Reducing our Footprint

AB 1912 Recommendation Resolution No. 2425-0015

December 11, 2024

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Presentation Overview

1. Our Dilemma;
2. Feedback Collected;
3. Financial Details;
4. Program Process for Redesign;
5. If recommendation is NOT approved;
6. Next Steps;
7. Questions; and
8. Appendix.

Our Vision

All OUSD students will find joy in their academic 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.

Our Mission

Oakland Unified School District (OUSD) will build 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.

Our Dilemma

- Declining enrollment and the expansion of charters;
- Sustaining too many schools, although many Districts with the same enrollment operate fewer schools;
- Deferring our responsibility to maintain our buildings resulting in an insurmountable list of repairs with no means to pay for them;
- Increased salaries, knowing the need to make commensurate budget reductions;
- Not financially able to provide the resources our students deserve, resulting in poor achievement; and
- Successfully exiting State Receivership.

The Board Faces a Fork in the Road

The Current Path:

- Board continues to agonize over budgets and school closures

- State/County intervention likely in 2025-26, with loss of democratic local control

- Resources continue to be spread too thin across too many sites to adequately support equity and student success

- Voters deny renewal of Measure G1, and 2028 facilities bond is not enough for numerous old buildings.

A New Path Forward:

- Board takes action now to plan for declining enrollment over the coming years

- Board can then pivot to focus on student outcomes, not just perennial agonizing over budget adjustments

- Oakland Unified exits receivership in 2026 after 23 years

- District attracts an excellent new Superintendent for 2026-27

- Voters renew parcel tax in 2026, and new board in 2028 is sufficient

Recommendation: Shared Campus Mergers

1. International Community School (ICS) and Think College Now (TCN);
2. Manzanita Community School and Manzanita SEED;
3. Acorn Woodland and Encompass;
4. Esperanza and Korematsu; and
5. United for Success Academy (UFSA) and LIFE Academy.

Rationale: The rationale to merge schools on shared sites is to create operational and administrative efficiencies. In the cases where the shared site schools offer dual language and special education programming, the programs would continue. The potential *ongoing* savings from these mergers is $2.5M-$3M.

Feedback Collected

Theme: Timeline

Specific Suggestions

Concerns about the timeline being too short. Some suggested making the decisions about the mergers quickly but then extending the timeline for implementation to engage the school communities around design.

Community Voice

"We should slow things down. This merger is happening too fast. We need years to do this right by our students. - ICS parent"

"Sufficient time needs to be given to schools due to impact on students - involve staff in the solutions process"

"I was a part of the merger of Castlemont, and what I experienced was that there were many promises made centrally about the supports that would be offered in the merger process... should the merger move forward. I would ask for a thoughtful approach and for a slower approach. The timeline for merging within the next few months seems like a surefire way of losing connection and decreasing quality for fiscal and political expediency. For 2 different communities to come together successfully, it takes time, stakeholder engagement, trust building, and program building. At the very least, I would hope that the BOE would consider the lack of realism in a 5-month timeline. Simply the technical aspects such as enrollment and budgeting, this is not a viable timeline."

Theme: Space & Facilities

Specific Suggestions

This included everything from a lack of space to the poor state of the infrastructure.

Community Voice

"We don't have space in our high school. We don't have enough materials."

"Invest in us! We only have one working water fountain. We have no AC and we can't learn when it is so hot."
"We have to pay out of pocket to participate in sports and attend games. Our families can't afford to come watch us play."

"Facilities are terrible. Students need better."

Theme: Access to Programming

Specific Suggestions

Fear of losing programs to support ELLs, students with disabilities, and dual language immersion programs.

Community Voice

"My son has a learning disability. It took me 2 years to find out services for him. What will happen with these resources?"

"What will the combination of the dual immersion program with an English program look like? It puts my children at risk of losing their education."

Theme: Actual Impact on Budget

Specific Suggestions

A desire to understand the true budget impact of mergers. Mergers seemingly represent only a tiny portion of the budget gap - is it worth it?

Community Voice

"Will merging the shared campuses really save money? Nowhere near the 95 million is needed."

"The purpose savings, if they do occur, are negligible against the budget needs, so why do it?

Theme: Impact on Black & Brown Families

Specific Suggestions

A high number of students impacted by mergers are from non-White communities.

Community Voice

"See the list and see 10 [potentially merging] schools serving black, Latino schools - 10 majority non-white schools"

Theme: Community Engagement

Specific Suggestions

Some community members appreciated the amount of engagement and transparency, while some said it was not enough, in particular for families for whom English is not their primary language.

Community Voice

"Concern about how the media has covered the SFUSD school closure process - good to see how focused OUSD is about engaging with community members."

"The board needs to better communicate these town halls to their constituents - parents hardly know what is going on!"

Theme: Small Schools

Specific Suggestions

Families articulated the value of small schools and concerns about safety and student outcomes in larger schools with higher student-to-staff ratios.

Community Voice

"How can you ensure the classes won't be overcrowded?"

"How can a principal manage 2 different programs when she tends to help in the playground, cafeteria, and other things?"

"If we lose our small school model, then we will lose students and families to charter schools. Merging will decrease the quality of our schools and decrease enrollment."

"That UFSA is a school serving a uniquely needful population with specific social supports that can't be easily accommodated in a larger context."

Theme: Impact of Charter Schools

Specific Suggestions

Community members are concerned about charter schools negatively impacting enrollment and potentially offering a more attractive alternative in response to turmoil and cuts in the district.

Community Voice

"What studies have been conducted regarding lower enrollment in the district and the impact of charter schools?"

"The goal is to save money, but what they will achieve is that more students will go to charter schools and other districts, where there is more support and resources for children."

"If you merge our school, you will send students to charter schools down the street."

Theme: Learn from Past Mergers

Specific Suggestions

Build upon past successes and challenges in leading mergers or closures so we don't repeat the same mistakes.

Community Voice

"We ARE really skeptical about the commitment to dual immersion because of conversations we have had with those at Lockwood. A teacher there calls the dual immersion "dual language in name only" since merging with an English-only school."

"What are the successful examples of mergers, and what was their timeline?"

Theme: Enrollment as a Consideration

Specific Suggestions

Some schools are not under-enrolled, so community members wonder why they should bear the burden of these cuts.

Community Voice

"Why are the only schools chosen in Oakland flatlands with great enrollment numbers?"

"Look at schools with lower enrollment rather than mergers"

Financial Impact Summary

Financial Analysis - Overview

A financial model was designed to dynamically estimate "net cost avoidance" - the reasonable ongoing unrestricted costs that would not be incurred based on restructuring one or more schools net of any lost revenue or other added costs.

It is understood there are potentially many other cost avoidance and pooling of resources benefits of restructuring that are beyond the scope of this analysis (e.g. transportation, hiring, oversight, more efficient use of restricted resources)

Financial Analysis - Key Considerations

➜ **Unrestricted Only.** Staffing and funding efficiencies for Restricted Funds are not considered due to complexity and the focus on the Unrestricted Deficit.

➜ **Average Compensation Used.** For better comparison, average compensation levels per position type are used instead of actual costs at a particular school.

➜ **Special Education Costs.** No cost avoidance is estimated for Special Education programs

➜ **Dynamic Model.** Estimates change depending on which scenarios are selected, which receiving schools are chosen and the number of students estimated to enroll in a receiving school.

➜ **Cost Avoidance Varies by Type of Restructuring.** For example, unlike with a consolidation, in a same-campus merger, no site facilities cost avoidance is estimated.

Financial Analysis - Factors Included

Unrestricted Funded only

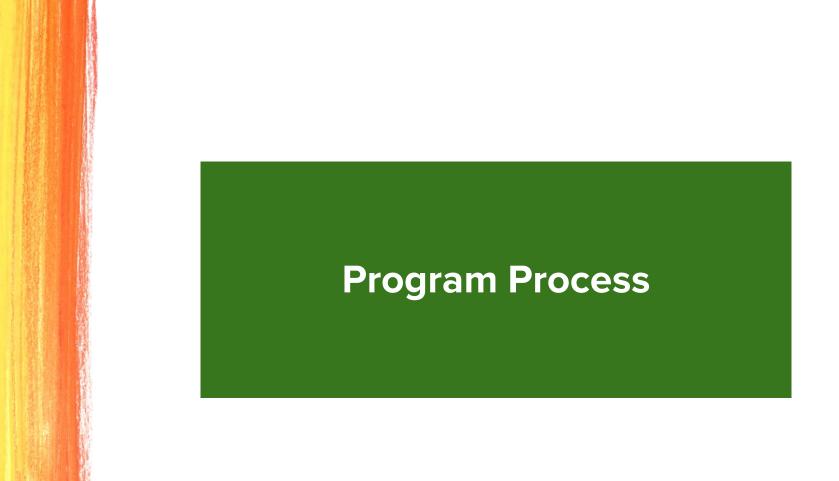| Base Staffing Costs	Change in staffing allocated by formula based on the 2024-25 School Site Planning Handbook (e.g. teachers, clerical, assistant principals)
Other Staffing Costs	Change in other unrestricted staffing allocated to schools based on changed operations (e.g. custodians, counselors, culture keepers)
Facilities Costs	Change in utilities and building maintenance
Attrition Related Costs	Non-staffing costs avoided due to enrollment loss from restructuring (e.g. materials and services)
Other Costs	Reduction in Routine Restricted Maintenance Contribution due to overall reduction in costs
Lost Revenue	LCFF Revenue reduced due to enrollment lost from restructuring

Estimated Cost Avoidance - Overall Summary

Unrestricted Funded only

RECOMMENDATION	ESTIMATED COSTS AVOIDED
1. International Community School (ICS) and Think College Now (TCN)	$650,066
2. Manzanita Community School and Manzanita SEED	$298,021
3. Acorn Woodland and Encompass	$493,668
4. Esperanza and Korematsu	$313,941
5. United for Success Academy (UFSA) and LIFE Academy	$722,551
	$2,478,248

FINANCIAL RESULTS	
Base Staffing Costs Avoided	$2,691,886
Other Staffing Costs Avoided	$292,883
Site Facilities Costs Avoided	$0
Materials & Supplies Costs Avoided	$3,191
Services & Other Operating Costs Avoided	$4,080
Routine Restricted Maintenance Contribution Reduction	$89,761
Lost Revenue	-$603,554
Net Costs Avoided	**$2,478,248**

Program Process

Intentional planning for a merger

Process:
- Clarity on the purpose, membership, and context of **convening a design team**
- How to build school **community voice and agency** into successful merger planning
- Intentional planning and collaboration to ensure a **high-quality student experience**

Content:
- The design process is grounded in **asset mapping** and understanding the needs of the school community. Schools that have different instructional models/programming will receive specific support in maintaining instructional best practices.
- **School culture**, rituals, routines, collaboration, and professional development for the merged school will be intentionally designed and planned
- Specific **milestones** are designated and aligned to district deadlines.

Instructional Program:
- Clarity on **instructional programming in the merged school**, specifically how the two distinct programs will operate simultaneously e.g. preserving Dual Language (DL) and Structured English Immersion (SEI) programming while maintaining the integrity of the language acquisition model and theory of action.

Operations:
- **Align campus-wide procedures** like bell schedules, lunch schedules, arrival/dismissal, minimum day calendar, etc.

Design Team

What is a Design Team, who serves on it, and what does it do?

- The Design Team is a ***cross-constituent team of students, staff, parents, and community members***. The central work of the Design Team is to bring both school communities together under a reimagined and collective school vision, values, mission as well as articulate a clear instructional program. A second area of work is streamlining operations across the campus. Communication with and input from the larger school communities on progress made in the design team will happen on a regular basis, ideally monthly. Gaining and incorporating feedback from the community is a key role of the design team.

Caring for District Staff

We will:

- **Hold in-person meetings (both group and 1:1) with Talent staff to** overview their rights and responsibilities in the consolidation process, including any options for transfers and information on the classified bumping process.
- **Discuss Individual Concerns:** We will address each staff member's unique questions or concerns and offer a safe space for employees to express any apprehensions about their employment future in 1:1 meetings.
- **Supporting Job Placement and Professional Development:** Staff needing support in identifying new roles within the district will receive assistance with the transfer process, professional development opportunities, and tools for adapting to new environments or responsibilities.
- **Emotional and Practical Support:** Connect staff to relevant health resources if desired.

Communication to Families

If the Board were to decide to merge the schools located on a shared campus, families would be notified of the planned change in their language of choice, using the following strategies:

- Written notification sent home to families via U.S. Mail and electronic mail;
- Written notification sent home to families via student backpacks;
- Audio notification sent through the District phone messaging system; and
- Community Meeting led by Board director(s).

If Recommendation is NOT Approved

Increase reductions in B-E to balance

A. ~~Restructuring of Schools Aligned to AB1912 Process~~

B. Restructuring of Staff Formula to Schools

C. Restructuring of Continuous School Improvement (CSI) Division

D. Restructuring of Business/Operations to Centralize Services and 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

~~$2.5M-$3M~~

$95 M in Reductions to Schools and Central Office

Ask of the Board: Next Steps

- Approve your Board Recommendation to merge proposed schools on shared campuses;

If recommendation is adopted on December 11, 2024:

- Follow communication steps of AB 1912 to inform Families; and
- Support merging sites to implement a Redesign process: create Design Teams for re-envisioning and instructional program adjustments.

If recommendation is NOT adopted on December 11, 2024:

- Provide staff clear direction on how to move forward with restructuring the District footprint in alignment with Resolution 24-1278: Re-envision, Redesign and Restructure the District, 2024-2025 Fiscal Year aka 3Rs Resolution.

Questions or Comments

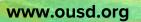**Community Schools, Thriving Students**

OAKLAND UNIFIED
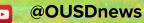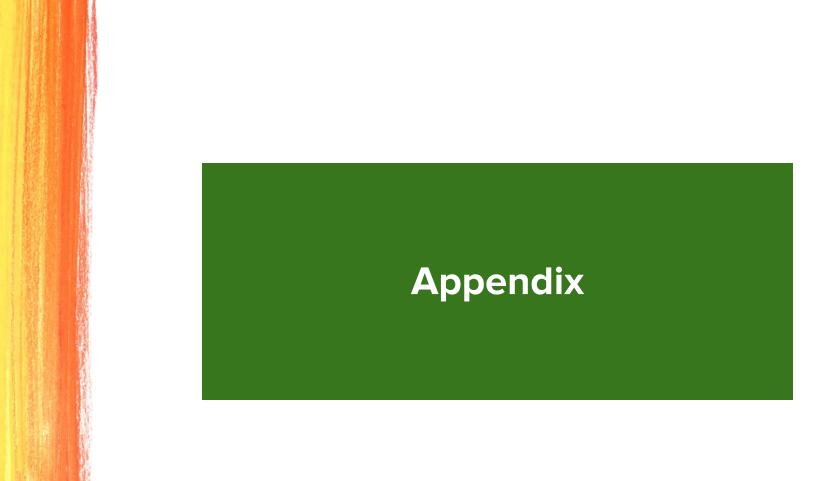SCHOOL DISTRICT
Community Schools, Thriving Students

1011 Union Street, Oakland, CA 94607

Appendix

Community Feedback Themes

- Community members disagree about the amount of money that could be saved from merging schools and question the information used in creating the projected amount of savings. Similarly, community members believed that the potential savings was not worth the action;

- Although the staff report includes a description of the design process and how the Design Team is to be formed, the community does not believe merging schools with varying educational programs is a good idea because each school has unique programming;

- Additionally, the school communities do not believe that 8 months, the time between January 2025-August 2025, is enough time to redesign the school program into one program.; and
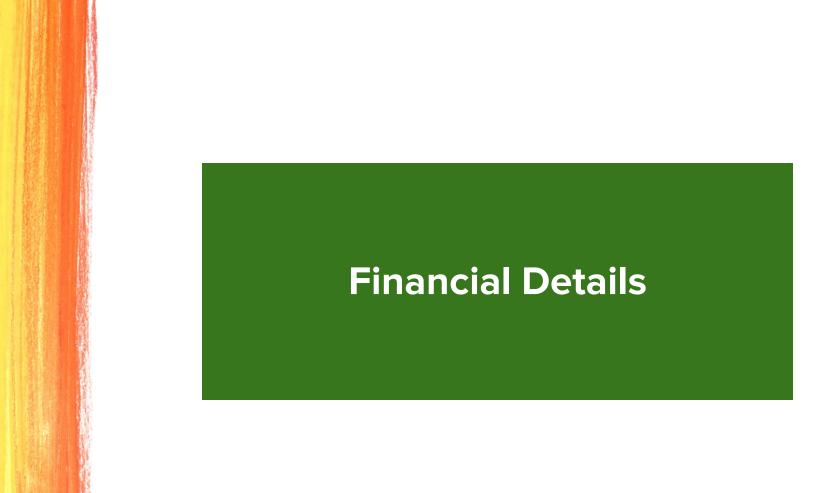
Community Feedback Themes

- Concerns about the timeline being too short. Some suggested making the decisions about the mergers quickly but then extending the timeline for implementation to engage the school communities around design.

- This included everything from a lack of space to the poor state of the infrastructure.

- Fear of losing programs to support ELLs, students with disabilities, and dual language immersion programs.

- A high number of students impacted by mergers are from non-White communities.

- Some community members appreciated the engagement and transparency, while some said it was not enough, particularly for families for whom English is not their primary language.

Community Feedback Themes

- Families articulated the value of small schools and concerns about safety and student outcomes in larger schools with higher student-to-staff ratios.

- Community members are concerned about charter schools negatively impacting enrollment and potentially offering a more attractive alternative in response to turmoil and cuts in the district.

- Build upon past successes and challenges in leading mergers or closures so we don't repeat the same mistakes.

- Some schools are not under-enrolled, so community members wonder why they should bear the burden of these cuts.

Financial Details

Estimated Cost Avoidance Detail Recommendation #1: Merger

International Community School (ICS) and Think College Now (TCN)

Estimated Cost Avoidance - Rec #1 Summary

International Community School (ICS) and Think College Now (TCN)

BASIC INFORMATION		
	Restructured School	**Receiving School #1**
	186 - ICS	190 - TCN
Pre-Restructure Enrollment	297	256
Self-Contained Program Enrollment	0	0
Unduplicated Pupil Percentage (UPP)	95.4%	96.8%
District Gen Ed Additional Attrition Assumption (%)	3.0%	
Post-Restructure Received Enrollment		288

FINANCIAL SUMMARY	
Base Staffing Costs Avoided	$654,720
Other Staffing Costs Avoided	$101,901
Site Facilities Costs Avoided	$0
Materials & Supplies Costs Avoided	$684
Services & Other Operating Costs Avoided	$874
Routine Restricted Maintenance Contribution Reduction	$22,745
Lost Revenue	-$130,858
Net Costs Avoided	**$650,066**

Estimated Cost Avoidance - Rec #1 Base Staffing

International Community School (ICS) and Think College Now (TCN)

Base Staffing (1XXX - 3XXX)					
	Restructured School	Receiving School #1	Receiving School #2	Receiving School #3	Totals
	186 - ICS	190 - TCN			
Current Costs of Base Staffing	$2,434,134	$2,161,352	$0	$0	$4,595,486
Adjusted Costs of Base Staffing	$0	$3,940,766	$0	$0	$3,940,766
					$654,720
Base Staffing Detail (Mergers only)					
	Restructured School (FTE Before)	Receiving School (FTE Before)	Both Schools (FTE Before)	Merged School (FTE After)	Both minus Merged
Clerical & Support Positions	3.10	3.10	6.20	4.10	2.10
Base Teachers	14.15	12.10	26.25	25.00	1.25
Additional Teachers	0.00	0.00	0.00	0.00	0.00
Principal	1.00	1.00	2.00	1.00	1.00
Assistant Principal	0.00	0.00	0.00	0.00	0.00
Total Base Staffing	**18.25**	**16.20**	**34.45**	**30.10**	**4.35**

Estimated Cost Avoidance - Rec #1 Other Staffing

International Community School (ICS) and Think College Now (TCN)

Other Staffing (1XXX - 3XXX)					
Current Other Staffing - 8 different positions	$542,414				
Portion of Costs Avoided (Est)					$101,901
Other Staffing Details (Mergers Only)					
	Restructured School (FTE Before)	**Receiving School (FTE Before)**	**Both Schools (FTE Before)**	**Merged School (FTE After)**	**Both minus Merged**
African American Achievement Staff	0.00	0.00	0.00	0.00	0.00
Culture & Climate Ambassador	0.00	0.00	0.00	0.00	0.00
College & Career Readiness Specialist	0.00	0.00	0.00	0.00	0.00
Culture Keeper	1.00	1.00	2.00	1.80	0.20
Counselor	0.00	0.00	0.00	0.00	0.00
Custodians	1.60	0.80	2.40	2.08	0.32
Contractual Newcomer Support	0.50	0.00	0.50	0.40	0.10
School Nurse	0.20	0.20	0.40	0.40	0.00
Total Other Staffing	**3.30**	**2.00**	**5.30**	**4.68**	**0.62**

Estimated Cost Avoidance - Rec #1 Facilities

International Community School (ICS) and Think College Now (TCN)

Site Facilities Costs					
Buildings & Grounds Costs (Consolidation Only)					
Buildings & Grounds Non-Management Salaries	Not a consolidation				
ICS % of district square footage	Not a consolidation				
					$0
Utilities - Elect/Gas Costs (Consolidation Only)					
ICS utilities costs	Not a consolidation				
Estimated % Cost Avoidance	Not a consolidation				
					$0

Estimated Cost Avoidance - Rec #1 Attrition-Related

International Community School (ICS) and Think College Now (TCN)

ATTRITION-RELATED COST AVOIDANCE					
Materials & Supplies Costs (4XXX)					
Total 4XXX Expenditures by schools	$2,597,555				
ICS attrition % of enrollment	0.026%				
					$684
Services & Other Operating Costs (5XXX)					
Total 5XXX Expenditures by schools	$3,321,160				
ICS attrition % of enrollment	0.026%				
					$874

Estimated Cost Avoidance - Rec #1 Other

International Community School (ICS) and Think College Now (TCN)

OTHER COSTS AVOIDED					
Routine Restricted Maintenance Contribution					
All other costs avoided	$758,178				
RRMA Contribution Percentage	3%				
					$22,745

Estimated Cost Avoidance - Rec #1 Lost Revenue

International Community School (ICS) and Think College Now (TCN)

Lost LCFF Revenue					
ICS Gen Ed Enrollment Loss (Est)	9				
ICS Unduplicated Pupil Percentage	95.4%				
Average Daily Attendance Assumption	90.0%				
Lost LCFF Base ($)	$90,014				
Lost LCFF Supplemental ($)	$17,182				
Lost LCFF Concentration ($)	$23,661				
					$130,858

Estimated Cost Avoidance Detail Recommendation #2: Merger

**Manzanita Community School and
Manzanita SEED**

Estimated Cost Avoidance - Rec #2 Summary

Manzanita Community School and Manzanita SEED

BASIC INFORMATION		
	Restructured School	**Receiving School #1**
	179 - Manzanita	175 - SEED
Pre-Restructure Enrollment	328	432
Self-Contained Program Enrollment	25	22
Unduplicated Pupil Percentage (UPP)	97.5%	79.0%
District Gen Ed Additional Attrition Assumption (%)	3.0%	
Post-Restructure Received Enrollment		294

FINANCIAL SUMMARY	
Base Staffing Costs Avoided	$383,958
Other Staffing Costs Avoided	$32,401
Site Facilities Costs Avoided	$0
Materials & Supplies Costs Avoided	$684
Services & Other Operating Costs Avoided	$874
Routine Restricted Maintenance Contribution Reduction	$12,538
Lost Revenue	-$132,434
Net Costs Avoided	**$298,021**

Estimated Cost Avoidance - Rec #2 Base Staffing

Manzanita Community School and Manzanita SEED

Base Staffing (1XXX - 3XXX)					
	Restructured School	**Receiving School #1**	**Receiving School #2**	**Receiving School #3**	**Totals**
	179 - Manzanita	175 - SEED			
Current Costs of Base Staffing	$2,294,538	$3,003,657	$0	$0	$5,298,196
Adjusted Costs of Base Staffing	$0	$4,914,237	$0	$0	$4,914,237
					$383,958
Base Staffing Detail (Mergers only)					
	Restructured School (FTE Before)	**Receiving School (FTE Before)**	**Both Schools (FTE Before)**	**Merged School (FTE After)**	**Both minus Merged**
Clerical & Support Positions	3.10	3.30	6.40	5.20	1.20
Base Teachers	13.10	18.55	31.65	30.40	1.25
Additional Teachers	0.00	0.00	0.00	0.00	0.00
Principal	1.00	1.00	2.00	1.00	1.00
Assistant Principal	0.00	0.00	0.00	1.00	-1.00
Total Base Staffing	**17.20**	**22.85**	**40.05**	**37.60**	**2.45**

Estimated Cost Avoidance - Rec #2 Other Staffing

Manzanita Community School and Manzanita SEED

Other Staffing (1XXX - 3XXX)					
Current Other Staffing - 8 different positions	$211,368				
Portion of Costs Avoided (Est)					**$32,401**
Other Staffing Details (Mergers Only)					
	Restructured School (FTE Before)	**Receiving School (FTE Before)**	**Both Schools (FTE Before)**	**Merged School (FTE After)**	**Both minus Merged**
African American Achievement Staff	0.00	0.00	0.00	0.00	0.00
Culture & Climate Ambassador	0.00	0.00	0.00	0.00	0.00
College & Career Readiness Specialist	0.00	0.00	0.00	0.00	0.00
Culture Keeper	0.00	0.00	0.00	0.00	0.00
Counselor	0.00	0.00	0.00	0.00	0.00
Custodians	0.80	0.80	1.60	1.44	0.16
Contractual Newcomer Support	0.50	0.50	1.00	0.90	0.10
School Nurse	0.30	0.30	0.60	0.60	0.00
Total Other Staffing	**1.60**	**1.60**	**3.20**	**2.94**	**0.26**

Estimated Cost Avoidance - Rec #2 Facilities

Manzanita Community School and Manzanita SEED

Site Facilities Costs					
Buildings & Grounds Costs (Consolidation Only)					
Buildings & Grounds Non-Management Salaries	Not a consolidation				
Manzanita % of district square footage	Not a consolidation				
					$0
Utilities - Elect/Gas Costs (Consolidation Only)					
Manzanita utilities costs	Not a consolidation				
Estimated % Cost Avoidance	Not a consolidation				
					$0

Estimated Cost Avoidance - Rec #2 Attrition-Related

Manzanita Community School and Manzanita SEED

ATTRITION-RELATED COST AVOIDANCE					
Materials & Supplies Costs (4XXX)					
Total 4XXX Expenditures by schools	$2,597,555				
Manzanita attrition % of enrollment	0.026%				
					$684
Services & Other Operating Costs (5XXX)					
Total 5XXX Expenditures by schools	$3,321,160				
Manzanita attrition % of enrollment	0.026%				
					$874

Estimated Cost Avoidance - Rec #2 Other

Manzanita Community School and Manzanita SEED

OTHER COSTS AVOIDED						
Routine Restricted Maintenance Contribution						
All other costs avoided	$417,917					
RRMA Contribution Percentage	3%					
						$12,538

Estimated Cost Avoidance - Rec #2 Lost Revenue

Manzanita Community School and Manzanita SEED

Lost LCFF Revenue					
Manzanita Gen Ed Enrollment Loss (Est)	9				
Manzanita Unduplicated Pupil Percentage	97.5%				
Average Daily Attendance Assumption	90.0%				
Lost LCFF Base ($)	$90,014				
Lost LCFF Supplemental ($)	$17,553				
Lost LCFF Concentration ($)	$24,866				
					$132,434

Estimated Cost Avoidance Detail Recommendation #3: Merger

Acorn Woodland and Encompass

Estimated Cost Avoidance - Rec #3 Summary

Acorn Woodland and Encompass

BASIC INFORMATION		
	Restructured School	**Receiving School #1**
	181 - EnCompass	165 - ACORN Woodland
Pre-Restructure Enrollment	286	294
Self-Contained Program Enrollment	0	0
Unduplicated Pupil Percentage (UPP)	98.3%	97.5%
District Gen Ed Additional Attrition Assumption (%)	3.0%	
Post-Restructure Received Enrollment		277

FINANCIAL SUMMARY	
Base Staffing Costs Avoided	$590,535
Other Staffing Costs Avoided	$16,345
Site Facilities Costs Avoided	$0
Materials & Supplies Costs Avoided	$684
Services & Other Operating Costs Avoided	$874
Routine Restricted Maintenance Contribution Reduction	$18,253
Lost Revenue	-$133,023
Net Costs Avoided	**$493,668**

Estimated Cost Avoidance - Rec #3 Base Staffing

Acorn Woodland and Encompass

Base Staffing (1XXX - 3XXX)					
	Restructured School	**Receiving School #1**	**Receiving School #2**	**Receiving School #3**	**Totals**
	181 - EnCompass	165 - ACORN Woodland			
Current Costs of Base Staffing	$2,294,538	$2,392,668	$0	$0	$4,687,206
Adjusted Costs of Base Staffing	$0	$4,096,672	$0	$0	$4,096,672
					$590,535
Base Staffing Detail (Mergers only)					
	Restructured School (FTE Before)	**Receiving School (FTE Before)**	**Both Schools (FTE Before)**	**Merged School (FTE After)**	**Both minus Merged**
Clerical & Support Positions	3.10	2.30	5.40	3.30	2.10
Base Teachers	13.10	14.15	27.25	25.00	2.25
Additional Teachers	0.00	0.00	0.00	0.00	0.00
Principal	1.00	1.00	2.00	1.00	1.00
Assistant Principal	0.00	0.00	0.00	1.00	-1.00
Total Base Staffing	**17.20**	**17.45**	**34.65**	**30.30**	**4.35**

Estimated Cost Avoidance - Rec #3 Other Staffing

Acorn Woodland and Encompass

Other Staffing (1XXX - 3XXX)					
Current Other Staffing - 8 different positions	$114,636				
Portion of Costs Avoided (Est)					**$16,345**
Other Staffing Details (Mergers Only)					
	Restructured School (FTE Before)	**Receiving School (FTE Before)**	**Both Schools (FTE Before)**	**Merged School (FTE After)**	**Both minus Merged**
African American Achievement Staff	0.00	0.00	0.00	0.00	0.00
Culture & Climate Ambassador	0.00	0.00	0.00	0.00	0.00
College & Career Readiness Specialist	0.00	0.00	0.00	0.00	0.00
Culture Keeper	0.00	0.00	0.00	0.00	0.00
Counselor	0.00	0.00	0.00	0.00	0.00
Custodians	0.80	0.80	1.60	1.44	0.16
Contractual Newcomer Support	0.00	0.00	0.00	0.00	0.00
School Nurse	0.20	0.20	0.40	0.40	0.00
Total Other Staffing	**1.00**	**1.00**	**2.00**	**1.84**	**0.16**

Estimated Cost Avoidance - Rec #3 Facilities

Acorn Woodland and Encompass

Site Facilities Costs					
Buildings & Grounds Costs (Consolidation Only)					
Buildings & Grounds Non-Management Salaries	Not a consolidation				
EnCompass % of district square footage	Not a consolidation				
					$0
Utilities - Elect/Gas Costs (Consolidation Only)					
EnCompass utilities costs	Not a consolidation				
Estimated % Cost Avoidance	Not a consolidation				
					$0

Estimated Cost Avoidance - Rec #3 Attrition-Related

Acorn Woodland and Encompass

ATTRITION-RELATED COST AVOIDANCE						
Materials & Supplies Costs (4XXX)						
Total 4XXX Expenditures by schools	$2,597,555					
EnCompass attrition % of enrollment	0.026%					
						$684
Services & Other Operating Costs (5XXX)						
Total 5XXX Expenditures by schools	$3,321,160					
EnCompass attrition % of enrollment	0.026%					
						$874

Estimated Cost Avoidance - Rec #3 Other

Acorn Woodland and Encompass

OTHER COSTS AVOIDED					
Routine Restricted Maintenance Contribution					
All other costs avoided	$608,438				
RRMA Contribution Percentage	3%				
					$18,253

Estimated Cost Avoidance - Rec #3 Lost Revenue

Acorn Woodland and Encompass

Lost LCFF Revenue					
EnCompass Gen Ed Enrollment Loss (Est)	9				
EnCompass Unduplicated Pupil Percentage	98.3%				
Average Daily Attendance Assumption	90.0%				
Lost LCFF Base ($)	$90,014				
Lost LCFF Supplemental ($)	$17,691				
Lost LCFF Concentration ($)	$25,317				
					$133,023

Estimated Cost Avoidance Detail Recommendation #4: Merger

Esperanza and Korematsu

Estimated Cost Avoidance - Rec #4 Summary

Esperanza and Korematsu

BASIC INFORMATION		
	Restructured School	**Receiving School #1**
	172 - Korematsu	177 - Esperanza
Pre-Restructure Enrollment	181	422
Self-Contained Program Enrollment	33	13
Unduplicated Pupil Percentage (UPP)	96.6%	99.2%
District Gen Ed Additional Attrition Assumption (%)	3.0%	
Post-Restructure Received Enrollment		144

FINANCIAL SUMMARY	
Base Staffing Costs Avoided	$342,102
Other Staffing Costs Avoided	$16,345
Site Facilities Costs Avoided	$0
Materials & Supplies Costs Avoided	$304
Services & Other Operating Costs Avoided	$389
Routine Restricted Maintenance Contribution Reduction	$10,774
Lost Revenue	-$55,973
Net Costs Avoided	**$313,941**

Estimated Cost Avoidance - Rec #4 Base Staffing

Esperanza and Korematsu

Base Staffing (1XXX - 3XXX)					
	Restructured School	**Receiving School #1**	**Receiving School #2**	**Receiving School #3**	**Totals**
	172 - Korematsu	177 - Esperanza			
Current Costs of Base Staffing	$1,437,739	$3,042,501	$0	$0	$4,480,239
Adjusted Costs of Base Staffing	$0	$4,138,137	$0	$0	$4,138,137
					$342,102
Base Staffing Detail (Mergers only)					
	Restructured School (FTE Before)	**Receiving School (FTE Before)**	**Both Schools (FTE Before)**	**Merged School (FTE After)**	**Both minus Merged**
Clerical & Support Positions	3.10	3.30	6.40	4.10	2.30
Base Teachers	6.65	18.55	25.20	25.00	0.20
Additional Teachers	0.00	0.00	0.00	0.00	0.00
Principal	1.00	1.00	2.00	1.00	1.00
Assistant Principal	0.00	0.00	0.00	1.00	-1.00
Total Base Staffing	**10.75**	**22.85**	**33.60**	**31.10**	**2.50**

Estimated Cost Avoidance - Rec #4 Other Staffing

Esperanza and Korematsu

Other Staffing (1XXX - 3XXX)					
Current Other Staffing - 8 different positions	$114,636				
Portion of Costs Avoided (Est)					**$16,345**
Other Staffing Details (Mergers Only)					
	Restructured School (FTE Before)	**Receiving School (FTE Before)**	**Both Schools (FTE Before)**	**Merged School (FTE After)**	**Both minus Merged**
African American Achievement Staff	0.00	0.00	0.00	0.00	0.00
Culture & Climate Ambassador	0.00	0.00	0.00	0.00	0.00
College & Career Readiness Specialist	0.00	0.00	0.00	0.00	0.00
Culture Keeper	0.00	0.00	0.00	0.00	0.00
Counselor	0.00	0.00	0.00	0.00	0.00
Custodians	0.80	0.80	1.60	1.44	0.16
Contractual Newcomer Support	0.00	0.50	0.50	0.50	0.00
School Nurse	0.20	0.20	0.40	0.40	0.00
Total Other Staffing	**1.00**	**1.50**	**2.50**	**2.34**	**0.16**

Estimated Cost Avoidance - Rec #4 Facilities

Esperanza and Korematsu

Site Facilities Costs				
Buildings & Grounds Costs (Consolidation Only)				
Buildings & Grounds Non-Management Salaries	Not a consolidation			
Korematsu % of district square footage	Not a consolidation			
				$0
Utilities - Elect/Gas Costs (Consolidation Only)				
Korematsu utilities costs	Not a consolidation			
Estimated % Cost Avoidance	Not a consolidation			
				$0

Estimated Cost Avoidance - Rec #4 Attrition-Related

Esperanza and Korematsu

ATTRITION-RELATED COST AVOIDANCE					
Materials & Supplies Costs (4XXX)					
Total 4XXX Expenditures by schools	$2,597,555				
Korematsu attrition % of enrollment	0.012%				
					$304
Services & Other Operating Costs (5XXX)					
Total 5XXX Expenditures by schools	$3,321,160				
Korematsu attrition % of enrollment	0.012%				
					$389

Estimated Cost Avoidance - Rec #4 Other

Esperanza and Korematsu

OTHER COSTS AVOIDED					
Routine Restricted Maintenance Contribution					
All other costs avoided	$359,140				
RRMA Contribution Percentage	3%				
					$10,774

Estimated Cost Avoidance - Rec #4 Lost Revenue

Esperanza and Korematsu

Lost LCFF Revenue				
Korematsu Gen Ed Enrollment Loss (Est)	4			
Korematsu Unduplicated Pupil Percentage	96.6%			
Average Daily Attendance Assumption	90.0%			
Lost LCFF Base ($)	$38,241			
Lost LCFF Supplemental ($)	$7,389			
Lost LCFF Concentration ($)	$10,343			
				$55,973

Estimated Cost Avoidance Detail Recommendation #5: Merger

United for Success (UFSA) and LIFE Academy

Estimated Cost Avoidance - Rec #5 Summary

United for Success (UFSA) and LIFE Academy

BASIC INFORMATION		Restructured School	Receiving School #1
		228 - UFSA	335 - Life
Pre-Restructure Enrollment		350	439
Self-Contained Program Enrollment		0	11
Unduplicated Pupil Percentage (UPP)		98.5%	96.6%
District Gen Ed Additional Attrition Assumption (%)		3.0%	
Post-Restructure Received Enrollment			339

FINANCIAL SUMMARY	
Base Staffing Costs Avoided	$720,572
Other Staffing Costs Avoided	$125,891
Site Facilities Costs Avoided	$0
Materials & Supplies Costs Avoided	$836
Services & Other Operating Costs Avoided	$1,068
Routine Restricted Maintenance Contribution Reduction	$25,451
Lost Revenue	-$151,267
Net Costs Avoided	**$722,551**

Estimated Cost Avoidance - Rec #5 Base Staffing

United for Success (UFSA) and LIFE Academy

Base Staffing (1XXX - 3XXX)					
	Restructured School	Receiving School #1	Receiving School #2	Receiving School #3	Totals
	228 - UFSA	335 - Life			
Current Costs of Base Staffing	$2,790,477	$3,266,063	$0	$0	$6,056,539
Adjusted Costs of Base Staffing	$0	$5,335,967	$0	$0	$5,335,967
					$720,572

Base Staffing Detail (Mergers only)					
	Restructured School (FTE Before)	Receiving School (FTE Before)	Both Schools (FTE Before)	Merged School (FTE After)	Both minus Merged
Clerical & Support Positions	3.50	3.50	7.00	4.00	3.00
Base Teachers	14.00	17.30	31.30	30.80	0.50
Additional Teachers	0.00	0.10	0.10	0.10	0.00
Principal	1.00	1.00	2.00	1.00	1.00
Assistant Principal	1.00	1.00	2.00	2.00	0.00
Total Base Staffing	**19.50**	**22.90**	**42.40**	**37.90**	**4.50**

Estimated Cost Avoidance - Rec #5 Other Staffing

United for Success (UFSA) and LIFE Academy

Other Staffing (1XXX - 3XXX)					
Current Other Staffing - 8 different positions	$662,365				
Portion of Costs Avoided (Est)					**$125,891**
Other Staffing Details (Mergers Only)					
	Restructured School (FTE Before)	**Receiving School (FTE Before)**	**Both Schools (FTE Before)**	**Merged School (FTE After)**	**Both minus Merged**
African American Achievement Staff	0.00	0.00	0.00	0.00	0.00
Culture & Climate Ambassador	0.00	0.00	0.00	0.00	0.00
College & Career Readiness Specialist	0.00	0.00	0.00	0.00	0.00
Culture Keeper	1.00	1.00	2.00	1.80	0.20
Counselor	0.80	1.00	1.80	1.64	0.16
Custodians	2.40	0.80	3.20	2.72	0.48
Contractual Newcomer Support	0.00	0.00	0.00	0.00	0.00
School Nurse	0.20	0.20	0.40	0.40	0.00
Total Other Staffing	**4.40**	**3.00**	**7.40**	**6.56**	**0.84**

Estimated Cost Avoidance - Rec #5 Facilities

United for Success (UFSA) and LIFE Academy

Site Facilities Costs					
Buildings & Grounds Costs (Consolidation Only)					
Buildings & Grounds Non-Management Salaries	Not a consolidation				
UFSA % of district square footage	Not a consolidation				
					$0
Utilities - Elect/Gas Costs (Consolidation Only)					
UFSA utilities costs	Not a consolidation				
Estimated % Cost Avoidance	Not a consolidation				
					$0

Estimated Cost Avoidance - Rec #5 Attrition-Related

United for Success (UFSA) and LIFE Academy

ATTRITION-RELATED COST AVOIDANCE						
Materials & Supplies Costs (4XXX)						
Total 4XXX Expenditures by schools	$2,597,555					
UFSA attrition % of enrollment	0.032%					
						$836
Services & Other Operating Costs (5XXX)						
Total 5XXX Expenditures by schools	$3,321,160					
UFSA attrition % of enrollment	0.032%					
						$1,068

Estimated Cost Avoidance - Rec #5 Other

United for Success (UFSA) and LIFE Academy

OTHER COSTS AVOIDED					
Routine Restricted Maintenance Contribution					
All other costs avoided	$848,367				
RRMA Contribution Percentage	3%				
					$25,451

Estimated Cost Avoidance - Rec #5 Lost Revenue

United for Success (UFSA) and LIFE Academy

Lost LCFF Revenue					
UFSA Gen Ed Enrollment Loss (Est)	11				
UFSA Unduplicated Pupil Percentage	98.5%				
Average Daily Attendance Assumption	90.0%				
Lost LCFF Base ($)	$102,242				
Lost LCFF Supplemental ($)	$20,136				
Lost LCFF Concentration ($)	$28,889				
					$151,267

Nov. 13, 2024 Slides

Financial and Quality Dilemma

Fast Facts: OUSD Historical & Current Enrollment

50,261 Students Enrolled in OUSD Schools 2002-03

34,149 Students Enrolled in OUSD Schools 2022-23

27,300 Students Enrolled in OUSD Schools 2032-33

20 years ▼ 30%

10 years ▼ 20%

Source: State of California, Department of Finance, California Public K-12 Graded Enrollment and High School Graduate Projections by County, 2023 Series. Sacramento, California, October 2023.

District Run Schools & Charter Schools

Charter
29.2%

14,000

34,000

OUSD
70.8%

There are roughly 50,000 students in Oakland Public Schools.

34,000 attending district schools & 14,000 attending charter schools.

Fast Facts: OUSD Facilities Assets
School Year (SY) 2023-24

108

Facilities/Campuses

6M Building Square Footage (6.5 Oracle Arenas)
482 Acres of Land

297 District buildings

80 District-Run Schools/Programs
8 OUSD PreK CDC
1 Adult Education/Community Based Organization
16 Charters on District Facilities
6 Vacant Properties
3 Vacant/Leased Properties

FACILITIES AND INFRASTRUCTURE

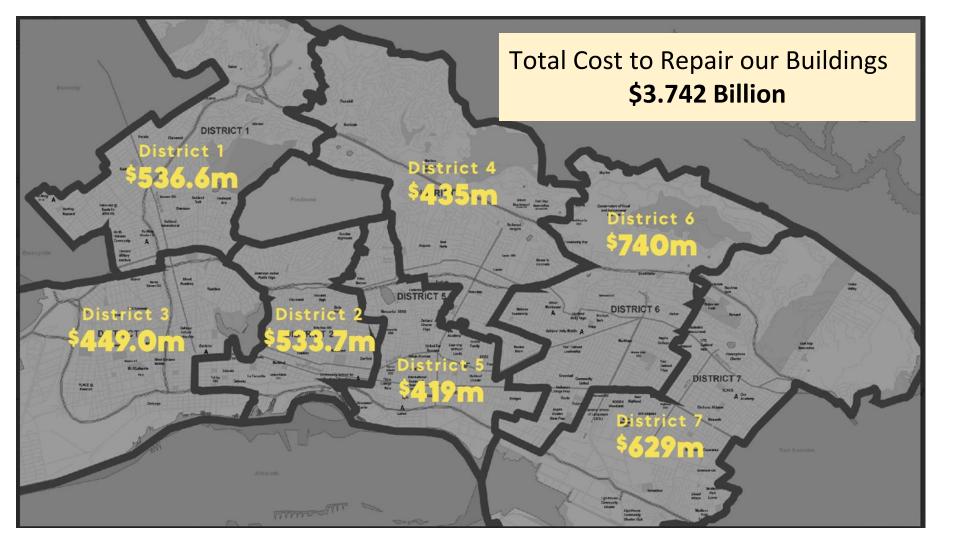| School District	Number of Students	Number of Schools	Students Per School
Los Angeles	435,958	778	560
Fresno	73,381	98	749
Long Beach	69,708	81	861
San Francisco	58,705	104	564
Stockton	40,627	45	903
Riverside	40,083	48	835
Fontana	35,461	45	788
Fremont	34,782	41	848
Oakland	34,428	80	430
Twin Rivers	33,008	43	768
Anaheim	28,404	21	1353
San Jose	25,677	42	611
Hayward	21,638	31	698

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

Total Cost to Repair our Buildings
$3.742 Billion

District 1
$536.6m

District 4
$435m

District 6
$740m

District 3
$449.0m

District 2
$533.7m
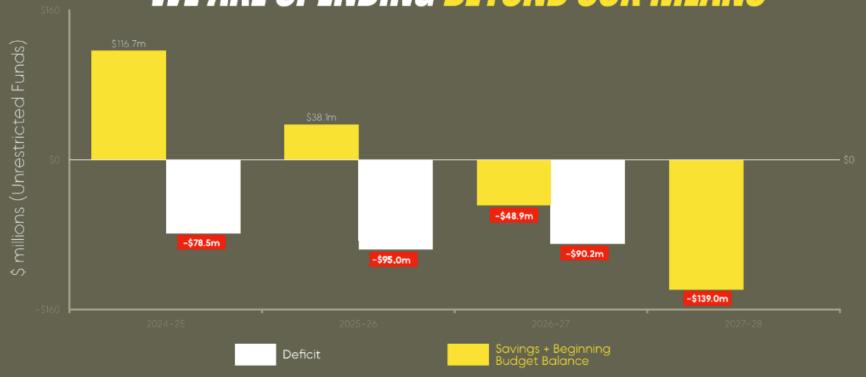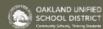
District 5
$419m

District 7
$629m

INCREASE IN SALARY

We made strategic investments in Oakland people and talent because we believe they are best equipped to connect with our students and provide positive and joyful experiences for all Oakland students. These Salary Increases have added significant cost to the overall budget and insufficient spending reductions have been put in place to account for those increases.

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

WE ARE SPENDING *BEYOND OUR MEANS*

$ millions (Unrestricted Funds)

- $116.7m
- $38.1m
- −$78.5m
- −$95.0m
- −$48.9m
- −$90.2m
- −$139.0m

Years: 2024-25, 2025-26, 2026-27, 2027-28

Legend:
- Deficit
- Savings + Beginning Budget Balance

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

iReady Reading Fall 2024: ALL

Item name	Total	20% 21% 14% 33%
Overall Reading	30,952	20.9% 6,467 · 12% · 33.3% 10,317

Performance Band
- Mid-Above Grade
- Early on Grade
- 1 Grade Below
- 2 Grade Levels Below
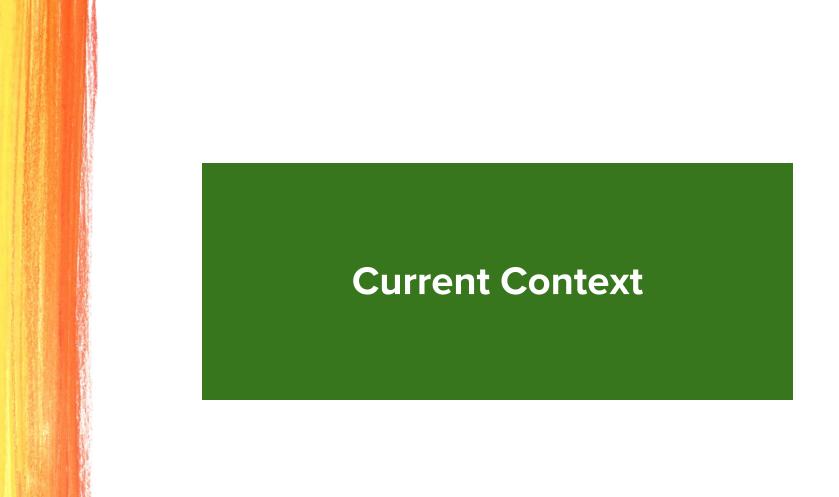- 3 or More Grade Levels Bel...
- Did not take

- 24% of Elementary School Students read at grade level;

- 24% of Middle School Students read at grade level; and

- 14% of High School Students read at grade level.

Our Dilemma

- Declining enrollment and the expansion of charters;
- Sustaining too many schools, although many Districts with the same enrollment operate fewer schools;
- Deferring our responsibility to maintain our buildings resulting in an insurmountable list of repairs with no means to pay for them;
- Increased salaries, knowing the need to make commensurate budget reductions;
- Not financially able to provide the resources our students deserve, resulting in poor achievement; and
- Successfully exiting State Receivership.

Current Context

Current Context & Historical Comparison

Historical Context:

Enrollment Trends: Enrollment declines have accelerated over the past decade, exacerbating funding challenges.

Facility Utilization: The district has historically faced the difficult task of aligning the number of schools with declining enrollment, while maintaining commitments to equity and quality education.

Ongoing Conversations: These issues have been discussed and documented in Board actions and staff recommendations for years.

Current Context:

Declining National Birth Rates: A persistent trend impacting school-age populations, leading to reduced enrollment across districts.

Statewide Enrollment Challenges: California districts, including Oakland, are grappling with consistent declines in student enrollment due to demographic shifts and migration patterns.

Housing Affordability: Rising housing costs push families out of urban areas, further reducing the student population in districts like ours.

Previous Efforts & New Direction

The context: what's happened recently and what's going to happen soon

Where we've been

Feb-June: Board approves budget restructuring which includes closures/mergers/consolidations to be brought forward in Fall 2024; AB 1912 process begins

August: Board passes 3Rs resolution calling for Restructure, Redesign, and Reenvision of OUSD

Aug 26, Sept. 4, Sept 24: Ad Hoc Committee

Sept 26 and Oct 24: All Admin sessions about budget

Oct 24: Board Study Session about Optimal Location and Asset Management

Today and Future Board Meetings

Nov 13: A recommendation for school mergers/closures will be presented to the Board

Board Engagements with Community: Town Halls

Dec 11: The Board will vote on school changes

Spring 2024 Budget Balancing Resolution

A. *Restructuring of Schools Aligned to AB1912 Process*
B. *Restructuring of Staff Formula to Schools*
C. *Restructuring of Continuous School Improvement (CSI) Division*
D. *Restructuring of Business/Operations to Centralize Services and 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*

Re Envision

Inclusive, citywide discussions that guide the restructuring of our district for a more sustainable footprint. This process will determine the optimal number and types of schools while exploring the best use of available facilities to support essential services and generate additional revenue for the benefit of our students and community.

Redesign

Incorporate feedback from the board, staff, students and community to create a shared vision for a quality, whole-child TK-12 education. Address key areas such as literacy, numeracy, student engagement, and post-secondary readiness.

Restructure

Collaborate with central office and school staff to restructure staffing models and improve operational efficiency, focusing on economies of scale across key departments such as nutrition services, custodial services, maintenance, business operations, talent, Continuous School Improvement (CSI), and Special Education (SPED).

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

REDESIGN & RESTRUCTURE

1. Decreasing expenditures.

2. Reducing the size of our footprint.

3. Generating revenue from our real assets.

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

AB 1912 Process

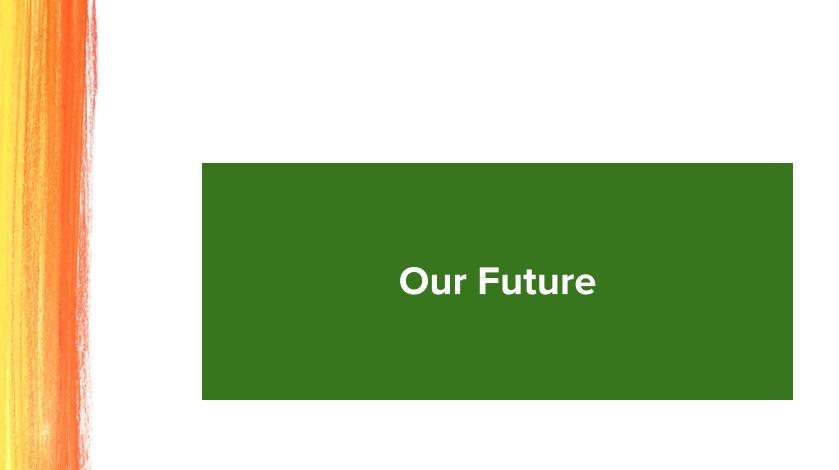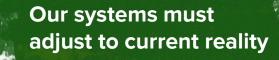| #	Step		Description
01	Board launch		Launch Equity Impact Analysis (EIA) process
02	Metrics		Board reviews and approves set of EIA metrics (asks for additional Ad Hoc committee review/recommendation)
03	Recommendation		Staff prepares recommendations for school closures, mergers, or consolidations
04	Evaluate feedback		Board reviews closure, merger, and/or consolidation proposal + Equity Impact Analysis in public feedback session
05	Board decision		Board presents decision and consideration of feedback
06	Inform families		District informs families and students of all changes

Our Future

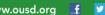# We are making changes because...

We must improve quality across our District

Our current approach has not succeeded

Our systems must adjust to current reality

Schools our students and families deserve...

- Modern, updated facilities that support their educational needs and inspire growth
- Rigorous academics that prepare students for college and career readiness
- Physically, emotionally, and mentally safe school environments
- Joyful school experiences with expansive electives, including sports, music and arts
- Wraparound mental health and wellness services, including social-emotional and academic supports as well as access to School-Based Health Centers

- Great teachers and staff who are paid well, retained, and consistently supported
- Access to A-G, STEAM, integrated curriculum and pathways at all high schools
- A community that engages and supports home/school partnerships
- Expanded learning opportunities with after school & summer learning
- High quality academic acceleration that brings them on or above grade level

COMMUNITY SCHOOLS STAFFING: SYSTEMS & STRUCTURES

ATTENDANCE IMPROVEMENTS
- Case Manager(s) or Outreach Consultants
- Arts & Electives, OAL
- Targeted Student Supports (AAFE, AAMA, LSA, APISA)

ACADEMIC SUPPORT
- Tutors
- Early Literacy Teachers
- Acceleration Teachers
- Library Services

MENTAL HEALTH SERVICES
- On-site staff/services through agency partnerships; OR
- Social worker.
- Behavior Specialists.
- School based health centers & associated staff (Secondary)

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

COMMUNITY SCHOOLS STAFFING:
SYSTEMS & STRUCTURES

COMMUNITY SCHOOLS MANAGEMENT FAMILY ENGAGEMENT
- Community Schools Manager OR
- Community Assistant / Family Resource Coordinator

AFTER- SCHOOL PROGRAMMING
- Expanded Learning Coordinator and Staff
- After School Literacy Support

SAFETY
- Noon Supervisors
- Culture Keepers
- Restorative Practices

PATHWAYS IN HIGH SCHOOLS
Standard Linked Learning Pathway Model
- Pathway Coach
- Dual Enrollment Specialist
- Work-Based Learning Liaison
- Career Transition Specialist
- College and Career Readiness Specialist
- Pathway Director
- Academic Counselor
- Case Manager
- Assistant Principal

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

Equity Impact Analysis

Required AB 1912 Measures (April 2024):

- Facility Condition
- Operating Costs and Associated Savings
- Capacity to Accommodate Excess Students
- Special Programs
- Environmental Factors
- Pupil Demographics
- Transportation
- Aesthetics
- Impact on Feeder Attendance Patterns

Ad Hoc Committee Additional Measures

(adopted by the Board Sept. 2024):

- Safety
- School Provisioning and Student Wellness
- Impact on Special Education
- Undue Impact on Families
- Geographic Analysis

EQUITY

Assembly Bill 1912 Overview

Breaking down the AB 1912 required steps

1.   The governing board of the school district shall conduct an Equity Impact Analysis in its consideration of school closures or consolidations **(starts a no more than 12 month timeline)**

Breaking down the required steps, cont'd

2.   Develop a set of metrics for Equity Impact Analysis and make those metrics public at a regularly scheduled meeting of the governing board. Minimally the metrics shall include:

- A. The condition of the school facility
- B. Operating cost and associated savings
- C. Capacity to accommodate excess pupils
- D. Special programs available at closure schools
- E. Environmental factors
- F. Pupil demographics
- G. Transportation
- H. Aesthetics
- I. Impact on feeder school attendance patterns

Breaking down the required steps, cont'd

3.   The governing board shall provide its recommendations regarding school closures and consolidations to the public at a regularly scheduled meeting and share how it prepared its list and include, at a minimum, all the following information:

- Factors used to identify the closure list
- Equity impact analysis findings for each school closure or consolidation.
- Plan for the use of the schools proposed for closure or consolidation once it becomes a vacated facility.
- Criteria used to assign displaced pupils to other school sites, or a description of the process of reassignment that will be used by the school district.
- Options and timeline for transitioning pupils to their new schools, including improving safe routes to schools and home-to-school transportation needs.

Breaking down the required steps, cont'd

4.   The governing board of the school district shall review and consider the feedback presented at the public meeting and make its decision on any school closures or consolidations at a subsequently scheduled regular meeting.

5.   At the subsequent regularly scheduled meeting, the governing board of the school district shall present its final recommendation for school closures or consolidations, which shall include a review of how public input was incorporated into the final recommendation. Any affirmative action by the governing board of the school district to implement a school closure or consolidation shall be made only after it adopts a resolution concluding that the community engagement process required pursuant this section has been completed.

Breaking down the required steps, cont'd

6.   Upon an affirmative action by the governing board of the school district to implement a school closure or consolidation, the school district shall provide information to parents and pupils in multiple formats, including, but not limited to:

- (i) email and paper notifications.
- (ii) Notifications to parents shall be translated into their primary language pursuant to Section 48985.
- (iii) The information shall include all of the following:
- (I) The date of the approved closure or consolidation.
- (II) The pupil's new school assignment, as applicable.
- (III) School district resources for pupils and parents to support the pupil's transition.
- (IV) School district contacts for additional information.

Financial Analysis- Key Considerations

➜ **Dynamic Model.** Estimates change depending on which scenarios selected among options, which receiving schools chosen and students estimated to enroll in each receiving school.

➜ **Unrestricted Only.** Additional cost avoidance, staffing and funding efficiencies for Restricted Funds not considered to complexity and focus on Unrestricted Deficit.

➜ **Average Compensation Used.** For better comparison, average compensation levels per position type used instead of actual costs at a school.

➜ **Special Education Costs.** No cost avoidance is estimated for Special Education programs

➜ **Facilities Only Moves Not Estimated.** Where the restructuring only moves a program from one facility to another, the cost avoidance at the vacated facility has not been estimated.

Financial Analysis- Factors Included

→ Base Staffing Allocation - e.g. Teachers, APs, Clerical (1XXX - 3XXX)

→ Other Staffing Allocations - e.g. Custodians, Counselors, Culture Keepers (1XXX - 3XXX)

→ Materials and Supplies (4XXX)

→ Services and Other Operating (5XXX)

→ Facilities

  ○ Buildings and Grounds support

  ○ Utilities

  ○ Impact of reductions on Routine Repair and Maintenance Funding

→ Lost Revenue from additional attrition

Future State of OUSD

Quality Community Schools are anti-racist and inclusive communities that focus on the needs of every student by providing a rigorous educational program that builds on their strengths, draws out their potential, and interrupts predictable cycles of oppression.

Quality Community Schools have:

1. Modernized **facilities** and technology that support 21st century learning
2. Engaging, comprehensive and consistent academic, extracurricular and social-emotional **programming** at every school
3. Well-trained professional **staff** who are committed and caring educators

OUSD students and families deserve:
1. Modern, updated facilities that support their educational needs and inspire growth
2. Rigorous academics that prepare students for college and career readiness
3. Physically, emotionally, and mentally safe school environments
4. Joyful school experiences with expansive electives, including sports, music and arts
5. Wraparound mental health and wellness services, including social-emotional and academic supports as well as access to School-Based Health Centers
6. Great teachers and staff who are paid well, retained, and consistently supported.
7. Access to A-G, STEAM, integrated curriculum and pathways at all high schools
8. A community that engages and supports home/school partnerships
9. Expanded learning opportunities with after school & summer learning
10. High quality academic acceleration that brings them on or above grade level