled and will be eliminated
 - Vacant positions funded by the general fund transferred to restricted funds
- This would allow the District to use the resources in the current year and help offset the growing costs of expenses. Although many of these positions are unable to be filled historically for various reasons there will be a impact on service delivery.

NEW - Item 12 - Reduction of Vacant Positions

Review and recommendation of vacancy eliminations is ongoing. There are currently 190.5 FTE in central office services funded by restricted and unrestricted resources.

94.30 FTE are funded with general purpose, central concentration or central supplemental of which 37% special education, 17% community schools, 16% business and academic offices, 12% custodial services, 11% health services, 9% buildings & grounds.

Total FTE elimination: 13.1 FTE

Total Cost Avoidance = \$1,853,560

Net Cost Avoidance* = \$1,647,504

Note: The 1 FTE In Ongoing Major Maintenance will not result in a reduction of the allocation to Resource 8150, as it is statutorily required minimum 3% allocation. The net cost avoidance is \$1.6M.

NEW - Item 12 - Reduction of Vacant Positions

Cost avoidance from vacancies that are currently unfilled and will be eliminated*

Vacancy Eliminations					
Position Funding Site Code Name	Job Class Descr	Pos Id	FTE	Resource Detail	Total
905 - Office Of Sr. Business Officer	Mgr Central Office Accounting	8415	1.00	General Purpose (GP)	\$241,506
942 - Labor Relations	Para Educator	9747 9748	1.60	General Purpose (GP)	\$127,662
942 - Labor Relations	Teacher Structured Eng Immersn	6854	1.00	General Purpose (GP)	\$127,087
988 - Buildings & Grounds	Manager Buildings & Grounds	7042	1.00	Ongoing & Major Maintenance	\$206,067
922 - Comm. Schools & Student Svcs	Site-Based Culture Climate Amb	8272 8273 8274	3.00	Central Concentration	\$314,460
928 - HS Linked Learning	Specialist Mstr Schd Developm	2179	1.00	General Purpose (GP) (.4 FTE) Central Supplemental (.6 FTE)	\$200,633
968 - Health Services (nurses)	Nurse	9931 9932	2.00	Central Supplemental (1.7 FTE) GP - Special Education (.3 FTE)	\$310,600
975 - Special Education	Instructional Supp Specialist	7279	0.80	GP - Special Education	\$67,328
975 - Special Education	Teacher RSP	8389	1.00	GP - Special Education	\$129,334
975 - Special Education	Teacher SDC Severe	1655	0.20	GP - Special Education	\$24,784
976 - Special Ed Local Plan Area	Prog Mgr PEC Special Projects	9496	0.50	GP - Special Education	\$104,099
			13.10		\$1,853,560

The Buildings and Ground resources will remain in OMM

12.10

\$1,647,504

*The review of departmental vacancies, eliminations and funding changes are proposed. Final changes will be submitted to the Board for review in mid February 2024

Round Two: Board Discussion

Round One (3 minutes/Director)

What clarifying questions, if any, do you have?

Round Two (3 minutes/Director)

What guidance are you providing around prioritization?

Budget Adjustments Projected/Proposed Increases



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.

- **\$0.5M/Year for two Years for a total \$1M Investment**

Item 2

- **A Review of One Time Investments that are recommended to return to the Base and Other Resources**
 - This review is in progress as all ESSER Funded one-time positions and investments have been reviewed by the Senior Leadership Team and are being prepared for recommendation and cost analysis.

Item 3

- **Review Facilities and Deferred Maintenance Modifications**
 - In progress and recommendations have been completed by the department during the Central Budget Development Meetings.
 - Recommendation: No change in investment, other than to absorb increased staffing and operational costs. The District does not have the ability to make adjustments

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



NEW: Student Voice From All City Council Budget Study Session on January 17, 2024

Note: District Leadership also met with All City Council Governing Board Leadership on November 29, 2023

NEW: Student Voice From All City Council Budget Study Session on January 17, 2024

Question #1: What did you see in the presentation?

- “I saw how we don’t have a lot of unrestricted money.”
- “I saw the basic statistics of where OUSD funding is going, and how it will continue in the next years.”
- “I got to see the budget and how the amount changes based off where the money is coming from.”
- “I seen that the budget is split in different type of funding and there are specific funds.”

Note: District Leadership also met with All City Council Governing Board Leadership on November 29, 2023

NEW: Student Voice From All City Council Budget Study Session on January 17, 2024

Question #2: What do you think about that?

- “It’s strange because we as a district might need more of what’s in the non restricted than some of the restricted content.”
- “I thought it was very concerning because although we receive a lot of funding because of Covid, are will still going to be a stable district after the funding is gone.”
- “I think that when the specific terms are introduced it allows for the budget to be easier to understand.”

Note: District Leadership also met with All City Council Governing Board Leadership on November 29, 2023

NEW: Student Voice From All City Council Budget Study Session on January 17, 2024

Question #3: What does it make you wonder?

- “It makes me wonder how we can use the limited funds we have so we aren’t negatively impacted later on.”
- “Wonder how wisely our district is spending money.”
- “I wonder how their board is going to work the budget out?”
- “How can the district be strategic with their money so there isn’t many budget cuts.”

Note: District Leadership also met with All City Council Governing Board Leadership on November 29, 2023

NEW: Student Voice From All City Council Budget Study Session on January 17, 2024

Question #4: What programs or projects do you feel have had the most positive impact on your OUSD experience?

- “ACC” (x2)
- “Paid after school programs”
- “Prescott circus theatre (clowns)”
- “Special Education program”
- “I feel African American Excellence program (female and male), the Youth together organization, High school to college transition programs, and a lot more.”

Note: District Leadership also met with All City Council Governing Board Leadership on November 29, 2023

Round Three: Board Discussion

Round One (3 minutes/Director)

What clarifying questions, if any, do you have?

Round Two (3 minutes/Director)

What guidance are you providing around prioritization?

Next Steps in Journey Towards Decision-Making

June 23rd Board Retreat (Identification of Board Priorities)

August 3rd Board Retreat (Identification of Board Priorities & Work Plan)

October 2nd Study Session (LCAP Priority Investment Areas)

November 14th Study Session (cancelled)

January 8th Study Session

January 31st Study Session (Attachment B Adjustments)

February 14th Board Meeting (First Read)

February 28th Board Meeting (Board Action)



Community Schools, Thriving Students



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

www.ousd.org



[@OUUSDnews](https://twitter.com/OUUSDnews)

1011 Union Street, Oakland, CA 94607

Appendix A

Appendix B:

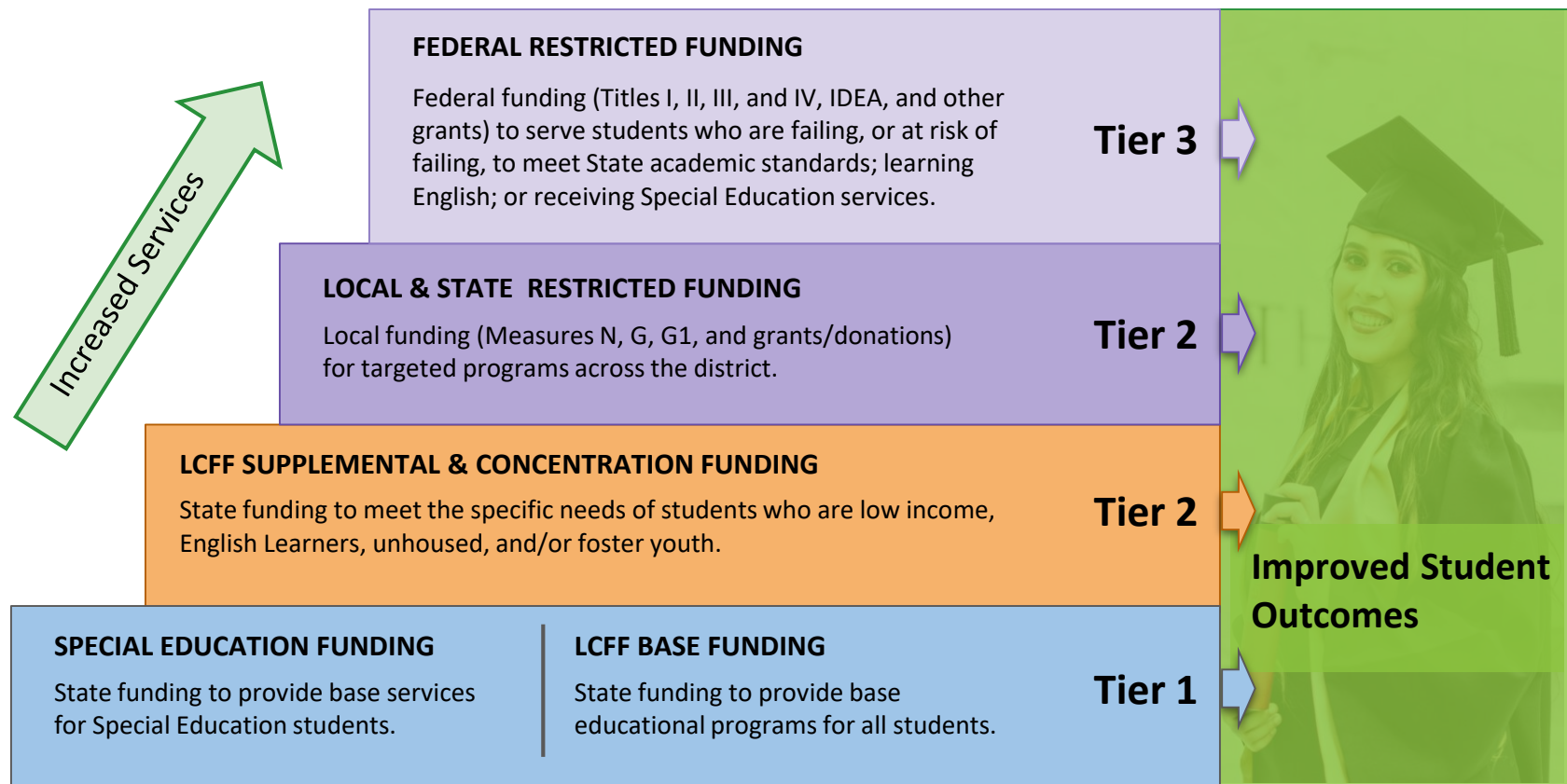
Requirement of ACOE

Excerpt from [Alameda County Office of Education's \(ACOE\) Response](#) to the District's AB1200 filing regarding the ability to afford the Tentative Agreement with the Oakland Education Association.

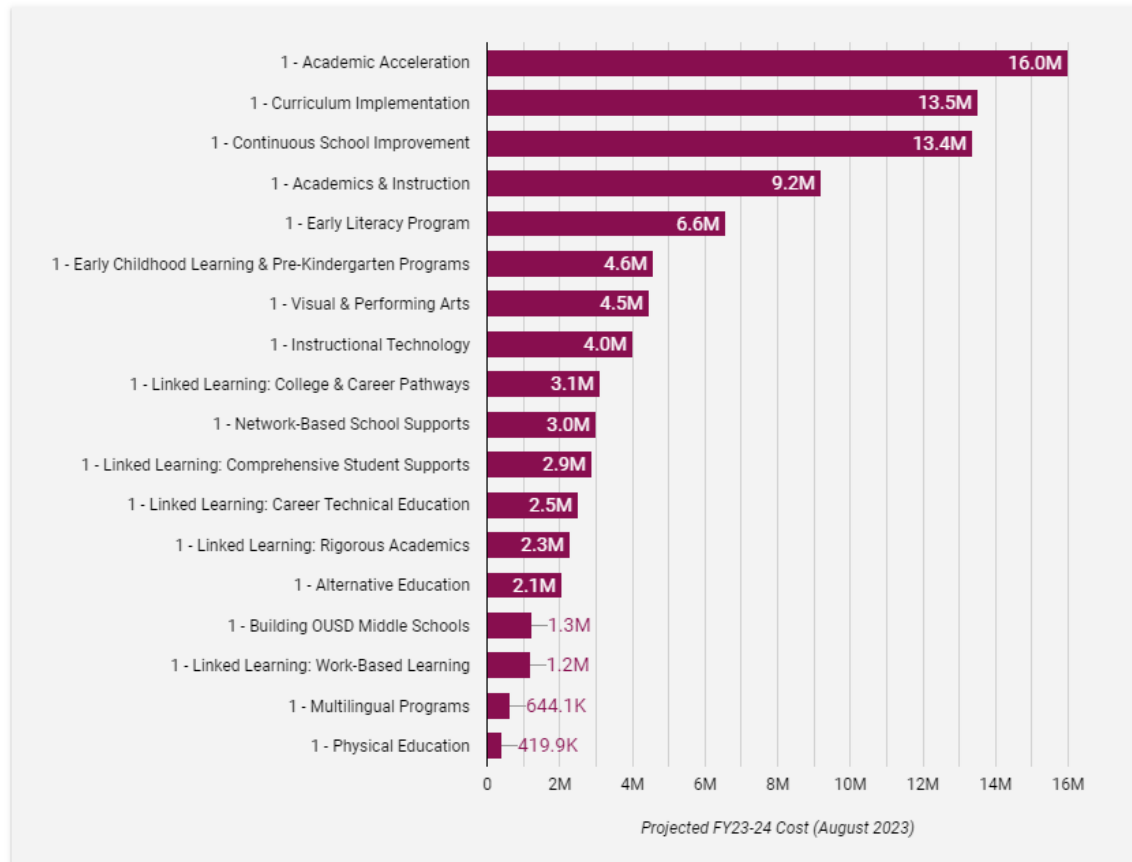
“In order for ACOE to verify that Board and District staff are implementing the budget adjustments the Board approved within the Public Disclosure documents, OUSD will:

- 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.**”

It's useful to think of OUSD's funding in Tiers of support



LCAP Goal 1 Summary - 2023-24 Projected Costs



Projected FY2023-24 Cost

91.1M

Duration

Ongoing

45.0M

One-time

46.2M

Type

S&C

45.9M

Other Unrestricted

444.0K

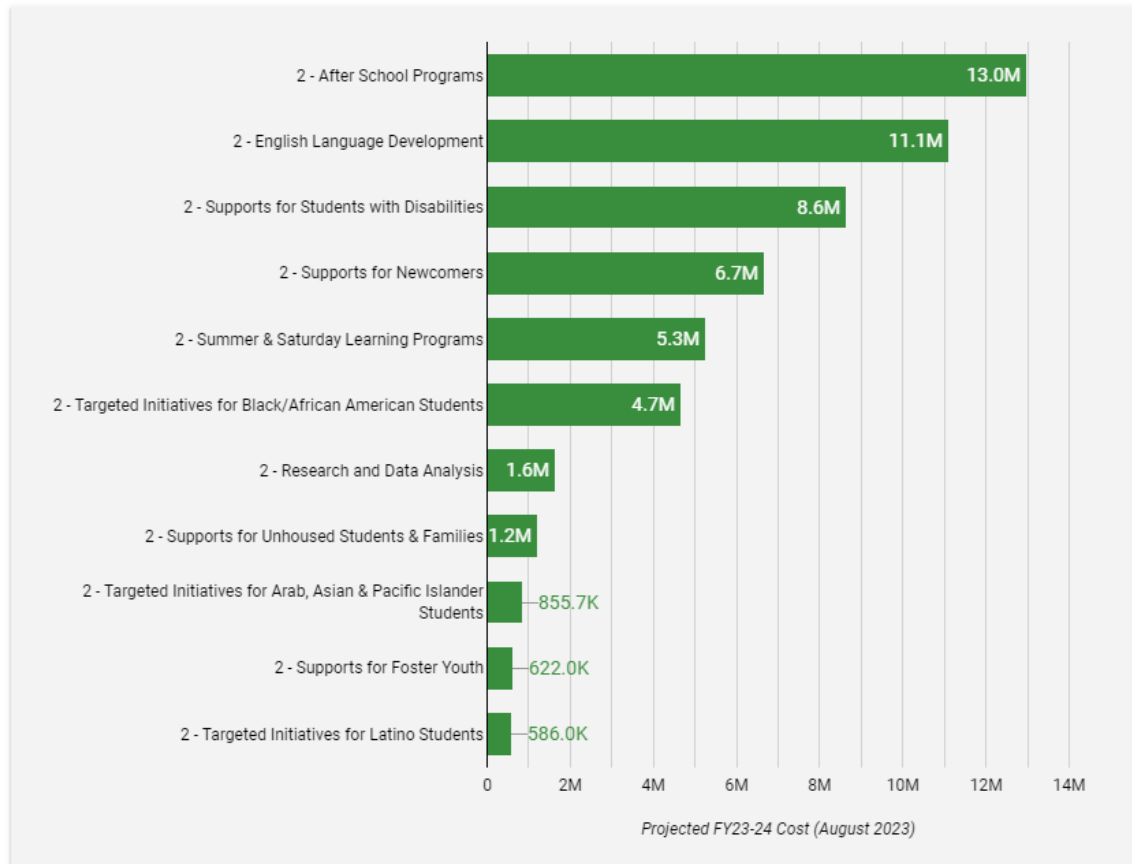
COVID Relief

10.2M

Other Restricted

34.6M

LCAP Goal 2 Summary - 2023-24 Projected Costs



Projected FY2023-24 Cost

54.2M

Duration

Ongoing

30.9M

One-time

23.3M

Type

S&C

26.8M

Other Unrestricted

775.9K

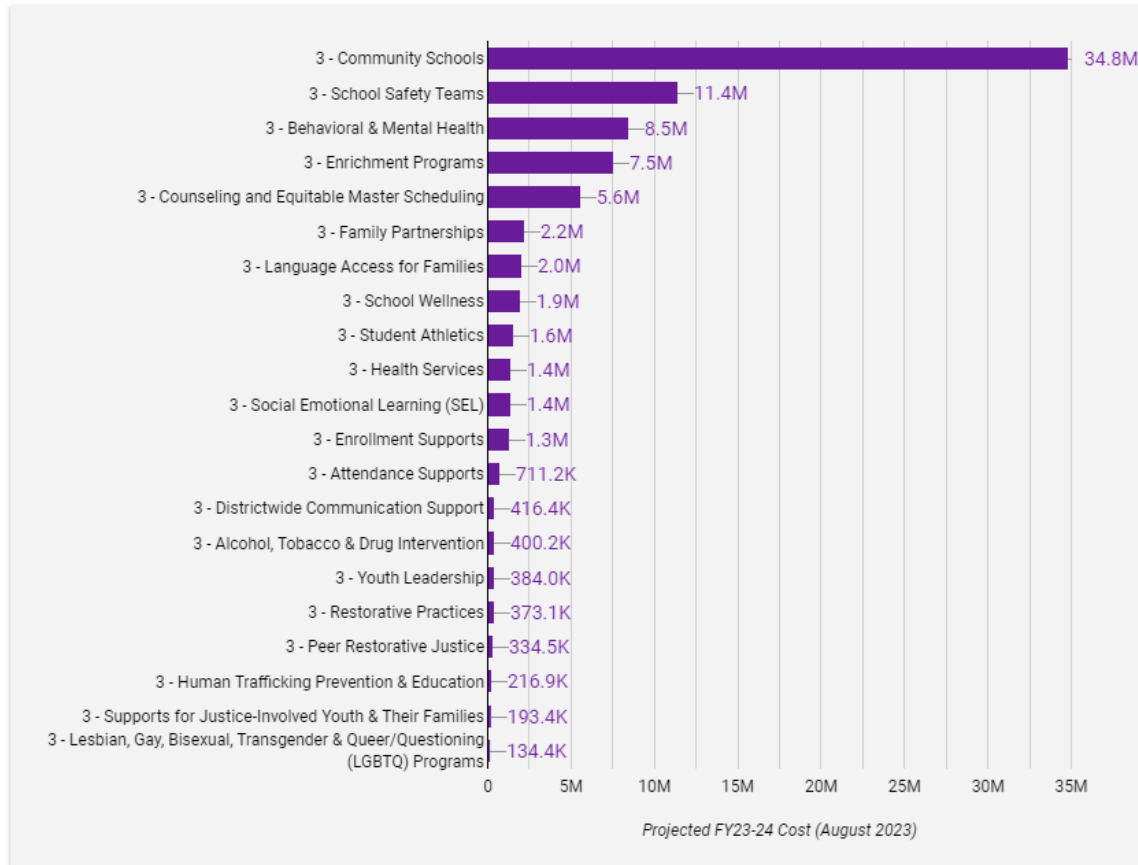
COVID Relief

5.7M

Other Restricted

20.9M

LCAP Goal 3 Summary - 2023-24 Projected Costs



Projected FY2023-24 Cost

82.8M

Duration

Ongoing

50.1M

One-time

32.7M

Type

S&C

48.4M

Other Unrestricted

693.9K

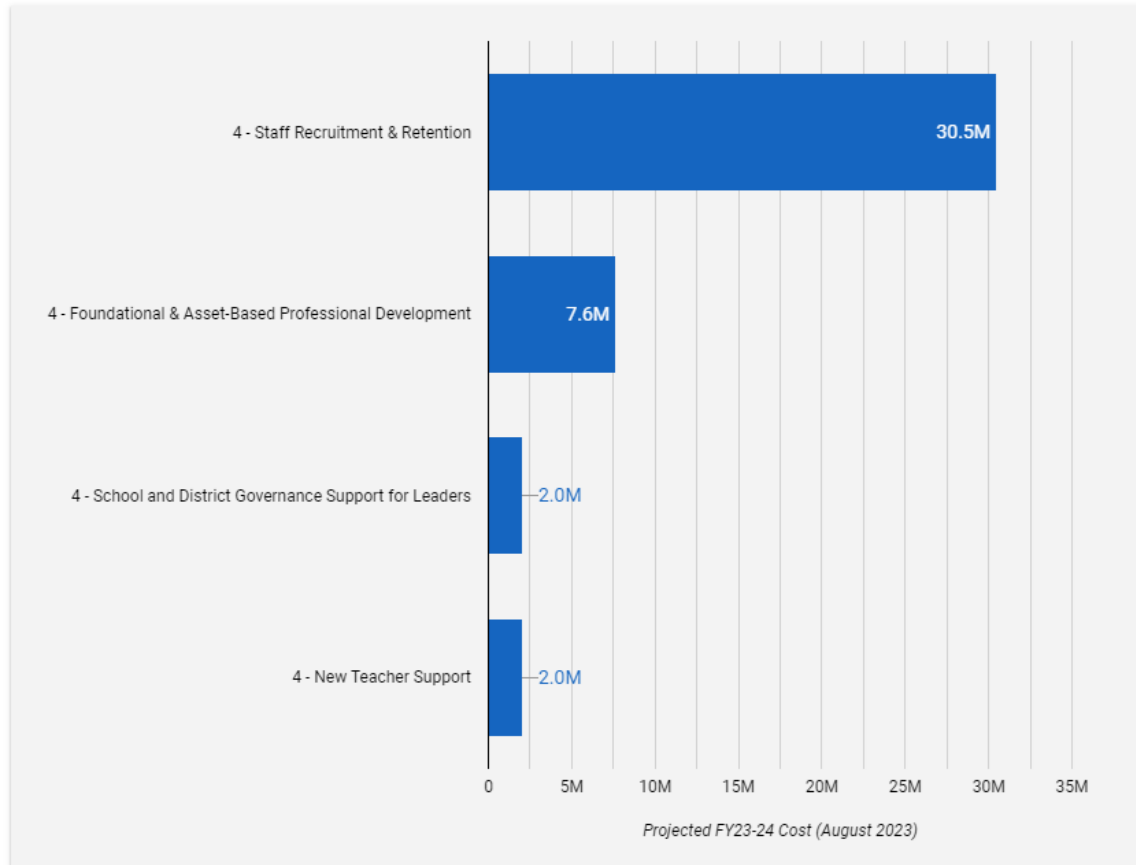
COVID Relief

6.6M

Other Restricted

27.1M

LCAP Goal 4 Summary - 2023-24 Projected Costs



Projected FY2023-24 Cost

42.2M

Duration

Ongoing

27.5M

One-time

14.7M

Type

S&C

27.7M

Other Unrestricted

No data

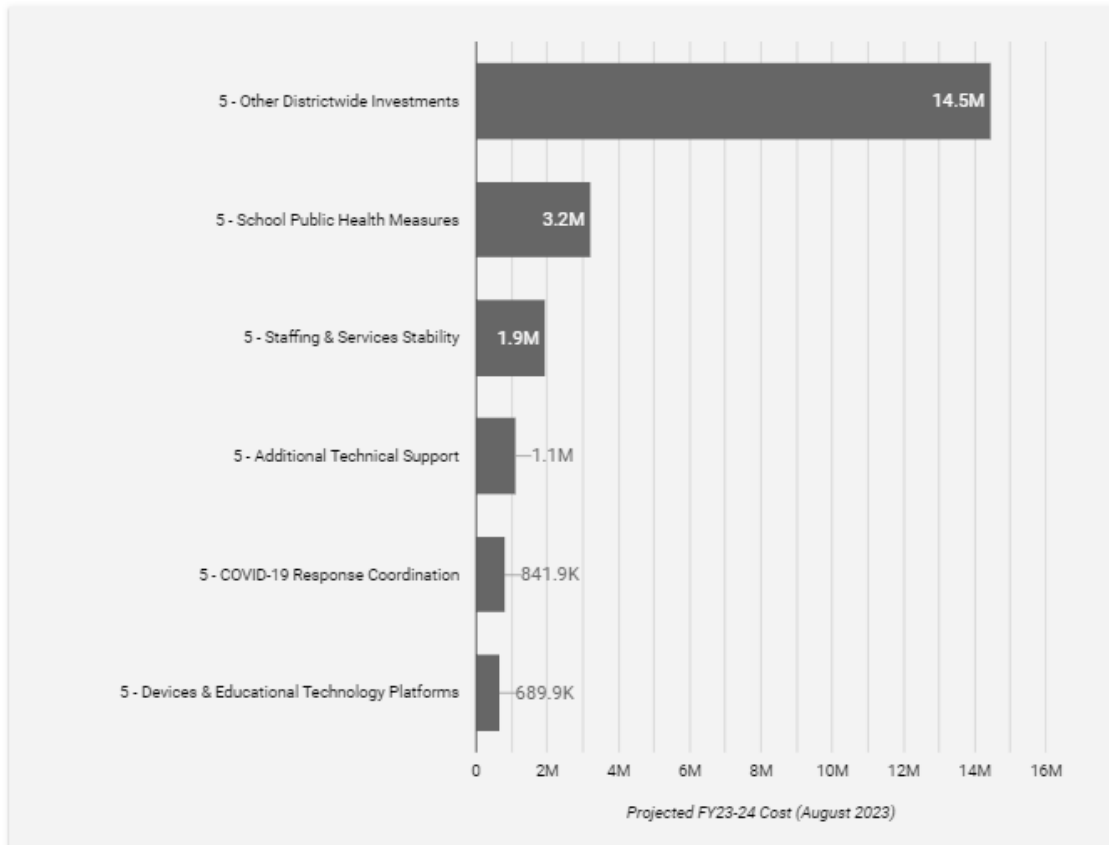
COVID Relief

8.9M

Other Restricted

5.5M

LCAP Goal 5 Summary - 2023-24 Projected Costs



Projected FY2023-24 Cost

\$22.3M

Duration

Ongoing

No data

One-time

\$22.3M

Type

S&C

No data

Other Unrestricted

No data

COVID Relief

\$22.3M

Other Restricted

No data

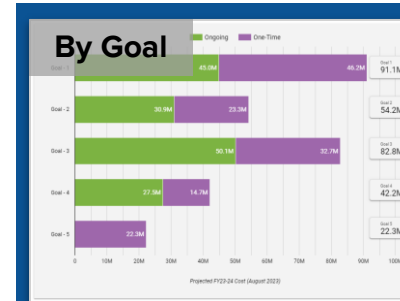
Positions

FTE

21.0

Additional Resources Available Since Nov/Dec

- ✓ [Interactive Dashboard](#) - LCAP investments shared with PSAC in November. Filter LCAP Investments by:
 - Resource type
 - Resource duration
 - Expenditure type
 - LCAP Goal/Action Area
- ✓ [Presentation shared with PSAC](#) on LCAP Investments in November
- ✓ [Positions Funded by One-time Funds](#) shared with PSAC in December



Investment Details		By Specific Investment	
Investment	Resource Type	Count	Cost
Investments in playgrounds at high OPP schools	S&C Carpenter	Non-Personnel	18
CEP allocation to schools	ESDA, Comp Support & Improvement	Non-Personnel	
Elementary Teacher on Special Assignment, School Improvement	ESDA, Comp Support & Improvement	Personnel	
Executive Investments in declining enrollment schools to level student services	S&C Carpenter	Personnel	5
Director, Continuous School Improvement	Unfnd ASB/ASD	Personnel	
Stipends	S&C Carpenter	Personnel	
Other Student Support Staff (approved additions)	S&C Carpenter	Personnel	2
Extended contracts to support school redesign process	Central Concentration	Personnel	
Additional resources to improve graduation rates at schools designated for Comprehensive Support and Improvement (CSI)	ESDA, Comp Support & Improvement	Personnel	
Deputy Chief of Continuous School Improvement	Central Supplemental	Personnel	
Blueprint - Final Year School Support	ESDA/IS	Personnel	3
Consultants for Blueprint	Central Concentration	Non-Personnel	
Consultants	S&C Carpenter	Non-Personnel	
Extended time teachers	Central Concentration	Personnel	

1-18/18

Projected FY2023-24 Cost
\$292.6M

Duration

Ongoing
\$152.7M

One-time
\$139.9M

Type

S&C
\$148.8M

Other Unrestricted
\$1.9M

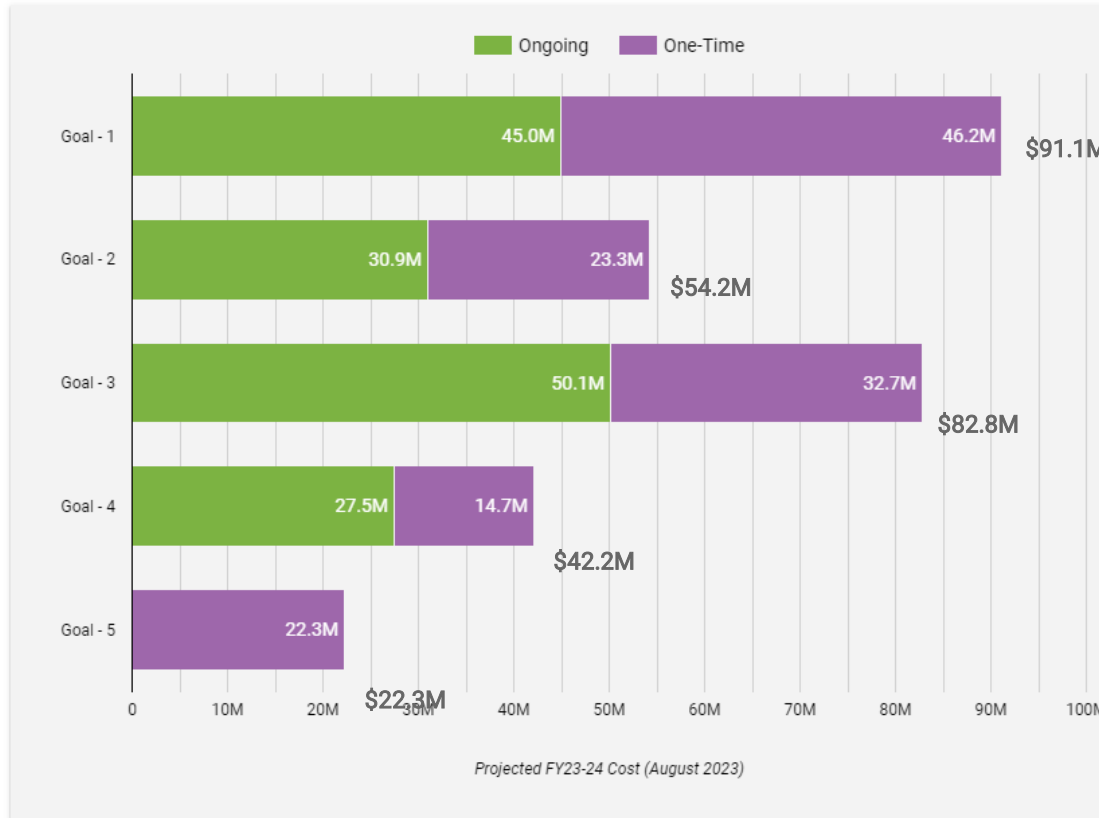
COVID Relief
\$53.8M

Other Restricted
\$88.1M

Positions

FTE
1,197.5

LCAP Financial Summary - 2023-24 Projected Costs



Projected FY2023-24 Cost
292.6M

Duration

Ongoing
153.5M

One-time
139.2M

Type

S&C
148.8M

Other Unrestricted
1.9M

COVID Relief
53.8M

Other Restricted
88.1M

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



**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 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 or updates and
invitations to partner in the
forthcoming policy
recommendations!**