

A blurred background image of a classroom with white tables and blue chairs. The text is overlaid on this image.

KENOSHA UNIFIED SCHOOL DISTRICT

Rightsizing Report

November 14, 2023



Agenda

- Why Rightsizing?
- Phases
- Process/Survey
- Facilities and Transportation
- Communication
- Benefits for Teaching & Learning
- Financial Outlook
- Human Resource Process
- Scenarios
- What's Next

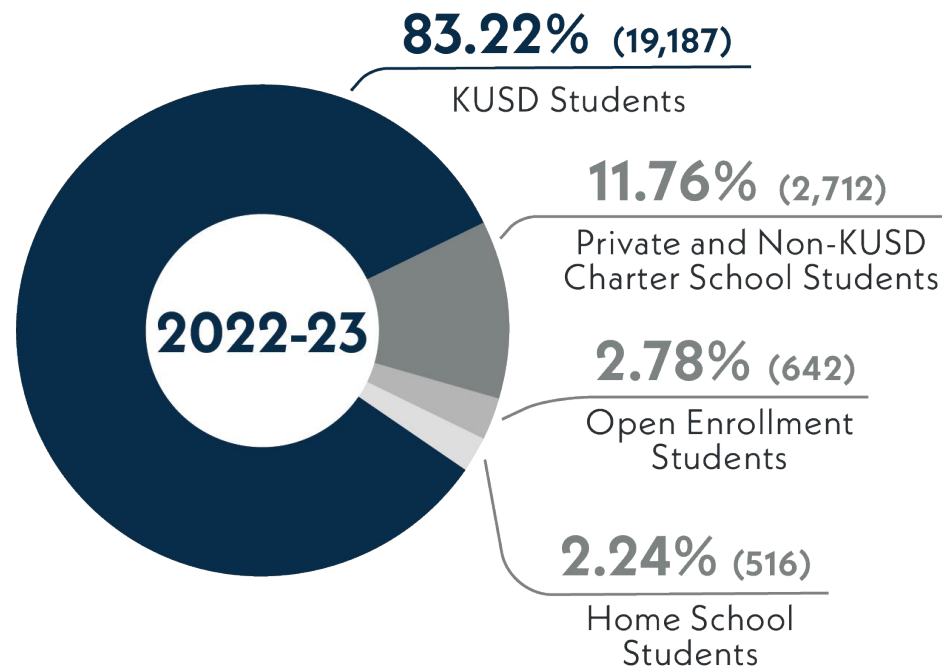
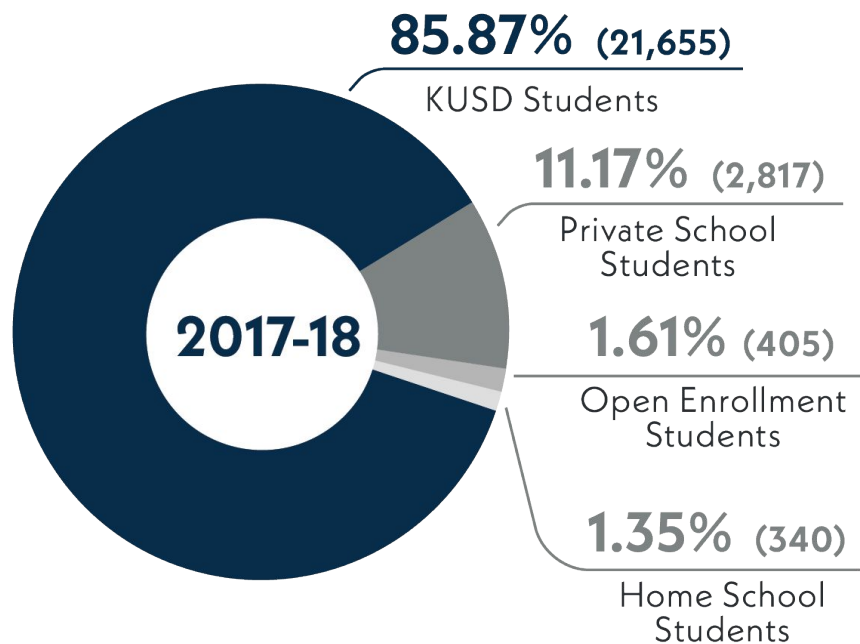


Why rightsizing?

- **Maintain services and supports for students**
 - We are currently spreading services and supports over underutilized buildings, rather than allowing us to have a greater focus over fewer buildings.
- **Offset the 2024-25 funding deficit**
 - As enrollment continues to decline and State funding falls short of inflation, initial projections show a deficit of over \$15 MM for the 2024-25 fiscal year.
 - If rightsizing is not done to offset the deficit, we will be left to reduce costs in other ways, such as program elimination, staff reductions, etc.
- **Address underutilized boundary school buildings**
 - 9 boundary schools are currently at or below 59% utilization
 - 6 boundary schools are currently at 60-69% utilization
 - 7 boundary schools are currently at 70-80% utilization
 - 7 buildings are currently at 81-100% utilization



Why rightsizing?





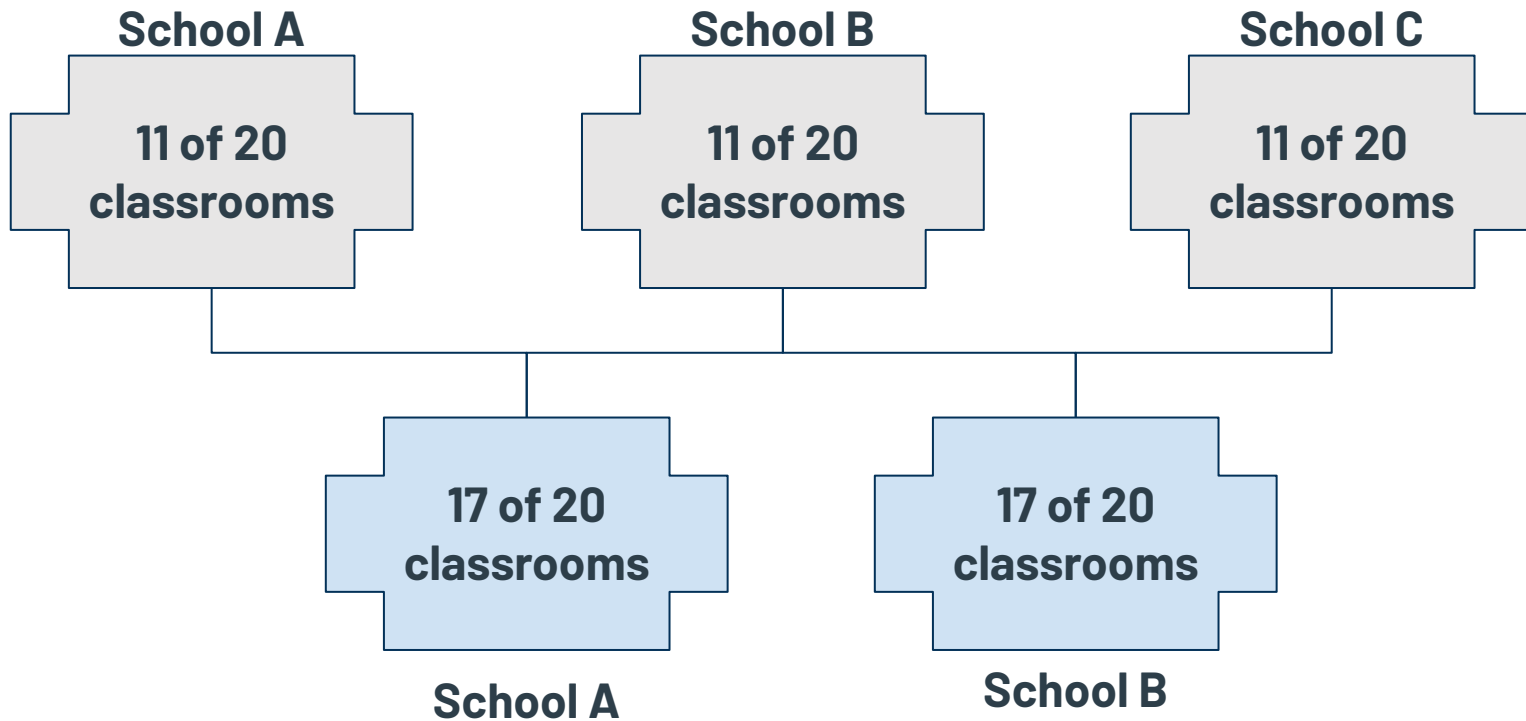
Rightsizing Graphic

**33 full
27 empty**

**Functional
Utilization =
55%**

**34 full
6 empty**

**Functional
Utilization =
85%**





Phase I

- Recommend school closures and boundary and program changes for the 2024-25 school year to the Board of Education for consideration.
- Dedicated board meeting on November 29, 2023
- Expected action at the December 12 regular school board meeting



Phase II

- Communicate changes to families and answer questions they may have
- Align staffing and enrollment with Board approved school closures and boundary and program changes



Phase III

- Determine vacated building usage
 - If a building is closed, it does not mean it will go unused by KUSD, there may be a plan for it that will be forthcoming



Process

The development of these scenarios have incorporated a wide variety of enrollment and organizational data. These include:

- historical enrollment data
- historical student yield factors in relation to mobility and housing developments
- evaluation of all KUSD locations for at least 10 comparative areas
- enrollment forecasts for resident locations
- demographic analysis of resident locations and projections
- facility conditions
- transportation needs and resources



Process

KUSD has been experiencing a declining birth rate since 2012, which equates to declining enrollment. This trend is expected to continue for the next several years. Over 4,000 less students in 2023 than 2012, with a projection of another approximately 3,100 less by 2033.

The Board contracted with Davis Demographics – MGT to provide a comprehensive demographic study, which includes student forecasting, boundary planning, and contributing additional skills and knowledge to assist in developing research-based strategies to help rightsize the district.

A citizen Rightsizing Committee was formed and has met several times to review and analyze data and provide feedback on several impact areas.



Rightsizing Community Survey

Starting with five Community Engagement Sessions across KUSD, a public survey was launched with **over 4,000 responses**.

- 83% strongly agreed that KUSD should have equal academic opportunities across the district.
- 75% strongly agreed that KUSD should provide high quality extracurricular activities.
- Nearly 80% of respondents were in agreement of boundary changes to balance schools and optimize remaining buildings.
- Over 80% felt the school buildings are in good shape.
- Secured entrances and air conditioning were prominent items for schools



Facilities

Building Condition:

- Ten attributes of a school building were chosen to evaluate the condition of each school
- Attributes were chosen based on the overall impact as well as the cost to implement or upgrade that attribute
- Examples include:
 - Age of the building or last major remodel
 - Whether or not the school has a controlled entrance
 - ADA Accessibility
 - Age of HVAC system and whether or not the school is air conditioned
 - Whether or not an elementary school can support a three-track enrollment



Transportation

Impact of reducing the number of boundary schools on transportation:

- There will be an increase in the number of students that qualify for transportation than currently walk to school
- There will be students that do not qualify for transportation, but will have a longer walk to their new school
- There will also be students that end up having a shorter walk to their new school



Transportation

Process for evaluating the transportation impact:

- **Existing School:**
 - What students are bussed on yellow busses
 - What students are bussed by City Transit
 - What students walk to school
- **New School Boundary:**
 - Use transportation software to determine who will qualify for bussing as shown on the previous slide
 - For those students that qualify for transportation, we then look at all of the options on how to serve them - preference is to reallocate existing equipment whether that be yellow or City busses
 - We will also work with the City Safety Center to reallocate or possibly add crossing guards



Communications

- Simplify a complicated, detailed process for the general public
 - Focus on the human component of an operational process
- Updates shared via:
 - KUSD Bulletin (family newsletter)
 - State of the District video
 - kUSD.edu/rightsizing
 - Torch (staff newsletter)
 - Local media outlets, including Kenosha News, Happenings radio, WGTD, etc.
- Information gleaned from Community Engagement sessions added to survey emails to help educate families and staff about right sizing prior to taking the survey



Communications

- Following any Board decisions, share information with *families* regarding closures and boundary and program changes
 - Impacts regarding new schools and/or boundaries
 - Impacts regarding currently approved parent-initiated transfers
 - Considerations for those in 4th and 7th grades
- Following any Board decisions, communicate internally with *staff* as updates become available
 - Work with the Office of Human Resources to communicate about staffing impacts
 - Updates regarding building closure processes and next steps



Benefits for Teaching & Learning

- **Classroom structure**

- Reduce split classrooms in elementary
 - Reduces transition time for students
- Maintain the house model at middle school
 - Ensure access to full curriculum
- Collaborative planning

- **Itinerant staff**

- Increase time with students, decrease travel time between schools
- School culture
- Centralized support of services
- Retention
- Collaborative planning



Financial Outlook (Revenues)

- Declining enrollment is projected to persist for the foreseeable future
- District funding will continue to shrink along with enrollment
- Major reforms to WI public school funding are not likely
 - FY 2024-25 will be the second year of the biennial State budget
 - \$325 per pupil increase to the maximum allowed per member for revenue limit purposes is the only major revenue increasing item



Financial Outlook (Expenses)

- Our normal inflationary increases (e.g. salary increases, health insurance premiums, utilities) will be greater than the projected revenues
 - Left unaddressed, the **structural deficit** (**revenues**<**expenses**) will get bigger every year
- Rightsizing is being done to strategically address the prioritization of our limited resources to increase efficiencies and adjust our shrinking operations for years to come



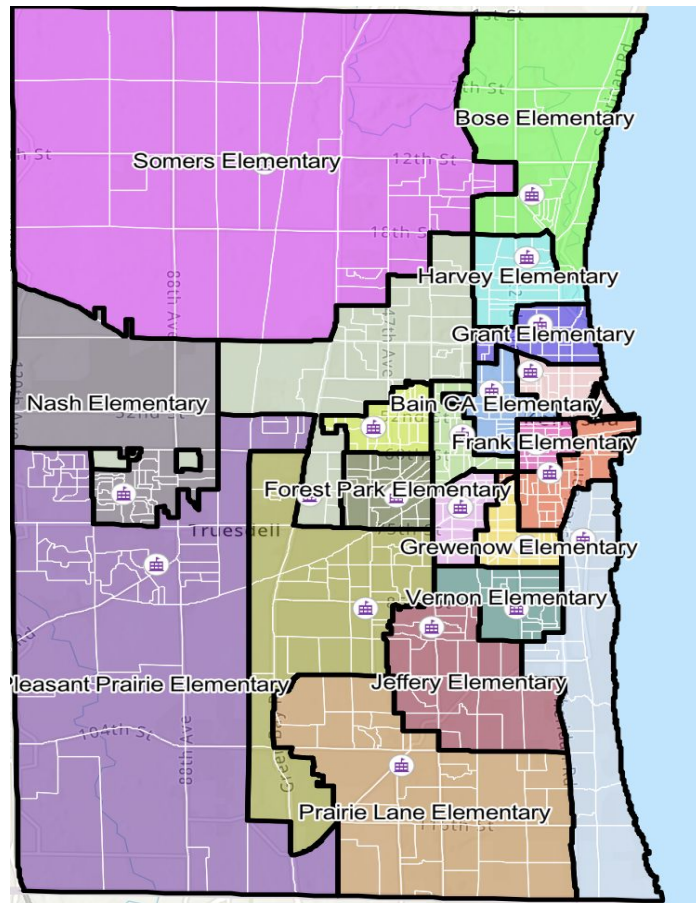
Human Resources Process

- **The Reduction in Force process has been updated to align to the rightsizing process, timeline and statutory requirements**
 - ASTs have a preliminary notification deadline in January
 - Teachers have a preliminary notification deadline in April
 - Hourly staff do not have statutory requirements
- **This process must take into account the rightsizing process, as well as annual staffing and reductions of ESSER positions due to the funding that will end in September 2024**
 - Rightsizing decisions are pending Board approval
 - Updated enrollment forecasts would take place in January
 - Annual staffing occurs in February and March



Scenarios

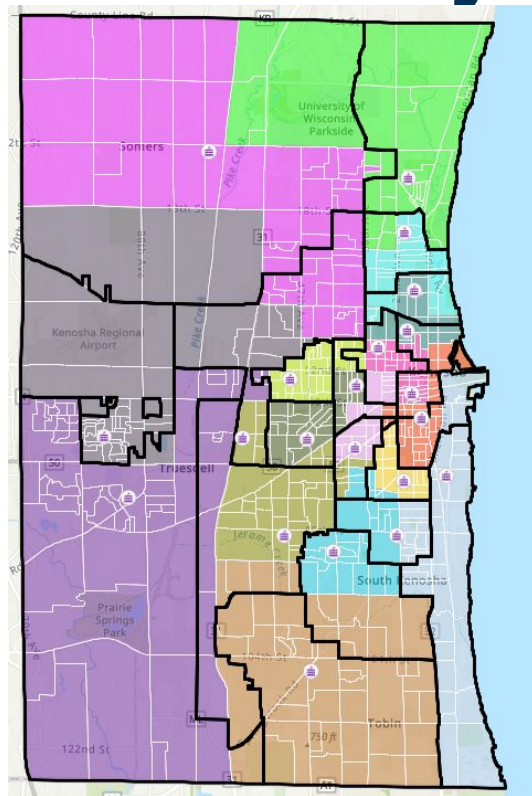
- Purpose of Rightsizing
- Unavoidable Impact
- Evolution of Attendance Areas
- Repurposing Considerations



Current KUSD Elementary Boundaries



Elementary Scenario Grape

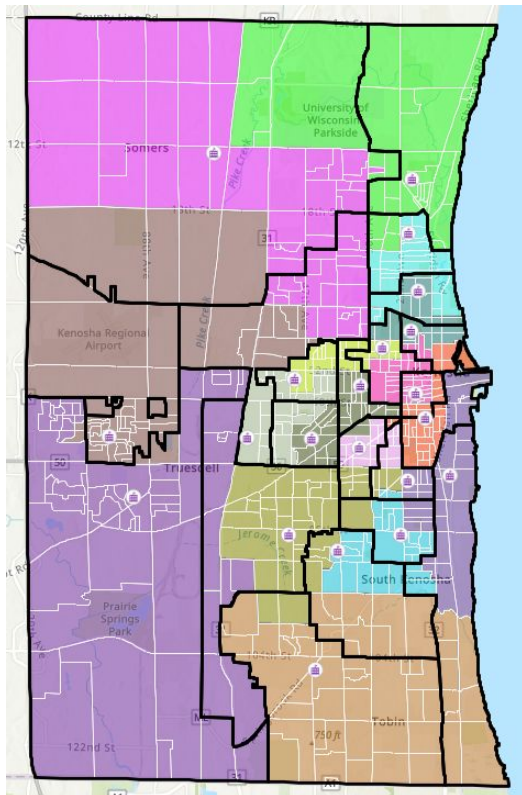


- **Proposed Closures:** EBSOLA- Creative Arts (boundary school only), Jefferson, McKinley, Stocker and Vernon
- **Impacted Boundaries:** All remaining boundary elementary schools
- **Projected K-5 Displacement:** Approx: 20%

Elementary Boundary Utilization (Average)	Projected Boundary Utilization per Scenario	
2023	2025	2027
67.8%	74.1%	72.0%



Elementary Scenario Pineapple

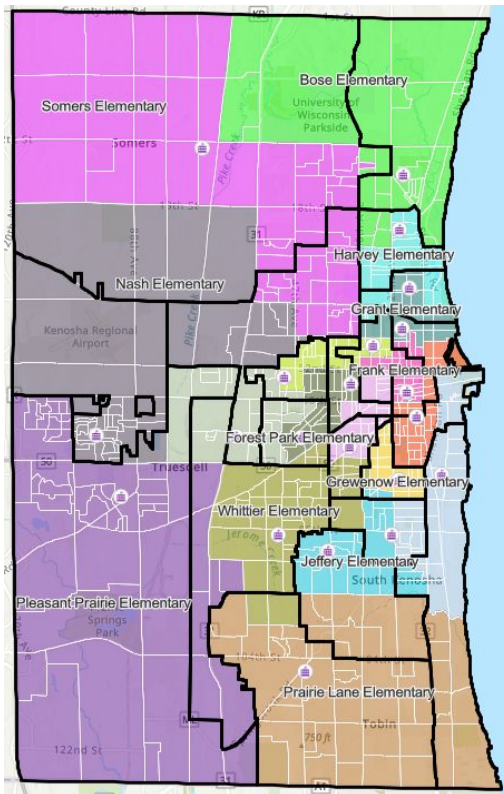


- **Proposed Closures:** EBSOLA- Creative Arts (boundary school only), Grewenow, Jefferson, McKinley and Vernon
- **Impacted Boundaries:** All remaining boundary elementary schools
- **Projected K-5 Displacement:** Approx: 25%

Elementary Boundary Utilization (Average)	Projected Boundary Utilization per Scenario	
2023	2025	2027
67.8%	72.2%	70.1%



Elementary Scenario Strawberry

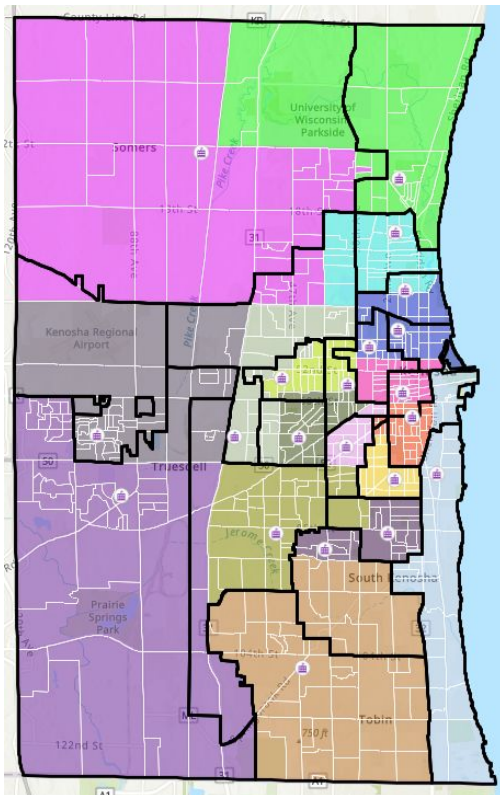


- **Proposed Closures:** EBSOLA- Creative Arts (boundary school only), Jefferson, McKinley and Vernon
- **Impacted Boundaries:** All remaining boundary elementary schools
- **Projected K-5 Displacement:** Approx: 22%

Elementary Boundary Utilization (Average)	Projected Boundary Utilization per Scenario	
2023	2025	2027
67.8%	69.2%	67.2%



PK-8 Scenario Cherry (Elementary Impact)

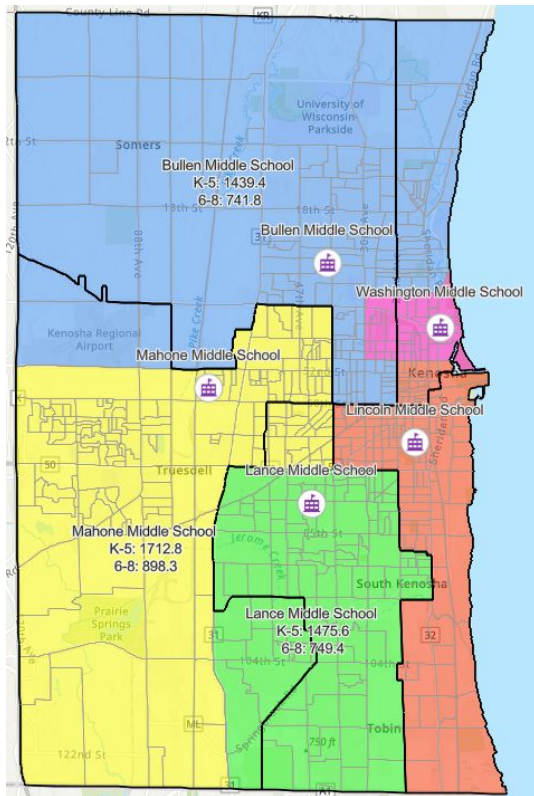


- **Proposed Closures:** Grant, Jefferson, McKinley, Vernon
- **Proposed Creation:** PK-8 Boundary School Converting EBSOLA-Creative Arts (boundary school) and Washington MS into a Grade PK-8 boundary school
- **Impacted Boundaries:** All remaining boundary elementary schools
- **Projected K-5 Displacement:** Approx: 16%

Elementary Boundary Utilization (Average)	Projected Boundary Utilization per Scenario (K-5 Schools)	
2023	2025	2027
67.8%	67.3%	65.2%



PK-8 Scenario Cherry (MS Impact)

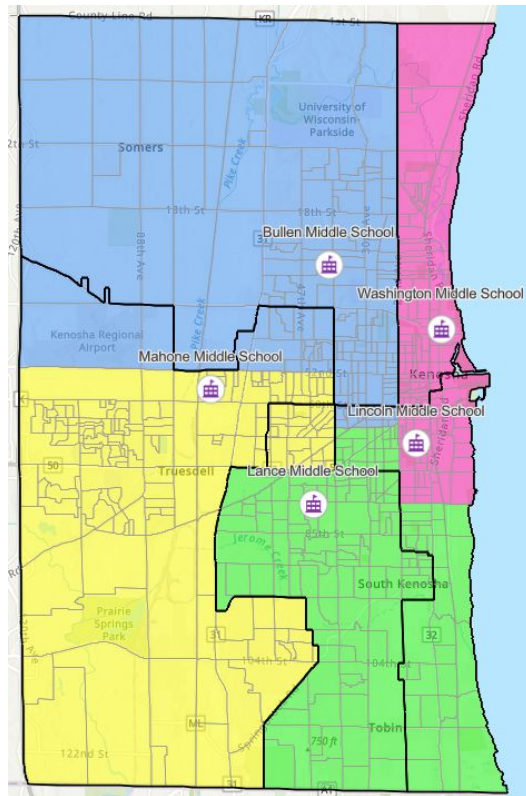


- **Proposed Creation:** PK-8 Boundary School
Converting EBSOLA-Creative Arts (boundary school) and Washington MS into a Grade PK-8 boundary school
- **Impacted Boundaries:** Bullen, Lance, Lincoln, Mahone
- **Projected 6-8 Displacement:** Approx: 12%

Middle School Boundary Utilization (Average)	Projected Boundary Utilization per Scenario (6-8 Schools)	
2023	2025	2027
60.4%	65.2%	62.7%



Middle School Scenario Banana

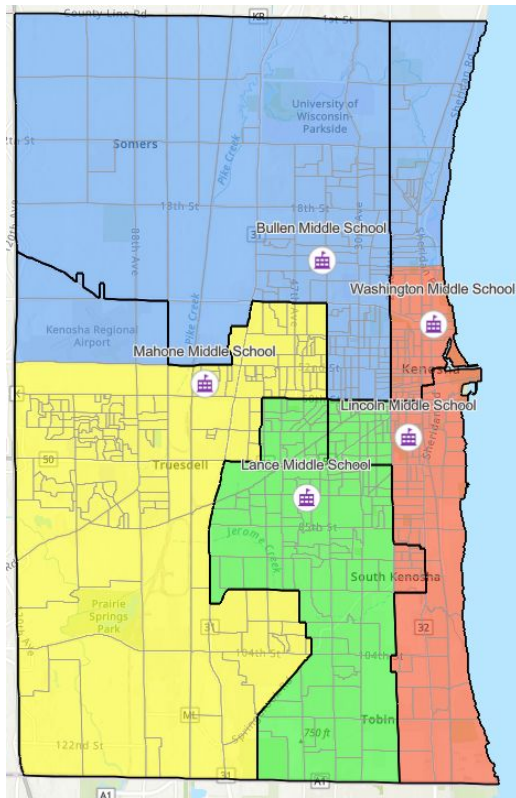


- **Proposed Closure:** Lincoln
- **Impacted Boundaries:** Bullen, Lance, Mahone, Washington
- **Projected 6-8 Displacement:** Approx: 15%

Middle School Boundary Utilization (Average)		Projected Boundary Utilization per Scenario	
2023		2025	2027
60.4%		76.6%	73.4%

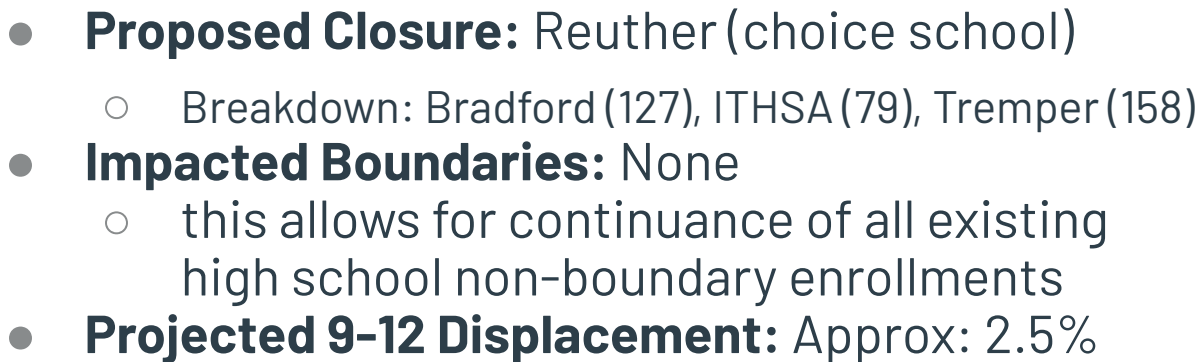


Middle School Scenario Mango



- **Proposed Closure:** Washington
- **Impacted Boundaries:** Bullen, Lance, Lincoln, Mahone
- **Projected 6-8 Displacement:** Approx: 12%

Middle School Boundary Utilization (Average)	Projected Boundary Utilization per Scenario	
	2023	2027
	60.4%	67.5%



KENOSHA UNIFIED SCHOOL DISTRICT



What's next?

- **Nov. 29 – Board working session at Reuther Central High School**
 - Detail of scenarios with opportunity to ask questions and an in-depth discussion
- **Dec. 12 – Regular board meeting at Indian Trail**
 - Rightsizing will be a discussion/action item



What's next, cont.?

- **If approved, family notifications:**
 - Details regarding the impact and where they can find information on new boundaries, school options, and more
- **If approved, staff notifications:**
 - **Preliminary notices to ASTs by end of January**
 - Formal notice by end of February
 - **Preliminary notices to teachers by mid-March**
 - Formal notice by mid-May
 - **Formal notice to hourly staff by mid-March**

THANK YOU



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