

Questions for the Segment about Supporting Students & Families Facing School Closures-- 11.14.22 CAC Meeting

1) How have the student enrollment numbers from our 2/2/22 Learning Session (slides below) changed? Please share numbers for 2022/2023.

Link to slides: https://docs.google.com/presentation/d/1QRgUF-yNT4lplOy1HDKHSPnMKBS8uKfw35L9tC_Zs4/edit#slide=id.g185942deed0_0_188

Elementary Schools with Highest Number of Students in SDC Placements as of 2/2/22

Grass Valley 52 MLK 46 Garfield 46
Manzanita Community 38 Fruitvale 37
Manzanita SEED 31 Brookfield 30
Franklin 25 Global 23 Korematsu 22

*Numbers projected to grow or change by end of year
Not in the count: Students identified as receiving Inclusion support*

Elementary Schools with Highest Number of African American Students in SDC Placements as of 2/2/22

MLK 28 out of 46 Grass Valley 20 out of 52
Manzanita Community 15 out of 38 Fruitvale 13 out of 37
Garfield 13 out of 46 OAK 9 out of 19
Allendale 9 out of 21 Emerson 9 out of 17
Brookfield 8 out of 30 Sankofa 8 out of 13

*Numbers projected to grow or change by end of year
Not in the count: Students identified as receiving Inclusion support*

2) Share the current numbers of students with IEPs at the closing schools by race, disability type, and program. Please do the same for the receiving schools.

3) Reviewing the District Elementary Design by School Size slide (Slide 88 in the deck - image below), there are some key implications that the CAC has called out. Please discuss each of the implications.

- a) The goal of having a full continuum of SDC classrooms creates lower school enrollment.
- b) School/program choice does not apply in the slide to families of students with IEPs since not all programs are available at the same schools. This especially adds to a hardship on those who are seeking a safe and culturally welcoming school for disabled and non-disabled students (who are sometimes siblings and peers). Generally, parent/guardian “choices” based on IEP placement are not named in this slide.
- c) Schools being grouped together on the sole criteria of enrollment erases the identity of programs available at those schools. A school with a full spectrum of SDC classrooms will have a lower enrollment than those without. Schools are very different and a lack of understanding of what's different/similar about each of them is incredibly problematic when attempting to say that all schools of a certain size are equal (e.g. types of disabilities, other student group experiences, types of programs and services provided by/at the school, relationship of school to other schools and surrounding community, etc.)

District Elementary Design by School Size

Patterns within OUSD’s 51 Elementary Schools

	# of Grade Level Classes	Family Choosing K as 1st Option	Average School Size (K-5 Students)	% Combinations Class	Empty 4-5 Seats as a % of Total Enrollment	# SDC students in school group	% SDC students
1-10 (Smallest)	1	33.0%	156	21.90%	5.08%	220	13.30%
11-20	2	59.9%	255	13.00%	6.66%	108	4.10%
21-30	2	84.7%	317	7.20%	4.07%	181	5.50%
31-40	3	68.1%	377	6.00%	2.94%	131	3.30%
40-51 (Largest)	3	113.80%	513	4.7 %	2.51%	168	2.90%

- **# Grade Level Classes:** Average number of classes at each grade level throughout the school.
- **Families Choosing K as 1st Option:** 3-year average of 1st choice on time applications divided by the number of available seats in the class.
- **Average School Size:** Average enrollment on the number of non-K-8 non SDC students enrolled in the school
 - Parker, Hillcrest, La Escuelita, Greenleaf, MLA are represented with K-8 models in this analysis
- **% Combinations Class:** The number of mixed grade level classes required to provide a base program
- **# SDC student in group of 10 schools:** Total number of SDC students enrolled in the school
- **% SDC students:** Total percentage of students enrolled in SDC programming at school

4) Have the Special Education recommendations on slides 89 to 94 changed, particularly for Brookfield, Carl Munck, Grass Valley, and Korematsu?

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

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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

5) Have there been any school wide conversations between closing and receiving schools to support Special Education students, families, and staff?

Will any happen as everyone prepares for a transition to new schools, especially for those schools with a density of Special Education programs and students? What is planned for the rest of the year?

What is the timeline for communication with, within, and across schools?

6) Please discuss your efforts to protect each of the factors described below as you implement the recommendations for school closures and changes.



PROTECT:

- **rare safe spaces for dis/abled students**--especially Black dis/abled students and students with moderate to extensive needs
- **schools that are models of dis/ability and racial belonging**
- **stability and continuity for students who get moved around a lot**
- **long-standing and successful Special Education programs**
- **green, healthy, peaceful, and beautiful environments for sensitive students**
- **supportive class size and Special Day Classes with no more than 2 grade levels for better access to grade level learning**
- **well-established communities; relationships between dis/abled students and their non-dis/abled peers**
- **Dis/abled and non-dis/abled siblings and friends attending the same school**
- **the retention of Special Educators**
- **the mental health of students, especially those with developmental, behavioral, and emotional disabilities**



- **a larger vision for Disability Justice in Education in Oakland**

Email us at cacoakland@gmail.com to learn more about our role in Special Education in OUSD schools and how to get involved

https://drive.google.com/file/d/1NcodOHm3JYqu_bAuMQd9Con3VpXZzUCc/view?usp=share_link

7) What DESIGNATED additional support are you providing to protect the mental health of often very sensitive students?

- a) Transition and relationship building activities this year
- b) Transition and relationship building activities before the start of the school year
- c) Transition and relationship building activities at the beginning of the school year
- d) Dedicated socioemotional support and mental health providers
- e) Coaching for principals, teachers, and staff in the receiving schools
- f) Schoolwide activities to promote disability inclusivity and access (per the CAC resolution)