OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Recommendation for School Consolidations

January 31, 2022: Resolution 2122-0026
Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer
Monica Thomas, Deputy Chief of Continuous School Improvement

Ask of the Board

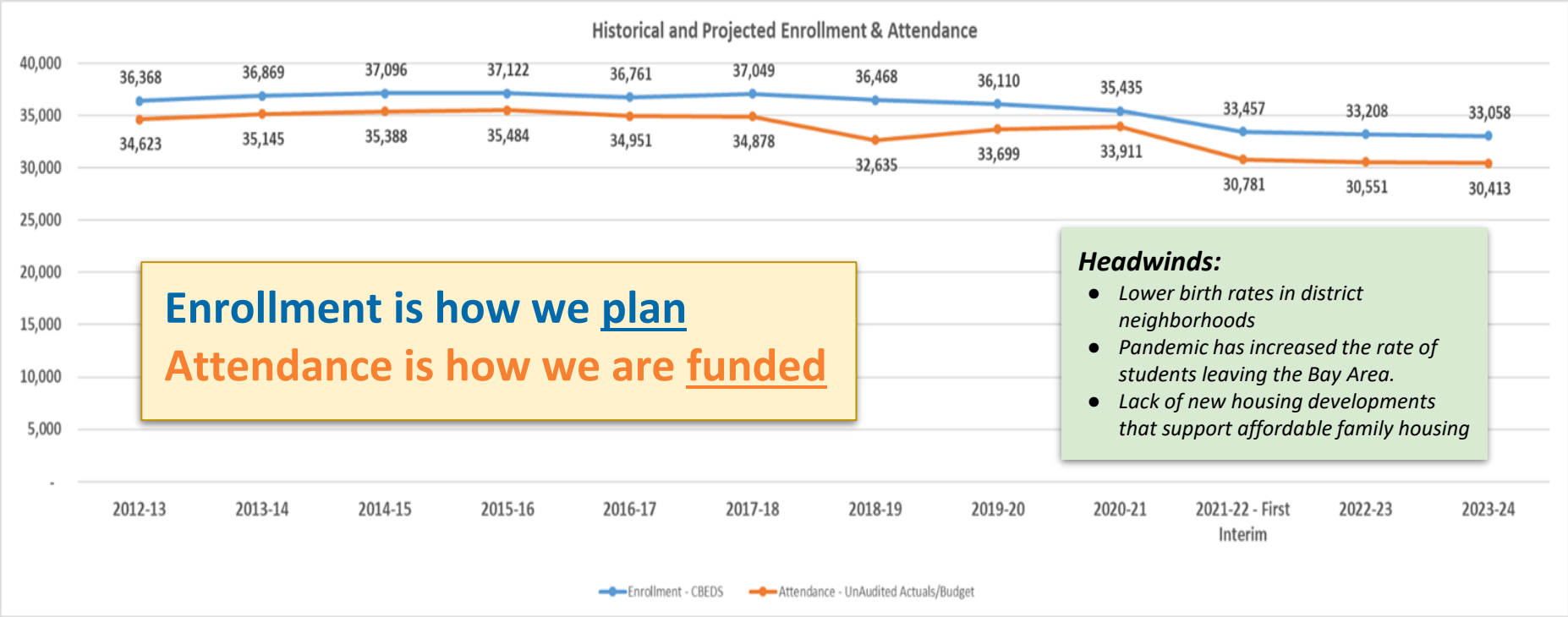
- Receive presentation regarding the proposed school consolidations; and
- Discuss proposals as desired.

Overview

Presentation will:

- Share vision of why the District needs well-resourced schools;
- Share data used to form school consolidations recommendation, including program considerations;
- Review recommendations for school consolidations;
- Discuss vision for implementation: Welcoming Schools, Redesign, and student and staff case management.

OUSD is a declining enrollment district



Enrollment is how we plan

Attendance is how we are funded

Headwinds:

- *Lower birth rates in district neighborhoods*
- *Pandemic has increased the rate of students leaving the Bay Area.*
- *Lack of new housing developments that support affordable family housing*

Note: Due to declining enrollment, the District will be funded using prior year ADA; thus, 2021-22 ADA will be used for the 2022-23 ADA projection which is expected to be better than actual 2022-23 ADA.

Multi-Year Projection (MYP): Deficits in next two years

The District's 2022-23 and 2023-24 Fiscal Years are currently reflecting an Unrestricted General Fund **deficits of $12.3M and $7.1M,** respectively.

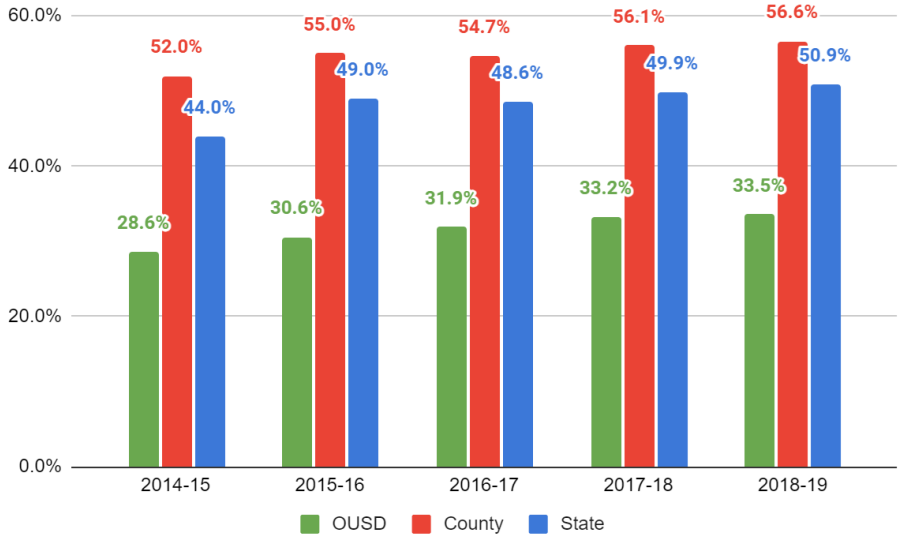
2021-22 First Interim Budget MYP Fund Balance Summary - Unrestricted

	2021-22 Unrestricted	2022-23 Unrestricted	2023-24 Unrestricted
A. Revenues			
5) Total Revenues	$ 425,581,067	$ 402,916,760	$ 416,729,777
B. Expenditures			
9) Total Expenditures	$ 324,630,079	$ 320,712,302	$ 327,670,786
C. Excess (Deficiency) of Revenues Over Expenditures	$ 100,950,988	$ 82,204,459	$ 89,058,991
D. Other Financing Sources/Uses			
4) Total, Other Financing Sources/Uses	$ (83,694,346)	$ (94,578,663)	$ (96,196,376)
E. Net Increase (Decrease) in Fund Balance (C +D4)	$ 17,256,642	$ (12,374,205)	$ (7,137,385)
F. Fund Balance, Reserves			
1) Beginning Fund Balance			
a) Adjusted Beginning Balance (F1c + F1d)	$ 60,443,968	$ 77,700,610	$ 65,326,405
2) Ending Balance, June 30 (E + F1e)	**$ 77,700,610**	**$ 65,326,405**	**$ 58,189,020**

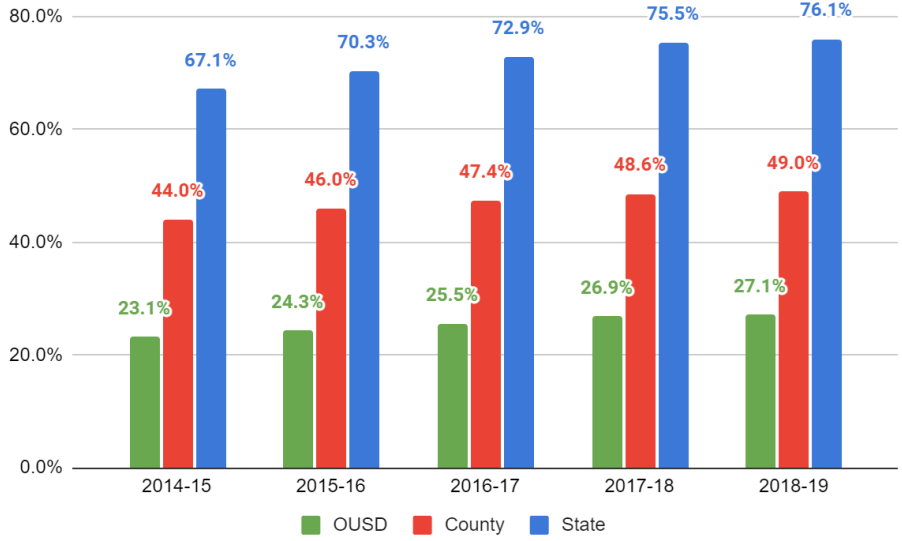
- The projected deficits largely reflect declines in revenue due to lower projected enrollment and attendance ADA.
- While expenditures are projected to initially decrease slightly, they will not compensate for the large loss in revenue.
- Any future adjustments that impact positions or compensation will impact the deficits in 2022-23 and 2023-24

Flat Academic Performance

CAASPP English Language Arts/Literacy
Percentage of students who met or exceeded standard



CAASPP Math
Percentage of students who met or exceeded standard



Source: OUSD data provided internally, County and State data from ed-data.org based on data from California Department of Education.

Key Dilemmas

- ✓ Under-enrolled schools: 19/51 elementary schools are smaller than the OUSD's fiscal sustainability threshold of 304 students
- ✓ Operate more schools than resources can support, although OUSD is 2nd in CA for Local Restricted Revenue
- ✓ Inadequate investment in wraparound services to implement Community Schools
- ✓ Pay less to OUSD employees in a city with high cost of living

All our adjustments seek to preserve efforts to achieve our Mission and Vision in alignment with our Strategic Plan

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**.

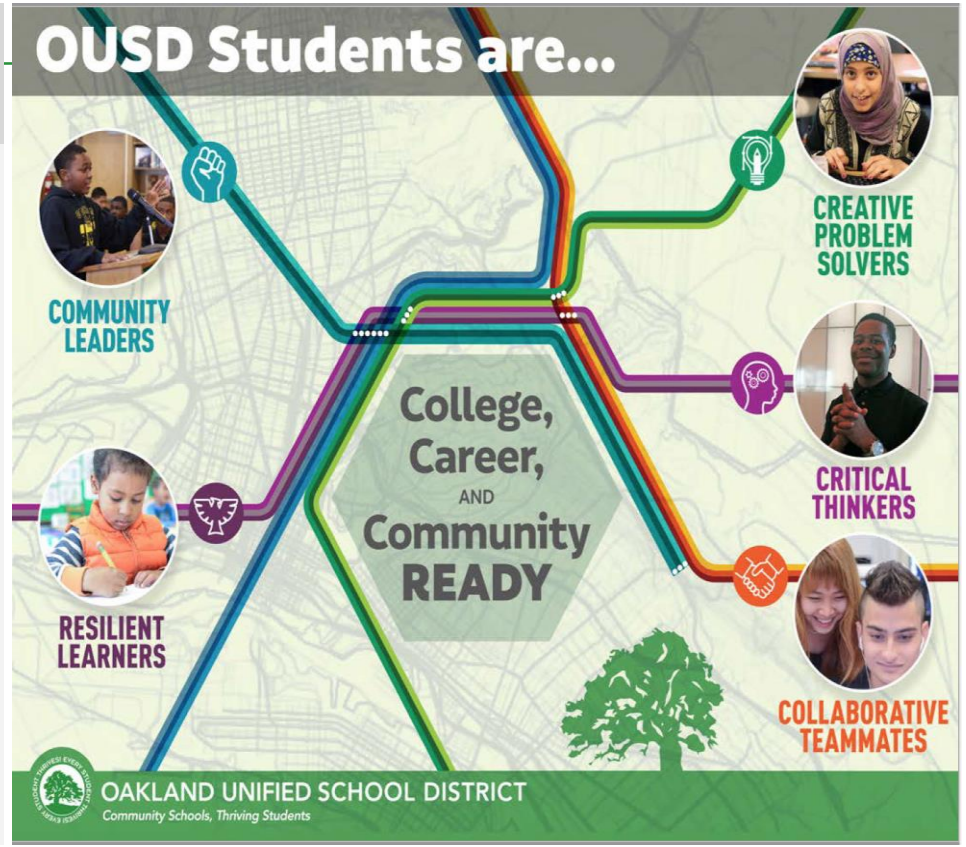
OUR MISSION

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.

We must deepen investments for the future of our students

The world of our students' future will demand a higher standard in many areas:

- ✓ The ability to read, write, and analyze complex information
- ✓ Social emotional skills
- ✓ Creativity
- ✓ Critical thinking
- ✓ Decision-making



OUSD District-Wide Community Schools

Investment in services that are embedded within a Multi-Tiered System of Support in both wraparound social-emotional supports and academic supports:

- ✓ Academic acceleration to bring students on or above grade level;
- ✓ Wraparound supports: Mental Health, Peer Restorative Justice, Student Council;
- ✓ Attendance Teams improve students attendance at school;
- ✓ Robust Family Engagement supports to empower families;
- ✓ Staff to Build Community Partnerships to support students and families;
- ✓ Build Expanded Learning Opportunities with After school and Summer Learning;
- ✓ Restorative Justice Supports;
- ✓ Health Services & School-Based Health Centers; and
- ✓ Joyful schools with expansive arts, music and sports programming.

OUSD Fiscal Sustainability of Schools

OUSD Sustainability

Elementary
Minimum Size: 304 Students

Middle School:
Minimum Size: 381 Students

High School:
Minimum Size: 519 students

Alt Ed Sites:
Across the state have various different size and grade level configurations. The total number of Alt Ed Schools will be presented.

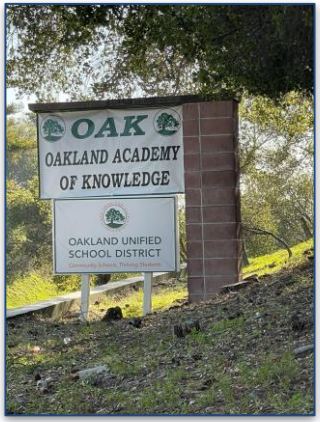
6-12 Grade Configurations were left out of the analysis as they are not present in many school districts.
K-8 Configurations were included in all elementary sustainability size accounting.

Grade Span		OUSD	Fontana	Fresno	Moreno Valley	Riverside Unified	Santa Ana	Stockton
	Enrollment	35,489	35,461	73,381	31,597	40,083	46,593	40,627
	2020-21 UPP	*76%*	*87%*	*89%*	*84%*	*67%*	*88%*	*82%*
	2018-19 Graduation Rate	*72.10%*	*93.0%*	*86.5%*	*90.9%*	*95.4%*	*90.6%*	*76.6%*
Elementary	Sustainable (>304	32	29	66	23	29	33	36
	Unsustainable (<304)	19	1	2	0	0	1	3
Middle	Fiscally Sustainable (>381)	7	7	14	6	7	8	
	Unsustainable (<381)	4	0	1	0	0	0	
High School	Fiscally Sustainable (>519)	5	5	8	4	6	6	4
	Unsustainable (<519)	3	0	2	1	0	1	2
Alt Ed	Alt Ed Sites Schools	7	2	4	4	5	3	2
	Total Schools	80	45	98	38	48	52	45
	% Below Fiscally Sustainable	35.62%	2.33%	5.32%	2.94%	0.00%	4.08%	11.63%

*Stockton Unified does not have middle school programming and has a system built around K-8 schools.

18-0517 Presentation-System of Quality Schools (52918).pdf
21-3064 Memorandum-Report Comparative Organization Structure and Review

Example of Hard Decisions and Tradeoffs



There are over **$3.2 billion worth of repairs to our facilities based on the Facilities Master Plan.**

To remain fiscally solvent the district has had to:

- **NOT** fund the deferred maintenance fund from 2013-14 to 2018-19 leaving our facilities in disrepair
- Reduce the deferred maintenance fund by $2M leaving off floor replacements, security fencing around schools, furnace units in classrooms, roofing projects, and lights on sports fields.
- Develop budget solutions in the 2019-20 budget reduction moved $3.2 M of our maintenance budget to cover custodial staffing resulting in staffing reductions to just 3 roofers for all 108 buildings. The past storm we had over 900 leaks across the district that needed repairing by the team of 3.

Two Paths to Take

Unique Window of Opportunity

- $10 Million in **1-Time** Funds AB1840
- COVID **1-Time** Funds that sunset 2023-2024

- ❖ Subsidize under-enrolled schools to maintain current staffing levels for basic operations
- ❖ Maintain non-competitive compensation and the resulting retention and performance challenges
- ❖ Plan for ongoing budget cuts to support basic staffing and operations as revenue grows slower than compensation needs
- ❖ Make peace with reduced central support, poorly maintained facilities and compromised staff morale

- ❖ Reinvest in communities of greatest need and opportunity
- ❖ Provide more robust academic and extracurricular programming with site enrollment to maintain it
- ❖ Use most unused real estate for alternative community-focused resources and programs
- ❖ Accelerate effort to increase compensation and professional development to benefit students and staff

Forming Recommendations

Forming Recommendations

- Evaluated key quantitative and qualitative metrics for Sustainability, Quality, and Equity: School Data Snapshot;
- Deeper examination of Full Service Community school model and school size requirements for affordability School Size and Services;
- Reviewed educational programs: Special Education, Dual Language, Early Childhood, Special Programs;
- Examined the regional area: Optimal Location; Feeder Patterns/Attrition-Transition, Demand Rates, Live/Go 2015-16 to Current, and Facilities to make a recommendation;
- Identified Welcoming Schools - possible schools where students from closed schools could attend;
- Reexamined educational programs after changes: Special Education; Dual Language, Early Childhood, and Redesign.

Recommendations

Recommendations

- Phase: 1 (2022-2023) or 2 (2023-2024);
- School Name;
- Type of Change: Closure, Merger, Grade Configuration;
- Welcoming Schools: Possible schools to receive students from closing schools;
- Distance from Welcoming Schools;
- Special Education Program Plan: Special Day Class (SDC) Planning.

Recommendations

Phase	School	Change Details	Primary Welcoming Schools	Distance from Primary Welcoming Schools	Special Day Class (SDC) Education Plan
PHASE 1 Implementation: 2022-2023					
1 2022-2023	**Prescott** 107 students 16 CDC District 3	Closure	Hoover MLK + CDC	Hoover 2.2 mi MLK 1.1 mi	No SDC
1 2022-2023	**Carl Munck** 180 students +36 SDC 32 CDC District 6	Closure Hintil- Laurel CDCs combining= 108 students (temporary)	OAK Burckhalter Laurel Allendale	OAK 3.8 mi Burckhalter 2.7 mi Laurel 1.7 mi Allendale 2.3 mi	Extensive Support Needs/ Inclusion to Mental Health hub at OAK 2 SDC Laurel
1 2022-2023	**Parker, K-8** 205 students +10 SDC 6-8 District 6	Closure	K-5: 129 students EOP Markham OAK 6-8: 76 students Frick Elmhurst	 EOP .8 mi Markham .9 OAK 1.3 Frick 1.2 mi Elmhurst 1.6 mi	Elmhurst

Recommendations

Phase	School	Change Details	Primary Welcoming Schools	Distance from Primary Welcoming Schools	Special Day Class (SDC) Education Plan
PHASE 1 Implementation: 2022-2023					
1 2022-2023	**Brookfield** 154 students +40 SDC 32 CDC District 7	Closure	RISE/NHA Reach Madison Primary-Possible Preschool Esperanza Stonehurst CDC	RISE/NHA 1.7 mi Reach 2 mi MPA 1.3 mi Stonehurst 1.3 mi	2 at RISE/NHA 2 at Esperanza
1 2022-2023	**RISE/New Highland** 178/272 students District 7	Merge RISE and New Highland Close RISE CDS Code	N/A	N/A	N/A
1 2022-2023	**Grass Valley** 133 students +65 SDC District 7	Closure	OAK Burckhalter	OAK 2.9mi Burckhalter 3.9mi	3 Mild Moderate La Escuelita 2 Moderate SDC Acorn/EnCom

Recommendations

Phase	School	Change Details	Primary Welcoming Schools	Distance from Primary Welcoming Schools	Special Day Class (SDC) Education Plan
PHASE 1 Implementation: 2022-2023					
1 2022-2023	**La Escuelita** **6-8 grades only** 92 students +13 SDC District 2	Truncate La Escuelita 6-8 grades	6-8: Roosevelt West Oakland Middle	Roosevelt 1.5 mi West Oakland Middle 1.7 mi	Roosevelt 6-8
1 2022-2023	**Westlake** 263 students +36 SDC Newcomer program District 3	Merge with West Oakland Middle 22-23- Co-location and Design Year 23-24 Fully Merged Site	N/A	West Oakland Middle 1.7 mi	3 Mild Moderate SDCs and one Extensive Support Needs SDC merged onto one campus, which is commensurate with other middle schools.
1 2022-2023	**Ralph J. Bunche** 83-235 students District 3	Move to Westlake 22-23- Co-location and Design Year Merge with Dewey: 23-24 Fully Merged Site	N/A	Westlake Campus 1.7 mi	Programming moves to Westlake

Recommendations

Phase	School	Change Details	Primary Welcoming Schools	Distance from Primary Welcoming Schools	Special Day Class (SDC) Education Plan
PHASE 1 Implementation: 2022-2023					
1 2022-2023	**Dewey Academy** 121-215 students District 2	Move to Westlake 22-23- Co-location and Design Year Merge with Bunche: 23-24 Fully Merged Site	N/A	Westlake Campus 1.5 mi	Programming moves to Westlake
1 2022-2023	**Community Day School** 9 students District 6	Closure	Refer students to Alameda County Program	N/A	N/A

Recommendations

Phase	School	Change Details	Primary Welcoming Schools	Distance from Primary Welcoming Schools	Special Day Class (SDC) Education Plan
PHASE 2: Implementation 2023-2024					
2 2023-2024	**Horace Mann** 179 students District 4	Closure	Bridges Global Markham Laurel Allendale Lockwood	Bridges 0.6 mi Global 1.1 mi Markham 1.7 Laurel 2.0 mi Allendale 1.4 mi Lockwood 1.3 mi	No SDC
2 2023-2024	**Manzanita Community School** 316 students +39 SDC District 5	Merge with Fruitvale	N/A	Fruitvale 0.9 mi	Move 2 classes to TCN/ICS

Recommendations

Phase	School	Change Details	Primary Welcoming Schools	Distance from Primary Welcoming Schools	Special Day Class (SDC) Education Plan
PHASE 2: Implementation 2023-2024					
2 2023-2024	**Korematsu Discovery Academy (KDA)** 187 students +26 SDC District 7	Closure	Esperanza Madison Primary Rise/New Highland Reach	Esperanza 0 mi Madison Primary .8 mi Rise/New Highland 1.3 mi Reach 1.2 mi	Mild Moderate program remains
2 2023-2024	**Hillcrest** **6-8 only** 93 students District 1	Truncate grades 6-8	Claremont Montera	Claremont 1.8 mi Montera 2.8 mi	Add K-5 Special Education Programming Add TK

School Changes by Board Member District

District 1	Hillcrest 6-8 grades
District 2	La Escuelita 6-8 grades, Dewey Academy
District 3	Prescott, Westlake/West Oakland Middle School, Ralph J. Bunche
District 4	Horace Mann
District 5	Manzanita Community School/Fruitvale
District 6	Carl Munck, Parker, Community Day School
District 7	Brookfield, Grass Valley, Rise/New Highland, Korematsu Discovery Academy

School Changes by Type

Closures 8	**Mergers 4**	**Grade Truncation 2**
Phase 1: 2022-2023 Brookfield Carl Munck Prescott Grass Valley Parker Community Day School	Phase 1: 2022-2023 Merge RISE and New Highland (in progress) effective Fall 2022; Merge Westlake and West Oakland Middle School (WOMS) on the WOMS campus for a co-location and redesign year (22-23), fully merged by Fall 2023; Merge Bunche and Dewey on the Westlake campus for a co-location and redesign year (22-23), fully merged by Fall 2023.	Phase 1: 2022-2023 La Escuelita grades 6-8
Phase 2: 2023-2024 Horace Mann Korematsu Discovery Academy	Phase 2: 2023-2024 Merge Manzanita Community School and Fruitvale on Fruitvale campus, effective Fall 2023.	Phase 2: 2023-2024 Hillcrest grades 6-8

Asset Management Planning for Vacated Facilities

Identify needs for **Educational Purposes**	Identify needs for **Operational Support**	Identify **Community Uses and Revenue Generation**
Early Childhood Learning Hubs including community partnerships *Transitional Kindergarten Expansion* *Adult Education Programming* and associated administrative offices *Unique Special Education Support Programs* (e.g., Medical Therapy Units, Young Adult Program)	*Professional Learning Spaces* *Temporary Space for Construction of a Facilities Capital Project* requiring a move of an existing school *Central Administration Services* that need space separate for Cole	*Workforce Housing* for OUSD Staff *Short-Term Joint Use Leases with Community-Based Organizations* that support students and families *Long-Term Leases* for uses supported by the community for additional revenue generation to support programs and services for district students
Need to consider the multiple factors for identifying which use is best for each vacated facility such as *Facility Location, Facility Condition, Zoning, Construction Costs, Construction Time, etc.*		

OUSD Asset Management Policy BP7350

School Changes by Student Groups

AA, 40% +	Lat, 40% +	SpEd, 15% +	ELL, 40% +
Prescott Parker Westlake Carl Munck Grass Valley Bunche CDS	Brookfield New Highland Rise Horace Mann MCS KDA Dewey	Grass Valley Brookfield Carl Munck Westlake MCS KDA	Brookfield Carl Munck La Escuelita KDA MCS New Highland Rise Horace Mann

	AA	Lat	Asian	White	Pacific Is.	Multi	Other	SpEd	ELL	UPP
Changes	36%	42%	6%	6%	2%	4%	5%	16%	32%	93%

Vision for
Welcoming Schools
Case Management of Students and Staff
Redesign Process

Vision for Welcoming Schools

Cohort 1 and 2 Learning

Successes	Challenges
• Individual case management for families throughout the transition • 1:1 support from Talent for impacted staff • Increased enrollment at Sankofa United, Elmhurst United, OAK • Expanded program offerings and electives at merged schools (art at Sankofa United, language programming at Frick United, expanded elective course offerings at Elmhurst United) • Former Roots students received fewer Ds and Fs and fewer suspensions at their new schools in 19-20 • Expansion of access to high-quality programs: MLA, CCPA, MetWest. Adjusted enrollment preferences increased proportion of African-American students matriculating at CCPA	• Families did not always have a person to help them through the process • Details for packing and moving, including materials and compensation, were not timely or streamlined • Unanticipated clean-out needs at Roots after closure • Former Roots students needed more academic and SEL supports at their new schools • Need to plan for program changes and asset management implications/facility needs simultaneously

Caring for our OUSD community

Welcoming Schools

Welcoming Schools

Three layers of investment at Welcoming Schools

Facilities improvement for a welcoming environment

- Playground, landscaping improvement
- Painting, signage

Site-based case management and welcoming activities

- Support for families as they transition to new school sites
- Rituals and routines for thoughtful close out and entry to new school

Professional Development and relationship-building

- Focus on inclusive practices and accelerated learning
- Building strong teams and managing through change

Black Students *Thriving*

Black Students and Families Thriving

What actions will we take to ensure our Black students are thriving?

Infrastructure Investments	Technology Upgrades Literacy Investments Facility Upgrade Assessment
Targeted Investments	Site Based Reparations Committee (SBRC) Black Thriving Indicator Investments Recruitment & Retention Investments Community School Investments
Universal Investments	Black Thriving Fund Investment Site-Allocated Mini Grants (SPSA)

Case Management for Phase 1 Students: Opportunity Ticket and School Placements

- Students attending schools that are being closed, merging onto a different site, or are part of a grade configuration change will receive the **Opportunity Ticket** enrollment priority.
  - This goes *above* neighborhood priority for up to 50% of open seats.
- Prefill applications with Welcoming Schools (closest schools first) + 3 other closest schools.
- Enrollment staff will call families to see if they would like to change their school choices or re-rank them.
- Additionally:
  - Outreach to incoming families whose only choices are closing schools (21 families thus far)
  - Attendance boundaries for school closures should be redrawn, based on analysis and community input, by August 2022.

Case Management Staff: Talent Team

- Staff at all impacted sites will receive personalized, 1:1 support from Talent;
- The goal is to meet individually with all staff at impacted sites and to be available 3-5 times over the course of the spring semester on site for initial, ongoing and follow up support.

  1) **Support** staff in the close/merge process;

  2) **Connect** staff with needed resources and information; and

  3) **Retain** staff in the district to reduce vacancies overall.

Design Year Milestones and Deliverables

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Module 1 Affective and Imaginal	Module 2 Conceptual and Practical	Module 3 Practical
<u>Grounding in Anti-Racist Teaching and Learning</u> ● Community Asset Map ● School Vision, Mission, Values ● School Graduate Profile	<u>Developing a System of High Quality Instruction</u> ● Instructional Priorities ● MTSS Plan ● Collaboration and PD Framework	<u>Planning for Effective Implementation</u> ● Budget aligned to Priorities ● Calendar of key benchmarks and milestones ● Professional Dev Plan ● School Culture Plan

School Design Portfolio and School Site Plan

Adult Learning in Service of Students

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

The experience for our design team:

- ***Affective Learning is reflective:** Learning involving feelings
  - Team feels supported, inspired, loved, challenged, seen, and empowered
- ***Imaginal Learning invokes the imagination:** Learning involving intuition and imagery
  - Team reimagines the future for students and community that builds on the past but addresses the very real challenges of persistently low outcomes for the same groups of students
- ***Conceptual Learning is content oriented:** Learning about a particular subject matter
  - Team grounds in best practices of school, instructional, and organizational improvement
- ***Practical Learning is product oriented:** Concepts intentionally applied to action
  - Team takes direct action to implement improvement plans

Action for Transition to Welcoming Schools

Action	Cost
Convene cross-stakeholder welcome teams to plan for students transferring from closed site and develop “Welcome to School” plans.	Approx $25,000 per Welcoming School for stipends and hourly pay for participants + food, childcare, and translation for meetings
Ongoing professional development and support sessions for leaders of Welcoming Schools	Provided by OUSD staff (cross-departmental effort) and Community-Based Organizations
Facilities improvements at Welcoming Schools to create a welcoming environment	TBD- Possible funding sources AB 1840 and Measure Y
Case manage students and families for enrollment to a Welcoming School or use of Opportunity Ticket	Case management provided by Welcome Center , Office of Equity and Office of Continuous Improvement
Pay teachers and staff to pack and unpack prior to scheduled moves	Approx $15,000
Move furniture and materials from closing site to Welcoming Schools or warehouse	Approx $15,000 for contract with moving company

Actions for Merging Sites

Action	Cost
Convene a cross-stakeholder design team	approx $35,000 stipends and hourly pay for participants + food, childcare, and translation for meetings
Provide regular professional development and support sessions for design leaders	Provided by OUSD staff (cross-departmental effort) and Community-Based Organizations
Move furniture and materials from closing site to new merged site	approx $15,000 for contract with moving company
Pay teachers to pack and unpack	Approx $15,000
Facilities work: new keys and signage, repairs and upgrades as needed	$15,000-$300,000 depending on scope of work

Actions for Redesign Sites

Convene a cross-stakeholder design team	Approx $35,000 stipends and hourly pay for participants + food, childcare, and translation for meetings
Provide high quality professional development and support sessions for design leaders	Provided by OUSD staff (cross-departmental effort) Partnership with Community Based Organizations
Develop “Welcome to School” plans for individual student support through transition	Provided by OUSD staff Content Specific Organizations

Ask of the Board

- Discuss recommendations

Quality Schools in Every Neighborhood!

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students
1000 Broadway, Suite 300, Oakland, CA 94607

www.ousd.org @OUSDnews

Appendix

General Demographics

General Information	
	• School Demographics • Regional Demographics

School

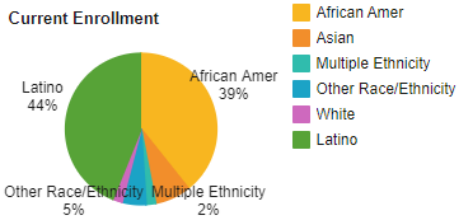
Dewey Academy

Dewey Academy

General School Information

Programs on this campus: Dewey Academy

Current Enrollment



Historical Enrollment

	2018-19	2019-20	2020-21
All	233	212	196
African Amer	123	92	77
Asian	7	9	15
Latino	82	84	86
Multiple Ethnicity	3	7	4
Other Race/Ethnicity	17	13	10
White	1	7	4

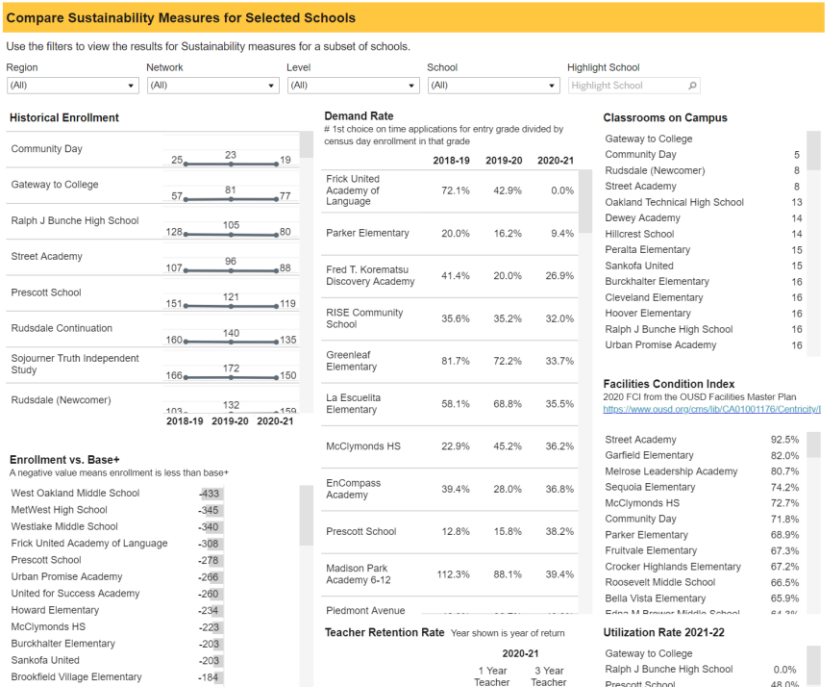
	2018-19	2019-20	2020-21
English Learner	40	40	47
Foster	8	6	12
Low Income	208	195	174
Special Ed	21	17	17
Unhoused	3	3	8

Alt HS **Central** High School Network

Sustainability

Sustainability

- Number of Schools at Sustainable Enrollment Rate (Base, Base +, Community Schools)
- Demand Rate
- Teacher Retention Rate
- Leadership Capacity
- Three Year Enrollment Trend
- Facilities Utilization
- Facilities Condition
- Regional Feeder Pattern



Compare Sustainability Measures for Selected Schools

Use the filters to view the results for Sustainability measures for a subset of schools.

Region: (All) | Network: (All) | Level: (All) | School: (All) | Highlight School: Highlight School

Historical Enrollment

	2018-19	2019-20	2020-21
Community Day	25	23	19
Gateway to College	57	81	77
Ralph J Bunche High School	128	105	80
Street Academy	107	96	88
Prescott School	151	121	119
Rudsdale Continuation	160	140	135
Sojourner Truth Independent Study	166	172	150
Rudsdale (Newcomer)	103	132	159

Enrollment vs. Base+

A negative value means enrollment is less than base+

West Oakland Middle School	-433
MetWest High School	-345
Westlake Middle School	-340
Frick United Academy of Language	-308
Prescott School	-278
Urban Promise Academy	-266
United for Success Academy	-260
Howard Elementary	-234
McClymonds HS	-223
Burckhalter Elementary	-203
Sankofa United	-203
Brookfield Village Elementary	-184

Demand Rate

1st choice on time applications for entry grade divided by census day enrollment in that grade

	2018-19	2019-20	2020-21
Frick United Academy of Language	72.1%	42.9%	0.0%
Parker Elementary	20.0%	16.2%	9.4%
Fred T. Korematsu Discovery Academy	41.4%	20.0%	26.9%
RISE Community School	35.6%	35.2%	32.0%
Greenleaf Elementary	81.7%	72.2%	33.7%
La Escuelita Elementary	58.1%	68.8%	35.5%
McClymonds HS	22.9%	45.2%	36.2%
EnCompass Academy	39.4%	28.0%	36.8%
Prescott School	12.8%	15.8%	38.2%
Madison Park Academy 6-12	112.3%	88.1%	39.4%
Piedmont Avenue			

Teacher Retention Rate Year shown is year of return

	2020-21	
	1 Year Teacher	3 Year Teacher

Classrooms on Campus

Gateway to College	
Community Day	5
Rudsdale (Newcomer)	8
Street Academy	8
Oakland Technical High School	13
Dewey Academy	14
Hillcrest School	14
Peralta Elementary	15
Sankofa United	15
Burckhalter Elementary	16
Cleveland Elementary	16
Hoover Elementary	16
Ralph J Bunche High School	16
Urban Promise Academy	16

Facilities Condition Index

2020 FCI from the OUSD Facilities Master Plan

https://www.ousd.org/cms/lib/CA01001176/Centricity/I

Street Academy	92.5%
Garfield Elementary	82.0%
Melrose Leadership Academy	80.7%
Sequoia Elementary	74.2%
McClymonds HS	72.7%
Community Day	71.8%
Parker Elementary	68.9%
Fruitvale Elementary	67.3%
Crocker Highlands Elementary	67.2%
Roosevelt Middle School	66.5%
Bella Vista Elementary	65.9%
Edna M Brewer Middle School	64.3%

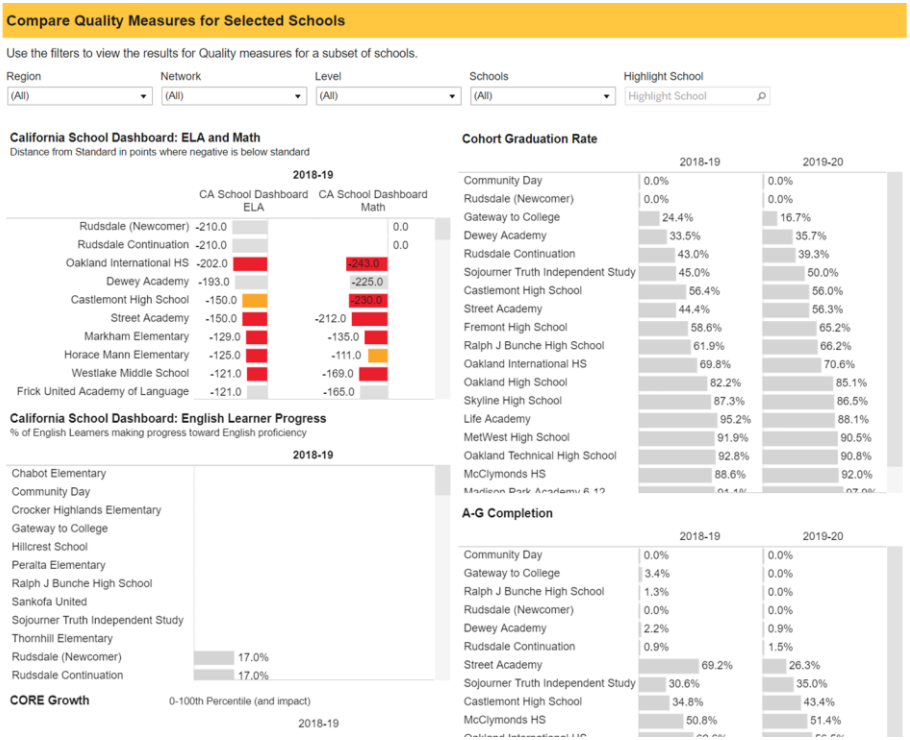
Utilization Rate 2021-22

Gateway to College	
Ralph J Bunche High School	0.0%
Prescott School	48.0%

Quality

Quality

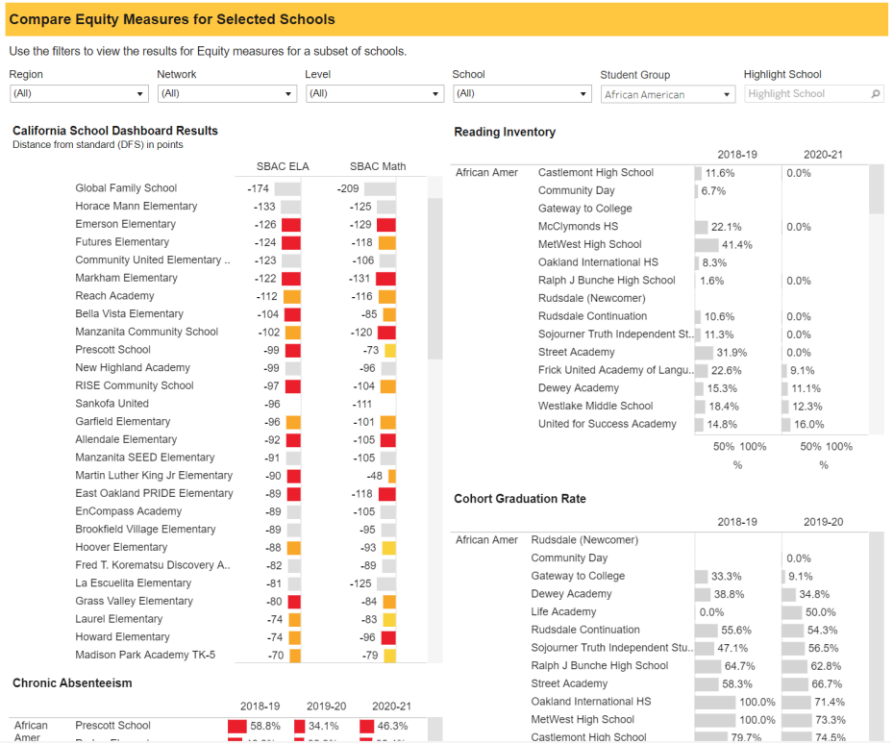
- CA Dashboard
- Reading Inventory: Percent At or Above Grade-Level (mid-year)
- CORE Growth Data
- CHKS Data: School Climate and Connectedness
- Graduation Rate, A-G Rate, Pathway Participation



Equity

Equity

- Student Group Performance on SBAC
- Student Group on Graduation
- Student Group Performance on Reading Inventory
- Chronic Absenteeism by Student Group
- Suspension Rate, and by student group
- Previously impacted by previous school change



Compare Equity Measures for Selected Schools

Use the filters to view the results for Equity measures for a subset of schools.

Region: (All) | Network: (All) | Level: (All) | School: (All) | Student Group: African American | Highlight School: Highlight School

California School Dashboard Results
Distance from standard (DFS) in points

	SBAC ELA	SBAC Math
Global Family School	-174	-209
Horace Mann Elementary	-133	-125
Emerson Elementary	-126	-129
Futures Elementary	-124	-118
Community United Elementary ..	-123	-106
Markham Elementary	-122	-131
Reach Academy	-112	-116
Bella Vista Elementary	-104	-85
Manzanita Community School	-102	-120
Prescott School	-99	-73
New Highland Academy	-99	-96
RISE Community School	-97	-104
Sankofa United	-96	-111
Garfield Elementary	-96	-101
Allendale Elementary	-92	-105
Manzanita SEED Elementary	-91	-105
Martin Luther King Jr Elementary	-90	-48
East Oakland PRIDE Elementary	-89	-118
EnCompass Academy	-89	-105
Brookfield Village Elementary	-89	-95
Hoover Elementary	-88	-93
Fred T. Korematsu Discovery A..	-82	-89
La Escuelita Elementary	-81	-125
Grass Valley Elementary	-80	-84
Laurel Elementary	-74	-83
Howard Elementary	-74	-96
Madison Park Academy TK-5	-70	-79

Chronic Absenteeism

		2018-19	2019-20	2020-21
African Amer	Prescott School	58.8%	34.1%	46.3%

Reading Inventory

		2018-19	2020-21
African Amer	Castlemont High School	11.6%	0.0%
	Community Day	6.7%	
	Gateway to College		
	McClymonds HS	22.1%	0.0%
	MetWest High School	41.4%	
	Oakland International HS	8.3%	
	Ralph J Bunche High School	1.6%	0.0%
	Rudsdale (Newcomer)		
	Rudsdale Continuation	10.6%	0.0%
	Sojourner Truth Independent St..	11.3%	0.0%
	Street Academy	31.9%	0.0%
	Frick United Academy of Langu..	22.6%	9.1%
	Dewey Academy	15.3%	11.1%
	Westlake Middle School	18.4%	12.3%
	United for Success Academy	14.8%	16.0%
		50% 100% %	50% 100% %

Cohort Graduation Rate

		2018-19	2019-20
African Amer	Rudsdale (Newcomer)		
	Community Day		0.0%
	Gateway to College	33.3%	9.1%
	Dewey Academy	38.8%	34.8%
	Life Academy	0.0%	50.0%
	Rudsdale Continuation	55.6%	54.3%
	Sojourner Truth Independent Stu..	47.1%	56.5%
	Ralph J Bunche High School	64.7%	62.8%
	Street Academy	58.3%	66.7%
	Oakland International HS	100.0%	71.4%
	MetWest High School	100.0%	73.3%
	Castlemont High School	79.7%	74.5%

Opportunity Ticket

	Roots (2019)	Kaiser (2020)	SOL (2020)
Eligible	160	221	93
Enrolled in OUSD	146 (91%)	184 (82%)	79 (85%)
Students not in OUSD	14 (9%)	37 (17%)	14 (15%)
Enrolled at Welcoming/Merger School	Prior to Opportunity Ticket Policy	51 (23%)	70 (75%)
Enrolled at another school		133 (59%)	9 (10%)
Used Opportunity Ticket		88 (66%)	8 (9%)