



OAKLAND UNIFIED
SCHOOL DISTRICT

Community Schools, Thriving Students

2022-23 Budget Development



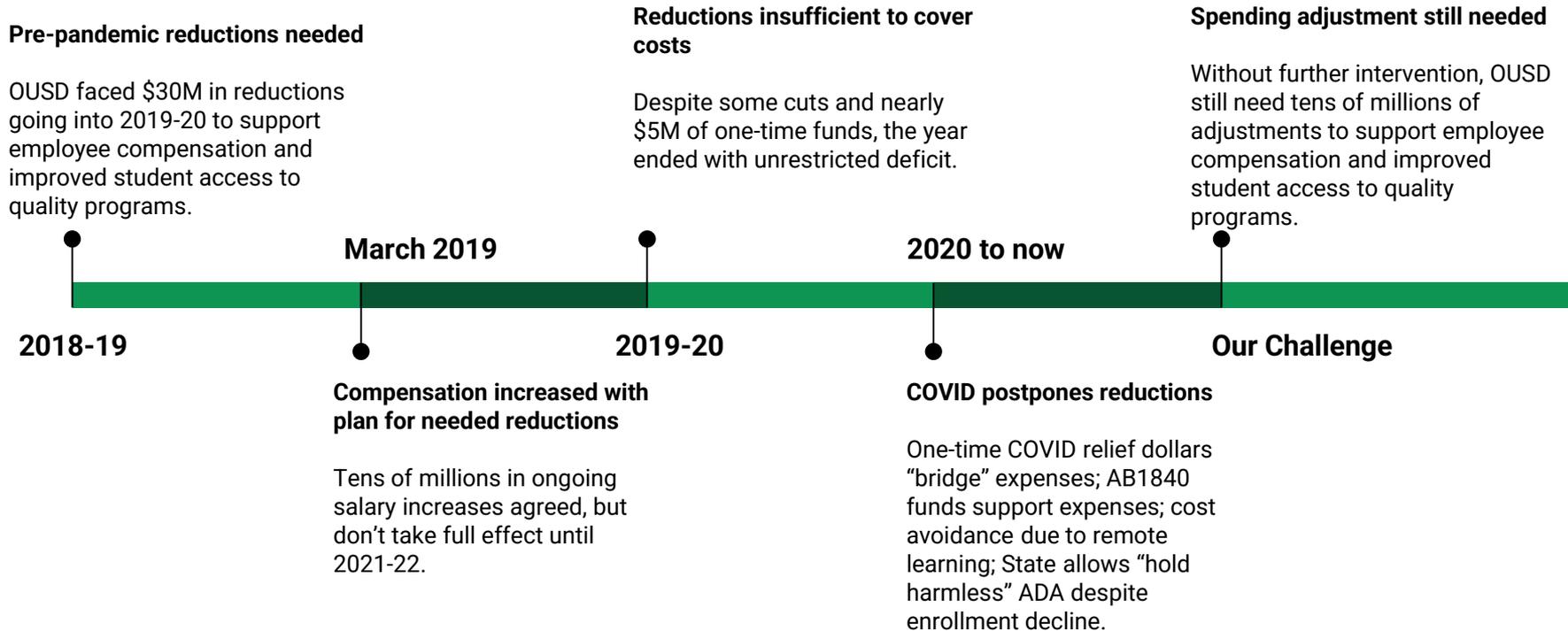
iam OUSD

November 3, 2021

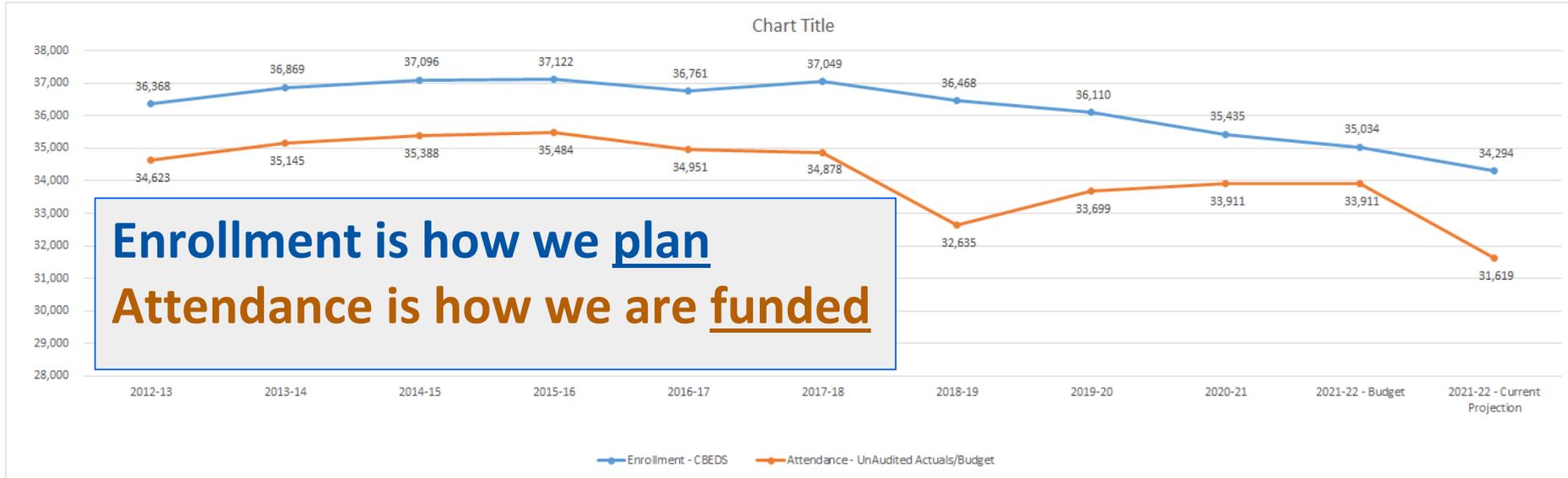
CURRENT FISCAL REALITY

Past challenges not yet fully resolved

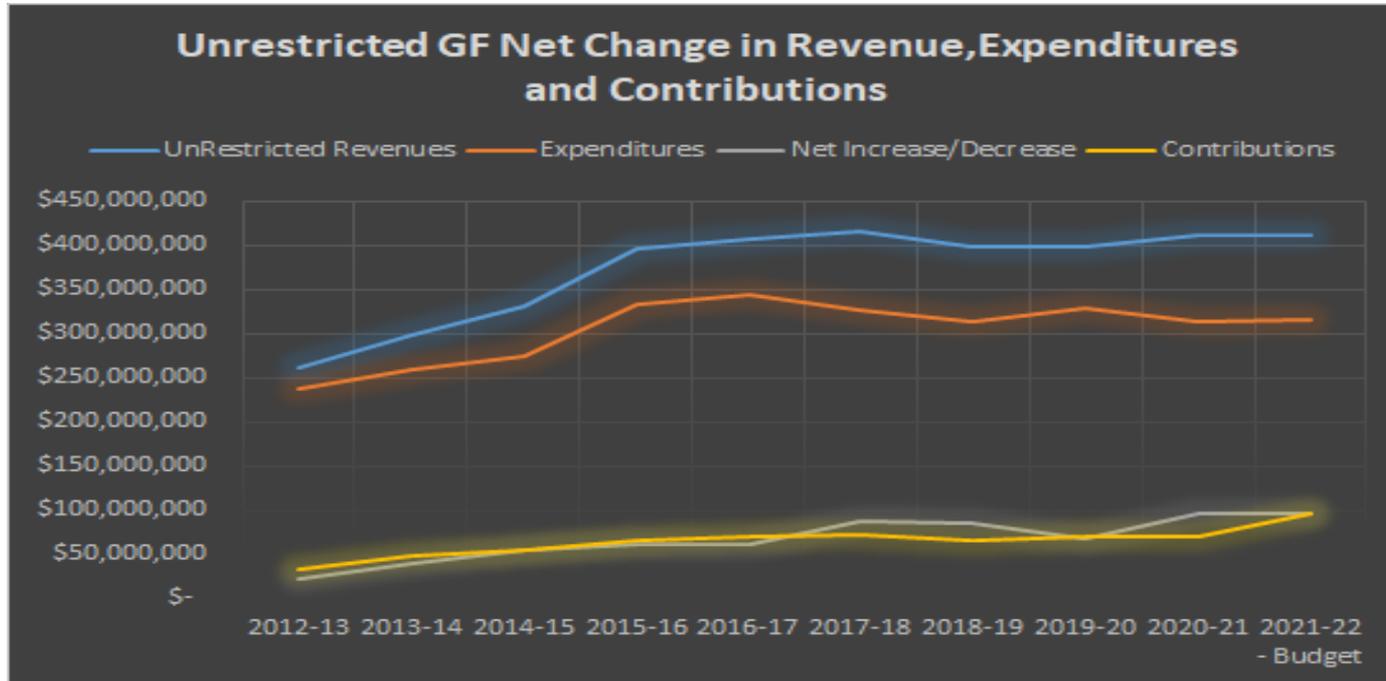
Brief Summary. Despite increases in COLA, enrollment and attendance declines are resulting in revenue not keeping pace with existing and expected costs. Spending adjustments in the tens of millions are needed to reach our goals.



Historical Enrollment & Attendance



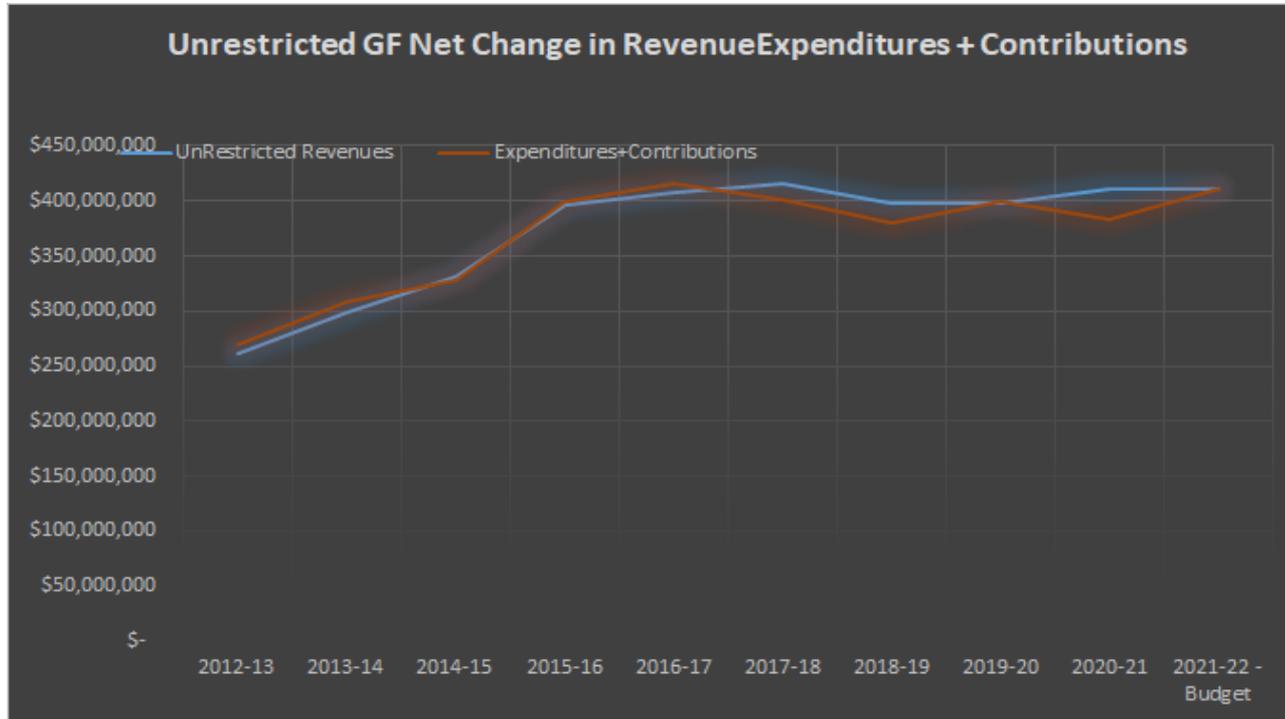
Historical Net Change in Revenue & Expenditures



- The Unrestricted General Fund is responsible for providing a contribution to support Special Education and 3% of Expenditures to Ongoing Major Maintenance.
- Historically OUSD also made contributions to Nutrition Services, and Early Childhood which ceased in 2020-21.

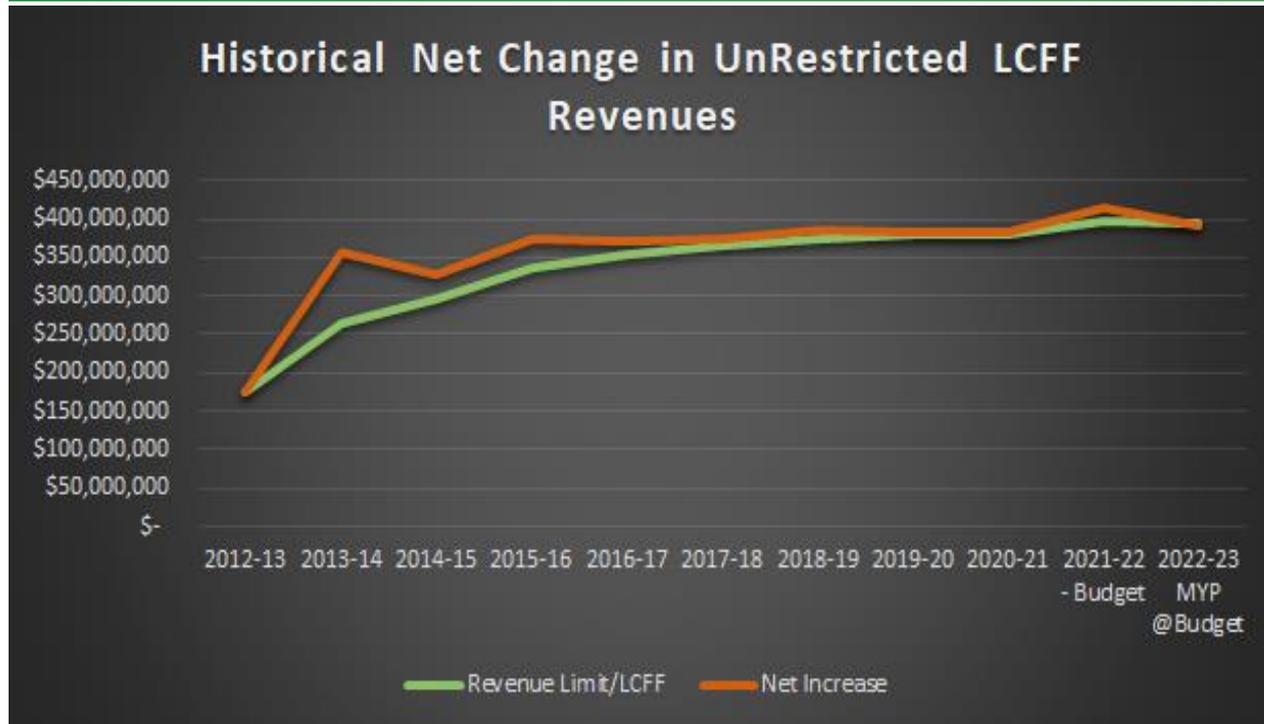
Data Source - District Annual Unaudited Actuals and Budget

Historical Net Change in Revenue & Expenditures



- This view is the same as the former slide, but shows expenditures and contributions combined.
- It continues to reflect that there is minimal room for ongoing expenditures and investments without change.

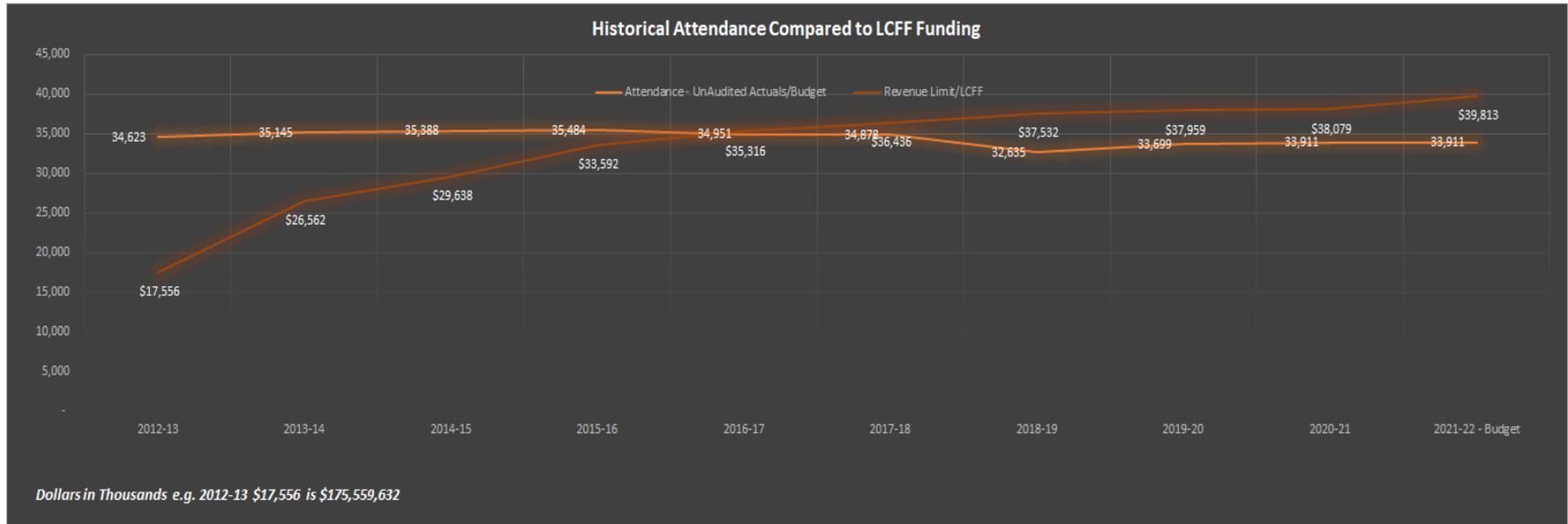
Historical LCFF Revenue & Growth Year/Year



Data Source - District Annual Unaudited Actuals and Budget

- The District's Primary Funding Source is LCFF
- The trend line shows growth of LCFF (Green) in the beginning and then flattening over time.
- The net increase (Orange) is strong in the beginning, then declines.
- No growth and increased expenditures signals deficits.
- Loss of ADA seals the deal.

Historical Attendance v LCFF Funding



This slide reflects how we have earned LCFF increases based solely on rate (COLA) increases and not attendance. This is a significant factor to why there is a deficit.

Why are expenditures going up?

Although the District has achieved some fiscal stability, it still faces the following pressures despite temporary relief through legislation, reductions in prior years, and one-time funding:

- Salary compensation (existing and future)
- Increased pension obligations
- Increased contributions to restricted programs
- General inflation of everything from electricity to maintenance.

To the extent our largest expense is people and people costs grow faster than revenue, we will continue to have a challenge.



Districts across California face deficits due to declining enrollment & attendance - OUSD is not alone

WHAT MATTERS

California schools are running out of money

BY EMILY HOEVEN
OCTOBER 19, 2021



BAY AREA

S.F. schools' financial tailspin prompts state to intervene in face of massive shortfall

Jill Tucker
Oct. 5, 2021 | Updated: Oct. 5, 2021 8:31 p.m.



Cupertino Union School District votes to close or consolidate several elementary schools

By Ann Rubin | Published 3 days ago | Cupertino | KTVU FOX 2



Eight campuses could close in Hayward because of declining enrollment

Declining enrollment and a budget shortfall put schools on the line



By PETER HEGARTY | phegarty@bayareanewsgroup.com | Bay Area News Group
PUBLISHED: October 19, 2021 at 6:55 a.m. | UPDATED: October 19, 2021 at 6:05 p.m.



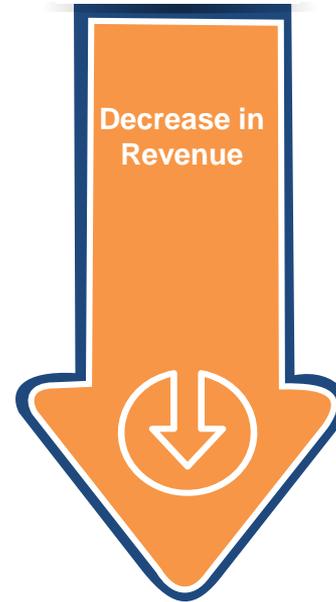
“Michael Fine, CEO of FCMAT and others are referring to the impact of the declining enrollments as the ‘fiscal cliff.’ They are urging districts to prepare for it through staff reductions and cutting expenses instead of burning their budget reserves. **For many districts, the next two years will be a double whammy, coinciding with the end of record one-time state and federal COVID relief aid.**”



Revenue Picture for 2022-23 has many moving parts

Increasing Revenue

- Concentration Funding will increase by 15%
- Increasing Student Need with Unduplicated Student Count
- Additional state funding directed to key strategic priorities: Community Schools and Educator Effectiveness
- Projected COLA for the 2022-23 year of 2.48%



Decreasing Revenue

- At Census day enrollment, we are **740 students below our budget projection for this year (2021-22)**
- Significantly lower attendance rates due to COVID.
- Demographers are predicting increased numbers of families leaving East Bay.
- State Removing Hold Harmless on Enrollment and ADA

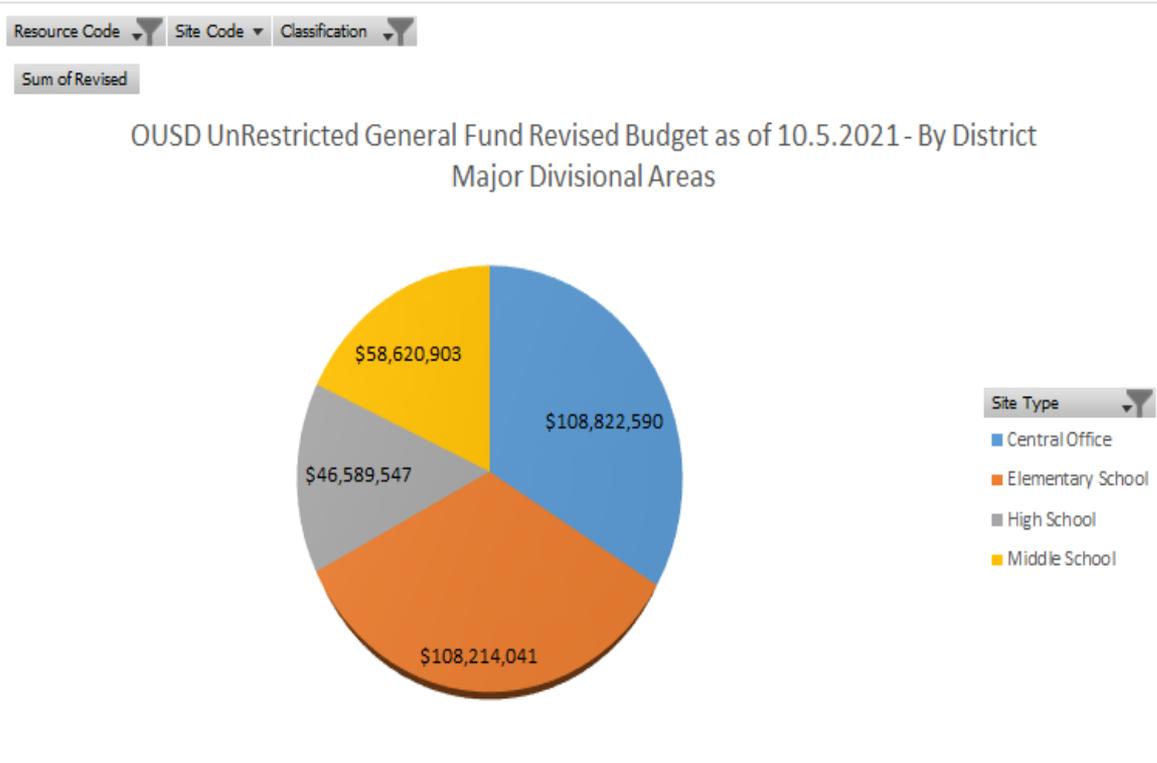
Multi-Year Projections - We Have to Make Room in the Budget

2021-22 Adopted Budget MYP Fund Balance Summary - Unrestricted No 1x COVID

	2021-22 Unrestricted	2022-23 Unrestricted	2023-24 Unrestricted
A. Revenues			
5) Total Revenues	\$ 410,574,363	\$ 407,605,663	\$ 416,914,397
B. Expenditures			
9) Total Expenditures	\$ 319,639,491	\$ 321,061,139	\$ 327,239,581
C. Excess (Deficiency) of Revenues Over Expenditures	\$ 90,934,872	\$ 86,544,524	\$ 89,674,816
D. Other Financing Sources/Uses			
4) Total, Other Financing Sources/Uses	\$ (90,934,872)	\$ (90,034,872)	\$ (89,832,221)
E. Net Increase (Decrease) in Fund Balance (C +D4)	\$ -	\$ (3,490,348)	\$ (157,405)
F. Fund Balance, Reserves			
1) Beginning Fund Balance			
a) Adjusted Beginning Balance (F1c + F1d)	\$ 71,069,152	\$ 71,069,152	\$ 67,578,804
2) Ending Balance, June 30 (E + F1e)	\$ 71,069,152	\$ 67,578,804	\$ 67,421,399

- 2021-22 The Bridge Plan was adopted; \$16M of expenses cannot return to the UnRestricted GF or deficit will return.
- **Without “Bridge”, there would have been \$-19.5 M without eliminations.**
- 2022-23 Revenue is declining and expenditures are growing above revenue projections
- The projected 2022-2023 and 2023-24 Fund Balance will be lower as of First Interim due to enrollment decline.

Making Room - Unpacking The Central Office



- The “Central Office” is a collection of departments designed to support the operational purpose and responsibility of the School District that are not coordinated or managed directly by School Sites.
- Many of the services provided directly impact students and occur at School Sites.
- Re-organizations and adjustments can be made here to reduce ongoing expenditures.
- Re-imagining services as well as expectations must be part of any significant adjustments.

2021-22 Central Office Unrestricted Budgets

OUSD UnRestricted General Fund Revised Budget as of 10.5.2021 Data by Site Type

Classification	(Multiple Items)	▼
Resource Code	(Multiple Items)	▼
Site Type	Central Office	▼

Sum of Revised	
Site Code	Total
901 Chief of Staff	\$166,196
903 Office Of Chief Academic Offic	\$2,815,346
905 Office Of Sr. Business Officer	\$6,091,548
906 Ombudsman	\$376,088
907 Student Assignment	\$3,058,438
909 Academic Innovation	\$3,071,586
910 Early Childhood Development	\$29,207
912 Linked Learning	\$982,993
913 Chief Of Operations	\$831,779
918 Facilities Planning	\$187,828
922 Comm. Schools & Student Servic	\$8,135,525
923 Elementary Network 4	\$581,438
928 Oprs Counseling	\$4,663,793
929 Office Of Equity	\$4,038,285
933 Oakland Athletic League (oal)	\$1,809,338
940 Board Of Education	\$1,365,149
941 Office Of The Superintendent	\$1,013,946
942 Labor Relations	\$653,435
944 Human Resources Services, Supp	\$6,851,944
945 Office Of State Trustee	\$152,050
946 Legal Counsel	\$1,421,423
947 Charter Schools Office (admin)	\$1,237,263
948 Research Assessment & Data	\$2,600,234
950 Strategic Resource Planning	\$179,403

OUSD UnRestricted General Fund Revised Budget as of 10.5.2021 Data by Site Type

Classification	(Multiple Items)	▼
Resource Code	(Multiple Items)	▼
Site Type	Central Office	▼

Sum of Revised	
Site Code	Total
951 Budget	\$0
954 Eng Lang Lrn/multilingual Ach	\$501,401
956 Continuous School Improvement	\$819,738
958 Communications	\$958,503
962 Pre-k-5 Network 2	\$474,958
963 Pre-k-5 Network 3	\$496,621
964 High School Network	\$1,707,176
965 Middle School Network	\$488,776
968 Health Services (nurses)	\$0
975 Special Education	\$6,061,071
979 Printing And Mail Services	-\$30,229
986 Technology Services	\$5,047,443
987 Risk Management	\$269,151
988 Buildings & Grounds	\$1,595,009
989 Custodial Services	\$14,361,092
990 Procurement & Distribution	\$603,743
992 Warehouse Distribution	\$1,245,811
994 Ousd Police Department	\$0
995 Transportation	\$14,857,352
998 School Contingency Funds	\$4,286,174
999 Districtwide Expenses	\$15,343,862



BUDGET DEVELOPMENT PROCESS

Grounded in Priorities

<u>LCAP Goals</u>	Performance Outcomes	Strategic Plan Key Initiatives
<p>Goal 1: All students graduate college, career, and community ready.</p>	<p>Early learners are achieving Middle grade students are prepared for high school OUSD graduates are A-G ready</p>	<p>INITIATIVE #1 Ensuring Strong Readers by the Third Grade INITIATIVE #2 Supporting Empowered Graduates</p>
<p>Goal 2: Focal student groups demonstrate accelerated growth to close our equity gap.</p>	<p>English Learners are gaining English proficiency Black, Latinx, and foster youth are reading at grade level.</p>	<p>INITIATIVE #1 Ensuring Strong Readers by the Third Grade INITIATIVE #2 Supporting Empowered Graduates INITIATIVE #3 Creating Joyful Schools</p>
<p>Goal 3: Students and families are welcomed, safe, healthy, and engaged.</p>	<p>Students attend school every day. Schools are inclusive of all students Students and families are connected to schools</p>	<p>INITIATIVE #3 Creating Joyful Schools</p>
<p>Goal 4: Our staff are high quality, stable, and reflective of Oakland’s rich diversity.</p>	<p>All teachers at all schools are prepared and successful. All staff at all schools are trained to serve the students we have historically most marginalized.</p>	<p>INITIATIVE #4 Growing a Diverse and Stable Staff</p>
<p>LCAP Goal 5: Students, families, and staff have the resources and supports necessary to address the impacts of the COVID-19 pandemic.</p>		
<p>SUPT WORK PLAN INITIATIVE 5: Creating an Sustainable and Thriving District</p>		

Budget Development connects priorities with resources*

1 Affirm Priorities within Goals

[LCAP - Strategic Plan](#)

Ongoing. e.g., Literacy, staff compensation
Short-term. e.g. COVID response, loan payoff, technology transition, facilities improvements

2 Identify potential investments toward priorities

Existing spending. Bundled into areas of work within and across departments and schools - e.g. enrollment stabilization, recruitment & hiring.

Required spending adjustments. e.g. changes in law, ACOE guidance, utility costs.

Additional desired spending. e.g. loan payoff, continuation of program as one-time dollars lapse.



5 Implement & Evaluate

Put strategies into action and monitor results ideally with a structured monitoring process with periodic updates.

4 Develop Implementation Plan

Time. When and over what period are we committing

Talent. Staffing, hiring, or contracting resources needed

Treasure. Financial resources

3 Evaluate & Prioritize potential investments

Based on expected impact on our goals.

* Budget Development Process aligned with Government Finance Officers' Association Smarter School Spending Framework [Adopted by OUSD Board](#) March 2018

Where are we in the process?



1 What's working/not working?

- All stakeholders should be evaluating our current work against priorities in LCAP/Strategic plan
- What's missing or is a strategic or tactical opportunity worth investing in aligned to our goals?

2 Show our work. Staff is “bundling” existing spending by area of work to support transparent evaluation of central and school site spending. What is must do, should do, nice to do.

Considerations as we evaluate and prioritize



- How do we determine what is a...

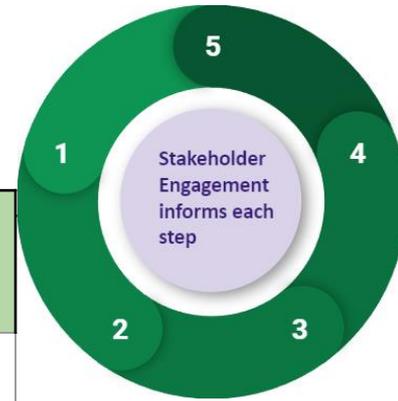
Must Do	Should Do	Nice to Do	Stop
Core Central Office/School Site Investments required and present in all school districts)	Strategic investments that will yield improved student outcomes or services to schools	Might be a great concept, but this strategic investment needs to be deeply interrogated	Investments we will no longer invest in

- How will we implement, track and re-evaluate any new investment?
- What is the impact on our priorities or functioning of reducing/eliminating an existing “bundle” or investment?

How might we mitigate reductions?

4

Description	When will we have more information?
Fund balance able to cover portion of compensation or other costs	Known now
One-Time COVID resources	Known now
Vacancy savings from unhired and late-hired positions (need policy on usage decisions on any savings)	December--1st Interim Report
Restricted dollars eligible to one-time or ongoing expenses	December--1st Interim Report
New revenue from the State and Federal Government for 2022-23	January--Governor's Budget

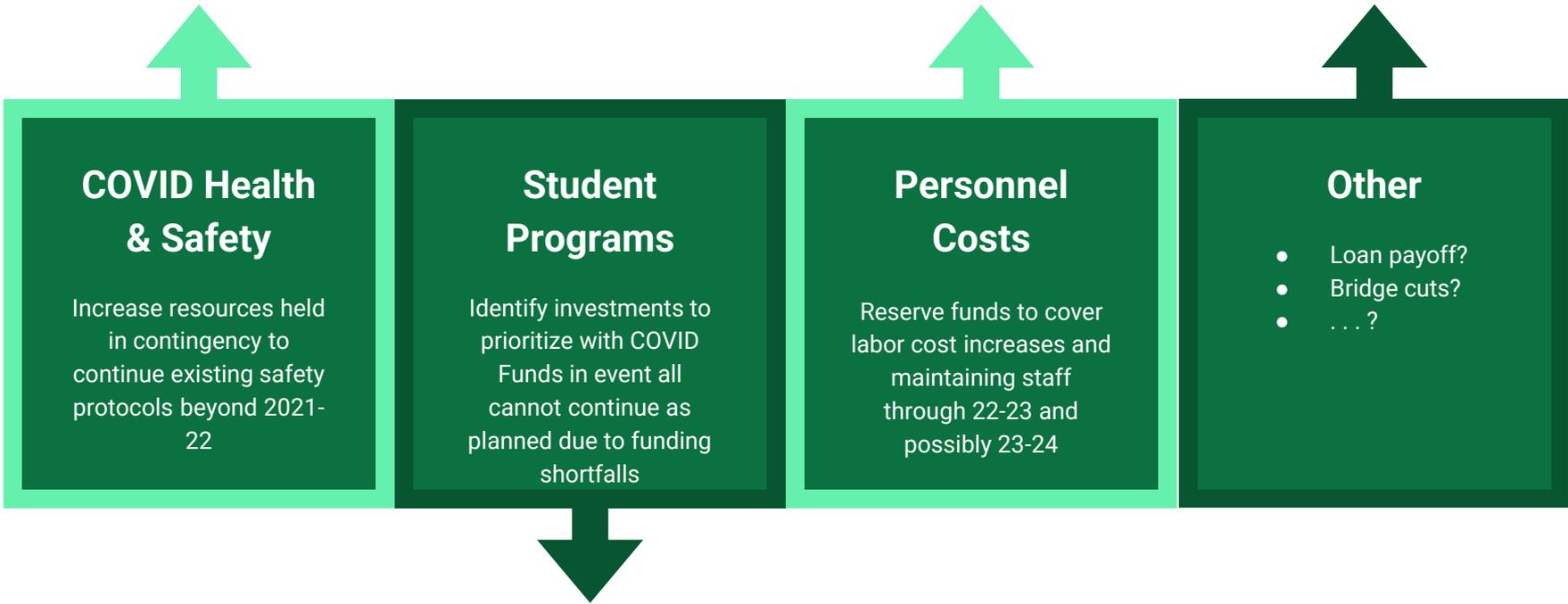


Clear, ranked spending priorities ease the challenge of adjusting to rapidly changing financial realities and minimize reacting to every new adjustment in revenue and expense.

Challenges and Opportunities of One-Time COVID Funds

Opportunity: unprecedented resources to tackle large challenges over multiple years

Challenge: evolving and unpredictable health & safety costs, risk of building a financial cliff



REVISITING SCHOOL STAFFING AND FUNDING ALLOCATIONS

How are we allocating funds and staffing for school sites?
How are we rethinking the Equity Formula?

Budget Development Challenge: Revisit Equity Formula

Based on both Board and State guidance, we need to develop alternative staffing and funding formulas to replace those that rely on the current OUSD equity score.

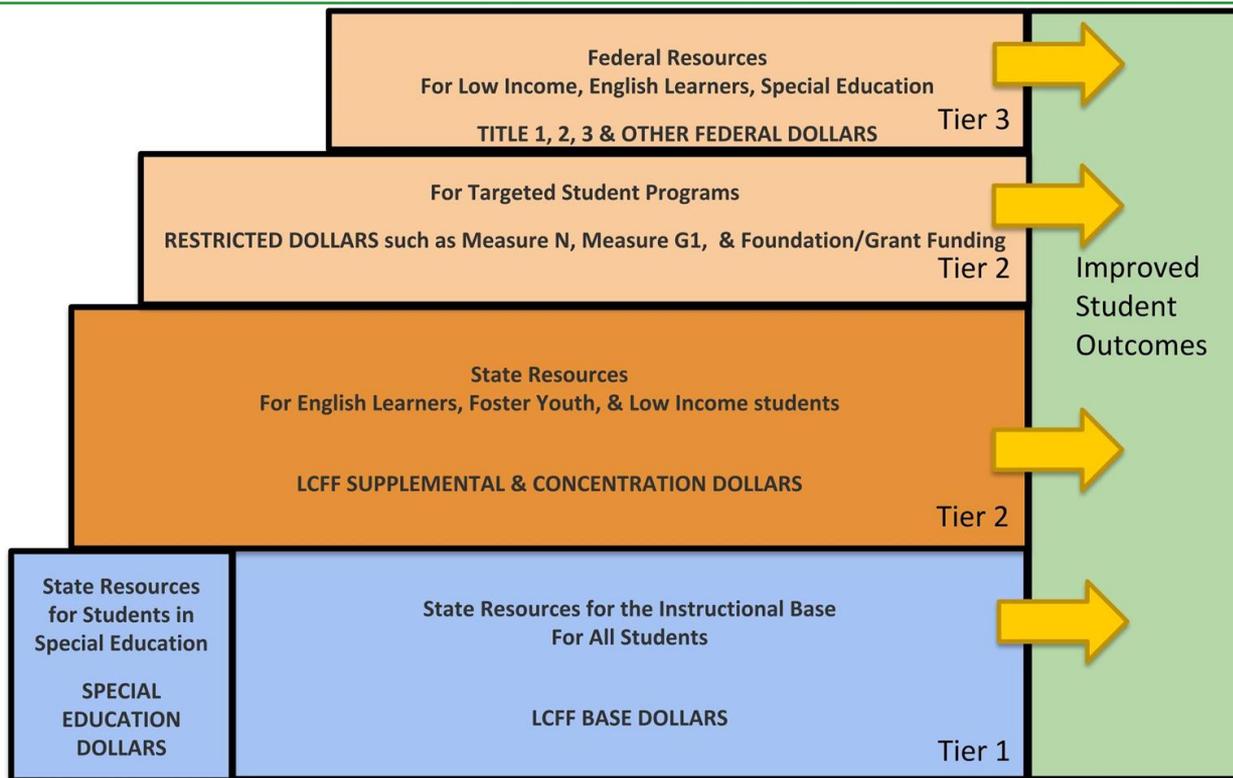
Current School-Based Staffing & Funding Allocations

- Each year, schools receive a **School Site Budget One-Pager** that provides an itemized list of personnel and funding. The amount a school receives is driven by enrollment and the needs of the students they serve: grade span, Unduplicated Pupil (LCFF) Percentage, and Free and Reduced Price Meal (FRPM) percentage.
- [2021-22 School Site Funding Profile](#)
- [2021-22 Summary of SPSA Spending](#)

Current School-Based Staffing & Funding Allocations

- Staffing is allocated to schools using formulas based primarily on enrollment, with class sizes determined by the OEA/OUSD contract. This set of allocations is often called the **base staffing**.
- Schools also receive funding from other resources based on the needs of the students they serve. Most of these funds are **targeted or restricted** and must be used to provide specific services to specific student groups.
- These services can be provided through additional positions (labor) or the purchase of goods or services (non-labor). Many of these investments provide wrap-around services or other supports aligned to our mission of building a Full Service Community School District.

Current School-Based Staffing & Funding Allocations



Current School-Based Staffing & Funding Allocations

- **Enrollment is down at many schools this year.** Even with no change to the formula, many elementary and middle schools may lose teachers, APs, and/or clerical staff next year due to enrollment declines. This type of fluctuation happens every school year and is based on enrollment.
- **Some high schools are growing** and will qualify for additional APs or clerical staff under the existing formula.

Revisiting School Staffing and Funding for Equity

- As we plan for 2022-23, staff must develop a new staffing/funding methodology to replace the current equity formula based on new Board and State direction.
- The existing equity formula and Z-score were efforts to allocate funding based on student need. However, in operation, the Z-score tracked school “neighborhood factors,” which didn’t necessarily apply to students coming from outside the neighborhood. The existing equity formula follows students to the school they attend.

Revisiting School Staffing and Funding for Equity

Legal requirements

- [AB 130](#) (2021-22 Education Budget Trailer Bill)
 - Mandates that LEAs receiving increased LCFF Concentration funds demonstrate that these funds will be used to increase the number of credentialed and/or classified staff providing direct services to pupils at schools where more than 55% of students were unduplicated (LCFF) in the prior year.
 - LEAs should be able to measure the increase in staff by comparing the staff-to-student ratios at schools above and below 55% unduplicated students (LCFF).

Revisiting School Staffing and Funding for Equity

Policy requirements

- **[Board Resolution for Reparations for Black Students](#)**

“Discontinue the use of the anti-Black Equity Funding Formula that disproportionately harmed schools with significant percentages of Black Students, and establish in its place a ‘Racial Equity Funding Formula’ that takes into account the needs of Black Students across the district and across designations.”

How Do We Currently Spend Supplemental?

- **At School Sites, Site-Directed**
 - Per pupil cash grants based on UPP (LCFF %) at site
- **At School Sites, as part of the Base Staffing Formula**
 - Additional Alternative Education Teachers
 - Additional A-G Teachers and Counselors
- **Centrally**
 - Academics & Instruction staff, professional development, Visual & Performing Arts (VAPA), Network Offices, Research, Assessment & Data (RAD), Strategic Resource Planning (SRP), Linked Learning, Counseling, Mental Health Support, Attendance & Safety Support, Talent, Communications, Special Education, New Teacher Support, Technology, Community Engagement, and other areas

How Do We Currently Spend Concentration?

- **At School Sites, Site-Directed**
 - Per pupil cash grants based on equity score
- **At School Sites, as part of the Base Staffing Formula**
 - Additional Assistant Principals based on equity score
 - Case Managers & Community School Managers based on equity score
 - Staffing for Late-Arriving Newcomers & Electives for ELD Students
- **Centrally**
 - Office of Equity (including Targeted Student Supports and Language Support), Innovation Office, Enrollment, Community Schools & Student Services (including Attendance, Behavioral Health, Restorative Justice, Community Schools, Culture & Climate/Safety), and other areas

Equity Score: One Current Measure of Need

- **Assistant Principals (Concentration-Funded):** Based on UPP (LCFF %), % of students reading multiple grades below upon school entry, IEP rate
- **Community School Managers & Case Managers (Concentration-Funded):** Based on UPP (LCFF %), % of students reading multiple grades below upon school entry, chronic absence
- **Concentration Cash Grants:** Based on UPP (LCFF %), % of students reading multiple grades below upon school entry, IEP rate, chronic absence

Takeaways

- Based on both Board and State guidance, we need to develop alternative staffing and funding formulas to replace those that rely on the current OUSD equity score.
- With our current practices, we cannot guarantee that schools above 55% UPP (LCFF) actually have more staffing than those below.
- We need to consider site-directed investments in positions such as Community School Managers and Restorative Justice as we think about Central program “bundles” funded with these resources—what are sites choosing to fund with their dollars? How do these investments leverage Central investments?

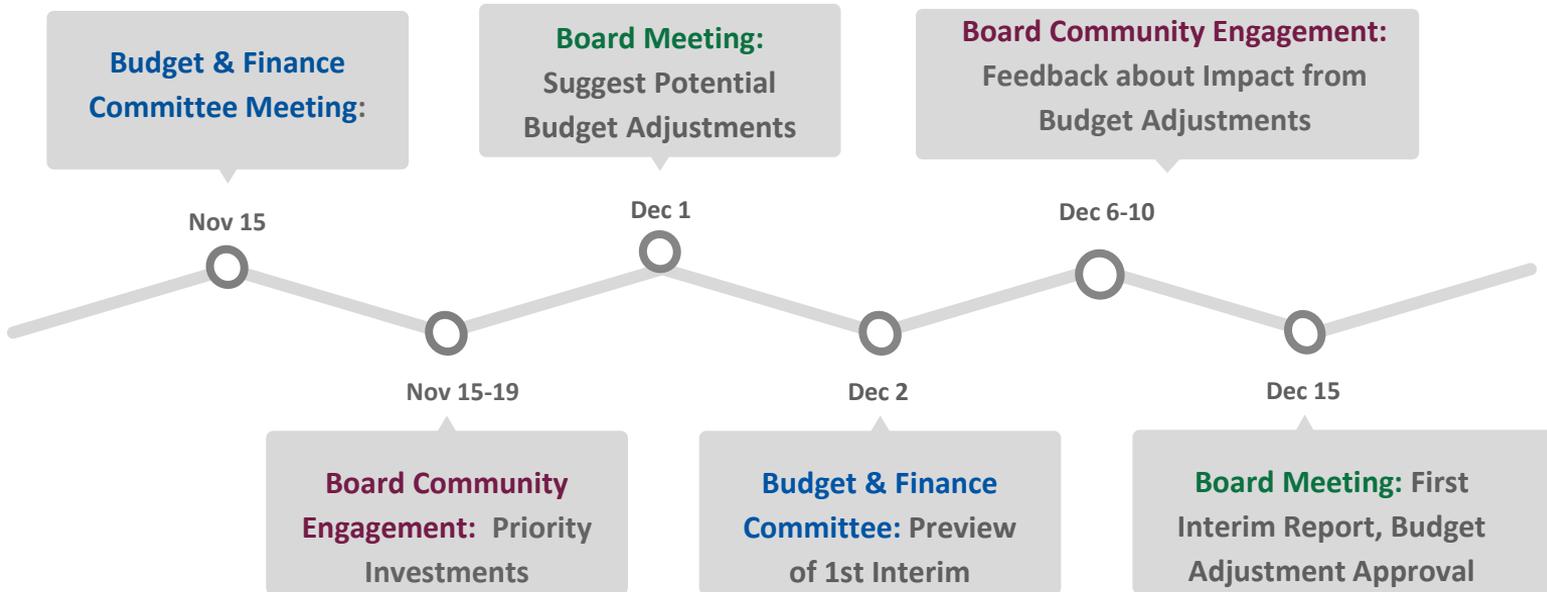
Next Steps

- Align Concentration investments to State guidance (55%+ UPP).
- Consider tiering investments by UPP (e.g., 55-95%, 95+%).
- Determine which site-based positions are most important to continue to fund with Supplemental dollars.
 - Additional A-G Teachers, additional ELD teachers?
- Determine which site-based positions are most important to continue to fund with Concentration dollars.
 - Newcomer teachers, Community School Managers, Restorative Justice staff, Case Managers, Assistant Principals?

20-21 UPP	ELEMENTARY SCHOOLS		SECONDARY SCHOOLS
<p>Below 55%</p>	<p>Chabot Elementary Cleveland Elementary Crocker Highlands Elementary Glenview Elementary Hillcrest Elementary Joaquin Miller Elementary</p>	<p>Melrose Leadership* Montclair Elementary Peralta Elementary Redwood Heights Elementary Sequoia Elementary Thornhill Elementary</p>	<p>Claremont Middle Edna Brewer Middle Montera Middle Oakland Technical*</p>
<p>55–95%</p>	<p>Allendale Elementary Bella Vista Elementary Burckhalter Elementary Carl B. Munck Elementary Emerson Elementary Franklin Elementary Fruitvale Elementary Grass Valley Elementary La Escuelita Elementary Laurel Elementary</p>	<p>Lincoln Elementary Manzanita SEED Elementary Oakland Academy of Knowledge Piedmont Avenue Elementary Prescott Reach Academy Sankofa United Elementary</p>	<p>Bret Harte Middle Westlake Middle Community Day Dewey Academy Gateway to College at Laney LIFE Academy McClymonds High MetWest High Oakland High Ralph J. Bunche High Sojourner Truth Skyline High Street Academy</p>

20-21 UPP	ELEMENTARY SCHOOLS		SECONDARY SCHOOLS
95%+	ACORN Woodland Elementary Bridges Academy Brookfield Elementary East Oakland Pride Elementary EnCompass Academy Esperanza Elementary Korematsu Discovery Academy Garfield Elementary Global Family Greenleaf Elementary Hoover Elementary Horace Mann Elementary	International Community Lockwood STEAM Madison Park Academy TK-5 Manzanita Community Markham Elementary Martin Luther King, Jr. Elementary New Highland Academy Parker Elementary Rise Community Think College Now	Castlemont High Coliseum College Prep Academy Elmhurst United Middle Fremont High Frick United Academy of Language Madison Park Academy 6-12 Oakland International High Roosevelt Middle Rudsdale Continuation United for Success Academy Urban Promise Academy West Oakland Middle

Timeline



EVERY STUDENT THRIVES!



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1000 Broadway, Suite 680, Oakland, CA 94607

www.ousd.org



@OUSDnews

Contact us for additional information [optional contact area]
Phone: 510.555.5555 | Email: info@ousd.org

Appendix

2022-2023 Class Size Maximums*

LCFF %	TK	K	1-3	4-5	6-12
LESS than 90%	24	26	29	30	31
MORE than 90%	24	25	28	29	30

**Class size maximums based on current OEA/OUSD CBA. Specific Secondary Subject Areas have varying class size ratios.*

Average Non-SDC Student Teacher Ratios - Elementary

SiteName	Gradespan	2018-19	2019-20	2020-21
ACORN Woodland Elementary	Elementary	19.40	22.38	22.38
Allendale Elementary	Elementary	22.53	21.06	16.38
Bella Vista Elementary	Elementary	23.26	22.15	21.25
Bridges Academy	Elementary	21.50	18.78	18.91
Brookfield Village Elementary	Elementary	17.82	20.89	20.44
Burckhalter Elementary	Elementary	23.00	22.89	17.40
Carl Munck Elementary	Elementary	24.22	22.20	19.73
Chabot Elementary	Elementary	23.75	24.48	23.29
Cleveland Elementary	Elementary	25.25	23.35	23.71
Community United Elementary School	Elementary	17.75	17.50	18.13
Futures Elementary	Elementary	19.63	19.76	17.78
Crocker Highlands Elementary	Elementary	23.30	24.11	23.74
East Oakland PRIDE Elementary	Elementary	20.87	23.00	18.81
Emerson Elementary	Elementary	22.23	23.46	22.14
EnCompass Academy	Elementary	20.44	20.12	20.63
Esperanza Elementary	Elementary	19.88	17.90	18.40
Franklin Elementary	Elementary	22.54	23.38	22.36
Fred T. Korematsu Discovery Academy	Elementary	22.33	21.90	23.63
Fruitvale Elementary	Elementary	22.46	22.23	18.23
Garfield Elementary	Elementary	21.76	21.50	20.78
Glenview Elementary @ Sante Fe	Elementary	24.16	22.90	24.16
Global Family School	Elementary	26.31	26.63	20.05
Grass Valley Elementary	Elementary	19.36	17.82	18.30
Hoover Elementary	Elementary	24.45	21.38	19.07
Horace Mann Elementary	Elementary	19.60	22.67	18.08
Howard Elementary	Elementary	18.22	17.00	9.93

SiteName	Gradespan	2018-19	2019-20	2020-21
International Community School	Elementary	20.93	21.62	21.31
Joaquin Miller Elementary	Elementary	24.00	24.71	23.22
Lafayette Elementary	Elementary	23.00	N/A	N/A
Laurel Elementary	Elementary	21.82	24.00	22.25
Lincoln Elementary	Elementary	24.67	24.33	23.81
Madison Park Academy TK-5	Elementary	21.31	22.58	23.18
Manzanita Community School	Elementary	22.12	21.38	22.06
Manzanita SEED Elementary	Elementary	21.71	22.11	21.00
Markham Elementary	Elementary	22.00	18.88	15.82
Martin Luther King Jr Elementary	Elementary	19.80	22.80	16.67
Montclair Elementary	Elementary	24.62	22.25	23.08
New Highland Academy	Elementary	22.25	23.20	19.94
Peralta Elementary	Elementary	25.46	25.00	26.69
Piedmont Avenue Elementary	Elementary	22.29	23.00	23.00
Prescott School	Elementary	20.57	22.80	23.00
Reach Academy	Elementary	21.28	22.50	19.19
Redwood Heights Elementary	Elementary	22.13	22.87	21.50
RISE Community School	Elementary	21.27	22.70	21.40
Sankofa Academy	Elementary	18.56	16.71	14.50
Kaiser Elementary	Elementary	24.36	24.09	14.50
Sequoia Elementary	Elementary	21.25	22.74	21.90
Think College Now	Elementary	21.21	21.00	21.29
Thornhill Elementary	Elementary	25.63	25.06	24.75
Greenleaf Elementary	TK-8	18.14	19.39	20.61
Hillcrest School	K-8	21.56	23.53	20.74
La Escuelita Elementary	TK-8	19.65	22.29	21.16
Melrose Leadership Academy	TK-8	19.89	19.33	19.87
Parker Elementary	TK-8	20.53	18.93	20.83

Ratios are calculated as # non-SDC students on census day divided by # general education teachers funded by that site.*

The non-SDC student teacher ratios for the merged Sankofa United decreased from the two schools' ratios pre-merger to the year of the merger. The ratio for MLA has stayed about the same across years.

Other school ratios provided for comparison.

**Including only staff who are coded to provide direct instruction to students (object codes 1105 and 1119), excluding STIP subs, School Improvement Coaches, EEIP Teachers, and ROTC Teachers.*

Average Non-SDC Student Teacher Ratios - Secondary

SiteName	Gradespan	2018-19	2019-20	2020-21
Bret Harte Middle School	Middle School	15.17	17.67	14.46
Claremont Middle School	Middle School	18.12	21.55	21.41
Edna M Brewer Middle School	Middle School	22.44	21.80	23.36
Elmhurst Community Prep	Middle School	20.17	18.86	19.74
Alliance Academy	Middle School	14.94		
Frick Impact Academy	Middle School	21.78	19.36	14.95
Oakland School of Language	Middle School	14.29	16.50	
Montera Middle School	Middle School	17.46	18.50	18.44
Oakland Community Day Middle	Alt Middle School	N/A	N/A	N/A
Roosevelt Middle School	Middle School	16.68	16.55	16.97
Roots International Academy	Middle School	16.69	0.00	0.00
United for Success Academy	Middle School	17.14	16.27	17.10
Urban Promise Academy	Middle School	17.43	16.68	15.58
West Oakland Middle School	Middle School	19.10	17.00	15.46
Westlake Middle School	Middle School	15.76	15.67	15.06
Coliseum College Prep Academy	6-12	18.15	17.67	17.64
Life Academy	6-12	17.31	16.04	18.16
Madison Park Academy 6-12	6-12	18.54	17.00	18.59

SiteName	Gradespan	2018-19	2019-20	2020-21
Castlemont High School	High School	12.97	12.82	13.30
Fremont High School	High School	14.15	14.76	15.44
McClymonds HS	High School	14.12	13.79	13.50
MetWest High School	High School	12.31	13.67	16.00
Oakland High School	High School	20.62	19.80	19.63
Oakland Technical High School	High School	19.98	20.23	20.29
Skyline High School	High School	18.48	19.29	20.32
Sojourner Truth Independent Study	K-12	12.92	16.20	15.33
Dewey Academy	Alt High School	17.62	12.47	16.17
Gateway to College	Alt High School	N/A	N/A	N/A
Oakland Community Day HS	Alt High School	6.25	4.60	4.75
Ralph J Bunche High School	Alt High School	16.00	13.00	11.29
Rudsdale Continuation	Alt High School	17.67	11.67	7.44
Street Academy	Alt High School	N/A	N/A	N/A

Ratios are calculated as # non-SDC students on census day divided by # general education teachers funded by that site.*

The non-SDC student teacher ratios for the newly merged Frick United are lower this year than they were in 2019-20 for either school separately.

Non-SDC student teacher ratios for Elmhurst increased following a dip over the year of the merger.

Ratios for MetWest increased in the year of and year following expansion.

Other schools' ratios provided for comparison.

**Including only staff who are coded to provide direct instruction to students (object codes 1105 and 1119), excluding STIP subs, School Improvement Coaches, EEIP Teachers, and ROTC Teachers.*