

# Oakland Unified School District

**DRAFT**

Board of Education  
Paul Robeson Building  
1025 2nd Avenue, Suite 320  
Oakland, CA 94606-2212  
(510) 879-8199 Voice  
(510) 879-8000 Fax



## ACCESSIBILITY OF AGENDA AND AGENDA MATERIALS

Agenda and agenda materials, if any, associated with this meeting are accessible on the Board of Education's World Wide Web Site at <http://webportal.ousd.k12.ca.us> or from any computer terminal in the Office of the Board of Education at the above-stated address.

## AMERICANS WITH DISABILITIES ACT COMPLIANCE

Individuals requiring a reasonable accommodation to participate in meetings other than handicapped access, should notify the Office of the Board of Education seventy-two (72) hours prior to the meeting at either (510) 879-8678 (VM); or [boe@ousd.k12.ca.us](mailto:boe@ousd.k12.ca.us) (E-Mail); or (510) 879-8739 (TTY/TDD); or (510) 879-8000 (Fax).

## Minutes (Long)

**Wednesday, September 07, 2011**

**6:00 PM**

**Special Meeting**

**Board Room, Paul Robeson Building, 1025 2nd Avenue, Oakland, CA  
94606-2212**

## Board of Education

*President Gary Yee, Ed.D.*

*Vice President Jody London*

*Directors: Jumoke Hinton Hodge, David Kakishiba, Noel Gallo, Christopher Dobbins,  
Alice Spearman*

*Student Directors: Isabel Montoya, (Vacancy)*

*Staff: Edgar Rakestraw, Jr., Secretary, Board of Education*

## A. Call to Order

*President Gary Yee called the meeting to order at 6:07 P.M.*

## B. Roll Call

**Roll Call:** Present: David Kakishiba, Jumoke Hodge, Noel Gallo, Alice Spearman and Gary Yee  
Absent: Christopher Dobbins, Jody London, [Vacant] and Isabel Montoya

## C. New Business

### Roll Call (Secretary's Observation)

*Jody London present at 6:11 P.M.*

**Roll Call:** Present: David Kakishiba, Jumoke Hodge, Noel Gallo, Alice Spearman, Jody London and Gary Yee  
Absent: Christopher Dobbins, [Vacant] and Isabel Montoya

### Roll Call (Secretary's Observation)

*Christopher Dobbins present at 6:35 P.M.*

**Roll Call:** Present: David Kakishiba, Jumoke Hodge, Noel Gallo, Christopher Dobbins, Alice Spearman, Jody London and Gary Yee  
Absent: [Vacant] and Isabel Montoya



### [11-2477](#)

#### **School Portfolio Management & District Restructuring Decisions - Effective School Year 2012-2013 - (Second Reading)**

Discussion by the Board of Education of implementation / application of its adopted (August 24, 2011) school portfolio management restructuring criteria for the establishment of quality public schools for all students, including guidelines to the Superintendent of Schools for the restructuring of schools (including consolidations, grade configuration changes, expansions and possible closures for existing and future student populations).

**Attachments:** [11-2477\\_Presentation\\_School\\_Portfolio\\_Management\\_&\\_District\\_Restructuring\\_Decisions\\_Effective\\_School\\_Year\\_2012-2012\\_\(First\\_Reading\).ppt](#)  
[11-2477\\_Presentation\\_School\\_Portfolio\\_Management\\_&\\_District\\_Restructuring\\_Decisions\\_Effective\\_School\\_Year\\_2012-2012\\_\(First\\_Reading\).pdf](#)  
[11-2477\\_Appendices\\_School\\_Portfolio\\_Management\\_&\\_District\\_Restructuring\\_Decisions\\_Effective\\_School\\_Year\\_2012\\_2013.pdf](#)

*President Yee stated we began this discussion on the need to restructure and reconfigure our schools at the end of last year when we adopted the Strategic Plan. The Superintendent and his staff have worked on a set of criteria that was adopted by the Board*

on August 24, 2011.

*Superintendent Smith said we have been talking about the work for a couple years and how we prepare for and have the conversation about providing quality options for every child. The work has been two years in the making. The issue we are addressing is the number of schools that we have in Oakland and our ability to adequately fund a full and high quality program at every school and to take care of our students, families, and our employees.*

*Superintendent Smith used a Power Point for his presentation on District Restructuring OUSD to Expand Quality and Release Resources (V.15). As the Public School District in Oakland, we need to be the first best public option and we need to keep our promise to families that every young person will graduate. The goals were reviewed: To create a full service community district that serves the whole child, eliminates inequity, and provides each child with an excellent teacher for every day.*

- (1) Safe, Healthy and Supportive Schools,*
- (2) High Quality Effective Instruction, and*
- (3) College and Career Readiness Literacy*

*Superintendent Smith said our ability to do that has been about encouraging our conversations about the programs and understanding that we have buildings where school and services happen. We want to put those two things together. When we did that, we came up with our Strategic Plan that established policies to support a very different approach that begins to put a focus on creating high quality schools in every neighborhood. This theory of action is that we are not going to take away options from families, however, we have to ensure there is a quality public school option in every neighborhood.*

*Superintendent Smith read the Problem Statement - we have too many schools for too few students. We have too many schools that are too small. We don't actually provide a quality program in every neighborhood to meet the needs of each child and family. Superintendent Smith said we have 101 schools serving 38,000 children and we are out of alignment compared to other districts in California. Our current API is now at 726 and does not align with the rest of the state. Other districts are able to invest much more intensely in each child and in their staff. We have far too many schools to operate with this number of children.*

*Superintendent Smith said the CAHSEE no pass rate for the State is 17 percent in both ELA and Math. For the District, the no pass rate is 36 percent in ELA and Math. For African American children, 41 percent of our students are not passing in ELA and more than half of the African American students are not passing the high school exit exam in Math. He said we have to figure out how to increase the quality and add more resources to high schools to accelerate the achievement, particularly for African American children. While we have some schools that are small by design, we have far too many schools that are small by default.*

*Superintendent Smith stated he has heard that it is unacceptable not to have quality schools in every neighborhood, so, where, in fact, we do need schools, was important in how we set up the criteria and that we have to integrate school closure among multiple strategies. We have to think about all the things we are doing to improve options, releasing resources, and every family in Oakland deserves access to a quality school close to them.*

*Maria Santos, Deputy Superintendent, Instruction, Leadership, and Equity-in Action, spoke about quality in the classroom and achievement for all students and having a core curriculum for every child that is aligned to the Common Core State Standards that prepares them for college and career. As we look at our ninth graders this year, we are asking them to meet the A-G requirements, we need to have support to offer them opportunities of an enriched secondary curriculum that offers opportunity for Advanced Placement courses and concurrent enrollment. She said we need to have safe, healthy learning environments for all of our students with significant opportunities for partnerships with families and community and we need to build strong and collaborative leadership throughout our system.*

*David Montes de Oca, Executive Director, Quality Community Schools Development, spoke about the process that is being implemented and the criteria. He gave an overview of the criteria that the Board approved and results of applying the criteria to all schools in Oakland. He reviewed page 22 of the PowerPoint on the question Where Do We Need to Operate Schools?*

*Mr. Montes stated the District currently has 101 schools serving 38,000 students. We are operating too many schools for too few students. Because we have been asked the question of how to reduce schools, we began by asking the question of where do we need to operate schools? Where schools are located in Oakland did not happen necessarily in a systematic manner over the last 100 years of development. For the first step, we began to look at data for population density, enrollment, and facility capacity.*

*Mr. Montes referenced page 21 of the packet, saying each of the 12 points of information for each school comprises the data that allows us to ask the first question about where do we need to operate schools. He said the 13 alternative education school programs do not have the same applicable rationale as other schools.*

*Mr. Montes referenced Step 2 information on page 24 for our schools that are ranked from where we need them most to where we need them least. He said we have identified a set of schools that will be undergoing other restructuring and are schools that are engaged in or planning around a number of other strategies that include possible grade configuration changes to become K-8, 6-12; schools that have been identified to undergo transformation and are already in the planning process to redesign those school programs in order to provide a high quality school option; or schools that have been identified to implement a Science Technology Engineering and Math (STEM) Program in a systematic way through a feeder pattern of schools from elementary and middle to high schools. Mr. Montes stated these schools that we have identified for other restructuring - this criteria at this time - would say to exclude these schools from continued consideration for closure because of the other restructuring that is taking place.*

*Mr. Montes reviewed information on page 28 on the third step which focuses on the half of the schools that would be located in the ranking of where we least need school programs. We start first by identifying among those schools, which of those schools do not share an attendance boundary with any other schools that are within the half of those ranked where they are least needed? The rationale for identifying schools that do not share an attendance boundary is that we want to mitigate the threat that we would potentially close*

two schools that share an attendance boundary and leave a large void of school programming. We first identified schools among those ranked where we least need to operate a program and identify those schools that do not share an attendance boundary, as schools that would remain on the list for possible closure.

Mr. Montes reviewed information on Page 30 for the fourth step which asks for the remaining schools in the half that would be identified as schools located where we least need to operate a program among the schools that share an attendance boundary. He said we compared those schools using additional factors, to identify among those schools sharing an attendance boundary which schools would remain on the list for closure consideration.

Mr. Montes said in the third and fourth step we identified schools that would remain for consideration among the schools that are ranked as those located where we least need to operate a school program that we would consider for recommendation for school closure.

Mr. Montes said the analysis done to date has only gone to the fourth step. He said the criteria on page 7 has six steps. Step 5 which has not been implemented yet is a step to evaluate our Special Education programming to ensure that we do not inadvertently impact the Special Education programming by virtue of the schools that would be identified for closure; and the second is to consider receiving school options so that we are certain that any school closures would result in the opportunity to provide every child and family displaced by school closure the opportunity to have access to a high quality program.

Mr. Montes said the next step in the process would be that kind of detail consideration before the final step which is the recommendations that the Superintendent would make to the Board of Education regarding specific schools for closure.

Mr. Montes referenced the three lists of schools on page 9 for elementary, middle and high schools. The schools highlighted in gray were identified for other restructuring and were excluded from the process for the remainder of the steps. The elementary and middle schools that are highlighted in yellow, as a result of steps 3 and 4, are schools identified in the criteria that would be considered for school closure recommendations.

Mr. Montes said Step 5 relates to Special Education program impact and analysis of the receiving school options for children and families to ultimately ensure that we are meeting a goal of ensuring that we can expand quality in all of our school programs; releasing enough revenue that can support the sustainability of the District; and the final recommendation would include some set of schools identified through this criteria.

Mr. Montes noted in the high schools there are no yellow schools highlighted. That is because in Step 2, all of the schools that would have been located in the section of schools identified where we least need to operate program were already identified for other restructuring. The only remaining schools that were not identified for other restructuring are, in fact, those high schools located where we most need to operate programs. There is not a recommendation that would come forward that would recommend a specific high school for closure.

Mr. Montes stated it is noted at the bottom of the slide the High School Transformation work that is being done. The Fremont and Castlemont High Schools, which are in a

*redesign process, will impact currently seven high schools, four among the Castlemont High Schools, which are Youth Empowerment School Program, the East Oakland School for the Arts Program, and the Business Information Technology Program under Leadership Prep, which will result in a single high school on that campus. He said, at the Fremont campus, the work that is happening will result in a single school, as well. Ultimately, the work will result in those 7 schools becoming two single school options. Mr. Montes said the packet contains a sequence of steps which illustrate each of the schools as they go through steps 1, 2, 3, and 4.*

*Vernon Hal, Deputy Superintendent, Business & Operations, reviewed the Financial Analysis on page 12. by school and grade level. Based on what was talked about today, we saw 8 elementary schools for possible closure, 2 middle schools, and 5 high schools for a total of 15 schools for possible closure. He said most of our schools do not have the resources to address the needs of our students. By reducing the number of schools, we are looking to release those resources for the remaining schools that would continue to operate. For the unrestricted resources at elementary schools, we have taken 4 of the 8 schools, their total unrestricted school resources, and subtracted the teacher costs. The assumption is that the kids will still be here and they will still need teachers. What is left is the rest of the costs which will be unrestricted resources available to be able to be reinvested in our remaining schools.*

*Mr. Hal said at the Fremont campus, the school was budgeted as one single site for this year and the resources have already been invested. For the Castlemont Y.E.S. campus, there was an additional investment made this year of \$226,000 and that could be released for next year to support a quality program. For elementary schools, the amount is \$3,392,047, for a total of \$3,618,356 unrestricted available resources. The two middle schools will yield an additional \$1,500,000 and the new grand total would be \$4,700,000 in total.*

*Superintendent Smith stated we are looking for direction from the Board and hear questions that we need to consider.*

#### **BOARD DISCUSSION**

*President Yee asked about the savings of \$4.5 million for the schools and \$1.9 million for restricted. Will that be ongoing savings every year?*

*Mr. Hal said those resources would be freed up on an ongoing basis.*

*Director Hodge said she prefers to talk about how we make this more effective and efficient school district and asks that we be mindful of our language.*

*Director Gallo said for parents, the issue of quality is most important and we need to determine what that means. For him, it means academic performance. He wants the best academic program for students and the best environment and best experience for students at the schools. It is not about reconfiguration, it is more about maximizing the educational resources that we have.*

*On Page 3, Director Gallo said APPROACH needs to be more defined. He would add the review of enrollment and projections, review conditions of facilities and consult with the*

*Board, teachers, parents, students and the public, develop guiding principles, develop scenarios and assess benefits, and develop recommendations.*

*On Page 6, Director Gallo said GUIDING PRINCIPLES is most important for the Board which will drive our actions. It is not just about closing schools or redesigning schools.*

*Director Gallo asked the Superintendent to spell out the utilization levels for reconfiguration. He said all schools should have at least 3 or 4 grades. The middle school concept should be retained. Feeder schools should have consistent grade configurations. Students from feeder schools should go to a single receiving school. School enrollment should be as follows: At the secondary school level, our secondary schools should be 700 - 1,200 students. Our middle schools should be 350 - 500 students. Our elementary schools should be 250 - 400 students. He said District central services should be consolidated and located in one of the sites we are proposing to change.*

*President Yee said the Board adopted the criteria as reflected in the Superintendent's presentation on page 7 which includes population density, enrollment, facility capacity and other restructuring strategies. He said tonight's agenda concerns whether or not the implications of the criteria adopted last week are sufficient for us to continue consensus to an action decision in some near future.*

*Superintendent Smith said many of the issues raised by Director Gallo are articulated in other places.*

*Vice President London said the one thing missing is the political reality faced by Board Members. She does not know whether staff has considered the electoral districts. We need community support. She is already getting calls because the list shows the only middle school in her district being closed.*

*Director Spearman stated District 7 has the largest amount of schools of any District in Oakland and there were several schools that were created on several campuses. It is disappointing that we have not used the criteria to consolidate some of the two schools on the same campus, only the high schools. Director Spearman said she would like to see what it would look like to put consolidations on the list for elementary schools in her District. She said the schools on the list are predominantly African American and single schools. She said many schools were taken out of the loop because they are in academic track. She said we could consolidate some schools and continue the academic track. Director Spearman said the Superintendent's document does not include the application of the Facilities Master Plan.*

*Mr. Montes referred to page 22 which presents all schools based on Step 1 - Where do we need to operate schools? He read off some of the shared campus schools that are in the range, where they are located, where they are most needed.*

*Director Spearman asked if we consolidated those schools into larger schools and free up some of the monies, have we ever considered the idea of utilizing instructional assistants to put the extra person in the classroom for support?*

*Vice President London asked about the information on page 21 relating to number of students within a certain distance of a school and attendance areas. She asked if it*

*includes students who are not enrolled in District schools?*

*Mr. Montes said the data is for all students who attend District authorized charter schools or District schools.*

*Vice President London said if we were to get the address data of all students in private schools, the way those schools fall out based on where schools are needed in Oakland would be very different. She is suggesting that the missing data could potentially show a different result.*

*Director Kakishiba asked if the criteria would apply to schools that might be eligible for consolidation. He requested more discussion, going forward, about the process of identifying these schools for expansion. He would like to see, based on the guiding principles and based on national practice, that when a District closes a school, that the potential of losing up to 20 percent of those students is an industry average. He does not want to lose 20 percent. He wants to invest money coming from undesignated reserves this year for the purpose of doing individualized outreach to families and being able to prepare all of our receiving schools to be able to do a great job. He said there seems to be two tracks. One is the call for schools to come up with ideas about how to improve. Others were designated by the Superintendent in partnership with schools and school communities. Maybe the West Oakland schools were identified as a need and we are going to invest. Then when the criteria was applied for reducing the number of school sites, it happens to be some of those schools would be at the top of the list under the reductions. Being able to reserve out those schools for the restructuring, expansion, etc., he understands the need to do that conceptually, but when it comes to school by school, he wants to understand how it is that we came to settle on these schools and why not other schools; or how broadly was the call for ideas given? Was it selective or was it a district-wide effort?*

*Director Hodge said for a long time, this District has talked about equity. We can talk about why West Oakland got selected and why all of those schools got selected for that process. Are we willing to do some hard work and stand in the face of people who have more privilege and more access. She asked for an update on the amount saved by closing a school.*

*Mr. Hal said closing a school saves approximately \$450,000 to \$500,000. To combine a school would not have all of the savings because of custodial and utilities and the savings would be approximately \$250,000.*

*In response to Director Spearman, Mr. Montes said when the criteria is applied and because of step analysis of schools that are represented in the places where they are least needed, Sobrante Park is represented as 20 in the ranking. Because we draw the line at half-way represented as located in the least needed and those located in the most needed, the criteria continues to apply itself throughout the first half. He said the criteria is being applied to all and will run until it is exhausted.*

*Director Dobbins said he supports the process. On the restructuring component, he agrees with comments made that it is not fair if one district is going to take all the school closures.*



*President Yee noted there are 8 elementary and 2 middle schools on the yellow list. He said there is a lot of shifting taking place and he is assuming the criteria will take into consideration the potential shifts.*

*Superintendent Smith stated it would be difficult for staff to recommend the closure of the two middle schools. We did not apply any of the lenses that is in this conversation. Whatever action is taken, because it will be the same criteria, will then alter the entire list. He said we are going to be doing this analysis every year.*

*President Yee said the other cost savings that were not addressed tonight is the savings from central services. One of the big things we save by reducing the number of schools is the reduction of the span of control, which means there are fewer budgets to run, fewer people to supervise, and fewer facilities to fix. He asked Mr. Hal to provide an estimate of cost savings of consolidation and merging the 15 schools.*

*Mr. Montes stated staff will need to make a clear explanation as to why any number of schools we recommend would be ones that we could support the transition of students, families and staff. We expect every department to revisit its own resources to consider how it can apply some of its resources to the restructuring work around supporting the transition for families. He said there is a support plan structure that has been developed and will be presented along with the recommendations that would talk about transition teams to be set up in both the closing and receiving school environments.*

*Director Gallo read a proposed policy:*

*The intent of this policy is to provide quality education to each student who attends school within the Oakland Public Schools. A school may be identified for potential closure when an analysis indicates that the closure is worth considering from a demographic fiscal or educational perspective. When a school will potentially be closed, the Board will provide a minimum of 60 days for the consultation process relating to the specific schools proposed for closure. The administrative procedures regarding a permanent school closure are as follows:*

*For the purpose of this policy permanent closure of a school means a decision to cease the operation of a school and to accommodate all students in another school or schools.*

*The Superintendent shall present, prior to December 31, and each year, a report concerning the permanent closure of schools, and if any schools identified for consideration of permanent closure, the report shall contain for each school identified the following information.*

*--The strengths and deficiencies which exist in the educational program at that school.*

*--The condition of the school building.*

*--The availability of space in other school buildings.*

*-- The impact of the closure of the school on the educational program at the schools which are designated to accommodate students from the schools and the impact of school closure*

*on parents, students and the general community.*

*--The student enrollment at the school from the previous five years should be listed.*

*--The projected enrollment at the school for the next five years should be presented.*

*-- Projected changes in the population of the areas served by the school for the next five years.*

*--Any available statistics concerning approved residential subdivisions available for new residential construction.*

*-- Any available information concerning plans for commercial or industrial development and the geographical areas served by this school.*

*-- Zoning and transportation for the affected students.*

*-- A financial analysis which includes a projection of both costs and savings which result from the closure of the school.*

*--In a case where the School Board has taken a final decision for permanent closure of a school, the Board shall establish a Transition Committee to plan for the orderly relocation of the affected student.*

#### *PUBLIC BOARD MEETING*

*Any proposed closure of a school will be first raised at a regular open meeting of the Board. If the school is identified for closure, the closure process shall be guided by the work in committee and shall be formed at least 60 days prior to a final decision on school closure. The Superintendent will form a committee that will develop timelines for consultation.*

*The Superintendent will invite participation from management, District staff, trustees, the principal of the school being considered for closure, another school principal, a representative from school staff, parents, member of the PTA or SSC.*

*The committee responsibilities shall include an analysis of the demographic trends, facilities status, and other relevant data, related to the school being considered for closure. Analysis of the information presented at public meetings and a summary of information gathered and presented through community input and analysis of the educational and fiscal implications of the proposed closure and consolidation.*

*The preparation of a final report to the Superintendent that includes recommendations.*

*The recommendations should include items for the Superintendent to consider if the closure proceeds as considered.*

*The public consultation will be undertaken by the Board prior to making a final decision or any proposed closure of a school.*

*The Board will take the following steps to ensure that an open and meaningful public consultation has taken place.*

*We are going to make available in writing a full disclosure of all the facts and information considered by the Board with respect to any proposed school closure, including, but not limited to detailed reasons for the proposed closure, which specific schools are being considered for closure, the proposed new catch areas all new schools proposed to be affected, the number of students being affected, educational program course implications for the affected students, proposed effective date of the closure, financial considerations, impact on the Board's five-year plan, consideration of possible or alternative community use for all or part of the school. The time and place of the public meeting should be appropriately advertised to ensure adequate advanced notification to affected persons and the community.*

#### *FINAL DECISION*

*At the conclusion of the consultation process and after receiving reports from the working committee on the schools considered for closure, the Superintendent will provide a report to the Board on the consultation process and the schools considered for closure. The report to the Board will identify the issues to be considered and will include recommendations on whether or not to proceed with a closure as proposed. The Board will make its final decision regarding a proposed school closure at a noticed public board meeting following consultation process and a receipt of the Superintendent's report.*

#### *BOARD COMMENTS*

*President Yee said he asked Director Gallo to present the proposal because of his concerns that we actually have discussed a time line that we need to meet to make a decision no later than October 26 because of the current policies we have around the school options process. He said we have no policy on the books that establishes the elements that Director Gallo refers to.*

*President Yee asked the General Counsel to present a recommendation to the upcoming Rules and Ethics Committee Meeting if the Board has an active policy in place and whether a policy is needed such as the one proposed by Director Gallo to activate the proposed closures in a policy driven way.*

*Director Hodge asked if we could talk about the next step on the issue of community and Board engagement process.*

*Superintendent Smith said we have been engaged in this conversation for two years. When he got here, part of the issue was there had been attempts to close schools before. He said we do not want to just say schools are too small or that they have a low API as that would destroy particular communities, in particular low income and communities of color. Upon approval of the Strategic Plan, the framework of where we are heading, we took all of that criteria, began the conversations and there were many meetings over the summer to bring a grounded criteria from the 14 Task Forces of last year. We heard from the community that they want schools that are close to them. Where people live and where they go to school is critical. We want to have quality schools and our ability to change that and put that criteria of equity and opportunity first changed everything and is grounded in the Strategic Plan.*

*We are sprinting as fast as we can to get to a community process because this District has an Options Process and in order to authentically engage families where they would have real options, instead of just making a decision, and saying here's what is left, to really honor families at the front end, we have to make this decision by October 26. If the Board wants to take another year and use this criteria and change, that is why the December 31 date does not work anymore. We need to actually take and work backwards. The last day that we can possibly make a decision and families still have the Options process available to them is October 26.*

#### *PUBLIC COMMENTS ON THIS ITEM*

*Ann Whidden, parent, Kaiser Elementary School, said families do not always have a lot of faith in their neighborhood schools and in their community schools and that is one of the reasons Kaiser has students from all over the District and from every socio-economic class, and who speak different languages and who come from different racial backgrounds. The Board needs to look at how the criteria being used is not addressing that and one of the criteria that is the problem is that kids travel from all over the District in order to get to Kaiser and other schools because they are not happy in their neighborhood schools, and until that change happens, the District is not going to have satisfactory schools. She said closing the schools is not necessarily going to address the problems.*

*Pamela Campbell, parent, Kaiser Elementary School, said her neighborhood school is Santa Fe. The Options process did not serve her family well. Her daughter got placed at Franklin and ended up at Emerson where they had a safety incident. She said Kaiser is an important community to all of them and is very diverse. She said they all ended up at Kaiser because they could not be served by their neighborhood school. They love Kaiser and it would be a huge mistake to close their school.*

*Ben Tapscott said the process is absolutely ridiculous and discriminatory. If we are going to start talking about saving money, we need to start in upper management with all the administrators in this building. He said we have 100 principals. There are 3 or 4 principals in some of the high schools. It does not make any sense in what is being said. He said he reviewed the map and the process is discriminatory; the District is doing very little to the hill schools and it's like the Blacks and Latinos are being targeted which make up 80 percent of this school district.*

*Wandra Boyd asked how do we keep Montclair and Thornhill as they are one block away from each other when there is a proposed list of many school closures, including Howard, Marshall, Grass Valley, Munck, and includes high performing schools that have a large African American population. It does not seem to be considered. She said for 20 years the White students have never been affected, but the experimentation has always been small and new schools with Black and Brown kids.*

*Jesus El disagreed with the closure of so many schools. He said the District needs to consider the commute faced by inner city youth when schools are closed.*

*Katy Hunter, Kaiser teacher, said Kaiser is in the hills, but they are not a hill school. Very few students in that neighborhood attend a public school. Kaiser looks like Oakland. Of the 25 students in her classroom, 18 are students of color. The District needs to consider the human element and not just the numbers.*

*Lisa Cartolano, parent, Kaiser and Claremont, stated she lives in the Maxwell Park attendance area and the options program did not work for her. The schools in her area do not serve her family's needs. All the kids at Kaiser are being well served. Claremont is also an amazing school. Why would the District close a school that is doing well and has a wide variety of kids? The District never asks for input from parents.*

*Tania Kappner, teacher and BAM civil rights organizer, said the school closing criteria is the wrong discussion. She said the process is an attempt to cheapen and downgrade our schools and will lead to increased segregation. She said the Board is reneging on its obligation to serve the community. We need to have the discussion about what to do to defend the right of public education.*

*Mark Airgood, teacher and BAM civil rights organizer, said the bottom line is that public education is being cut. In Oakland, the history is loss of 20 percent of the students by closing schools. He said the percentage is higher because of restructuring efforts in the District. He said he opposes closing schools and we have to fight to defend a complete program of public education for the community of Oakland.*

*Jim Mordecai said the consolidation has to do with the Gates money going away and providing additional facilities for charter schools.*

#### *BOARD COMMENTS*

*Director Gallo said the criteria is one thing and is not the total package for him to decide on school closures. To him, the guiding principles make the biggest difference. The question is how do we take corrective action and be able to work together. We will have to close some schools. We need to ensure the quality of education is excellent at every school.*

*Director Dobbins agreed with the need to have consistency. He said we value the ability for families to take advantage of Open Enrollment and he supports the process wholeheartedly and looks forward to the difficult work ahead for us all to get through it.*

*Director Spearman said there has to be equity, especially in her district. The issue of consolidation has to be addressed. She said the schools between [Freeways] 880 and 580 need to be seriously looked at and are facilities that will house a larger number of students.*

*Director Hodge said she is somewhat disappointed in the process. Regarding West Oakland, she deals with a community that historically has been told one thing and a different thing happens. She has a sense of hope which encompasses neighborhoods beyond her own. She wishes to urge us to look at the broader context as we are making decisions that are about the future for our children. She wholeheartedly supports the process. There are other deeper pieces around facilities that need to be talked about and around community engagement in an authentic kind of way. She wants us to move methodically as this process has been laid out.*

*Vice President London said we need to move forward. We have to be thoughtful about the community engagement and the number of people we have assigned that is going to be helpful. We don't have consensus as a community about how to do this, but there is a consensus that we need to reduce our operating costs. She said she is ready to move*

forward. It is not going to be easy. She is ready to determine how we can better use our resources to serve kids.

President Yee thanked staff and audience members for getting us to this place. He agreed with comments made that in order to have quality schools where every kid is going to graduate, we need to be able give resources to schools well enough so that it can happen.

President Yee said his proposal is that we see what the simulation looks like and we have heard the public comments asking us to ensure that we are paying attention to neighboring schools, feeder patterns, consolidating schools on the same campus, questions about K-5, K-8, 6-12, and challenges about neighborhood versus traveling options. He said he is ready for a first reading and a second reading and for the Superintendent to bring us back a recommendation of the number of real schools.

Superintendent Smith said we ran the criteria, and we do not have immediate answers for some of the questions that were raised tonight. The next scheduled meeting is Tuesday, September 27th, and we could have the proposal in by that Friday. He said it is very unlikely that middle schools will be included on the list. They came up on the criteria, but it does not make sense, given what we are doing. We need to be able to invest in quality options in those neighborhoods, and that was a major guiding principle. We'll come back with all of that put together.

Director Gallo said a priority is what is going to happen to the children on the list. If Lazear is on the list, he has to be guaranteed that the children will go to a certain school that is doing a lot better academically and the environment is a positive one.

Director Hodge stated she recalls one-on-one meetings on this package and that she is clear about how staff is driving this. She asked staff to include the DAC, SSC and DLAC in the process.

**Roll Call (Secretary's Observation)**

David Kakishiba absent at 8:39 P.M.

**Roll Call:** Present: Jumoke Hodge, Noel Gallo, Christopher Dobbins, Alice Spearman, Jody London and Gary Yee  
Absent: David Kakishiba, [Vacant] and Isabel Montoya

**D. Adjournment**

President Gary Yee adjourned the meeting at 9:20 P.M.

Prepared By: \_\_\_\_\_

Approved By: \_\_\_\_\_