



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

System of Quality Schools Board Retreat



Presented by Superintendent, Kyla Johnson Trammell

www.ousd.org



@OUSDnews



Team Norms

- ▶ Honor Time - No Sidebars, Technology Aligned to Meeting Purpose, Start and End on Time
- ▶ Act as a Collective Body - Honor Confidentiality
- ▶ Check for Understanding, Surface Assumptions
- ▶ Share Divergent Views - Value as a Learning Opportunity
- ▶ Celebrate Successes and Each Other's Contributions
- ▶ Presume positive intent
- ▶ No personal attacks

Outcomes and Sources for Discussion

- Outcomes Today
 1. Board members on the same page about the dollars needed to resource our Full Service Community School Vision
 2. Better understanding of the underlying facts @ capacities and school/district size and how they limit the system.
 3. Begin crafting some guiding principles around which decisions can be made.
- Review Multiple Sources of Data & Inputs
 - Board Policies
 - SRA Review Conducted by
 - Enrollment Projections
 - Functional Capacity Analysis
 - Sustainability Caps identified presented by district leaders

Agenda

Item

Superintendent Framing

Cost of Quality Community Schools

Questions & Comments

Leveraging the Opportunity

Questions & Comments

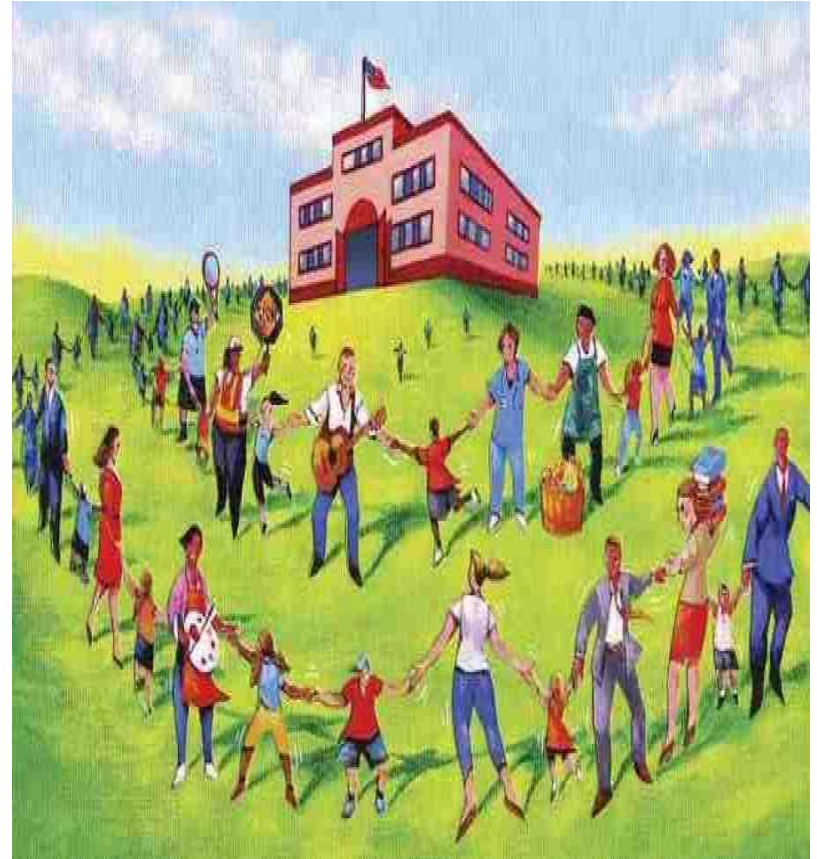
Going Forward: Suggestions for Action & Policy Implications

Closing

Our Vision and Mission Ground us

Vision: All OUSD students will find joy in their academic learning 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.

Mission: To become 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.



Creating a System of Quality Community Schools

Blueprint for Quality Schools a Comprehensive Strategy



Quality
Community
Schools
Action Plan



Facilities
Master Plan



Facility Asset
Management
Plan



Develop Charter
Management &
Partnership Plan



Enrollment
Stabilization &
Recruitment
Plan

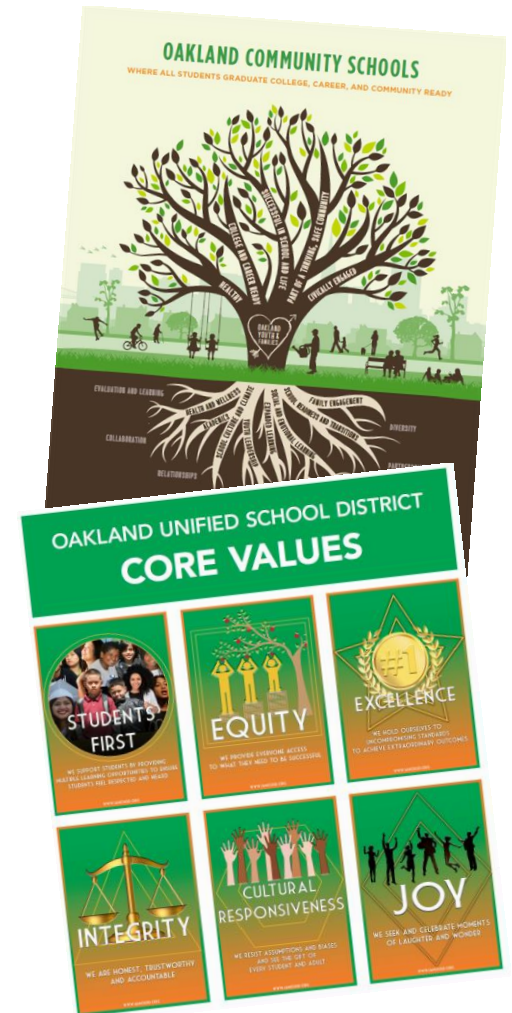
Cost of Quality Community Schools

Presented by:

Nana Xu, Director of Enrollment Planning and Policy

Executive Summary

- We investigated the size and number of schools that would be more sustainable for OUSD to maintain.
- In order to achieve our values of excellence and equity, we focused on quality and the need for more sustainable set of schools.
- We are addressing the cost of a quality community school and the number of students needed to support this school.



What is the relationship between school size and quality?

- Historically and currently, some students in our district have been and are **underserved**.
- Schools that serve students well **provide more services** (family engagement, counseling, restorative justice, sports programs, mental health supports, etc.).
- OUSD **resources are spread thin** across 87 schools, making it difficult to afford additional services.
- In order to **create quality community schools**, we need fewer schools that are large enough to generate more resources to meet the needs of our students.

Modifying school size is one way to increase quality across OUSD

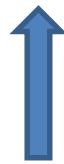
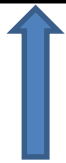


Approach: Cost out quality community school

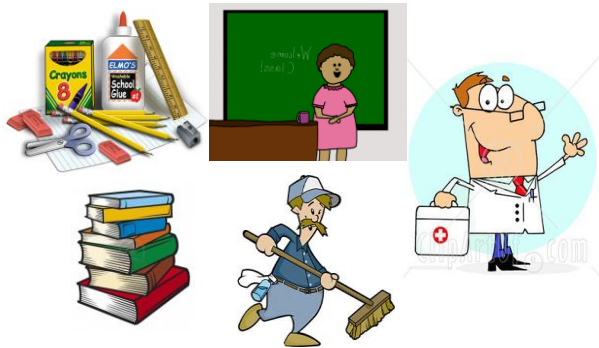
People, services, and things that we want for a quality community school

All the revenue streams we receive per student

How many students enrolled to cover the cost of the model



TOTAL COSTS PER SCHOOL / REVENUE PER STUDENT = BREAK EVEN ENROLLMENT



Per BP 6005: Quality Schools Development: 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.

Revenue assumptions for quality community schools

(full assumptions included in appendix)

Total Revenue/ student

- ❑ Elementary - \$9,469
- ❑ Middle - \$9,522
- ❑ High - \$10,839

*Includes LCFF base, LCFF supplemental, LCFF concentration, Measure G, Lottery

Fixed Costs (per Board Policy 3150)

- ❑ State loan (\$6M/yr)
- ❑ Audit findings (1M/yr)
- ❑ Infrastructure (\$43M/yr)
- ❑ SPED (\$60M/yr)
- ❑ Buildings & grounds routine maintenance (\$13M/yr)
- ❑ Food services (\$1.5 M/yr)
- ❑ Deferred maintenance (\$7.6M/yr)

Revenue/ student left for schools

- ❑ Elementary: \$5,864.48
- ❑ Middle: \$5,918.01
- ❑ High: \$7,234.88

Note: Please refer to list of all assumptions in the appendix; only unrestricted revenue included above; restricted revenue is not included as part of the breakeven calculation because it can not reliably be used for other means. Revenue sources include LCFF base, LCFF supplemental, LCFF concentration, Measure G, Lottery. Revenue remaining for schools is the difference between the district revenue and district fixed costs. All fixed costs assumptions are based on current costs, except for SPED (which assumes 5% YOY growth given historical growth).

Drivers of costs for quality community schools

(full assumptions included in appendix)

Contractual Agreements

- ❑ Teachers, principals, assistant principals, attendance clerks, noon supervisor, general clerk, teachers prep, school nurse, other clerical

Local Overhead

- ❑ SSOs
- ❑ Utilities
- ❑ Custodial staff

Community Schools Staff* (benefits included)

- ❑ Restorative justice (\$109K/yr)
- ❑ Community schools manager (\$132K/yr)
- ❑ Elementary school counselor (\$103K/yr)
- ❑ Family engagement (99K/yr)
- ❑ Social worker (\$101K/yr)
- ❑ Athletic manager (\$153K/yr)

*Additional program costs often associated with these staff

Note: Please refer to list of all assumptions in the appendix. **This model represents what we afford with unrestricted base funding. Other restricted costs such as librarian, SDC teachers, art teachers, music teachers, and after-school managers, are restricted revenue and accounted for separately.**

Considerations of school size should account for facilities constraints

School type	Average permanent facility capacity of campus	Range
Elementary	468	175-1016
Middle	645	428-782
High	1,233	780-1535

Note:

Data refers to campus permanent capacity. Data excludes K-8, 6-12, and alternative education schools and focuses on traditional elementary, middle, and high school programs

Source: recalculated from Jacobs' raw data

To create quality community schools, larger schools are needed to cover our costs

School type	Enrollment needed for Base school (meets state/federal/contractual obligations & allows for teacher collaboration)	Enrollment needed for Base + (includes 2 quality community schools staff)	Enrollment needed for Quality community school
Elementary	304	397	590
Middle	381	645	939
High	519	585	636

If we maintain the status quo, we will **not be able to afford** all of the staff we want to support a quality community school using state funding.

*As defined by Blueprint Committee meetings

Note: A range to the minimize size should be applied given fluctuations in timing of data sources, fluctuations in salary data, fluctuations in the staffing matrix, etc.. Revenue/student above includes LCFF base, LCFF supplemental, LCFF concentration, Measure G, Lottery; these revenue numbers have accounted for a variety of fixed costs, including our State loan, Audit findings, Infrastructure, SPED, Buildings and grounds, Food services, and Deferred maintenance. More information about the quality schools development policy is in the appendix.

The following number of schools do not meet the aforementioned thresholds

School type	Number of schools with enrollment less than base threshold	Number of schools with enrollment less than base + threshold	Number of schools with enrollment less than quality community schools threshold
Elementary	13	31	44
Middle	8	12	14
High	2	2	2
Total	23	45	60

Note: School size **is not the only** determinant of decisions regarding schools; further analysis (e.g. school performance, leadership, school and regional demographics, regional feeder patterns, program and pathway needs, facilities constraints) is needed to make decisions about specific schools.

Source: 17-18 20 day counts enrollment; above data excludes K-8, 6-12, and alternative education schools and focuses on traditional elementary, middle, and high school programs

In order to implement base model, larger schools need to subsidize >\$18 M/year to pay for unsustainable schools

School type	Number of schools with enrollment less than base scenario	Enrollment gap to sustainability (e.g. enrollment gap to base)	Revenue /student	Total revenue needed for schools to reach sustainability
Elementary	13	638	\$9,469	\$6,041,222
Middle	8	806	\$9,522	\$7,674,732
High	2	468	\$10,839	\$5,072,652
Total	23			\$18,788,606

Note: School size **is not the only** determinant of decisions regarding schools; further analysis (e.g. school performance, leadership, school and regional demographics, regional feeder patterns, program and pathway needs, facilities constraints) is needed to make decisions about specific schools.

Source: 17-18 20 day counts enrollment; above data excludes K-8, 6-12, and alternative education schools and focuses on traditional elementary, middle, and high school programs

OUSD Elementary Schools enrollment

[48 traditional schools]

- Enrollment under ES Base threshold (<304)
- Enrollment meets ES Base threshold (304-396)
- Enrollment meets ES Base + threshold (397-589)
- Enrollment meets ES quality community school threshold (590+)

East (20)

West (5)

Central (7)

NE (7)

NW (9)

- RISE (243)
- FUTURES (295)
- BROOKF. (297)
- MAD. PARK (297)
- ACORN W. (299)
- ICS (305)
- TCN (308)
- ENCOMPASS (330)
- MARKHAM (337)
- KOREMATSU (339)
- HORACE M. (343)
- PRIDE (349)
- NEW HIGHLAND (352)
- ESPERANZA (356)
- ALLENDALE (362)
- FRUITVALE (365)
- CUES (368)
- REACH (389)
- GLOBAL FAM. (440)
- BRIDGES (443)

- PLACE AT PRESCOTT (180)
- SANKOFA (184)
- HOOVER (287)
- LAFAYETTE/MLK (436)
- GLENVIEW (455)

- SEED (398)
- CLEVELAND (412)
- MANZ. COMM. (440)
- BELLA VISTA (458)
- GARFIELD (657)
- FRANKLIN (706)
- LINCOLN (748)

- HOWARD (210)
- MUNCK (240)
- BURCK. (247)
- G. VALLEY (261)
- REDWOOD H. (360)
- SEQUOIA (437)
- LAUREL (511)

- KAISER (274)
- EMERSON (317)
- PERALTA (329)
- PIEDMONT (342)
- THORNHILL (391)
- J. MILLER (432)
- CROCKER (473)
- CHABOT (566)
- MONTCLAIR (628)

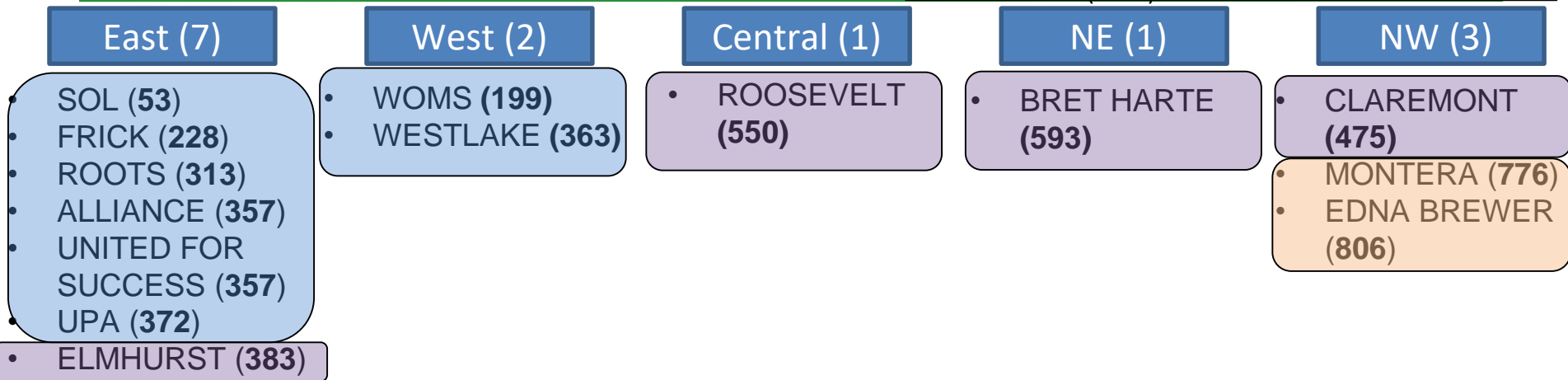
Note: School size **is not the only** determinant of decisions regarding schools; further analysis (e.g. school performance, leadership, school and regional demographics, regional feeder patterns, program and pathway needs, facilities constraints) is needed to make decisions about specific schools.

Source: 17-18 20 day counts enrollment; above data excludes K-8, 6-12, and alternative education schools and focuses on traditional elementary, middle, and high school programs

OUSD Middle Schools enrollment

[14 traditional schools]

- Enrollment under MS Base threshold (<381)
- Enrollment meets MS Base threshold (381-644)
- Enrollment meets MS Base + threshold (645-938)
- Enrollment meets MS quality community school threshold (939+)



Note: School size **is not the only** determinant of decisions regarding schools; further analysis (e.g. school performance, leadership, school and regional demographics, regional feeder patterns, program and pathway needs, facilities constraints) is needed to make decisions about specific schools.

Source: 17-18 20 day counts enrollment; above data excludes K-8, 6-12, and alternative education schools and focuses on traditional elementary, middle, and high school programs

OUSD High Schools enrollment

[7 traditional schools]

- Enrollment under HS Base threshold (<519)
- Enrollment meets HS Base threshold (519-584)
- Enrollment meets HS Base + threshold (585-635)
- Enrollment meets HS quality community school threshold (636+)

East (2)

- FREMONT HS (842)
- CASTLEMONT HS (853)

West (1)

- MCCLYMONDS (406)

Central (2)

- MET WEST (164)
- OAKLAND HS (1,568)

NE (1)

- SKYLINE (1,761)

NW (1)

- OAKLAND TECH (2,017)

Note: School size **is not the only** determinant of decisions regarding schools; further analysis (e.g. school performance, leadership, school and regional demographics, regional feeder patterns, program and pathway needs, facilities constraints) is needed to make decisions about specific schools.

Source: 17-18 20 day counts enrollment; above data excludes K-8, 6-12, and alternative education schools and focuses on traditional elementary, middle, and high school programs



Further investigation needed

Questions to explore cost savings:

- Are there ways to **decrease** infrastructure costs to SPED? (\$60M/year)
- Can central office be **reorganized** to provide more efficient operations? (\$43M in infrastructure costs/year)
- Can we **economize** on facilities costs? (Routine maintenance - \$13M & deferred maintenance - \$7.6M)
- Can we **redefine** what it means to have a quality community school? (\$698K/year/school)

Questions to explore revenue generation:

- Can we **increase** enrollment and attendance?
- Are we **maximizing** revenue that can be generated from facilities?
- Are there **other sources of sustainable revenue** that hasn't been considered?

How can we build more sustainable system of schools, and what could these schools look like?



Questions & Comments

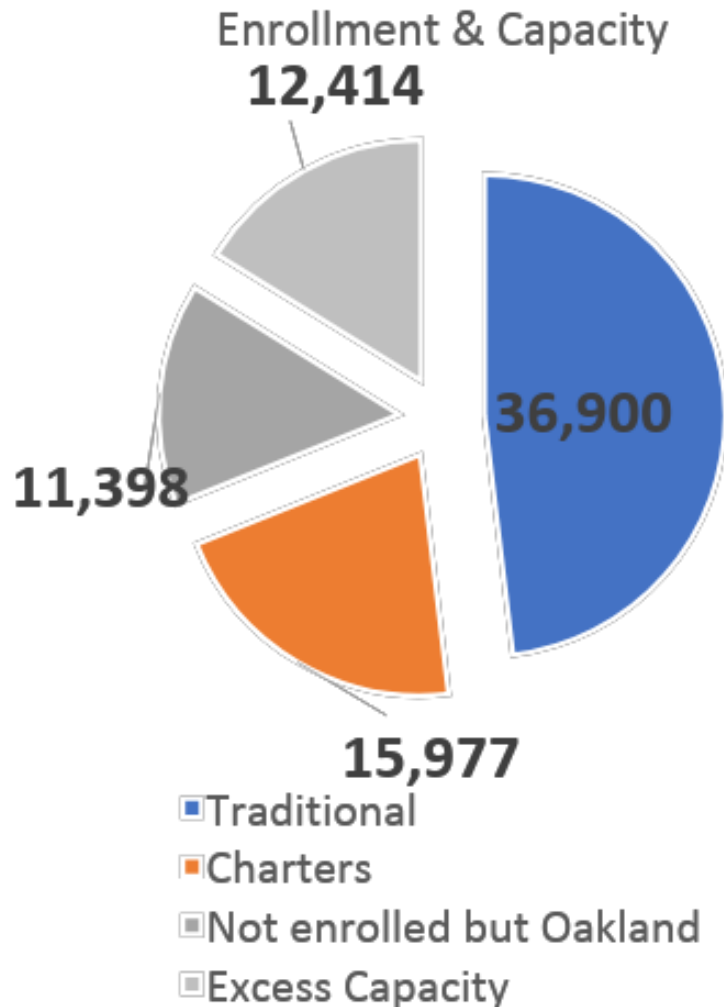


Leveraging the Opportunity

Options for Developing the New Oakland Unified School District

Presented by:
Derek Mitchell, PH.D

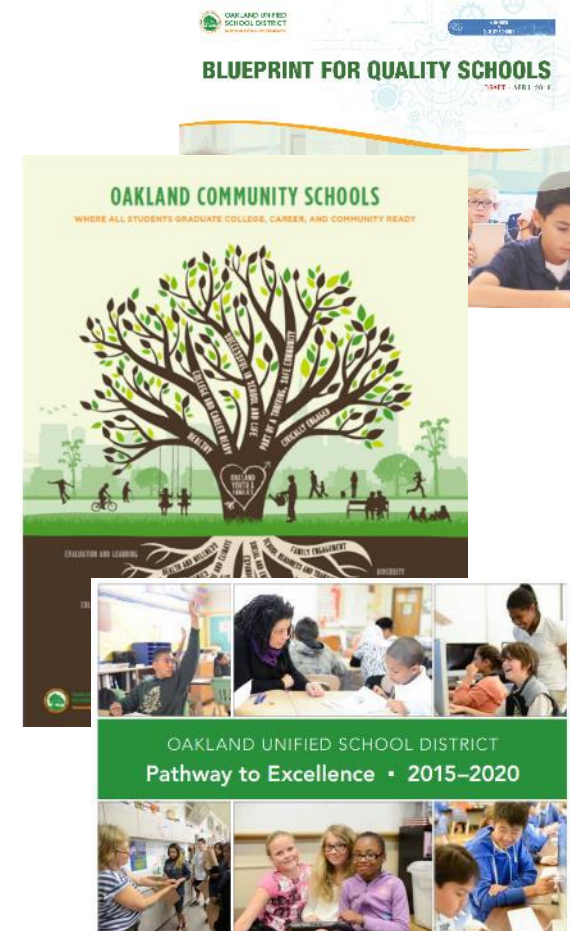
Current State 2018



- District-Run Enrollment has been stable for about 5 years.
- Projections suggest enrollment decline of @800 over 5 years
- Charter School enrollment grew by 50% over the last 5 years and is likely to continue to do so.

Current Situation

- Significant and pervasive structural budget troubles
- Significant achievement challenges with @ 16 of 87 schools rating successful on state accountability matrices
- Implementation of Board-approved strategies for improving student outcomes is being stymied by budget troubles.
- Recent analysis of assets and capacities demonstrate significant variation across communities that coincide with patterns of racial segregation, and systemic community disinvestment.



Every Student Thrives!

Results from Analysis Shared by District Leadership

- OUSD does not have the enrollment for all 87 schools.
- OUSD does not have the dollars to resource 87 Full Service Community Schools
 - Even to reach a base model of quality, the district would be subsidizing 23 schools
- According to recent reports the district has about 12,414 empty seats, enough for 23 more elementary schools of average size.
- City of Oakland produces an additional 11,000 students not captured by either district run or charter authorized schools.



"After analyzing all your data, I think we can safely say that none of it is useful."

Woosah

Frame for the Discussion Today

- Think of the district as a **single system** inclusive of all of the following populations
 1. Students in District-Run Schools and everyone who cares for them and educates them
 2. Students in Charter-Run Schools and everyone who cares for them and educates them
 3. Students not currently in Oakland schools but who will be when they are old enough to be
 4. Students whose parents are moving into Oakland
 5. Students whose parents have chosen private school but would choose OUSD in a heartbeat if they felt the district could deliver for their children
 6. Students who will be enrolling in OUSD schools 10 years from now.

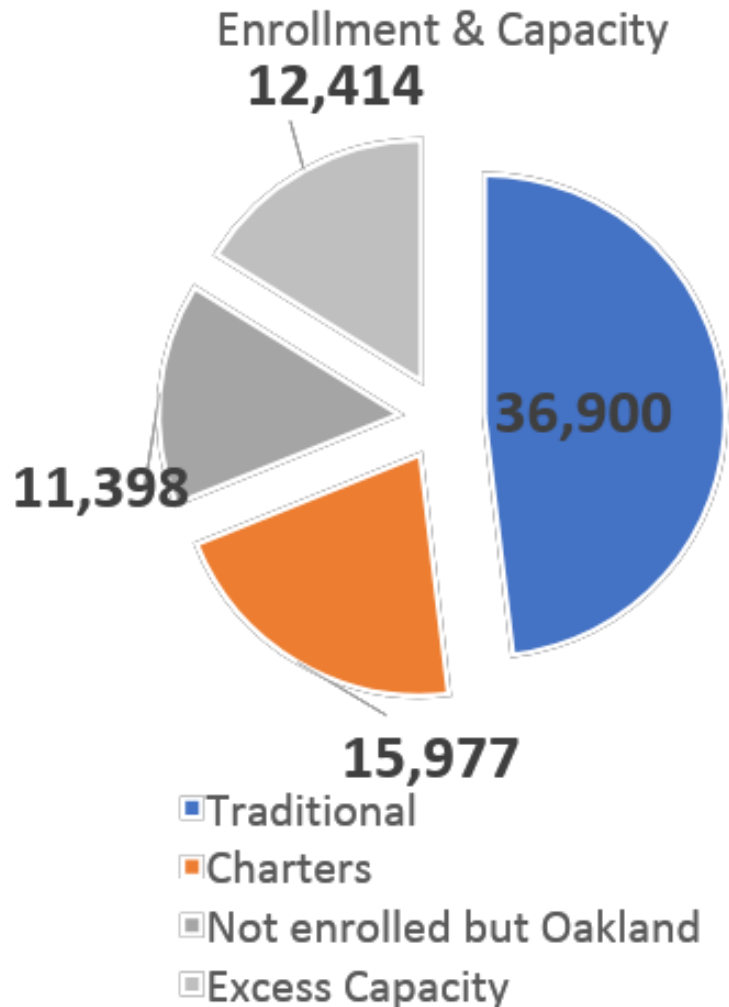
Two Directions from which to discuss this Challenge

- Bottom Up: Deep Analysis of Current State to create efficiencies while achieving vision:
 - What is needed to sustainably turn each school into a quality schools as OUSD has defined it at scale?
 - How does our current state align or not to that picture?
 - How do we go about producing better alignment with vision?
- Top Down: Deep Analysis of Current State to identify opportunities to increase the funding base:
 - What is the ideal size of the district as a whole, and
 - How might we leverage the opportunities inherent in our excess space to create the district we envision?
 - What should be the basis of our decision-making?

Competing Mental Models

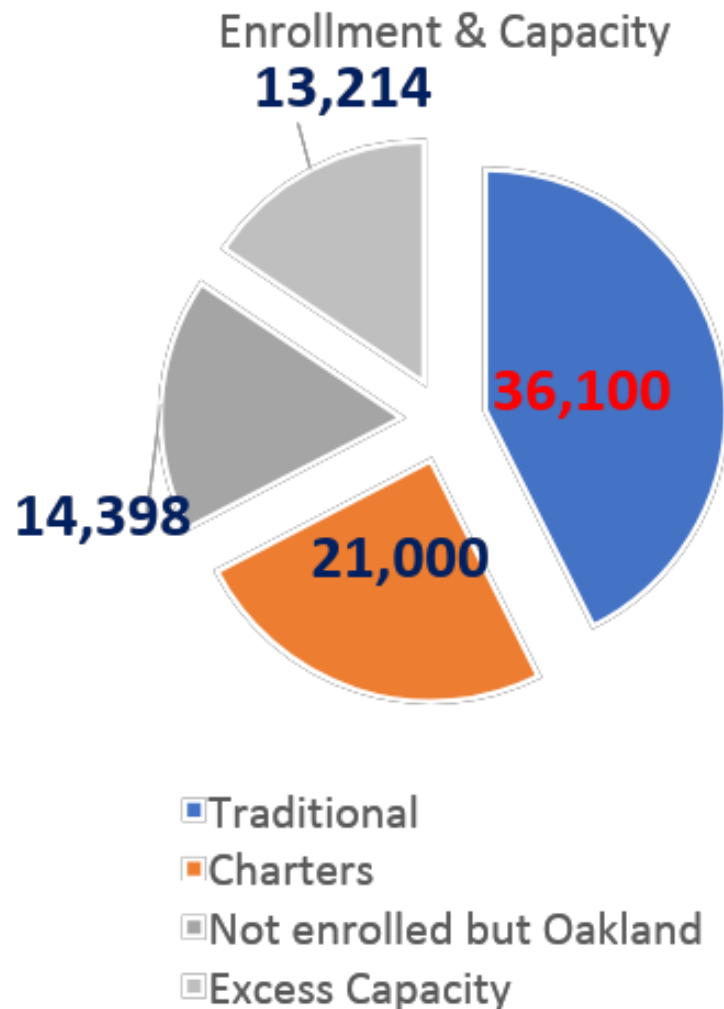
- Scarcity: the quality or state of being scarce; *especially*: want of provisions for the support of life
- Abundance: an ample quantity; affluence; wealth; relative degree of plentifulness

Reminder of the Current State 2018



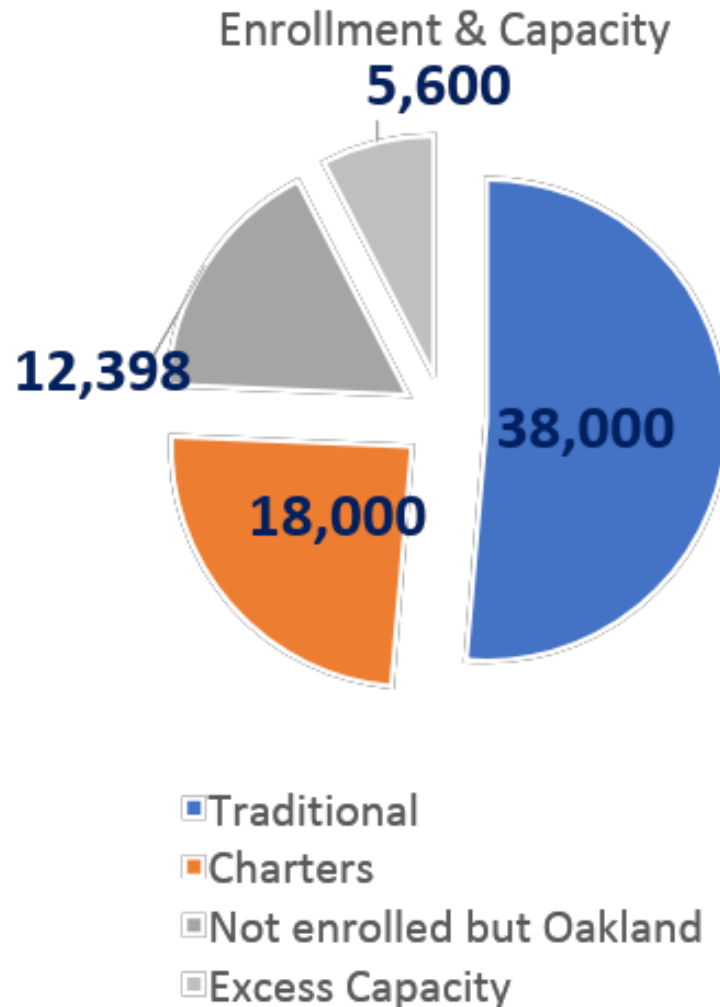
- District-Run Enrollment has been stable for about 5 years.
- Projections suggest enrollment decline of @800 over 5 years
- Charter School enrollment grew by 50% over the last 5 years and is likely to continue to do so.

Scarcity State Projected out 5 years



- Excess capacity is unchanged.
- Enrollment is down as projected.
- Charters enrollment is up (same rate of growth as the past 5 years)
- Enrollment in other options is up as well.

Abundance State Projected out 5 years



- Excess capacity is down because we've rightsized & reinvested.
- Enrollment is up, because we're provided new options.
- Charters enrollment is up (but not at the same rate b/c the district competes).
- More families entering choose OUSD.

Suggestions for Action

1. Recommit to the Quality School Vision (or not)
2. Commit to solving the District sustainability problem
3. Proactively Gauge the needs/desires of the community
4. Develop a Multi-year, Phased approach to delivering #2 & #3 simultaneously.
5. Charge district leaders with determining priorities (guiding principles)
6. Engage Community first on the Principles, NOT on the individual school decisions
7. Bring all strategies to bear (not only reductions, but also about additions, replications)

Going Forward: Policy Implications

- What new policies need to be created to set and reach our vision?
- What existing policies need to be updated?
- How do we ensure that new and existing policies are supportive of each other and not conflicting?



Questions

Contact me at Derek_Mitchell@msn.com

Appendix A:

Current Assumptions for Cost of Quality Model

Current assumptions to cost of quality model (pg. 1 of 4)

This size of schools breakeven calculation should not be used as the only source to make decisions about school portfolio. It is only a snapshot of the costs that need to be considered when making decisions about the size of the school needed to support costs.

Assumption	Description
1	<p>The model assumes revenue from LCFF base, LCFF supplemental, LCFF concentration, Measure G, Lottery for elementary, middle, and high school. Grade span revenues are calculated by using the per student revenue and CBEDS enrollment. Per student revenue totals are:</p> <p>Elementary - \$9,469 Middle - \$9,522 High -\$10,839</p> <p>The district unrestricted revenue (less incidentals) totals \$ 361,251,639.</p>

Current assumptions to cost of quality model (pg. 2 of 4)

This size of schools breakeven calculation should not be used as the only source to make decisions about school portfolio. It is only a snapshot of the costs that need to be considered when making decisions about the size of the school needed to support costs.

Assumption	Description
2	<p>Fixed costs include the state loan (\$5,985,477), audit findings (\$1,000,000), a set aside of 12% of revenue for infrastructure (\$43,350,197), special education (\$59,922,494), buildings and grounds routine maintenance (\$13,048,405), food service (\$1,504,588), and deferred maintenance (\$7,600,000). These district-wide fixed costs are distributed across the elementary, middle, and high school grade spans based on their share of CBEDS enrollment. All fixed costs assumptions are based on current costs, except for SPED (which assumes 5% YOY growth given historical growth). Fixed costs total \$ 132,411,161. This means there is only \$ 228,840,479 left for schools.</p>
3	<p>Revenue remaining for schools is the difference between the district revenue and district fixed costs, and to be used for school expenses. After taking out each grade span's share of fixed costs, the revenue per student for elementary, middle, and high school in a unified district is:</p> <p>Elementary: \$5,864.48 Middle: \$5,918.01 High: \$7,234.88</p>

Current assumptions to cost of quality model (pg. 3 of 4)

Assumption	Description
4	<p>Minimum base funding for a unified school district collaborative model include the following staffing model for teachers: Elementary: 12 Middle: 14 High: 24</p> <p>This is based on a collaborative model of instruction.</p>
5	<p>Staffing matrix data from 2/26/18 is used for Elementary, Middle, and High; contractual agreements are for teachers, principals, assistant principals, attendance clerks, noon supervisor, general clerk, teachers prep, school nurse, other clerical, and subs (admin).</p>
6	<p>Enrollment data is from P1 CBEDS.</p>

Current assumptions to cost of quality model (pg. 4 of 4)

Assumption	Description
7	The following assumptions are made about per classroom costs: Classroom Supplies: \$1,600 Subs (teachers): \$1,400 Subs (admin): \$1,400
8	Local overhead costs are the average of elementary, middle, and high school overhead for SSOs, utilities, and custodial services.
9	Multiple iterations of breakeven are considered to account for breakeven numbers that meet contractual obligations.

Current limitations to cost of quality model

Assumption	Description
1	One time costs and revenue are not included as part of this analysis; this analysis only looks at sources of costs and revenue that can be reliably counted upon.
2	We are considering unrestricted revenue for this model; restricted dollars are not included as part of the breakeven calculation because they can not reliably be used for other means. Dollars such as Title I funds are excluded: this model looks at building a sustainable school community with only base funding.
3	The model calculates the breakeven for a quality community school in Elementary, Middle, and High School; K-8 and 6-12, along with alternative schools are excluded from this initial version of the model
4	A range on either end is recommended given fluctuations in timing of data sources, fluctuations in salary data, fluctuations in the staffing matrix, etc.
5	Model assumptions for staffing are based on the salary data from the 7015 and R61 reports. Averages were calculated for each position. Other restricted costs such as librarian, SDC teachers, art teachers, music teachers, and after-school managers, are restricted revenue and accounted for separately.
6	Breakeven enrollment numbers are subject to change should any of the assumptions change

Board Policy 3150: Results Based Budgeting

A key part of board policy 3150 is the following stipulation on maximizing unrestricted dollars:

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)

Board Policy 6005: Quality School Development

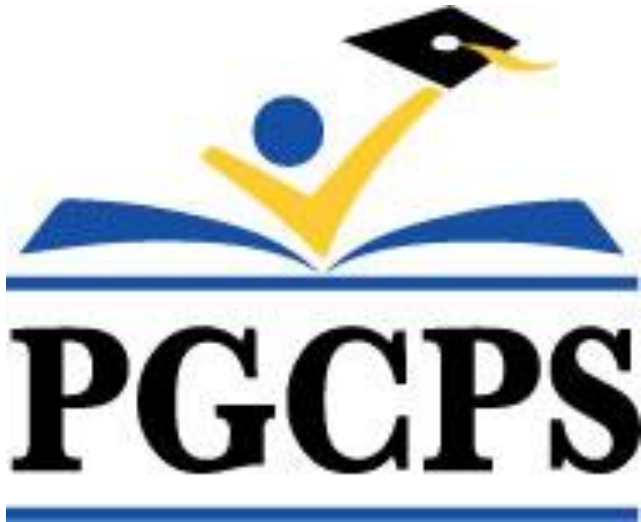
Board Policy 6005 describes how the Board of Education is responsible for ensuring that the Oakland Unified School District (OUSD) is a high-quality full-service community school district that serves the whole child, eliminates inequity, and provides each child with excellent teachers every day.

According to the administrative regulations for BP 6005, the following principles guide the quality schools development policy

- The QSDP will drive improved student performance at all levels of the school system.
- Student achievement, using the whole child-whole school approach as defined in appendix, is the primary measure of performance of all schools and departments under the QSDP.
- The District will align incentives and interventions for students, employees, schools and departments based on the standards set by the QSDP. (These may include such things as career ladder opportunities, District-sponsored professional growth opportunities, certificates of recognition, as well as targeted academic coaching, or implementation of tutoring programs for identified students.)
- Principals, teachers, managers and other employees will use the QSDP to guide the setting of goals and objectives for schools, classrooms, and departments..
- The QSDP sets high expectations for students and schools, and offers a model of open and transparent reporting of progress for student achievement.
- The Superintendent will make an annual report to the Board of Education based on progress toward the standards set by the QSDP. and other reports as needed.
- Annual reports and other District accountability tools shall be concise and simple in order to be easily understood and readily available to the public.

Appendix B:

Prince George's County Public Schools Case Study Slides



Prince George's County Public Schools Case Study Slides

Academies and Dedicated Specialty Schools

GO

[View 2018-2019 Specialty Programs Lottery Results](#)

- Accokeek Academy
- Andrew Jackson Academy
- Beltsville Academy
- Benjamin Foulois Creative and Performing Arts K-8
- César Chávez Dual Language Spanish Immersion

Office Buildings

GO

- Bonnie F. Johns Educational Media Center (BFJEMC)
- Facilities Administration Building (FAB)
- Green Valley Administrative Offices
- Instructional Support Service Center (ISSC)
- Jessie B. Mason

Charter Schools

GO

[View 2018-2019 Charter Schools Lottery Results](#)

- Chesapeake Math & IT Public Charter Elementary North (K-5)
- Chesapeake Math & IT Public Charter North (6-8)
- Chesapeake Math & IT Public Charter North High School (9-12)
- Chesapeake Math & IT Public Charter South (K-5) - opens Fall 2018
- Chesapeake Math & IT Public Charter South (6-11)

Special Centers

GO

- Challenger Learning Center
- Howard B. Owens Science Center
- Junior Achievement® Finance Park
- William S. Schmidt Outdoor Education Center

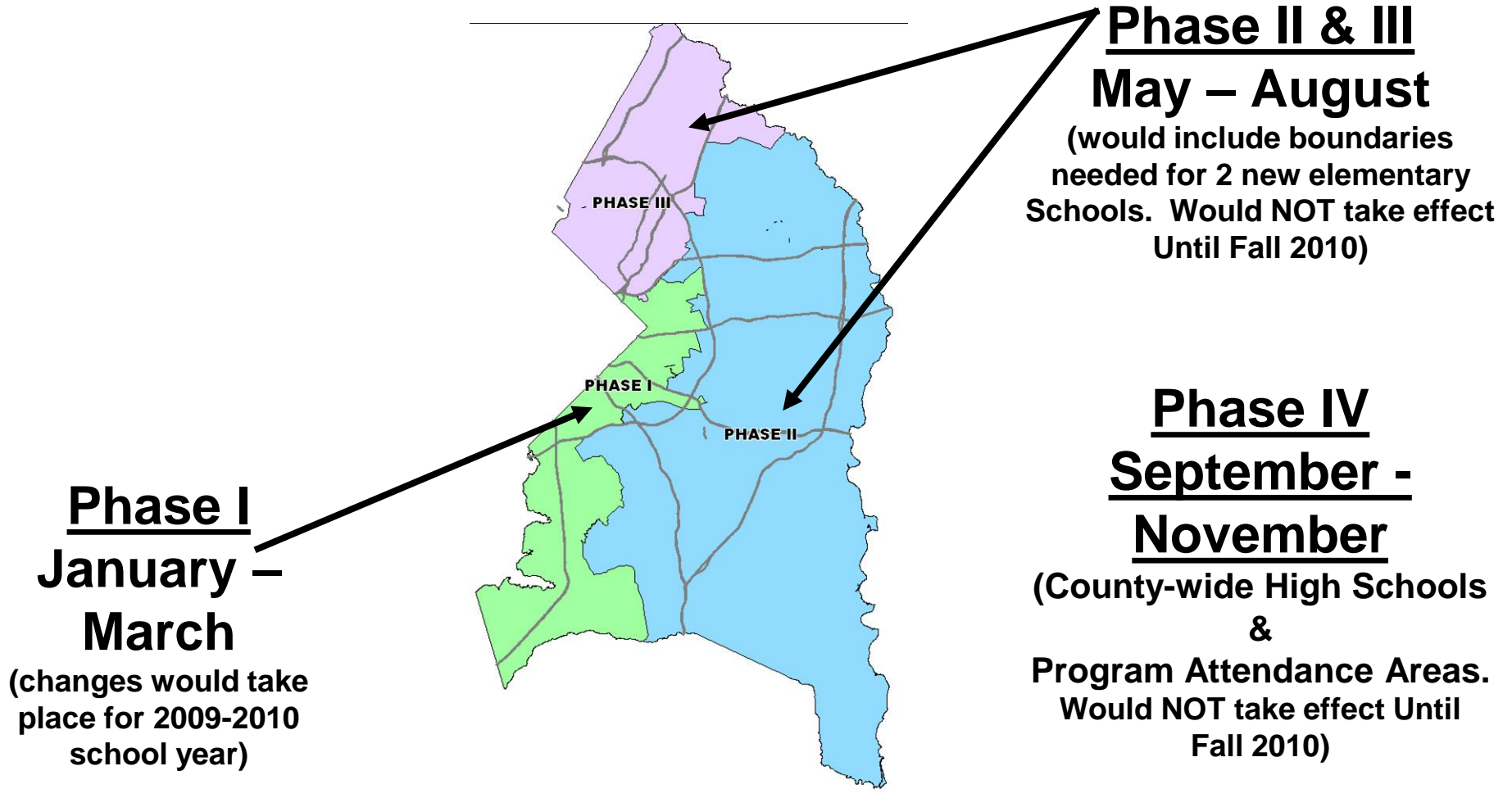
The 2008 PGCPS Story Is Familiar

- More than 40,000 Empty Seats
- Operating under desegregation consent decree
- Structural deficits (Successive cuts three years in a row, even as revenues were increasing)
- Successful schools were clustered in communities with significant financial and social capital
- Enrollment in schools of choice (charter and non-charter) were not representative of general population
- Specialty programs (e: Talented & Gifted) enjoyed widespread popularity and deep political agency
- Facility problems (cost of maintenance and repairs) abounded
- Transportation costs were excessive
- Choices themselves were limited to options preferred by a few powerful subgroups (ex: French immersion).
- Charters school advocates were gaining steam
- State disqualified the district for capital improvement dollars

How did we go about it?

- We recognized that equity is about abundance in places of greatest needs, not scarcity.
- We proactively managed the facility needs to produce savings
- We reinvested to create new models requested by families that reflect the abundance we all know our students need. (Language Immersion, Performing Arts, & Engineering were the most popular)
- We used the charter schools to the district's advantage, leveraging their models to diversify our offerings and placing them where they were needed.

New Phases Graphically Illustrated



Original Priorities for the Review

1st Tier	1. Boundary Efficiency
	2. Neighborhood Schools
	3. Minimize Transportation Costs
	4. Leverage Facility Condition (3DI)
2nd Tier	5. Program Expansion
	6. Prek – 8
	7. School Academic Performance
	8. Fiscal Sustainability
3rd Tier	9. Eliminate Temporary Classrooms
	10. Provide Space for Universal Pre-k
	11. Place 6th Grade in Middle Schools

6 months of dialogues w Community Input

- Recognition that some closures are needed
 1. Wanted more deliberative process
 2. Felt that more time might be needed to implement smoothly
 3. Wanted to be sure that specific neighborhoods weren't being unfairly singled out
- Concerns about Parameters
 1. Felt that Academic Achievement should rate higher on the list of Priorities
 - Wanted a 'hold harmless' approach to schools that are very academically successful.
 2. Confusion around the metrics re: Boundary Efficiency
- Clear Direction around closures/Consolidations
 - Do NOT Shutter school buildings!!
 - Keep the newer facilities open for neighborhood use
 - Involve the communities in decisions about new programs.

Reassessed Parameters After Community Input

1st Tier

- | |
|---|
| 1. Boundary Efficiency |
| 2. Facility Condition (3DI) |
| 3. School Academic Performance |
| 4. Program Expansions & K – 8s |

2nd Tier

- | |
|--|
| 5. Fiscal Sustainability |
| 6. Eliminate Temporary Classrooms |
| 7. Provide Space for Universal Pre-k |
| 8. Place 6th Grade in Middle Schools |

Final Phase 1 Statistics for Areas 7, 4, 3 & 1

Element	Current	Proposed
Number of elementary & Middle schools in Phase 1 Area	70	61 schools (62 Buildings)
Total State Rated Capacity (SRC)	38,681	33,895
Total Students Enrolled	28,144	28,812
Total Percent Capacity Currently In Use	73%	85%
Total number of Seats Currently Available in Phase 1 Schools	10,537	5,083
Number of Proposed Consolidated Schools		8

Summary of Final Recommendation: 8 Schools Recommended for Consolidation, 1 for Dedication, and 5 for Conversion into 4 Prek/K – 8 Schools

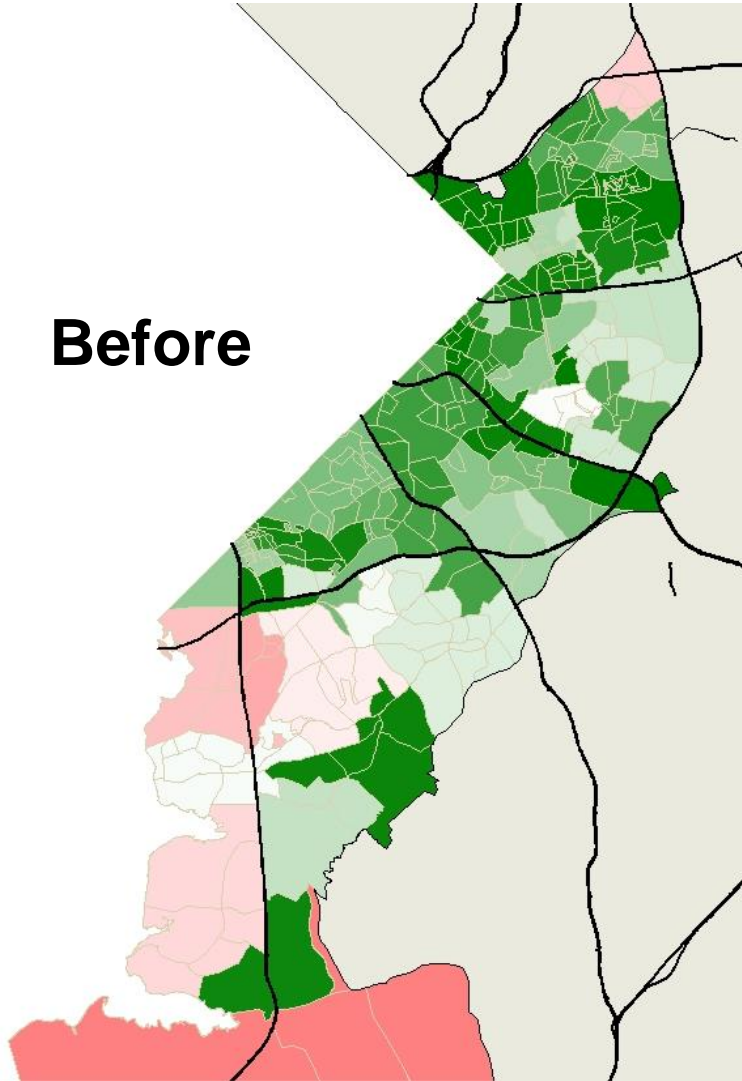
- Consolidations:
 - Berkshire, G. G. Shugart, John Carroll, John Edgar Howard, Matthew Henson, Middleton Valley, Morningside & Owens Road
- Dedications:
 - Benjamin Foulois will become a dedicated Replication of Creative & Performing Arts K-8 Program of choice at Thomas Pullen.
- Conversions: The following 5 schools will transition to 4 Prek/K – 8, neighborhood schools:
 - Andrew Jackson, Samuel Massie, William Hall, and H. Ferguson & E. Burroughs will become one K – 8 school.

Final Dedication & Conversion Summary

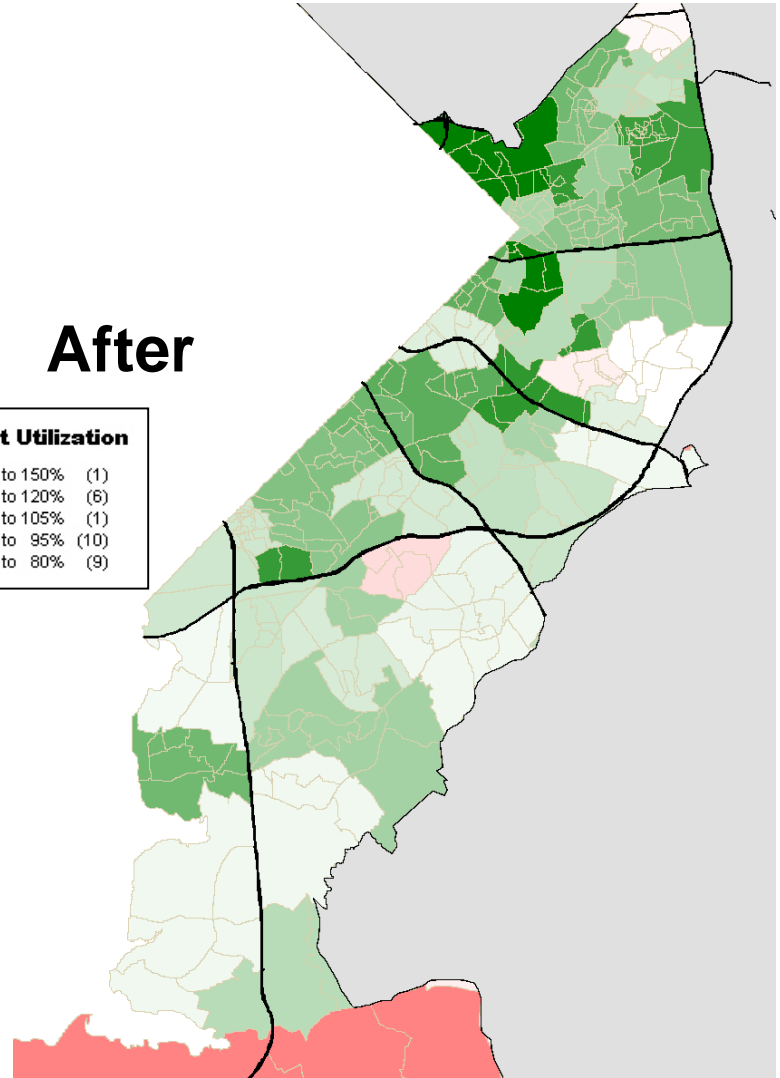
School	Proposal
Andrew Jackson Middle School	Consolidated & Reopened as Prek/K – 8
Benjamin Foulois Elementary School	Dedicated as a K-8 Creative & Performing Arts School of Choice
Henry Ferguson / E. Burroughs	Combined into a single Prek/K – 8 TAG Center serving grades 2-8
Samuel Massie Elementary School	Converted into a Prek/K – 8
William Hall Elementary School	Converted into a Prek/K – 8

Phase 1 Elementary Capacity Charts

Before



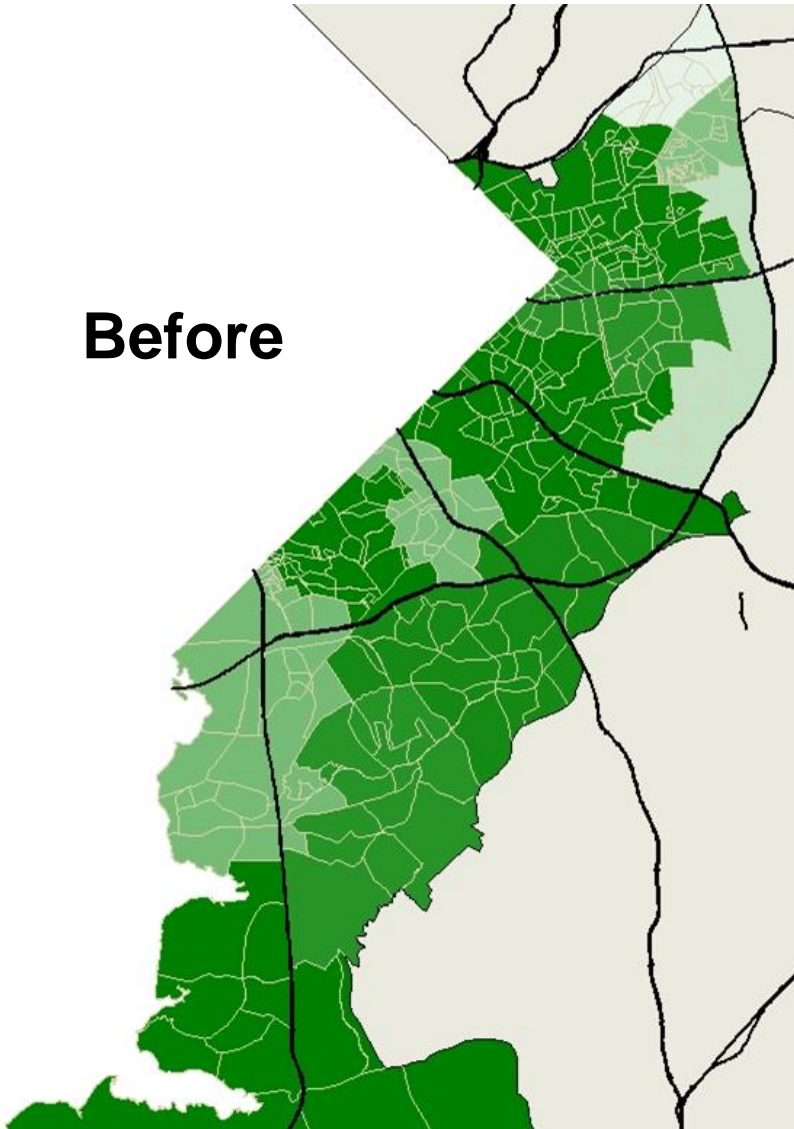
After



Percent Utilization		
120% to 150%	(1)	
105% to 120%	(6)	
95% to 105%	(1)	
80% to 95%	(10)	
50% to 80%	(9)	

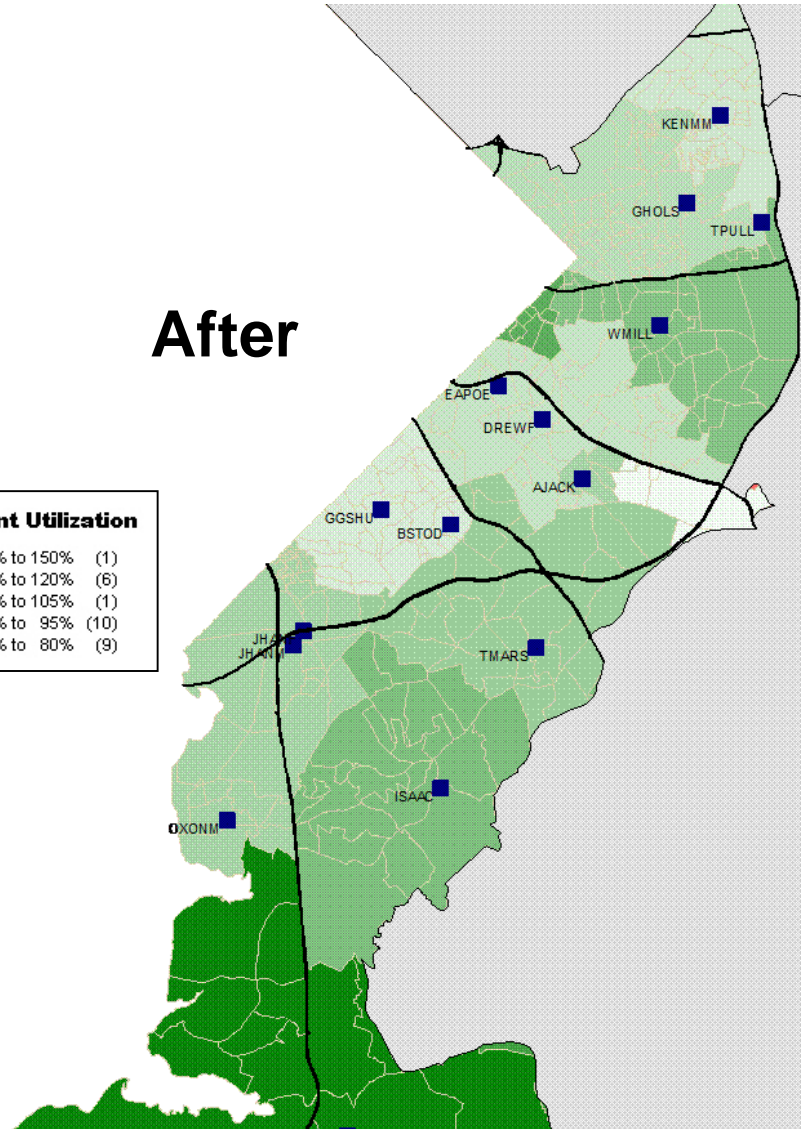
Phase 1 Middle School Capacity Charts

Before



After

Percent Utilization	
120% to 150%	(1)
105% to 120%	(6)
95% to 105%	(1)
80% to 95%	(10)
50% to 80%	(9)



Final Costs Benefit Analysis of Consolidation After Factoring Expenses

Category	Annual Reductions	1 Time Costs	Totals
<i>Total Support staff</i>	(\$5,510,599)		(\$5,510,599)
<i>Total Instructional Staff</i>	(\$1,696,123)		(\$1,696,123)
Discretionary	(\$2,158,672)		(\$2,158,672)
Transportation	(\$502,977)		(\$502,977)
Provisioning of Heavily Impacted Schools		\$432,000	\$432,000
Costs of facility modifications needed to support 5 K-8s		\$2,250,000	\$2,250,000
Estimated costs for Additional Materials for Program Replications, Implementation, relocations and Prof. Dev.		\$1,320,000	\$1,320,000
Totals		\$4,002,000	\$4,002,000
Consolidation proposal Total impact			(\$9,868,471)
2009-2010 Budget Implication produces a savings of:			(\$5,866,471)