



AUSD Strategic Plan: Budget Proposals and Scenarios for 2023-2024

Pasquale Scuderi, Superintendent
January 24, 2023

Our “Why”

- Ask ourselves hard questions about long term fiscal well being, staffing, and operations of the district, and what near term sacrifices might be made to support those long term efforts
- Ask ourselves difficult questions about how equitable or fair certain current allocations are
- Attempt to improve or stabilize critical or core or foundational programming and staffing in alignment with strategic goals and emergent priorities

Goals for Tonight

1. **Review** changes/updates on discussion of existing LCFF Supplemental Funds at Love, Ruby Bridges, and Paden
2. **Review** additional information/discussion on proposed phase-out of Bay Farm Middle School Program
 - a. Requesting board decision on February 14
3. **Review** additional information/discussion on gradual reduction of general fund dollars for “innovative program” staffing at Earhart and Maya Lin
 - a. Requesting Board Decision on February 14
4. Request action/approval on partial reduction in staffing for TPP Program at Island
5. Request action/approval on COVID Relief Balance Expenditures
6. Request action/approval on Proposed Learning Recovery Block Grant Expenditures
7. Review changes/updates on proposals for LCFF Supplemental Funds

Critical and Indispensable Role of Local Revenue in AUSD

Measure B1:

- Supports a Variety of Programming in AUSD
- \$12.5 Million in local taxpayer contribution
- (expires June 2025)

Measure A:

- Approximately \$10.5 million in local taxpayer revenue supports more competitive educator salaries in AUSD
- (expires June 2027)

Charter School Expenditures Since Budget Adoption

More like 3.2 million as of (1/20/2023)- grant being reduced to help cover prop 28 costs

Learning Recovery Block Grant

- One-time
- \$5.9 Million
- Spend by 6/30/28
- Provide academic supports, as well as benefit the social and emotional well-being of staff and pupils
- No restriction on supplanting

Discretionary Block Grant

- One-time
- **\$5.5 Million**
- Spend by 6/30/26
- Paying for any instructional or operational costs, including retirement cost increases
- No restriction on supplanting
- Recommend holding as a buffer

HOLD

COVID-19 Fund Balance

- One-time
- Approx. \$1 Million
- Spend by 6/30/24
- Life can be extended via expenditure transfers

Proposition 28 Block Grant for Arts

- Ongoing
- Approx. \$1 Million annually
- State allocation will include per school amount
- Supplement art and music programs at school sites
- Will recognize revenue at second interim

Understanding the Pulls on Increases in Ongoing General Fund Revenue

A Budget Hypothetical

Cost of Living (COLA)
increases yield
\$3,000,000 in NEW
ongoing revenue

Mandated increases in
AUSD's contribution to
state pensions requires
\$500-\$800k
(may be higher)

Cost of a 1% increase in
salary and/or benefits is
roughly **\$1,00,000**

Any ongoing costs for
new programming
funded with an assumed
balance OR reductions
elsewhere

AUSD Strategic Goals 2022-2025

Focus Area 1: Foundational Program	Focus Area 2: Systems and Structures for Student Support	Focus Area 3: Resource, Talent Management, and Communications
<ul style="list-style-type: none"> → 1.1 Student’s daily learning experiences are engaging, utilize multiple ways of learning, and feature lots of student talk → 1.2 Learning is aligned to and supported by grade-level standards and clear policies → 1.3 Relationships are built or improved to support learning and supportive environments 	<ul style="list-style-type: none"> ★ 2.1 Every school and teacher provides the academic, social/emotional, and culturally responsive support each student needs ★ 2.2 Educators have time to collaborate and grow in service of student learning ★ 2.3 School teams consistently support equitable student outcomes ★ 2.4 School and student schedules create equitable access and learning opportunities 	<ul style="list-style-type: none"> ❖ 3.1 Finance: provide long-term financial stability necessary to maintain core programming and services ❖ 3.2 Talent Management: Build a focused and diverse team where all positions are fully staffed with qualified personnel ❖ 3.3 Communications: Use accurate, transparent, and engaging communications across multiple channels to support AUSD’s students, staff, and families.

Previously Discussed

“Innovative Program” Funds

LCFF Supplemental

\$141,000 Ruby Bridges

\$102,000 Love Elementary

\$61,000 Paden Elementary

Funding for Love was approved on June 23, 2015.

Funding for Ruby and Paden was approved on June 13, 2017

- With an increase in ongoing LCFF supplemental dollars this year (+650k) **staff recommends leaving the supplemental funding in place at these three schools for 23-24.**
- **These three schools remain the elementary schools with the highest percentage of students receiving free and reduced meals, learning English, or in the foster system (aka unduplicated pupil count).**
- However, staff and board will engage in an in depth review this year of how these current dollars are impacting priority student groups at these Title 1 schools.

No Immediate Action Proposed, but Additional Discussion Warranted

Areas for Exploration	
Ruby Bridges	Additional VP
Love	Additional VP
ASTI	Low Enrollment and Staffing: Long Term Viability Questions

Resources recommended to stay in place for 23-24

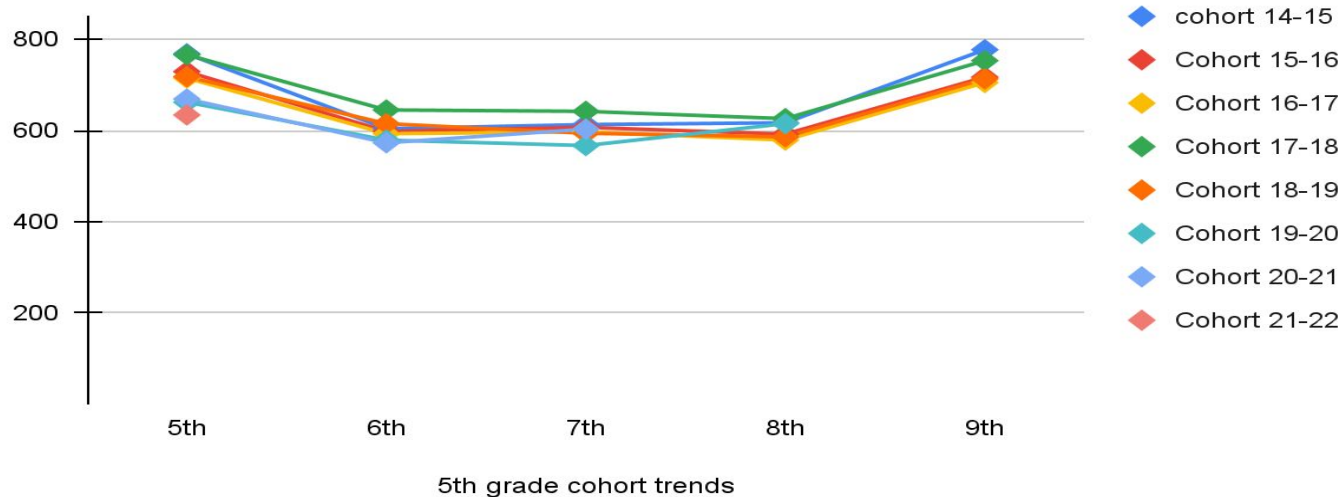
Extensive discussions on these resources should continue this spring.

Budget Proposals and Scenarios for 2023-2024

Proposal to phase out Bay Farm Middle School Program Beginning August of 2023

5th-9th Grade Enrollment Trends: AUSD Schools Overall

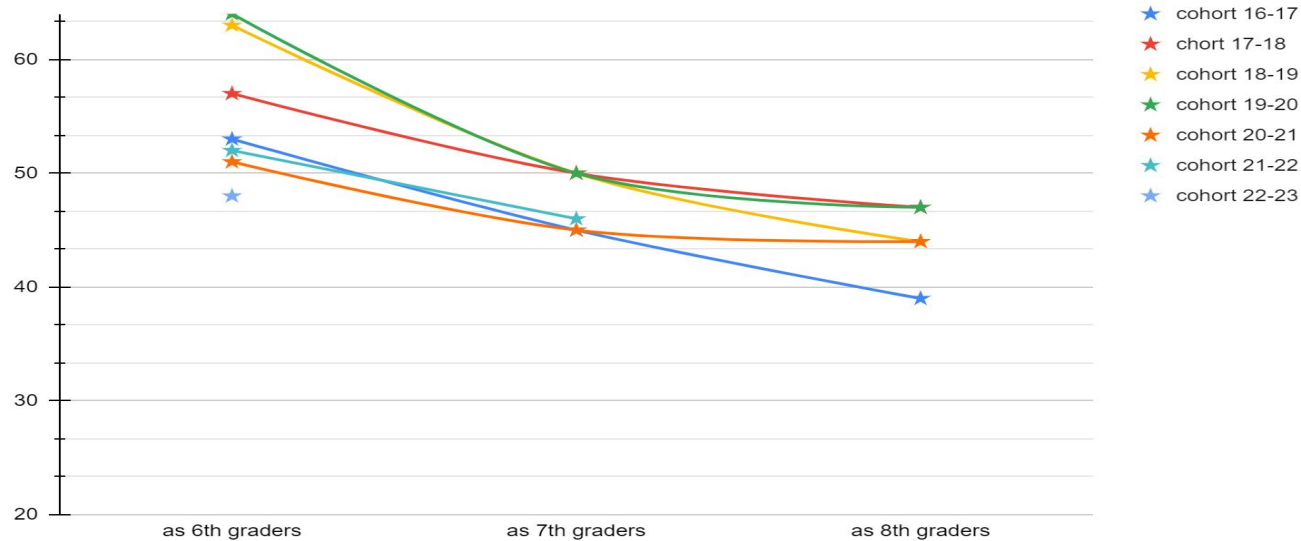
Consistent Trends in Cohort Enrollment 5th through 9th Grade Enrollment



- AUSD 5th grade cohort enrollment pattern over time shows declines between 5th and middle school years with recovery in 9th grade.
- In this context should AUSD continue to offer 4 options? Particularly when significant space is available at three other boundary/neighborhood programs?
- If part of the initial theory was that more options are a key to retaining enrollment at these grade levels, data largely shows this has not been the case over the past 6-7 school years

Bay Farm Middle: 6th Grade Cohort Enrollment and Attrition Patterns

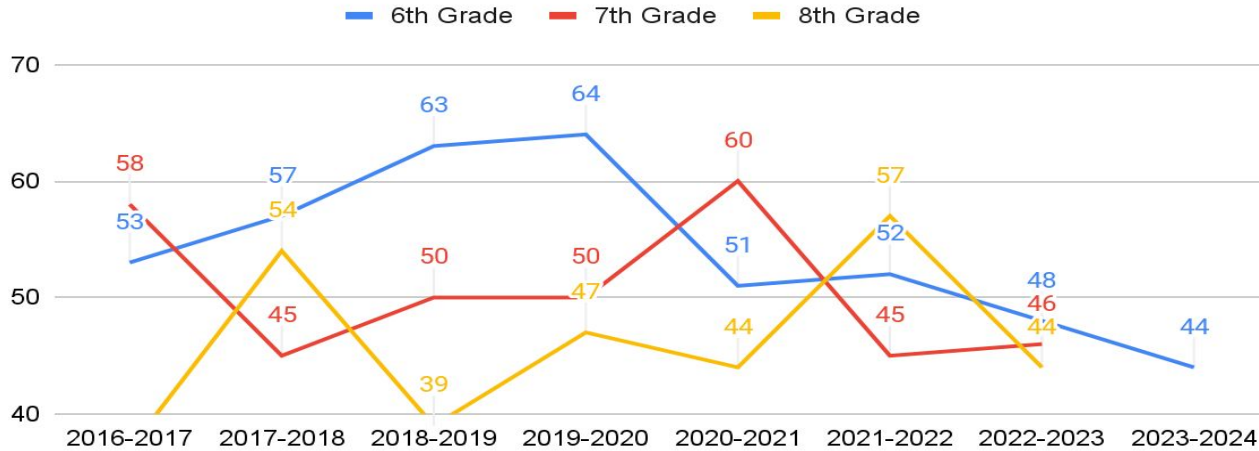
Bay Farm Middle: 6th Grade Cohort Size Attrition Over Time



- Bay Farm Middle has met initial 6th grade enrollment target in 2 of past 7 years 18-19 and 19-20
- However, enrollment consistently declines between 6th and 8th grade years for same period of time

Bay Farm Middle: Enrollment Trends

Bay Farm Middle School: 7-Year Enrollment Trends by Grade Level



Bay Farm Middle Enrollment

- Initial 6th grade enrollment and attrition trends from 6th through 8th need to be considered
- Enrollment goals for 6th grade class were established as a minimum of 60 students
 - Goal has been met in 2 of the past 7 years with steady attrition of those cohorts between 6th and 8th

***2023-2024 projections reflect sign-ups as of 1/17/22*

Bay Farm Middle: Enrollment Trends

6th Grade Cohorts	Previous Year's TOTAL BF 5th Graders	# Previous Year's 5th Graders Continuing at BFM as 6th Graders	Total 6th Grade Enrollment	6th Grade Capacity
20-21 BF 6th Graders	75	25	51	64
21-22 BF 6th Graders	60	31	52	64
22-23 BF 6th Graders	68	23	48	64

Bay Farm Middle: Facilities Question

Isn't the new building under construction for middle school?

There are 11 Portables on the Bay Farm Campus:

- If the middle school program continued, it would be housed in part in the 4 new permanent classrooms being built.
- If the program *was not continued*, those new facilities would still be utilized by the K-5 program.
- At present, the district's long term plan is to replace all 11 of the portable structures currently on that campus.
- The phasing out of the middle school program would ultimately mean that a portion of the 11 current portables would not need to be replaced and would possibly be removed in time depending on enrollment and condition of the portable structures.

In either scenario the new building is needed and will be utilized.

Proposing the Gradual Phase Out of Bay Farm Middle School Program

Recommendation is that no 6th grade class be assigned in August of 2023

Budget Proposals and Scenarios for 2023-2024

***Proposal to Incrementally Move Funding for
Maya Lin “Innovative Program” from AUSD
General Fund to Alternative Revenue Sources***

Maya Lin Innovative: Brief Historical Recap

- In January of 2012, Board approves this as part of a larger package of investments in a then-magnet program at Maya Lin
- Included initial intent to develop into a K-8 option (see page 43 of 1/10/22 BOE Presentation)
- Magnet school designation was changed to open enrollment in 2019-2020
- On April 10, 2018 Board reduces approximately \$225K from MMaya Lin program, but retained funding for the innovative-funded art teacher
 - Reductions were for...
 - additional literacy support
 - class size reductions in grades 4 and 5
 - funding for dedicated Spanish instruction
 - additional counseling services

Preliminary Recommendation: Gradual Reduction in General Fund Dollars to Maya Lin for “Innovative Programming” **OPTION 1: 3-Year Off Ramp**

Maya Lin Innovative Program	23-24	24-25	25-26
AUSD General Fund	\$87,000	\$43,000	\$0
Projected Prop 28 Funds	\$43,000	\$43,000	\$43,000
Alternative Funds Needed		\$43,000	\$86,000

- Value of the work is evident
- Above example assumes school would subsidize current staffing with Prop 28 funds
- Manner in which program is currently resourced is in question
- Shifting funding source appropriately frees up general fund dollars for district-wide actions/services/initiatives
- Recommending gradual transition of program out of general fund dollars and toward an alternative revenue stream

Budget Proposals and Scenarios for 2023-2024

***Proposal to Incrementally Move Funding for
Earhart “Innovative Program” from AUSD
General Fund to Alternative Revenue Sources***

Preliminary Recommendation: Gradual Reduction in General Fund Dollars to Earhart for “Innovative Programming”

Earhart Innovative Program	23-24	24-25	25-26
AUSD General Fund	\$87,000	\$43,000	\$0
Projected Prop 28 Funds	\$43,000	\$43,000	\$43,000
Alternative funds needed		\$43,000	\$86,000

- Value of the work is evident
- Manner in which program is currently resourced is in question
- Shifting funding source appropriately frees up general fund dollars for district-wide actions/services/initiatives
- Recommending gradual transition of program out of general fund dollars and toward an alternative revenue stream

Earhart Innovative: Brief Historical Recap

In January of 2012, Board conditionally approves this expenditure with the following actions and goals:

- Included a goal to integrate music into Math, Science, and Technology (presentation was entitled ***Math, Science, Technology with Integration of Music***)
- Program funding was to serve as model district-wide
- Conditional approval on January 10, 2012 called for:
 - Securing and developing partnerships with other AUSD schools by January of 2013
 - Those partner schools would be identified by January of 2013
 - Partner elementary schools would seek funding for comparable implementation by the end of the 13-14 school year
 - Write and submit a science programming plan guide by April 1, 2013 to be considered along with the future funding of the program (*see slide 24 Board of Ed Presentation 1/10/22*).

Supplementing Vs. Supplanting

Current allocation may technically be noncompliant with the State LCFF Supplemental and Federal Title I law or necessitate increased expenditures at other schools.

1. Unrestricted general fund (aka LCFF Base fund) dollars are generally used for base programming on a uniform per-student basis
2. Maya Lin and Earhart currently receive *exclusive* allocations for programming via those same unrestricted general fund
 - a. If unrestricted general funds are used for a purpose at a particular school, it implies “base programming”
3. In that instance LCFF Supplemental or Title 1 funds may not be used to provide services that are being provided *from unrestricted general fund dollars at other sites*
 - a. Currently Ruby, Paden, and Love receive "innovative dollars" from LCFF Supplemental NOT unrestricted general fund
4. Sustaining general fund allocations at Maya and Earhart would then require comparable allocations at the Title 1 schools of ***unrestricted general fund dollars***

EXAMPLE: Maintaining innovative programs at Maya Lin and Earhart out of unrestricted general fund requires allocating comparable amounts of unrestricted general fund dollars to at least all three Title 1 schools.

The current allocations of LCFF Supplemental funds to Ruby, Paden, and Maya for "innovative programming" do NOT trigger a reverse requirement to use unrestricted general fund (LCFF Base) for other schools.

Estimated Funds Returning to Ongoing General Fund

General Fund Innovative Program Dollars	\$260,000
Adjustments to Teen Parenting Staffing	\$100,000
Bay Farm Middle Program Phase Out (<i>estimated</i>)*	\$300,000
<i>Total (estimate)</i>	<i>Approximately \$660,000 annually</i>

***A conservative estimate in current thinking, and full phase out likely to create a higher savings total district-wide. Complete phase out means reduction of nearly 8 full time positions, plus additional counseling and custodial staff (those savings are not factored in to the current \$300k projection). At current BFM class sizes, comparable number of middle school students can be served with fewer positions in other AUSD middle schools and reduce overall staffing cost district-wide. Attrition certainly may impact that number so while savings could move closer to \$500k we are working with a lower and more conservative assumption.*

Unrestricted General Fund: Additional Ongoing Needs and Base Program Stabilization Needs

Certificated and Classified Overall Compensation/Increases	TBD *
Potential Focused Increase or Incentives for Paraprofessional and Other Classified Salaries	TBD *
Full Day Kindergarten Program	\$500,000
Need the funding for common math and lit blocks to ongoing GF.	\$170,000**
Adequate Staffing of Counselors at Middle and High Schools	\$384,000***
Bringing college advising positions at both comprehensive high schools to full-time; positions are currently less than full time at EHS and AHS	\$25,000
Potential K-3 pathway within a school to support struggling students and prevent overidentification of African-American Students for SPED	TBD
Total of Established Costs (does not include costs above listed as “to be determined”)	\$1,079,000

* While compensation with employee groups is negotiated with labor partners, the approximate ongoing cost of a 1% increase for all AUSD employees is \$1,000,000,000 annually

**Currently proposed in Learning Recovery Block Grant through 27-28 -expense needs to be brought into general fund eventually

***Current middle and high school counseling staffing maintained in part by proposed funding through Learning Recovery Block Grant through 2028; needs to be brought into the general fund eventually

LCFF Supplemental Grant

- Add-on to LCFF Base grant to provide supplemental services
- Amount calculated based on number of students who qualify for free meal or are English learners

Program	LCFF Supplemental Grant Amount
Intervention Leads	\$1,003,555
Instructional Coach	\$742,578
EL Sections	\$359,474
Mental Health Services	\$340,000
Indirect Cost	\$327,740
Professional Development Day	\$304,361
Innovative Programs	\$292,654
Discretionary Funds for Schools	\$275,600
Equity & Inclusion	\$270,948
Research & Assessment	\$230,331
Teen Parenting Program	\$173,919
Coordinator of Literacy	\$144,158
In Lieu of Title 1 for Encinal	\$136,119
School Smart	\$33,000
Total	\$ 4,634,437

Increase in Ongoing LCFF (LCAP) Supplemental Funds

\$650,000 NEW annual dollars for actions and services supporting students who are on Free and Reduced Lunch, Learning English, or in the Foster System

Additional LCFF Supplemental	Proposed Ongoing Expenditures	23-24	24-25	25-26	27-28
Annual Allocation for Mentoring, Advising, and Counseling for African-American Students	\$350,000	\$350,000	\$350,000	\$350,000	\$350,000
TBD (Additional Info on 2/14/22)	\$300,000	\$300,000	\$300,000	\$300,000	\$300,000
<i>Projected Totals</i>	<i>\$650,000</i>	<i>\$650,000</i>	<i>\$650,000</i>	<i>\$650,000</i>	<i>\$650,000</i>

\$300k subject to final cost of implementing Extended Learning Opportunities Program (ELOP); LCFF Supplemental may need to close funding shortages relative to new state-required programming

REQUEST APPROVAL: Recommendation on Use of Remaining COVID Relief Dollars

Current COVID Relief Balance is \$925K (1x) with an expenditure deadline of September 2024

Funds can be portioned out over a longer timeline using expense transfers

- **COVID Relief funding for expanded mental health contract expires June 2023**
 - Base contract includes \$340k from LCFF Supplemental dollars (total AUSD current funding is \$640k + city funds of approximately \$200k)
 - *This proposal would extend current expanded funding for two additional school years through June 2025*
- **Additional communications staffing funds expire June 2023**
 - *Position supports goal 3 of strategic plan*
 - *Position helps offset the fact that during COVID, a single staff member served as both communications chief and covid liaison (internally and w county) creating a backlog on communications projects and process revisions*
- **Mathematics outcomes were among the most problematic post-COVID; grade level leads at K-5 will potentially support better pacing and delivery of a still relatively new K-5 curriculum**

One-Time COVID Relief Balance = \$925K	23-24	24-25	25-26	26-27	27-28
Available	\$925,000	\$505,000	\$85,000	\$55,000	\$25,000
Expanded Mental Health Contract	\$300,000	\$300,000	TBD	TBD	TBD
Digital Communications Specialist	\$90,000	\$90,000	TBD	TBD	TBD
Elementary Math Lead Stipends (1 per grade level)	\$30,000	\$30,000	\$30,000	\$30,000	\$25,000
Annual total	\$420,000	\$420,000	\$30,000	\$30,000	25,000

Recommendation on Use of Learning Recovery Block Grant

\$5.9 Million to be Spent by June of 2028 (\$5.5 available after indirect costs)

Learning Recovery Block Grant	23-24	24-25	25-26	27-28	Total
Support New Universal Collaboration: Teacher Leadership and Supports	\$230,000	\$230,000	\$230,000	\$230,000	\$920,000
Universal Start and End Times + Common Literacy and Math Blocks	\$170,000	\$170,000	\$170,000	\$170,000	\$680,000
Additional Site Administrator Support for Special Education/Special Education Support in General in light of paraprofessional shortages	\$500,000	\$500,000	\$500,000	\$500,000	\$2,000,000
One Time Funds for Developing Literacy Framework and Revised Grading Policies	\$81,250	\$81,250	\$81,250	\$81,250	\$325,000
Potential Financial Incentives for Special Education Staffing	\$150,000				\$150,000
Annual Allocation for Mentoring, Advising, and Counseling for African-American Students	<i>Moving cost to ongoing increase in LCFF \$350,000 annually</i>				
Maintain Counseling Staffing at Middle and High School	COVID Relief Funds through June '24	\$384,000	\$384,000	\$384,000	\$768,000
Create Multi-Year Tutoring Pool Accessible to Students Meeting Unduplicated Pupil Criteria and African-American students	\$50,000	\$50,000	\$50,000	\$50,000	\$200,000
Projected Totals	\$1,181,250	\$1,415,250	\$1,415,250	\$1,415,250	\$5,427,000

Recommending Reduction in Staffing of TPP

Teen Parenting Program Island High

- Originally funded through Cal-SAFE grant to provide intervention strategies and support for eligible students to compensate for the additional responsibilities and parental duties created by pregnancy
- Cal-SAFE program became optional for AUSD in 2009-10
- Cal-SAFE funding ended in 2013-14
- Current program at Island High
 - 2 FTE certificated positions
 - \$174K currently funded through LCFF Supplemental Grant

Current Considerations:

- Very few infants being cared for over the past several years (1 or 2 per year for the past 3-5 years some not children of students)
- Staffing appears to exceed utilization significantly
- Program is now more CTE coursework than actual child care, staff is recommending reduction of 1.0 FTE/\$90k for program
- Approximately \$100,000 or 1.0 FTE would remain for Island CTE programming