

MEETING GOALS

1. Review the budget challenge as presented by OUSD administrators
 2. Review the solutions to the challenges as presented in School Board meetings
 3. **Create a joint message about the solutions and the process to develop them**
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A) The challenge as described by in School Board Meetings:

- The District is spending more money every month than the revenues it is receiving.
- This deficit spending is projected to total \$79 million at the end of this school year. Next year, the deficit would total another \$95 million if we do nothing to curb our spending.
- We do not have sufficient savings to financially survive a second year of our current spending levels.
- OUSD will not be able to adopt a 2025-26 budget because, even after using all of the savings, it will have a deficit of \$62.7 million

The goal by the end of 2024 -25: **95 million** in new revenues and cost savings

B) The proposed solutions:

- 1) Decrease expenditures
- 2) Reduce the size of our footprint.
- 3) Generate revenue from our real assets.

"We will need to use all or some combination of these strategies to get on the path of fiscal sustainability

C) Key Dates and Decisions: March 2023 to December 2024 :

W. 3/9/23 School Board adopted Resolution No. 2223 -0040A - Proposed Adjustments for 2023 -24 Budget (Attachment A)

tinyurl.com/mt8nr5yd

W. 2/28/24 School Board Adopted Resolution No. 23 -2308D 2024 -25 Budget Balancing Options Increases Reductions and Restructure (Attachment B)

tinyurl.com/ywxpzd2

NOW, THEREFORE, BE IT RESOLVED, the Board hereby adopts the proposed budget adjustments found in Attachment B, attached hereto and incorporated herein by reference; and

BE IT FURTHER RESOLVED, the Board agrees to, upon the adoption of this resolution, enter into the Restructuring process as outlined in the Attachment B Staff Memo;

BE IT FURTHER RESOLVED, the Superintendent recommends twelve (12) budget balancing solutions two of which totaling \$3M were already approved by the Board of Education on February 28, 2023 through Resolution No. 2223-0040 and Attachment A and are included in the total \$16.3M Budget Adjustments;

Attachment B also included the following language about school mergers. It was adopted with the revisions **in red** letters.

<p style="text-align: center;">3</p>	<p>AMENDMENT Potential Merger of District Schools - FOLLOW</p>	<p>Background</p> <p>The District proposes a to extend the planning year (2023-24) by one year to 2024-25 for the potential merger of at least 10 schools effective with a planned implementation 2024-252025-26. Before any closures or consolidations take place, the District will comply with the guidelines set forth in AB 1912 which requires a district, before approving the closure or consolidation of a school, to conduct an equity impact analysis in its consideration of school closures or consolidations. The governing board of the school district would be required to "develop a set of metrics, as specified, for the development of the equity impact analysis, and to make those metrics public at a regularly scheduled meeting of the governing board of the school district so that the public can provide input regarding the metrics being used to conduct the analysis, as provided."</p> <p>The District proposes a shift of the below listed positions to one-time funds* in anticipation of the possible mergers:</p> <p>Teacher (1.1 FTE) Principals (5.0 FTE) Clerical (5.5 FTE) Attendance (2.5 FTE) Noon Supt. (1.2 FTE) GSM (1.4 FTE) Support Position (1.0 FTE)</p> <p>*In addition to ESSER funds, allowable use of other one-time funding sources will be evaluated for the purpose of this shift.</p>
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W. 4/10/24 School Board Adopted an Amendment for Equity Impact Analysis to Potentially Close or Merge Schools
Resolution No. 23 -2704A AB 1912 Metrics - Equity Impact Analysis - A Required Advanced Study for Closure or Consolidation of A School(s)

tinyurl.com/y3pdmd7v

This resolution added a list of "modifications" to be used for the nine metrics required by the State and created an ad hoc committee to advise on the metrics.

Here is a link to the text of AB 1912: tinyurl.com/bde73jnd

This was the list of modifications included in the resolution:

1912(a): [Staff will also] conduct an **assessment** of past and present **inequitable resource allocation** by analyzing historical resource decisions to determine **whether district disinvestment resulted in unequal school infrastructure conditions**. The analysis will be presented to the public before a list of schools is presented . Where **unequal resources, facilities, and recreational space** are identified, the Facilities Committee will discuss, assess and provide **recommendations to the full board for how to repair the harm** going forward within the closure and redesign process;

1912(b): Adopt as is but the analysis must not include restricted resources that follow the students;

1912 (c): Staff must propose an **alternative to the "underutilized classrooms" metric** which negatively impacts students with disabilities and bring back to the board for approval;

1912(d): Adopt, but must include **qualitative evaluations of how schools serve specific populations** of students;

1912 (e): In addition to the stated metric, staff will conduct a **safety analysis** to ensure that as many students as possible are able to travel to and from schools using **safe routes and passages** ;

1912 (f): Staff will conduct an analysis to determine if the decision to close or consolidate will have a **disproportionate impact on any particular demographic group** ;

1912 (g): Must identify **transportation needs** before a list of school selections are made and should include an analysis of **impact on closed school communities since 2012** ;

1912 (h): Staff must consider and report on the **aesthetics, blight, negative impact** on community including **gentrification** ;

1912 (i): staff must determine whether closure, consolidation or merger will have a disproportionate impact on any particular demographic group and also **if the action will maintain or exacerbate segregation or isolation** and if so, create a plan to alleviate the harm.

W. 9/25/24 School Board Adopted Metrics for Equity Impact Analysis to Consider the Closure or Merger of Schools

tinyurl.com/24nvtue

This included new metrics from the Ad Hoc Committee related to:

1. Safety
2. School Provisioning and Student Wellness
3. Undue Impact on Families
4. Impact on Students in Special Education
5. Geographic Analysis

W. 10/23/24 Budget Balancing solutions for 2025 -26 were presented at the School Board meeting (Attachment C).

Attachment C includes all of the items already adopted as Attachment B on 2/28/24. Keep scrolling down to letter D for a picture of everything included in Attachment C.

tinyurl.com/93nff5m5

NOW, THEREFORE, BE IT RESOLVED in fulfillment of its obligations of the District's 2024 -25 Conditional Budget Approval and its 2025 -26 Budget Development Process to address the projected \$95M target, the Board approves the 2025 -26

Budget Balancing Solutions as presented;

BE IT FURTHER RESOLVED, that the Board reaffirms its commitment to continuing the parallel AB 1912 process according to the timeline recommended by staff, as recommended in the District's aforementioned Restructure Plan.

In general:

- B. Restructuring of Staff Formula to Schools
- C. Restructuring of Continuous School Improvement (CSI) Division
- D. Restructuring of Business/Operations to Centralize Services & Asset Management

- E. Restructuring of School Site Allocations to Centralize Key School Investments and Revising Accompanying Board; Policies to Move from Results-Based Budgeting to a More Centralized Approach with Clear Criteria for Earned Autonomies

Th. 10/24/24 School Board Study Session: Optimal School Locations, Asset Management

Documents presented:

24-2625 Board Memorandum - Restructuring District's Footprint - Optimal Location Analysis - Chief Academic Officer
tinyurl.com/2m3psujk

The location allocation analysis was used here to determine the optimal location of school sites, based on the location of students. The optimal school location model is generated based on several factors, or inputs:

1. The number of school age children projected to live in Oakland in 2028;
2. The number of school age children projected to attend OUSD district -run schools;
3. The number of schools to optimize;
4. Locations where students are projected to live in Oakland in 2028; and
5. The maximum distance students should travel to school.

24-2621 Presentation - Assets Management Planning and Real Estate Property Services - Chief Systems and Services Officer
tinyurl.com/rz33up8k

The District issued an RFQ -P for Asset Management and Real Property Services to support our strategic goals and enhance our educational facilities while ensuring fiscal responsibility and maximizing community benefits. The RFQ -P aims to gather comprehensive insights on the following sites:

1. Ralph J. Bunche Academy
2. Former Administrative Building

3. Lakeview
4. Washington CDC
5. Golden Gate CDC
6. Hillside at Castlemont
7. Bond Street Annex School
8. Former Edward Shands Adult Education Center
9. Former Tilden CDC
10. Piedmont CDC

W. 11/13/24 School Board Meeting: 1st Reading of Resolution to Adopt Budget Balancing Solutions

Documents for this 1st Reading:

24-2794 AB 1912 Recommendations - School Mergers (First Reading) (11132024) [tinyurl.com/49znyd7p](https://www.tinyurl.com/49znyd7p)

NOW, THEREFORE, BE IT RESOLVED, the Board hereby approves the full and complete merger of the following schools as indicated below:

1. Merge International Community School (CDS: 6118616) and Think College Now Elementary School (CDS: 100792) for the start of the 2025 -26 year. Pursuant to Board Policy 5116.1, no students will be provided with Opportunity Ticket enrollment preference given that no students are moving to a new location.
2. Merge Fred T. Korematsu Discovery Academy Elementary (CDS 112813) and Esperanza Elementary (CDS: 6002190) for the start of the 2025 -26 year. Pursuant to Board Policy 5116.1, no students will be provided with Opportunity Ticket enrollment preference given that no students are moving to a new location.
3. Merge Manzanita Community Elementary (CDS: 6002042) and Manzanita Seed Elementary (CDS: 110247) for the start of the 2025 -26 year. Pursuant to Board Policy 5116.1, no students will be provided with Opportunity Ticket enrollment preference given that no students are moving to a new location.
4. Merge Acorn Woodland Elementary (CDS: 6002273) and Encompass Elementary (CDS: 102988)

for the start of the 2025 -26 year. Pursuant to Board Policy 5116.1, no students will be provided with Opportunity Ticket enrollment preference given that no students are moving to a new location.

5. Merge United For Success Middle School (CDS: 112763) into Life Academy 6-12 (CDS: 130575) for the start of the 2025-26 year.

BE IT FURTHER RESOLVED, the Board hereby empowers the Superintendent to take all necessary action to effectuate the school mergers delineated in this Resolution;

24-2794 Presentation - AB 1912 Recommendations - School Mergers (First Reading) (11132024)
[tinyurl.com/ 55p75f9p](https://tinyurl.com/55p75f9p)

NOW THEREFORE BE IT RESOLVED, the Board reaffirms its commitment to the TAY Program as part of the 1025 Second Avenue Project described in Resolution No. 2223 -0033, and

the prioritization of unutilized district property for housing when feasible, as articulated in Resolution No. 2324 -0155; and

BE IT FURTHER RESOLVED, the Board directs staff to provide a timeline for the 1025 Second Avenue Project, and regular updates on progress of the project at meetings of the Board's Facilities Committee, to be scheduled by the committee chair as needed; and

BE IT FURTHER RESOLVED, the Board recommends that any upcoming amendments to the Measure Y Spending Plan acknowledge the need to rededicate the \$15 million currently allocated to the 1025 Second Ave site to be used for other urgent facilities needs, yet the Board also expresses its intent to include an equivalent amount in the site -specific project list portion of the District's next general obligation bond measure; any investments of bond funds in the 1025 Second Avenue Project pursuant to this Resolution shall be subject to the District successfully passing a new general obligation bond measure.

24-1968C Resolution confirming next steps for the 1025 Second Avenue Project tinyurl.com/5chcn72c

- Th. 11/14/24 District 1 Town Hall Meeting about the Resolutions
 - M. 11/18/24 CAC Meeting
 - T. 11/29/24 D5 and D7 Town Hall Meetings about the Resolutions (Fremont, Reach)
 - W. 11/20/24 PSAC Meeting
 - T. 12/3/24 D6 Town Hall Meetings about the Resolutions
 - M. 12/9/24 CAC Meeting
 - W. 12/11/24 School Board Votes on Resolution to Adopt Budget Balancing Solutions
 - W. 12/18/24 PSAC Meeting
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D) [Specific Recommendations for Decreasing Expenditures](#)

Oakland Unified School District

Proposed Adjustments for 25-26 Budget Development - Budget Balancing Solutions - Attachment C

Scope: The purpose of this list of Budget Balancing Solutions is to develop options for the District to Restructure itself to not only reduce its \$, but also to The 3 R's is the framework for how each area of restructuring will be categorized.

Re-envision - View or visualize (something) in a different way with the aim of improving or transforming it.

Redesign - Design (something) again or in a different way.

Restructure - organize differently.

	<i>in Millions</i>	
Target	\$95.0	\$0.0
Projected Restructure Amount	\$65.6	\$88.4
Variance	\$29.5	

Meeting Dates: 2 x 2 - October 10 & 15, Board Study Session: October 23, 2024 (Within Regular Board Meeting)

Option Number	Budget Balancing Solutions for Board Consideration	Restructure Recommendation Area	Three R's	Action Statement	Rationale	Projected Cost Unrestricted	Projected Cost Restricted
1	Centralize copier purchases and copier contracts, Fleet Management, Mail Services, & Procurement	D Restructuring Operational Services	Re-Envision	...How we centralize purchases, supplies, and services that would be better priced, managed, and sourced under single contracts.	The District must find ways to build a balanced and sustainable budget and not spread its resources so thinly it cannot operate properly.	\$0.6	
2	Elimination of management positions in SLT departments	D Restructuring Operational Services	Re-Envision	...How we do business and how to further reduce staffing in the Central Division without sacrificing compliance and introducing inefficiencies.	Target: 2M across all SLT divisions. SLT leaders may need to reduce FTEs in restricted resources to make room to shift strategic positions to get to reduction target. Review staffing and communicate clear impact to operations.	\$1.0	\$2.0
3	Reduce additional staffing to school sites beyond strategic staffing positions	E Restructuring of School Site Allocations to Centralize Key School Investments and Revising Accompanying Board Policies to Move from Results-Based Budgeting to a More Centralized Approach with Clear Criteria for Earned Autonomies	Re-Envision	...How we provide quality education and safe schools, while reducing additional supplemental school site staffing, yet establishing or maintaining core allocations and reenvisioning efficiencies for high student outcomes and balanced staffing.	The District must find ways to build a balanced and sustainable budget and not spread its resources so thinly it cannot operate properly.	\$1.0	
4	Centralized Material and Supplies	D Restructuring Operational Services	Re-Envision	...How we build a budget for material and supplies and do we collapse budgets by resource to support supply use.	The District must find ways to build a balanced and sustainable budget and not spread its resources so thinly it cannot operate properly.	\$1.0	
5	Provide a recommendation for cash reduction to school sites for 25-26 budget	E Restructuring of School Site Allocations to Centralize Key School Investments and Revising Accompanying Board Policies to Move from Results-Based Budgeting to a More Centralized Approach with Clear Criteria for Earned Autonomies	Re-Envision	...How we provide quality education and safe schools, while reducing cash allocations, yet maintaining core and reenvisioning efficiencies and high student outcome.	The District must find ways to build a balanced and sustainable budget and not spread its resources so thinly it cannot operate properly.	\$2.0	
6	Reduce consultant contracts	D Restructuring Operational Services	Re-Envision	...How we reconsider our partnerships through prioritization and evaluating what tasks maybe excessed or perhaps performed in house for Central and Schools sites.	The District must find ways to build a balanced and sustainable budget and not spread its resources so thinly it cannot operate properly.	\$2.0	\$4.0
7	Spend down all reserves in parcel taxes for 25-26 and 26-27	E Restructuring of School Site Allocations to Centralize Key School Investments and Revising Accompanying Board Policies to Move from Results-Based Budgeting to a More Centralized Approach with Clear Criteria for Earned Autonomies	Re-Envision	...Annual allocations of our parcel taxes have not always yielded full spending; however, the District can re-envision how it uses carryover within the scope of each measure.	This would be one time use for 2025-26/26-27; would need to include language that positions would be eliminated once carryover is exhausted in these funds. Projected EFB - Measure G1 (MS) - \$5.8M Measure H \$3M Measure G \$4.4M Measure H \$7.3M. Rule on Base TSA's - Fund out of Measure G (\$2M). S & C may be applicable as well \$9.3M.	\$2.0	\$20.5

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8	Eliminate/Significantly Reduce extended contracts	E Restructuring of School Site Allocations to Centralize Key School Investments and Revising Accompanying Board Policies to Move from Results-Based Budgeting to a More Centralized Approach with Clear Criteria for Earned Autonomies	Re-Envision	...How we manage employee time and our resources. We need to evaluate what we are asking employees to do beyond their standard assignment and the priority and impact to quality education.	Need 1-2 year analysis of spend on extended contracts. Develop centralized approval process, moving forward (restructuring component: improve budget monitoring). The District had 4,128 HRA's in 2023-24	\$2.3	\$11.7
9	ADA target to increase attendance	D Restructuring Operational Services	Re-Envision	Increase revenue annually with higher average attendance Districtwide.	The District's Enrollment to ADA has not reached 94% and remains at 89% since the pandemic. We are now funded by a three year average, which for the 2024-25 budget is 29,985. If the average daily attendance increased in 2024-25 by 3% (250 increase in ADA by Gradespan) we would earn \$3.8M more in revenue. If the trend continued into 2025-26, we would earn \$13.8M more in 2025-26. Increase attendance: In 2023-24 Elementary: 46% > 90% and 54% below 90%. Middle School, 44% above 90% and 56% below. High School 75% above 90%, 25% Below.	\$3.7	
10	Restructure school site allocations through revision of staff formula to eliminate (with a few exceptions) cash allocations to school sites:	B Restructuring Staff Formula	Re-Envision	...How we provide quality education and safe schools, while reducing school site staffing, yet maintaining core and reenvisioning efficiencies and high student outcome.	The District must find ways to build a balanced and sustainable budget and not spread its resources so thinly it cannot operate properly.	\$6.0	\$4.0
11	Eliminate any TSAs that may be funded by on-going dollars	E Restructuring of School Site Allocations to Centralize Key School Investments and Revising Accompanying Board Policies to Move from Results-Based Budgeting to a More Centralized Approach with Clear Criteria for Earned Autonomies	Re-Envision	Evaluate and prioritize the use of teachers on special assignment and the deployment of the staffing throughout the District.	Eliminate TSA strategy excluding contractually required/MOU driven perimeters. Consider All Base TSAs being funded by Measure G, with a new allocation strategy following the following use perimeters: Provide programs, including arts and music, that enhance student achievement	\$10.6	\$24.0
12	Elimination of 80% of All Vacancies x Job Class or create Minimum Vacancy Pool x Job Class-Centralized Strategy	B Restructuring Staff Formula	Re-Envision	...How we consider another option of managing budgeted, yet unfilled positions as we budget and maintain our budget, with key consideration to positions we are constantly unable to fill.	The District has numerous vacancies that it budgets for annually, but never fills. These expenditures can be used to fund for actual positions that are filled while the District continues its restructure work.	\$12.8	\$18.6
13	Hiring Freeze OR permanent elimination of historically vacant positions	B Restructuring Staff Formula	Re-Envision	...How we manage the amount of vacancies we budget annually to maximize today's dollars and recruitment.	Annual Surplus vacancies exist and the budget is unable to use the allocated resources in a strategic manner. Eliminate all vacancies. Hiring Freeze Leaves positions open and in the	\$21.9	\$51.8

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14	Target to increase staff attendance		Re-Envision	...How we set expectations for attendance amidst the District's additional mental and physical support for the employees it values.	The District is experiencing an increase in requests for substitutes and is reviewing absence rates for all job classes, sites, and departments. The District is also analysing the impact of staff attendance and student attendance and will provide a subsequent analysis		
15	Fixed Asset Revenue Strategy	D Restructuring Operational Services	Re-Envision	...How we strategically use our fixed assets to address one time financial revenue that can support the District as it implements long term decisions.	New RFP issued and vendor selected to review our fixed assets and support the update our Facility Plan. Fixed Asset Review of Vacant Properties by DCI and Brookwood Partners to provide options for the board on reuse, development and potential sale of district property.		
16	Eliminate Co Principals	B Restructuring Staff Formula	Redesign	...How we develop staffing equity for each school.	The District needs to assign 1 Principal to every site and add additional Admin Support through AP's as needed. Currently 1 Site - Life Academy & Joaquin Miller	\$0.4	
17	12M CSMs and Case Managers become 11M or 10M	B Restructuring Staff Formula	Redesign	...Consider if we need staff present year round.	Evaluate rationale for staff to be year round versus following the school year and prioritize the decision on program need and not availability of funding.	\$0.6	\$1.3
18	Identify 11 and 12 mo positions that can be converted into 10 month positions	B Restructuring Staff Formula	Redesign	...Consider if we need staff present year round.	Need list of positions and recommendation for changes	\$1.0	\$1.5
19	Revise Budget Handbook guideline to decrease FTE and other allocations	D Restructuring Operational Services	Redesign	...Review our methodology for allocating funds and staffing and how they are aligned to contractual agreements, policies, or developed preferences and requests versus a quality schools model for allocations.	Make changes to criteria		
20	Outsourcing annual related positions to NPA/Consultants	D Restructuring Operational Services	RedesignA review of how we are using NPA and the impact of the rising costs versus the development of existing or new positions to do the same work. This work is being done with multiple programs.	- Land on work to be accomplished in 25-26; undetermined if immediate savings can be realized for 25-26		

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21	The Special Education Contribution comes from the base and needs to be shared by supplemental resources as the base cannot support all of the investments planned for SPED. The Contribution has grown by \$103M in 14 years. The Base General Fund has grown by \$151M in 14 years. The District must be able to balance the cost increases with supplemental funds. The contribution to ongoing major maintenance has grown by \$13M, and it should be noted is calculated based on 3% of total expenditures.	B Restructuring Staff Formula	Redesign	We have noted and identified additional services to our Special Education program, to include supporting more students with layered needs. The Base General Fund needs support in managing the growing costs in addition to restructuring work.	Our Investment in special education has supplemental components that are not funded with supplemental funding and the Base is carrying the entire investment. We need to invest in additional support to help us balance program and cost containment. Need to contain costs for 25-26. Identify and set up contract for external evaluator to provide recommendations to deepen quality and increase efficiencies.	\$0.0	
22	Re-Align Salaries for Large/Small Principals	B Restructuring Staff Formula	Restructure	...How we correct salaries to ensure equity in our salary allocations based on our school site size ratios developed to ensure we value positions properly Districtwide.	Provide equity for all Principals in salary based on the salary allocation, which is size of school.	\$0.3	
23	Eliminate/Significantly Reduce Overtime Eliminate overtime, except for emergency core services: B&G for repairs Custodians to cover vacancies Payroll	D Restructuring Operational Services	Restructure	...How we prioritize what is required to be performed with hours beyond those designed by position.	Manage labor cost to perform essential duties and assignments and adjust additional support excluding necessary or emergency circumstances. Develop a centralized process to approve overtime; need analysis of projected cost to adjust down budget	\$2.0	\$0.8
24	Review practices for master schedules to ensure consistency and equity across site, and explore strategies to fund an additional period of instruction centrally rather than through individual site budgets.	B Restructuring Staff Formula	Restructure	...How we plan and implement changes in school course offerings and the efficient and practical use of staffing Districtwide, while contending with vacancies that go unfilled.	The District has reviewed its Master Schedules and seeks to provide symmetry in the staffing allocations and master schedule expectations across the high school network first and subsequently the middle school networks.	\$2.0	
25	Reserve the 2025-26 Loan Payment to be paid in 2024-25 after the Fiscal Systems Audit which is scheduled to be completed in May 2025.	D Restructuring Operational Services	RestructureHow we reduce our long term liabilities one year sooner and not budget for a loan payment in 2025-26 as we follow the loan payment process of state receivership carefully.	The Loan payment would be reserved with one time funds at First Interim for a projected June 2025 payment or Accounts Payable Accrual, therefore relieving our expenditures of \$2M in 2025-26.	\$2.0	

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26	Positions for review in S & C in 2024-25: These positions were retained for an additional year in Resource 0006: Assistant Principals at High Need Schools (\$3.2M S&C) 11-Month Teachers at select high schools (\$1.3M S&C) Electives Teachers for Students Required to Take ELD (\$3.9M S&C) Teachers for Late-Arriving Newcomer Students (\$1.8M S&C) Teachers for Late-Arriving Continuation Students (\$1.5M S&C)	B Restructuring Staff Formula	Restructure	...How we prioritize additional staffing in the District.	...Propose positions placed in 2024-25 in Resource 0006 for permanent elimination. As shared in 2024-25, as S & C carryover declines or other areas of investment are prioritized, we would eliminate the positions out of Resource 0006 and review if and how we prioritize these positions using other funding.	\$12.3	
27	The District will Exit HBGB to allow analysis and recommended changes to benefit packages that can be negotiated with Bargaining Unit groups.	D Restructuring Operational Services	Restructure	The District has not realized gains in researching, providing, and offering the best benefit options to its employees and as the employer, must be able to do the work as required. This is not the same notion of labor unions accepting these offers, but rather engaging in the proper practice of negotiations accordingly.	- Land on work to be accomplished in 25-26; no immediate savings for 25-26		
28	OUSD Safety Investments	B Restructuring Staff Formula	Restructure	...How we fund and support safety with growing needs.	The District is in the process of establishing a funding methodology and practice for its safety needs, which is a high imperative for families seeking to attend OUSD schools. No post mortem was done since the police department closure.		

E) Draft [Message and Requests from CAC about the Proposed Budget Solutions](#)

tinyurl.com/37xsycu3

[About the Budget Reductions and Adjustments Presented in Attachment C](#)

1) We must all understand the budget reductions and adjustments listed in Attachment C before we do anything else. We must also understand their impact on our students who have been most neglected and who will be most harmed by the loss of programs and resources, especially disabled students with Moderate and Extensive support needs.

2) Before any decisions are made, the reductions and adjustments must be reviewed and explained in districtwide meetings with families and students. Those meetings must have ample opportunity for questions, dialogue, and suggestions.

3) We should prioritize filling vacancies for Special Education teachers, Instructional Support Specialists, and Paraeducators. Vacancies for these positions were already eliminated last year. We must seek full hiring for these urgently needed positions and not continue to decrease the baseline number of positions.

[About the Current Proposal to Merge Schools:](#)

1) The lack of historical referencing in this resolution diminishes our faith in OUSD's capacity to implement school mergers in a way that protects all students. OUSD must draw lessons from its history of school design, closures, and mergers in developing this analysis.

2) The data points that OUSD used in the proposal for mergers was incomplete and insufficient.

First, the data did not include all of the modifications listed in *Resolution No. 2324 -0020 Equity Impact Analysis Metrics for the Initiation of School Changes* Per Education Code 41329 nor did it include all of the metrics identified by the AB 1912 Ad Hoc Committee.

We are especially concerned about the absence of data to speak to the following modifications in *Resol. No. 2324-0020:*

- *Include qualitative evaluations of how schools serve specific populations of students;*
- *determine whether closure, consolidation or merger will have a disproportionate impact on any particular demographic group and also if the action will maintain or exacerbate segregation or isolation.*

SDCs and other Special Education programs often operate in complete isolation from the rest of the school. We must understand the extent to which students in these programs are supported by the wider program of the school. This includes but is not limited to: literacy programs and interventions, math programs and interventions, access to core curriculum in all subject areas, counseling supports, electives, English Language Development, field trips, school culture and enrichment activities, demonstrations of learning and recognitions, etc. We must also identify efforts by each school to offer integrated learning and social experiences to all disabled students.

Not completing the analysis with all of the requested data means that OUSD is not in the position to prevent harm to specific groups of students, including specific groups of disabled students.

We will not support OUSD continuing with the plan for mergers until they complete this analysis and understand all implications for specific groups of students. A revised analysis must be presented and discussed at a public meeting.

3) To more accurately reflect the demographic make-up of each school and the potential impact on specific groups of students, any analysis must (as a start) also identify the following for each school being considered:

- **the number and percentage of students for all ethnic groups** (Only two are identified in the analysis.)
- **how many students speak specific home languages at each school** (This is especially important when considering a merger involving a dual language school and another school.)
- **the number and percentage of newcomers**. (Newcomers require specific kinds of support. Stating the number and percentage of English Language Learners is not enough.)
- **the types of disabilities** at each school generally and in Special Day classrooms specifically. (Stating the number and percentage of disabled students at a school does not speak to the specific disability experiences that a school must support. Disabilities are diverse.)
- **the other experiences of disabled students** at the school (especially those who attend Special Day Classrooms). This includes race/ethnicity, fluency, gender, home language, etc. Disabled students are not defined only by their

disability experiences. One crucial example: the racial and language make-up of students within a Special Day classroom can be completely different from that of the rest of the school.

- **the type of Special Education programs** (the analysis only states the number of so-called SCPs located at each school. It does not name programs for low-incidence disabilities; whether the SDCs serve students with mild, moderate, or extensive needs, whether inclusive instruction has been structurally set up for students in SDCs, etc.)
- **how long each Special Education program has been at the school and what Special Education programs were once available at each school but no longer are.**

In its long history, the CAC has witnessed the movement of specific Special Education programs ahead of closure and merger decisions. It has also learned which schools have had long-standing Special Education programs.

- **school stability indicators already available to OUSD** and that connect to what the Ad Hoc Committee requested (example: the nonstability rate of the school). This indicator measures whether students remained enrolled in the same educational setting for all of the previous academic year. One of the schools in the proposal receives Equity Multiplier Funding because of its nonstability rate.

Beef up language about school stability indicators. School stability: one of the most important things to consider.

4) Any school that results from a merger process must be designed to serve all of OUSD students, as it relates to race/ethnicity, language, national origin, the full range of disability experiences, income, gender, gender identity, sexual orientation, etc.

5) Any proposal must guarantee that Special Day and low-incidence programs are protected and that they are not slated for phase-out or removal from the schools.

6) School design teams must have parents of disabled students at the table, especially of students enrolled in Special Day and low-incidence programs.

7) Administrators of merger schools must attend ongoing training in Disability Access, Disability Justice, and Universal Design for Learning.

Administrators that demonstrate high competency in these areas must be recognized and maintained. They must be supported in sharing their knowledge and expertise with other administrators.

Our Larger Message

- 1) OUSD schools must be designed to serve all of OUSD students, as it relates to race/ethnicity, language, national origin, the full range of disability experiences, income, gender, gender identity, sexual orientation, etc.
- 2) OUSD must define school stability and belonging for disabled students in collaboration with families and students. This includes identifying related metrics and committing to using them. This includes knowing how often disabled students move (and are moved) from schools.
- 3) OUSD must identify specific schools as models of stability and belonging for disabled students. We must support and cultivate focal schools with stable programs that can showcase disability access, universal design, and inclusivity, especially for students with moderate and extensive support needs.

F) Draft [Message and Requests from PSAC about the Proposed Budget Solutions](https://www.tinyurl.com/dfvwk3p9)

In presentations about the budget, we get the consistent message from administrators that charters are not the problem when they are. Historically, it is a large part of how we got here. It fragmented our city, our communities, and our resources. Charter schools were allowed to open and operate with different expectations than district schools. Then, we added to the problem through the choices we made for our schools, through the choices we made about how to compete with charters for enrollment.

We do not approve the lease of properties to charter schools. It is leasing us out of existence. OUSD must immediately begin the process to lease properties to other institutions that serve our families.

We are favorable to more centralized budgeting. This would help to use our resources more effectively. It would promote transparency and equity across our district. It would also free up time for principals, especially for those that do not have the experience to piece together budgets and implement them. It would free up school site committees that feel forced to approve expenses.

More centralized budgeting must come in hand in hand with centralized, transparent, and democratic decision making with all district stakeholders. We must create and support strong centralized spaces for shared decision-making with all schools and families.

We were concerned about the heavy emphasis on distance from a school in the presentation related to school closures, especially for students with disabilities and other vulnerable students. Some schools have been places of refuge and of last resort for these students.

We support using facilities for low income and below market rate housing. It creates opportunities for revenue. Housing for teachers could help attract and retain teachers in OUSD, and make teaching in Oakland more sustainable. Housing for unhoused and other low income families could stabilize their living conditions within our district with impacts on enrollment and attendance. Similarly, we support housing for transitional age youth.

We are not made aware of things early enough to be able to transition and process things. We have experienced an overload of information. The information that comes out does not cohere and is out of sequence. We experience Board meetings where staff and Board act like they have not talked to each other. We oppose stating that parents gave feedback and claiming that they weighed in. That misrepresentation must be corrected. Processes and timelines for decision-making must be explained well ahead of time, must make sense to everyone, and must include clear information and time to weigh in. It is almost impossible to explain what has happened. It is almost impossible to support the families whose voices need to be heard.