OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

Board Cover Memorandum

To   Board of Education

From   Kyla Johnson-Trammell, Superintendent
               Sondra Aguilera, Chief Academic Officer
               Preston Thomas, Chief Systems and Services Officer

Meeting Date February 8, 2022

Subject   School Consolidations for 2022-23 and 2023-24

Ask of the Board   Approval by the Board of Education of Resolution No. 2122-0030 - School Consolidations for 2022-23 and 2023-24.

Background   On January 12, 2022, the Board of Education ("Board") adopted Resolution No. 2122-0026 - Quality Instruction and Student Supports, Adequate Staffing, Competitive Compensation, and Long-Term Fiscal Stability. That Resolution directed the Superintendent to present "a list of the school consolidations (i.e., closures or mergers) that can be reasonably implemented by Fall 2022 and/or Fall 2023" at the "soonest reasonable opportunity." As part of that presentation, Resolution No. 2122-0026 directed the Superintendent to include an analysis of the projected ongoing financial impact of the proposed consolidations.

At a special meeting on January 31, 2022, staff proposed the following school consolidations:

- *Six school closures for 2022-23*: Brookfield Elementary, Carl B. Munck Elementary, Community Day School, Grass Valley Elementary, Parker (K-8), and Prescott Elementary. Students in these schools would be provided with Opportunity Ticket enrollment preference for enrollment in 2022-23. Welcoming schools have also been identified for each of these schools.

- *Two school closures for 2023-24*: Fred T. Korematsu Discovery Academy Elementary and Horace Mann Elementary. Students in these schools would be provided with Opportunity Ticket enrollment preference for enrollment in 2023-24. Welcoming schools have also been identified for each of these schools.

- *Four school mergers occurring over 2022-23 and 2023-24*: RISE Community Elementary to merge into New Highland Academy Elementary for 2022-23; Westlake Middle to relocate to the West Oakland Middle campus for 2022-23 and then merge into West Oakland Middle for 2023-24; Dewey Academy High and Ralph J. Bunche Continuation High to relocate to the Westlake Middle campus for 2022-23 and then merge Dewey into Bunche for 2023-24; and Manzanita Community Elementary to merge into Fruitvale Elementary for 2023-24. Students at Westlake, Dewey, Bunche, and Manzanita Community would be provided with Opportunity Ticket enrollment preference as outlined in the proposed resolution.

- *Two grade truncations*: Eliminate grades 6-8 at La Escuelita for 2022-23 and eliminate grades 6-8 at Hillcrest for 2023-24. Impacted students (grades 5-7) would be provided with Opportunity Ticket enrollment preference for enrollment as outlined in the proposed resolution. Welcoming schools have also been identified for each of these schools.

Staff presented details on the specific proposed consolidations as well as the basis for selecting the proposed consolidations. The presentation also included a financial analysis of the proposed consolidations (with the exception of the closure of Community Day School).

Discussion   The proposed Resolution, which was included as part of the January 31, 2022 item, would authorize the proposed consolidations. As the proposed consolidations would have additional impacts, the Resolution also delegates to the Superintendent decisions regarding the relocation of impacted Special Day Classes and licensed child development classes. Lastly, the proposed Resolution, consistent with Resolution No. 2122-0026, would direct the Superintendent to develop a proposal for how any newly available facilities shall be utilized for District purposes no later than May 2022.

Fiscal Impact   See details in the fiscal impact presentation.

Attachment(s)   ● Resolution No. 2122-0030 - School Consolidations for 2022-23 and 2023-24
● Staff Memorandum
● School Consolidations Presentation
● Fiscal Impact Presentation

RESOLUTION OF THE
BOARD OF EDUCATION OF THE
OAKLAND UNIFIED SCHOOL DISTRICT

Resolution No. 2122-0030

School Consolidations for 2022-23 and 2023-24

WHEREAS, all students deserve safe schools with strong instruction and strong social-emotional supports—all things which require adequate staffing;

WHEREAS, underenrolled schools cannot support a sufficient number of staff to offer a strong instructional program nor can they properly serve as community schools;

WHEREAS, underenrolled schools also draw a disproportionate amount of resources to operate, which means that other, fully enrolled schools receive less revenue than they would otherwise, which negatively impacts these schools' ability to properly serve as community schools and offer strong instructional programs;

WHEREAS, given that Measure Y will cover less than a quarter of the District's $3.4 billion in facility needs, the large number of sites increases the District's deferred maintenance costs and spreads the District's limited resources for deferred maintenance too thinly, which negatively impacts the District's ability to maintain quality facilities for all students;

WHEREAS, the large number of sites increases the District's operational costs (e.g., custodial, transportation, IT) and spreads the District's limited resources for operations too thinly, which negatively impacts the ability to provide quality services to schools;

WHEREAS, as illustrated in the table below, other districts with a similar enrollment have significantly fewer schools and fewer teachers and other districts with a similar number of schools have significantly higher enrollment:

District	2020-21 Enrollment	2020-21 Number of Schools	2020-21 Average School Size	Enrollment/ Teacher Ratio*
Fontana USD	35,461	45	788	19.2
Fremont USD	34,782	43	809	19.5
Fresno USD	69,709	100	697	20.5
Hayward USD	19,069	33	578	19.6
Riverside USD	39,443	47	839	20.8
Santa Ana USD	43,917	54	813	22.2
Stockton USD	33,943	56	606	27.3
Oakland USD	**35,489**	**81**	**438**	**15.8**

Ratio calculated with 2019-20 enrollment and 2018-19 teacher FTE (latest available data).

;

WHEREAS, although the Board of Education ("Board") recently made approximately $40 million in budget adjustments for 2022-23, the District's long-term financial challenges remain, including the need to find revenue to cover anticipated increasing costs (e.g., pensions, special education) and provide compensation increases for many years into the future, especially given the current statewide labor storage, competition from nearby districts, and the likelihood of significant inflationary pressures in the near future;

WHEREAS, similarly the one-time funding in response to the COVID-19 pandemic cannot address the District's long-term financial challenges;

WHEREAS, without making such ongoing revenue available, the District cannot stay solvent, operate such a disproportionately high number of schools, and avoid making programmatic reductions that fundamentally undermine the ability of the District to operate and provide a basic level of instruction to all of its students, particularly those students with the highest needs;

WHEREAS, a decision this year (2021-22) to consolidate schools as provided in this Resolution may make the District eligible for $10 million in unrestricted funding under Assembly Bill No. 1840 ("AB 1840"); and

WHEREAS, on January 12, 2022, the Board adopted Resolution No. 2122-0026 - Quality Instruction and Student Supports, Adequate Staffing, Competitive Compensation, and Long-Term Fiscal Stability, which directed the Superintendent, among other things, "to present the Board . . . a list of the school consolidations (i.e., closures or mergers) that can be reasonably implemented by Fall 2022 and/or Fall 2023."

NOW, THEREFORE, BE IT RESOLVED, the Board hereby approves the closure of the following schools as detailed below:

For closure(s) at the end of the 2021-22 year:

- Close **Brookfield Elementary** (CDS: 01612596001663) at the end of the 2021-22 year. Welcoming Schools: Rise Community/New Highland Academy; REACH; Madison Primary.

- Close **Carl B. Munck Elementary** (CDS: 01612596001697) at the end of the 2021-22 year. Welcoming Schools: OAK; Burckhalter; Laurel; Allendale.

- Close **Community Day School** (CDS: 01612590106542) at the end of the 2021-22 year. Welcoming Schools: Not applicable. Under state law, the county office of education would be required to provide instruction to these students.

- Close **Grass Valley Elementary** (CDS: 01612596001879) at the end of the 2021-22 year. Welcoming Schools: OAK; Burckhalter.

- Close **Parker** (CDS: 01612596002091) at the end of the 2021-22 year.
  Welcoming Schools (K-5): East Oakland Pride; Markham; OAK. Welcoming Schools (6-8): Frick; Elmhurst.

- Close **Prescott Elementary** (CDS: 01612596002125) at the end of the 2021-22 year.
  Welcoming Schools: Hoover; Martin Luther King Jr.

Pursuant to Board Policy 5116.1, all students currently enrolled in the non-terminal grades at these schools shall be provided with Opportunity Ticket enrollment preference for enrollment in 2022-23. If a student does not submit an enrollment preference before the student enrollment lottery is conducted, that student's enrollment preferences shall default to the associated Welcoming Schools (in order of proximity to the student's primary residence of record) and then to the closest grade-appropriate schools (in order or proximity to the student's primary residence of record).

For closure(s) at the end of the 2022-23 year:

- Close **Fred T. Korematsu Discovery Academy Elementary** (CDS: 01612590112813) at the end of the 2022-23 year.
  Welcoming Schools: Esperanza; Madison Primary; Rise/New Highland; REACH.

- Close **Horace Mann Elementary** (CDS: 01612596001929) at the end of the 2022-23 year.
  Welcoming Schools: Bridges; Global Family; Markham; Laurel; Allendale; Lockwood STEAM.

Pursuant to Board Policy 5116.1, all students enrolled in the non-terminal grades at these schools for 2022-23 shall be provided with Opportunity Ticket enrollment preference for enrollment in 2023-24. If a student does not submit an enrollment preference, that student's enrollment preferences shall default to the associated Welcoming Schools (in order of proximity to the student's primary residence of record) and then to the closest grade-appropriate schools (in order or proximity to the student's primary residence of record);

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

- Merge **RISE Community Elementary** (CDS: 01612590110262) into **New Highland Academy Elementary** (CDS: 01612596001903) for the start of the 2022-23 year. Pursuant to Board Policy 5116.1, no students will be provided with Opportunity Ticket enrollment preference given that no students are moving to a new location.

- Relocate **Westlake Middle** (CDS: 01612596057095) to 991 14th Street, Oakland, CA 96704 (West Oakland Middle campus) for the 2022-23 year, and then merge it into **West Oakland Middle** (CDS: 01612590115626) for the start of the 2023-24 year. Pursuant to Board Policy 5116.1, all students currently enrolled in grades 6 and 7 at Westlake Middle

shall be provided with Opportunity Ticket enrollment preference for enrollment in 2022-23.

- Relocate both **Dewey Academy High** (CDS: 01612590132688) and **Ralph J. Bunche Continuation High** (CDS: 01612590118653) to 2629 Harrison St., Oakland, CA 94612 (Westlake Middle campus) to be co-located for the 2022-23 year, and then merge Dewey into Bunche for the start of the 2023-24 year. Pursuant to Board Policy 5116.1, all students currently enrolled at both schools shall be provided with Opportunity Ticket enrollment preference for enrollment in 2022-23.

- Merge **Manzanita Community Elementary** (CDS: 01612596002042) into **Fruitvale Elementary** (CDS: 01612596001838) for the start of the 2023-24 year. Pursuant to Board Policy 5116.1, all students enrolled in the non-terminal grades at Manzanita Community Elementary during 2022-23 shall be provided with Opportunity Ticket enrollment preference for enrollment in 2023-24.

BE IT FURTHER RESOLVED, the Board hereby approves truncating the grade spans of the following schools as indicated below:

- Reduce the grades offered at **La Escuelita** (CDS: 01612596096523) such that grades 6 through 8 will no longer be offered for the start of the 2022-23 year. Pursuant to Board Policy 5116.1, all students currently in grades 5, 6, and 7 will be provided with Opportunity Ticket enrollment preference for enrollment in 2022-23.
  Welcoming Schools: Roosevelt Middle; West Oakland Middle.

- Reduce the grades offered at **Hillcrest** (CDS: 01612596001911) such that grades 6 through 8 will no longer be offered for the start of the 2023-24 year. Pursuant to Board Policy 5116.1, all students in grades 5, 6, and 7 during the 2022-23 will be provided with Opportunity Ticket enrollment preference for enrollment in 2023-24.
  Welcoming Schools: Claremont; Montera.

If a student does not submit an enrollment preference before the student enrollment lottery is conducted, that student's enrollment preferences shall default to the associated Welcoming Schools (in order of proximity to the student's primary residence of record) and then to the closest grade-appropriate schools (in order or proximity to the student's primary residence of record).

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

BE IT FURTHER RESOLVED, the Board hereby delegates to the Superintendent decisions regarding the relocation of Special Day Classes currently present at and/or students currently enrolled in all schools listed herein;

BE IT FURTHER RESOLVED, the Board hereby delegates to the Superintendent decisions regarding the relocation of students in licensed child development classes currently offered at all schools listed herein; and

BE IT FURTHER RESOLVED, consistent with Resolution No. 2122-0026, the Board directs the Superintendent to bring forward a proposal to the Board, no later than May 2022, for how the newly available facilities shall be utilized for District purposes.

PASSED AND ADOPTED on _____, 2022, by the Governing Board of the Oakland Unified School District by the following vote:

PREFERENTIAL AYE:

PREFERENTIAL NOE:

PREFERENTIAL ABSTENTION:

PREFERENTIAL RECUSE:

AYES:

NOES:

ABSTAINED:

RECUSED:

ABSENT:

<u>CERTIFICATION</u>

We hereby certify that the foregoing is a full, true, and correct copy of a Resolution passed at a Special Meeting of the Board of Education of the Oakland Unified School District held on_____, 2022.

Legislative File	
File ID Number:	22-0243
Introduction Date:	1/31/2022
Enactment Number:	
Enactment Date:	

OAKLAND UNIFIED SCHOOL DISTRICT

_____
Gary Yee
President, Board of Education

_____
Kyla Johnston-Trammell
Superintendent and Secretary, Board of Education

Legislative File ID #22-0243
Staff Report

January 31, 2022

On January 12, 2022, the OUSD School Board passed Resolution 2122-0026, directing the Superintendent to provide the School Board with recommendations for school consolidations. The resolution highlighted reasons for this direction: declining enrollment, budgetary concerns spanning many years, operating many more schools compared to similarly sized CA Districts and as a result, spreading our resources thinly across many sites. Moreover, the resolution emphasized the on-going dilemma of needing to make budgetary reductions in order to pay OUSD Staff a competitive salary.

The areas reviewed in this recommendation are meant to highlight many data sets to consider while making a life impacting decision- which school sites will be recommended for closure, merger, or a grade configuration. The multiple data sets presented are meant to raise critical questions for deliberation, including considering the unintended consequences possible in such a decision.

The school sites recommended for closure, merger with another school site, or a grade configuration change are based on a review of key data points forming the framework of Sustainability, Quality, and Equity. An emphasis is placed on Sustainability which is defined largely by enrollment trends and Live/Go Data, among other indicators of building a sustainable school system.

The recommendation table is included to provide details about the phase for implementation, the specific school site, the change that is recommended, identification of the possible Welcoming School and the distance to the possible new school, and evidence of specific special education program planning.

The implementation section provides a description of a Welcoming School, case management to support students, families and staff as well as specific investments to support Black Thriving students and their families, and a Redesign School. Additionally, the asset management process and the need to create updated budget information for schools that receive new students are key implementation factors that are highlighted.

Lastly, there is a methodology section that provides background for how the recommendations were formed and the multiple data sets that informed this recommendation. Each school identified for a possible change is included in the rationale section and provides highlights for key data regarding the school site.

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
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-	**Grass Valley** 133 students	Closure	OAK Burckhalter	OAK 2.9mi Burckhalter 3.9mi	3 Mild Moderate La Escuelita 2 Moderate SDC

Phase	School	Change Details	Primary Welcoming Schools	Distance from Primary Welcoming Schools	Special Day Class (SDC) Education Plan
2023	+65 SDC District 7				Acorn/EnCom
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 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
1 2022-2023	**Dewey Academy** 121 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

Phase	School	Change Details	Primary Welcoming Schools	Distance from Primary Welcoming Schools	Special Day Class (SDC) Education Plan
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
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

Summary

The tables below provide the following summaries:

- Consolidations by District, 1-7;

-Demographic information for each recommended school consolidation; and

-Live/Go Data for each recommended school consolidation.

Summary of Consolidations 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
District 6	Carl Munck, Parker, Community Day School
District 7	Brookfield, Grass Valley, Rise/New Highland, Korematsu Discovery Academy

School Consolidations Demographics in %

Phase	Consolidation	AA	Lat	Asian	White	Pac Is.	Multi	Other	SpEd	ELL	UPP
1	**Prescott** 107 students District 3	59	28	3	2	1	3	4	8	21	91
1	**Carl Munck** 180 students 36 SDC District 6	46	25	4	7	4	9	5	24	44	72
1	**Parker, K-8** 205 students + 10 SDC 6-8 District 6	52	36	0	3	7	1	1	11	33	97
1	**Brookfield** 154 students 40 SDC District 7	22	58	4	4	5	2	5	23	49	95

Phase	Consolidation	AA	Lat	Asian	White	Pac Is.	Multi	Other	SpEd	ELL	UPP
1	**RISE/ New Highland** 178/272 students District 7	25	65	3	1	3	0	3	8	56	98
1	**Grass Valley** 133 students + 65 SDC District 7	60	28	2	2	0	5	3	34	14	84
1	**La Escuelita** 394 students TK-5: 289 Middle School: 92 + 13 SDC 6-8 District 2	14	54	18	6	1	5	2	9	50	98
1	**Westlake** 263 students + 36 SDC Newcomer program District 3	44	31	11	4	0	7	3	23	25	94
1	**Ralph J. Bunche** 83 students District 3	45	30	3	3	1	0	18	18	13	90
1	**Dewey Academy** 121 students District 2	29	49	8	4	0	5	5	14	27	91
1	**Community Day School** 9 students District 6	77	23	0	0	0	0	0	15	0	97
2	**Horace Mann** 179 students District 4	23	60	0	2	2	5	8	9	48	98

Phase	Consolidation	AA	Lat	Asian	White	Pac Is.	Multi	Other	SpEd	ELL	UPP
2	**Manzanita Community School** 316 students + 39 SDC District 5	19	60	12	1	1	3	4	21	52	97
2	**Korematsu Discovery Academy (KDA)** 187 students + 26 SDC District 7	16	73	3	0	3	1	4	18	54	96
2	**Hillcrest 6-8** 93 students District 1	8	8	17	44	0	18	5	8	1	95
	Average	36	42	6	6	2	4	5	16	32	93

School Live/Go and Demand Rate*

Phase	Consolidation Projected students	School Live/Go	Demand Rate	Total # of students in attendance area	Total # that attend neighborhood school
1	**Prescott** 107 students District 3	48%	38%	197	52
1	**Carl Munck** 180 students 36 SDC District 6	6%	71%	173	11
1	**Parker, K-8** 205 students + 10 SDC 6-8 District 6	65%	9.4%	449	64
1	**Brookfield** 154 students 40 SDC District 7	57%	56%	549	114
1	**RISE/ New Highland** 178/272 students District 7	43% 49%	32% 55.8%	878	NHA: 145 RISE: 78 AWE: 115 EnCom:118
1	**Grass Valley** 133 students + 65 SDC District 7	22%	60%	272	46
1	**La Escuelita**** 394 students TK-5: 289 Middle School: 92 + 13 SDC 6-8 District 2- *Does not include MS	23%	35%	124	43
1	**Westlake** 263 students + 36 SDC Newcomer program District 3	44%	49%	740	127
1	**Hillcrest****	77%	81.9%	76	69

Phase	Consolidation Projected students	School Live/Go	Demand Rate	Total # of students in attendance area	Total # that attend neighborhood school
	6-8 93 students District 1- *Includes 6-8				
2	**Horace Mann** 179 students District 4	54%	48.6%	645	113
2	**Manzanita Community School** 316 students + 39 SDC District 5 SEED	43%	42.7%	826	MCS: 156 SEED: 134
2	**Korematsu Discovery Academy (KDA)** 187 students + 26 SDC District 7	49%	26.9%	670	282 KDA: 108 Esperanza: 174
	Average	45%	47%	N/A	N/A

*Alternative Education not included in Live/Go Data

Sequence of Recommendations

Phase 1: Implementation in school year 2022-2023

Phase 1 includes closures of 4 Elementary schools, 1 K-8 school, and the District's community day school; mergers of 2 Middle Schools, 2 Elementary schools, a grade truncation, a redesign of 2 elementary schools, a redesign of Alternative Ed programs into regional hubs, including the merger of two programs on a shared site.

Closures	Brookfield, Carl Munck, Prescott, Grass Valley, Parker, and Community Day School effective Fall 2022.
Mergers	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.
Grade Truncation	La Escuelita grades 6-8 effective Fall 2022.

Phase 2: Implementation in school year 2023-2024

Phase 2 includes closure of 2 elementary schools, 1 merger and 1 grade truncation.

Closures	Horace Mann and Korematsu Discovery Academy, effective Fall 2023.
Mergers	Merge Manzanita Community School and Fruitvale on Fruitvale campus, effective Fall 2023.
Grade Truncation	Hillcrest grades 6-8 effective Fall 2023

Implementation

School communities are the heart of every school. A change as impactful as a school closure, merger, or change in grade configuration is undoubtedly difficult and painful. Our school District has made decisions to close schools, merge schools and change grade configurations in the past and implementing those changes revealed strengths and challenges in our planning. School communities undergoing a change must be supported to honor their changing school and be hopeful about their future school.

We are approaching implementation after a school change differently by adjusting our plans to address our previous challenges. The proposed school changes take place where a high percentage of African American and Latino students attend. While we do not deny these changes are difficult and painful for African American and Latino families, we aim to build improvements in school environment and academic outcomes through these changes.

The experience for families who attend a closing school, a school that is merging, or a school where the grade configuration is changing must be personable, intentional and caring. The section below describes the vision for implementing changes: Welcoming Schools; Case Management of students, families and school staff, and Redesign Schools.

Welcoming Schools
"Welcoming Schools'' are intended to intentionally plan for students and families that will be new to the school. Schools that are identified as Welcoming Schools will have three areas of focus to support the transition of students, families and staff: 1) Site-based case management and welcoming activities, including rituals and routines for orientation and positive culture-building; 2) Professional Development on inclusive school culture and accelerated learning and 3) Facilities improvements to create a welcoming school environment. Families will engage in case management with site and district staff to ensure a smooth transition process.

Specific investment for Welcoming Schools for Prescott, Carl Munck, Grass Valley, Parker, Westlake

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)

Transition to Welcoming Schools

Action	Cost
Create **Welcoming Schools:** Convene cross-stakeholder welcome teams to plan for students transferring from closed site. Develop "Welcome to School" plans for student support through transition.	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 the move date.	Approx $15,000
Move furniture and materials from closing site to Welcoming Schools or warehouse. Moving supplies are provided 2 weeks prior to the move date.	Approx $15,000 for contract with moving company
On-going Investments Case Management Personnel assigned year-long. Professional Learning for Staff on building relationships, building school teams, and working together through changes.	Case Manager salary Professional Learning Black Thriving Students and Families Investments

Merging Schools
When there is a proposal for school sites to merge, the below actions will be implemented to support the school communities joining and creating a newly formed vision and instructional program. When schools merge, they are supported through a redesign process to reimagine their school communities as one. To

do this important work, a Design Team is formed from members of the school communities. The redesign actions are also described below.

Action	Cost
Convene a cross-stakeholder design team for vision and design work of merged school	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, if applicable	Approx $15,000 for contract with moving company
Pay teachers to pack and unpack, if applicable	Approx $15,000
Facilities work: new keys and signage, repairs and upgrades as needed	$15,000-$300,000 depending on scope of work

Case Management of Opportunity Ticket and School Placements

The way our families feel they are supported as they go through a school change must be personable and caring. Based on past enrollment trends after there is a decision to make changes to a school, we assume, on average, 85% of students will return to an OUSD school after a closure or merger. This trend signals the amount of District staff that will be needed to implement a school change and the professional knowledge each staff member will need to have regarding the technical changes and the emotional support and relationship skills they will need to draw from so families have a caring experience to enroll their child in a Welcoming School.

The process for implementing and supporting families involve these key steps:

- Every student in a non-terminal grade will receive the Opportunity Ticket enrollment priority.
- Student Welcome Center (SWC) staff will individually reach out to two groups of families:
  - Current families in non-terminal grades at the closed schools
  - Families who applied to a closed school and it's the only school on their application (and possibly families who listed one of these schools first on their application)
- Further details for current families at closing schools:
  - SWC staff will try to contact each family by phone at least 3 times
  - We are filling out an application for every student at the closing schools who will need a new school, so that they are part of the lottery and receive an offer on March 10.
    - The 3 schools closest to the family's address would be on the application
    - This will guarantee a spot at a nearby school for every student
    - When staff reach out, they'll ask families if they would like to change their list of

schools and/or re-rank schools
- ○ Staff from the closed schools would also be asked to support outreach to students to complete enrollment applications. Extended contract hours could be available.
- Additionally, the attendance boundaries for consolidated schools will need to be redrawn.
  - ○ This process would begin with a demographic/mapping analysis of residential locations and school locations.
  - ○ This analysis would then lead to proposals that are brought forward for community and Board feedback.
  - ○ Board approval on the updated boundary lines should occur by August at the latest.

Case Management of Staff at Consolidated Schools

Our school staff love their school communities. We recognize the sense of loss our staff will feel as a result of any school change. The way we support our staff as they experience a significant school change must show our staff members that we care about their future success in their new schools and we care about them as people. We have learned that on average, 91% of staff return to teach in OUSD although there was a change at their specific school.

The way we will care for our staff includes the following key elements:

- Staff at all impacted sites will receive personalized, one on one support from Talent to 1) understand the rights and responsibilities embedded in the consolidation process; 2) explore options for transfer as a member of the Talent Pool, and 3) understand the classified bumping process and the rights embedded within related to classification and permanency status.
- The goal of the support HR will provide is to 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. Our 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.

Redesign Schools
The Redesign Process will be implemented to support schools that are recommended for a school merger to support programmatic and operational visioning. Additionally, a school may be recommended for redesign to improve the outcomes of the school program.

A Design Team is formed by members of the school community to reimagine the school vision, values, mission; strategies, practices and process; and implementation, priorities and communication. The design team is a cross-stakeholder team of students, staff, parents, and community. The design process is grounded in the framework of Equity by Design, centering the design work on the needs of our most marginalized students. Design teams will work through a scope and sequence following the Experiential Learning Cycle for adults divided into three modules: 1) Affective and Imaginal; 2) Conceptual and Practical; and 3) Practical. Each module has key milestones and benchmark activities that lead the school community through a process of thoughtful analysis and strategic planning. Some example milestones include a Community Asset Map, School Graduate Profile, and Collaboration Framework.
Modules are developed and delivered by department teams and aligned to OUSD's Vision and Graduate Profile.
A school may be recommended to implement the Redesign Process to improve the outcomes of the school program.

Action	Cost
Convene a cross-stakeholder design team for development of schoolwide vision, mission, values aligned to OUSD Strategic Vision	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

Programmatic Considerations: Special Education, Dual Language, and Early Childhood

Special Education

Primarily self-contained Special Education programs (sometimes referred to as Special Day Classes) are located at the majority of OUSD schools to serve the needs of learners with disabilities. These programs are assigned to campuses on the basis of a number of factors, which include: analysis of students' neighborhood schools; percentage of students with disabilities across campuses; mirroring of general education feeder patterns to the extent possible; and specialized program factors (such as the expansion of dual language Special Education offerings).

If a school is recommended for closure or merger, the Special Education Department will work closely with network leadership to move specialized programs to other OUSD campuses based on the guiding factors indicated above. Special Education programs should only move in full grade level continuums (e.g. a K-2 and 3-5 class for elementary schools) to ensure students with IEPs are not required to change campuses at a time when students without IEPs would not be asked to move. The Department will also ensure that inclusive Specialized Academic Instruction positions and related services professionals' assignments are modified to meet the needs of learners with IEPs in the general education setting at each campus.

Dual Language

While not typically an OUSD practice, it is not uncommon for dual language immersion (DL) programs to exist as a strand within a larger school in other districts, similar to how an academy or pathway functions within a high school. At the same time, it is critical to acknowledge that there are many challenges to running a school with more than one type of language program including equity across program type, maintaining a unified school vision and culture, curricular coherence, and operations. Careful consideration of these challenges will be important in both making the decision and in designing around the final decision so that all students have access to high quality options whether they are enrolled in a DL program or not.

Following are three scenarios for our dual language programs currently on shared campuses and the pros, cons and considerations for each: a) maintain two independent schools on shared campuses; b) consolidate both schools into one DL program; c) maintain two language programs under one school

administration. These scenarios are for the purpose of discussion and debate for determining whether and how to merge a DL with a non-DL program while maintaining program quality and equity for all students.

Early Childhood

Preschool programs are currently in 14 Elementary schools throughout OUSD. The remaining preschool programs are in Child Development Centers. An important consideration when discussing a closure or merger is the licensing requirements a classroom must meet. The process for licensing a classroom to serve Early Childhood students takes 6-8 months. Adequate planning and coordination is needed so families can access these high quality classrooms because families who access preschool programs connected to Elementary sites have a greater chance of continuing their TK-5 at the site where they began in preschool. Therefore, establishing PreK-5 continuums should be a priority when looking at possible closure or mergers at Elementary school sites.

Creating Updated Budget 1-Pagers for Welcoming Schools

Welcoming Schools will be supported to identify investments that will provide wrap-around services to their incoming students. Once students from a school site that is closing, merging, or implementing a grade configuration change have completed the Opportunity Ticket process and are assigned to their Welcoming School, the school site Budget One-Pager will be updated to reflect an adjusted budget based on new enrollment figures.

Asset Management Process

The goal of OUSD's strategic vision is to create "a Full Service Community School District that serves the whole child, eliminates inequity, and provides each child with excellent teachers every day." To this end, school facilities must not only be high quality learning environments, but also support a variety of wrap-around services and community-based activities. If a decision is made to implement a school closure or merger, the Asset Management Process will be implemented so that buildings within our communities are utilized to provide the services needed in the Oakland Community.

In alignment with the district's strategic plan, "the physical assets of the Oakland Unified School District shall be managed and maintained as a system to provide safe, secure, healthy, and technology ready learning environments for students in Oakland's publicly funded schools. The district shall also use its properties to realize unrestricted revenue to support programs and services for district students."

The Asset Management Policy (BP7350) also states the priority order for how we use our facilities assets. In consideration of the use of OUSD facilities assets, the District follows its assessment management policy and the following considerations.
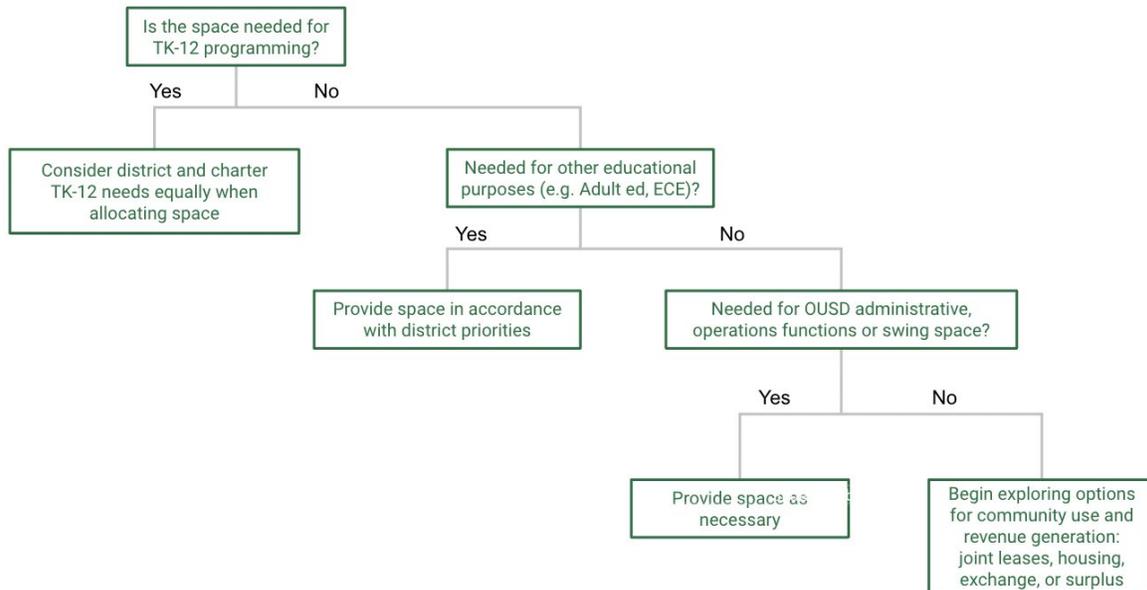
The timeline for each decision on the use of a vacated site is dependent on the decision for the use of the site (e.g District use or lease to community partner, etc.). More information on timing will be provided in May when a more detailed Asset Management presentation will be presented to the board.

Potential options for using vacated property for housing will be dependent on the Board's direction to use vacated facilities for workforce housing. Considerations for using OUSD facilities for workforce housing are listed in the 2021 Asset Management Report, section 6.

Methodology

Key data used to form the recommendations on school consolidations include both current and past analysis on key aspects of our District. Analysis of facilities, capacity and optimal location provides a discussion on a possible footprint for where our schools are located in regards to where the majority of our population resides. The recent School Services analysis provides an evaluation of how many schools we operate against how many students we serve and the unintended consequences this ratio has on our District services to school sites. The analysis of sufficiently sized schools allows for us to examine the size our schools need to be in order to provide the services and programs our school communities want in their schools. Optimal enrollment based on facilities is a review of new information that has been collected to map the number of classrooms in each of our schools and then provides the possible enrollment a school facility can hold based on that inventory. Lastly, the framework of Sustainability, Quality and Equity examines multiple data factors of a school community, aiming to provide data that should be considered, scrutinized and discussed. Making a decision to close a school, suggest a school merger, or change the grade configuration of a school must be based on data and a rich conversation in order to make the best possible decision within a set of complex and historic issues.

Analysis of Facility Capacity and Optimal Location
On November 14, 2018, there was a presentation to the OUSD Board of Education sharing both a facility capacity analysis, identifying the minimum number of schools needed in each region of the city, and a location allocation analysis of the location of schools OUSD should operate, based on where students were projected to live in the City of Oakland.

This analysis revealed that we operate too many school sites based on current and projected enrollment. In four of the five regions of the city (Central, East, Northeast, and West) there was found to be a surplus of schools, based on unused seat capacity in existing facilities. The largest surplus of seats was found in the East region and in Elementary schools. Additionally, the analysis revealed that we mostly operate schools near optimal locations. The analysis provided the minimum number of schools needed in each region of Oakland and identified facilities that could be considered for school consolidations because they are located farther from an optimal location. File ID #18-2365.

School Services Analysis-Central Office Support for Schools
On December 15, 2021 School Services of California presented to the Board of Education their review of OUSD's organizational structure and staffing in the Finance Division, the Talent Division, and the Information Technology Services Department.

A key finding of this report highlights how the district's high number of schools relative to its enrollment has a significant impact on both the central office structures and the quality of supports that are offered to school sites. "The number of schools served also has an impact on the staffing required to deliver services directly to school programs." If the district consolidates the number of schools the district manages, this action will allow for further reorganization and redesign of the central office that could provide additional savings and an improvement of the services offered to our schools. File 21-3064

Analysis of Sufficiently Sized Schools
On May 29, 2018, the analysis entitled The Cost of Quality Community Schools was shared with the OUSD Board of Education. This analysis examined the size (enrollment) of a school relative to the number of community schools positions a school could sustain based on their revenue. Resolution 3150 provides

guidance as to how schools should be funded and implementing that policy resulted in the creation of funding formulas.

Categories of school service models were created: Base, Base +, and Community Schools. The Base model reflected the minimum staffing required to provide a school program and consisted of positions that are often called Base positions, reflecting state, federal, and/or contractual obligations: teachers, principals, clerical, and custodial. The Base + model included the Base level of staffing plus two additional positions that would provide wrap-around services (for example: teacher on special assignment, case manager, RJ Facilitator, and/or Community School Manager). The Community Schools model reflected the cost of a fully staffed Community School (with a teacher on special assignment, case manager, RJ Facilitator, and Community School Manager), and the enrollment required to sustain this robust level of service to students and families. File ID #18-0517, slides 7-21 and Appendix A.

School type	Base school model (meets state/federal/contractual obligations & allows for teacher collaboration)	Base + Model (includes 2 quality community schools staff)	Quality community school model ($698K)
Elementary	304	397	590
Middle	381	645	939
High	519	585	636

Optimal Enrollment based on Facilities
The facility capacity and projected enrollment of each site was examined, as well as the number of seats projected to be available at each Elementary site in 22-23. The analysis was used to identify the number of classrooms at a given school site and the rooms intended to be used by SDC students were subtracted. Based on enrollment projections and the LCFF class size maximums, the optimal grade configuration was calculated and the number of possible seats was determined based on the count of classes by grade, multiplied by the LCFF TK-3 max for TK-3 or the contract max for 4-5.

Analysis of All Schools: Quality, Equity, and Sustainability Framework

On June 23, 2021 the Board of Education was presented with a new framework for analyzing all schools in order to consider possible school changes. In order to comprehensively review schools, clear metrics aligned to our indicators of school quality are essential. OUSD has created a framework for reviewing schools in the following three categories: 1) Quality; 2) Equity; and 3) Sustainability. The metrics included in these categories, slightly revised since the board presentation in response to feedback from various stakeholders, are detailed below. File ID #21-1686, slides 27-35.

Quality, Equity and Sustainability Framework

Category	Metric Name	Metric Description
General School Information	● School Demographics ● Regional Demographics	● Description of the current and historical composition of the school community. ● Description of the region in which a school resides
Sustainability	● Historical Enrollment ● Demand Rate ● # of Classrooms on Campus ● Facilities Condition ● Facilities Utilization ● Enrollment vs. Base + ● Live/Go: Regional Feeder Pattern ● Teacher Retention Rate ● Distance to Optimal Location *ES/MS/HS= 13 Metrics*	● Three Year Enrollment: Historical enrollment trend over 3 years. ● Demand Rate: The amount of families submitting an application for the entry grade, divided by census day enrollment ● # of Classrooms on Campus: Building capacity ● Facilities Condition Index: An index created to describe the condition of our facilities in our District. ● Facilities Utilization: Formula designed to describe how a facility is utilized given the number of students enrolled. ● Enrollment vs. Base + : Measurement of enrollment vs. # of students required to sustain 2 additional wrap-around positions above state/federal/contractual staffing obligations ● Live/Go: Rate collected to understand if students attend the school where they live ● Teacher Retention Rate: Year to year return to the school site (1-year and 3-year) ● Distance to Optimal Location
Quality	● CA Dashboard: SBAC ELA/Math ● CA Dashboard: English Learner Progress ● CORE Growth Data ● Reading Inventory (RI): Percent At or Above Grade-Level ● Graduation Rate, A-G	● Distance from Standard in English Language Arts and Math ● % of English Learners making progress toward proficiency ● CORE-Cohort match of student progress on SBAC ELA and Math ● RI- Local reading assessment ● HS Only metrics for Graduation, A-G, and Pathway Rates

	Rate, Pathway Participation *ES/MS = 7 Metrics; HS = 13 Metrics*	
Equity	● Student Group Performance on SBAC ● Student Group on Graduation ● Student Group Performance on Reading Inventory ● Chronic Absenteeism by Student Group ● Suspension Rate by student group ● CORE Data for each Equity Group ● Cohort graduation rate *ES/MS= 50 Metrics; HS=58 Metrics*	Equity includes Quality Metrics from above, but disaggregated by student groups. Additional data: ● Suspension Rate ● Chronic Absenteeism

All schools were reviewed against the above metrics for Quality, Equity, and Sustainability. Then, a frequency analysis was conducted to determine how often schools struggled in each category. The analysis looks at how often schools are identified as struggling (low in rank) for each of the measures in the categories of Quality, Equity, and Sustainability. If a school is identified as being among the lowest results for any particular metric, it is assigned a score of 1 for that measure. The frequency graphs below show the count of measures within each category for which a school falls within the lowest ranked group of results. For Elementary schools, the lowest ten ranked schools for each measure are indicated; for middle and high schools the three lowest ranked schools are identified. The number in the orange cell indicates the number of times a school gets counted for being in the lowest ranked group of schools on a particular metric. For example, if school ABC is in the lowest 10 ranking group for 4 out of 6 metrics, it is assigned a score of 4. A higher score means the school is struggling more in that category. Please note that different categories and different grade spans have different numbers of total metrics, as indicated in the table below.

Grade Span	Quality	Equity	Sustainability
Elementary	7 Metrics	50 Metrics	13 Metrics
Middle	13 Metrics	50 Metrics	13 Metrics
High	13 Metrics	58 Metrics	13 Metrics

Elementary & K-8 Schools

Quality: Lowest-ranked Elementary & K-8 Schools

School	Quality
Markham Elementary	7
Emerson Elementary	6
Horace Mann Elementary	6
East Oakland PRIDE Elementary	4
Lockwood STEAM Academy	4
Manzanita Community School	4
Reach Academy	4
RISE Community School	4
Global Family School	3
Allendale Elementary	2
Bella Vista Elementary	2

Equity: Lowest-ranked Elementary & K-8 Schools

School	Equity
Markham Elementary	40
Manzanita Community School	33
Horace Mann Elementary	30
Parker Elementary	26
Prescott School	25
Martin Luther King Jr Elementary	24
Reach Academy	23
East Oakland PRIDE Elementary	21
New Highland Academy	18
Global Family School	18
Allendale Elementary	17
RISE Community School	16

Sustainability: Lowest-ranked Elementary & K-8 Schools

School	Sustainability
Oakland Academy of Knowledge	8
Burckhalter Elementary	7
Horace Mann Elementary	7
Sankofa United	7
Carl Munck Elementary	6
Madison Park Academy TK-5	6
Parker Elementary	6
Prescott School	6
Brookfield Village Elementary	5
Grass Valley Elementary	5
RISE Community School	5
Fred T. Korematsu Discovery Academy	4

Middle Schools Frequency Graphs

Quality: Lowest-ranked Middle Schools

School	Quality
Westlake Middle School	7
Frick United Academy of Language	4
West Oakland Middle School	4
Bret Harte Middle School	3
Montera Middle School	2
Claremont Middle School	1
United for Success Academy	1
Edna M Brewer Middle School	0
Elmhurst United Middle School	0
Roosevelt Middle School	0
Urban Promise Academy	0

Equity: Lowest-ranked Middle Schools

School	Equity
Westlake Middle School	34
West Oakland Middle School	34
Frick United Academy of Language	29
Bret Harte Middle School	23
United for Success Academy	16
Urban Promise Academy	5
Montera Middle School	4
Elmhurst United Middle School	2
Claremont Middle School	2
Roosevelt Middle School	1
Edna M Brewer Middle School	0

Sustainability : Lowest-ranked Middle Schools

School	Sustainability
Westlake Middle School	10
Bret Harte Middle School	7
West Oakland Middle School	5
Frick United Academy of Language	4
Montera Middle School	4
Claremont Middle School	3
Edna M Brewer Middle School	2
Roosevelt Middle School	2
United for Success Academy	1
Urban Promise Academy	1
Elmhurst United Middle School	0

High School & 6-12 Frequency Graphs

Quality: Lowest-ranked High School & 6-12

School	Quality
Castlemont High School	12
Fremont High School	10
McClymonds HS	6
Oakland Technical High School	5
Skyline High School	3
Oakland High School	2
Madison Park Academy 6-12	1
Coliseum College Prep Academy	0
Life Academy	0
MetWest High School	0

Equity: Lowest-ranked High School & 6-12

School	Equity
Fremont High School	46
Castlemont High School	46
McClymonds HS	21
Skyline High School	19
Madison Park Academy 6-12	16
Oakland High School	14
Life Academy	6
MetWest High School	3
Oakland Technical High School	2
Coliseum College Prep Academy	2

Sustainability:Lowest-ranked High School & 6-12

School		Sustainability
McClymonds HS		10
Skyline High School		6
Castlemont High School		5
Madison Park Academy 6-12		4
Oakland High School		3
Oakland Technical High School		3
Coliseum College Prep Academy		2
Fremont High School		2
Life Academy		2
MetWest High School		2

School Consolidations Rationale

The analysis and rationale for each of the recommended school changes is below. The analysis emphasizes the use of the metrics within the framework of Sustainability, Quality, and Equity.

Phase 1

Closures	Prescott, Carl Munck, Parker, Brookfield, Grass Valley, Parker, and Community Day School effective Fall 2022.
Mergers	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.
Grade Truncation	La Escuelita grades 6-8 effective Fall 2022.

Phase 2

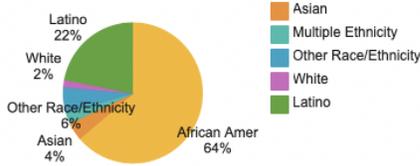|	
Closures	Horace Mann and Korematsu Discovery Academy, effective Fall 2023.
Mergers	Merge Manzanita Community School and Fruitvale on Fruitvale campus, effective Fall 2023.
Grade Truncation	Hillcrest grades 6-8 effective Fall 2023

School
Prescott School ▼

Prescott School

General School Information

Programs on this campus: Prescott School, Prescott CDC

Current Enrollment

- African Amer
- Asian
- Multiple Ethnicity
- Other Race/Ethnicity
- White
- Latino

Latino 22%
White 2%
Other Race/Ethnicity 6%
Asian 4%
African Amer 64%

Historical Enrollment

	2018-19	2019-20	2020-21
All	151	121	119
African Amer	102	77	76
Asian	6	5	5
Latino	29	29	26
Multiple Ethnicity	6	3	3
Other Race/Ethnicity	3	5	7
White	5	2	2

	2018-19	2019-20	2020-21
English Learner	16	18	11
Foster	2	1	0
Low Income	124	106	94
Special Ed	18	17	16
Unhoused	5	1	3

ES **West** Network 2

Sustainability Metrics

Historical Enrollment

183
151
121
119
110
107

2017-18 2018-19 2019-20 2020-21 2021-22 2022-23 proj.

Enrollment vs. Base 2020-21 school year

119 vs. 304
(enrolled vs. base+)
Difference: **-185**

Enrollment vs. Base+ 2020-21 school year

119 vs. 397
(enrolled vs. base+)
Difference: **-278**
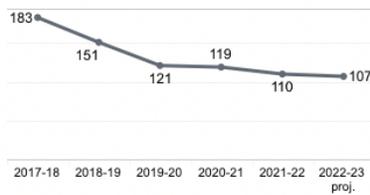
1st Choice On Time Applications
For entry grade(s): TK + K

	2018-19	2019-20	2020-21
TK + K	6	6	0

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

	2018-19	2019-20	2020-21
TK + K	12.8%	15.8%	38.2%

Live/Go
% of students attending the selected school who live in that school's attendance area

	2018-19	2019-20	2020-21
	49.0%	52.1%	47.1%

Facilities Information

48% utilization
23.2% FCI
0.31 miles to optimal location

23 classrooms

Utilization is projected rate for 2021-22, FCI is the value in the 2020 Facilities Master Plan

Teacher Retention Rate
Year shown is year of return

	2020-21
1 Year Teacher Retention	69.5%
3 Year Teacher Retention	44.8%

Quality Metrics

Note that the most recent California School Dashboard results are from 2018-19. Our reading assessment (Reading Inventory) was not administered in Spring of 2019-20 due to COVID-related school closures.

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

		2018-19
CA School Dashboard ELA	Red	-84.4
CA School Dashboard Math	Yellow	-62.2
CA School Dashboard English Learner Progress		38.0%

% of English Learners making progress toward proficiency

CORE Growth
0-100th Percentile (and impact)

	2018-19
CORE Growth ELA	53 (Average)
CORE Growth Math	98 (High)

Reading   % Reading at Grade Level

		2018-19	2020-21
Reading	All	29.3%	12.5%

High School Measures

	2018-19	2019-20
Cohort Graduation Rate		
A-G completion (12th graders)		
Pathway Participation (10-12th graders)		

Equity Metrics

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

	SBAC ELA	SBAC Math
African Amer	-99	-73
Latino		
English Learner		
Foster		
Low Income	-88	-67
Special Ed		
Unhoused		

Reading
% Reading at Grade Level

	2018-19	2020-21
African Amer	26.8%	10.0%
Latino	23.5%	9.5%
English Learner		8.3%
Foster		
Low Income	25.4%	9.8%
Special Ed	25.0%	15.4%
Unhoused		

Cohort Graduation Rate

	2018-19	2019-20
African Amer		
Latino		
English Learner		
Foster		
Special Ed		
Unhoused		

Chronic Absenteeism

	2018-19	2019-20	2020-21
All	55.8%	29.7%	40.3%
African Amer	58.8%	34.1%	46.3%
Latino	46.9%	13.8%	35.7%
English Learner	27.8%	15.0%	15.8%
Foster			
Low Income	55.2%	30.3%	44.3%
Special Ed	68.0%	26.3%	33.3%
Unhoused	70.0%		

Suspensions

	2018-19	2019-20
All	5.3%	7.5%
African Amer	7.1%	10.6%
Latino	2.6%	3.0%
English Learner	4.8%	4.6%
Foster	0.0%	
Low Income	6.3%	7.4%
Special Ed	12.1%	17.4%
Unhoused	0.0%	0.0%

Prescott Data Highlights

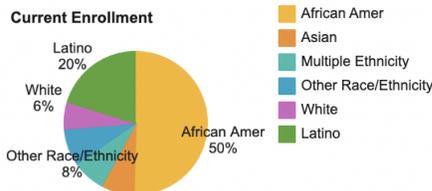| General School Information	● Largest student group served at Prescott are African American Students (64%) and Latino Students (22%). ● Most students served at Prescott are low-income. ● School has been declining enrollment each year. ● Consistently approx half the students that attend Prescott live in the Prescott attendance area.
Sustainability	● Projected enrollment for 22-23 is 107 students. Prescott often struggles to meet projections. ● The demand rate is low. ● The Live/Go data indicate that 26% of the students who live in the Prescott attendance area are choosing to attend Prescott. ● There were 336 TK-5 kids living in the Prescott attendance area who attended public schools in Oakland in 15-16 (80% of them went to OUSD-run schools). For 21-22, that number is 196 (71% enrolled in OUSD-run schools).
Quality	● Decline in Reading scores. ● Below standard in both ELA and Math (18-19). ● High growth in Math (18-19).
Equity	● Decline in Reading scores for all student groups. ● Increase in chronic absenteeism for all student groups from 19-20 to 20-21. ● Substantial increase in chronic absenteeism for Latinx students.

School

Carl Munck Elementary ▼

Carl Munck Elementary

General School Information

Programs on this campus: Carl Munck Elementary, Hintil Kuu Ca CDC, PEC Infant PreK

Current Enrollment

Latino 20%
White 6%
Other Race/Ethnicity 8%
African Amer 50%

Legend:
- African Amer
- Asian
- Multiple Ethnicity
- Other Race/Ethnicity
- White
- Latino

Historical Enrollment

	2018-19	2019-20	2020-21
All	228	232	228
African Amer	129	119	115
Asian	14	18	17
Latino	41	42	46
Multiple Ethnicity	17	14	17
Other Race/Ethnicity	13	23	19
White	14	16	14

	2018-19	2019-20	2020-21
English Learner	28	26	20
Foster	1	1	2
Low Income	153	158	150
Special Ed	29	32	41
Unhoused	1	0	3

ES **Northeast** Network 3
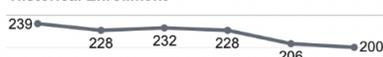
Sustainability Metrics

Historical Enrollment

239 — 228 — 232 — 228 — 206 — 200

2017-18 2018-19 2019-20 2020-21 2021-22 2022-23 proj.

**Enrollment vs. Base
2020-21 school year**

228 vs. 304
(enrolled vs. base+)
Difference: **-76**

**Enrollment vs. Base+
2020-21 school year**

228 vs. 397
(enrolled vs. base+)
Difference: **-169**

1st Choice On Time Applications
For entry grade(s): TK + K

	2018-19	2019-20	2020-21
TK + K	17	24	42

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

	2018-19	2019-20	2020-21
TK + K	32.1%	46.2%	71.2%

Live/Go
% of students attending the selected school who live in that school's attendance area

	2018-19	2019-20	2020-21
	3.5%	7.3%	8.3%

Facilities Information

100% utilization   50.8% FCI

22 classrooms

Utilization is projected rate for 2021-22, FCI is the value in the 2020 Facilities Master Plan

1.44 miles to optimal location

Teacher Retention Rate
Year shown is year of return

	2020-21
1 Year Teacher Retention	76.8%
3 Year Teacher Retention	56.8%

Quality Metrics

Note that the most recent California School Dashboard results are from 2018-19. Our reading assessment (Reading Inventory) was not administered in Spring of 2019-20 due to COVID-related school closures.

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

		2018-19
CA School Dashboard ELA	Orange	-62.1
CA School Dashboard Math	Yellow	-66.7

CA School Dashboard English Learner Progress	40.0%

% of English Learners making progress toward proficiency

CORE Growth
0-100th Percentile (and impact)

	2018-19
CORE Growth ELA	14 (Low)
CORE Growth Math	21 (Low)

Reading % Reading at Grade Level

		2018-19	2020-21
Reading	All	49.4%	28.6%

High School Measures

	2018-19	2019-20
Cohort Graduation Rate		
A-G completion (12th graders)		
Pathway Participation (10-12th graders)		

Equity Metrics

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

	SBAC ELA	SBAC Math
African Amer	-70	-71
Latino		
English Learner		
Foster		
Low Income	-70	-74
Special Ed		
Unhoused		

Reading
% Reading at Grade Level

	2018-19	2020-21
African Amer	41.5%	27.6%
Latino	72.7%	11.8%
English Learner		6.3%
Foster		
Low Income	45.5%	18.4%
Special Ed	16.7%	19.4%
Unhoused		

Cohort Graduation Rate

	2018-19	2019-20
African Amer		
Latino		
English Learner		
Foster		
Special Ed		
Unhoused		

Chronic Absenteeism

	2018-19	2019-20	2020-21
All	35.2%	13.3%	15.9%
African Amer	36.8%	11.7%	15.7%
Latino	39.0%	15.0%	11.1%
English Learner	25.0%	11.1%	11.1%
Foster			
Low Income	36.8%	12.6%	19.4%
Special Ed	47.4%	14.3%	18.2%
Unhoused			

Suspensions

	2018-19	2019-20
All	0.0%	0.0%
African Amer	0.0%	0.0%
Latino	0.0%	0.0%
English Learner	0.0%	0.0%
Foster	0.0%	0.0%
Low Income	0.0%	0.0%
Special Ed	0.0%	0.0%
Unhoused	0.0%	0.0%

Carl Munck Data Highlights

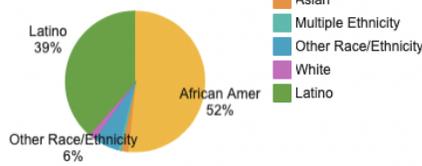| General School Information	● Largest student groups served are African American students (50%) and Latino students (20%). ● 65% of students served are low-income ● School has been declining enrollment each year.
Sustainability	● 8.3% of children who attend Carl Munck live in the neighborhood. This is the lowest Live/Go rate in the district. ● 6.9% of the children who live in the Carl Munck attendance area attend Carl Munck.
Quality	● Increase in students below standard in both ELA and Math (18-19). ● Low growth in both ELA and Math (18-19). ● Robust after school partnership and Library programming ● Commitment to inclusive practices across the campus
Equity	● Improvement in chronic absenteeism rates for all student groups from 18-19 to 20-21. ● No suspensions. ● Decline in reading scores for all student groups except students receiving Special Education services.

School ▾
Parker Elementary ▾

Parker Elementary

General School Information
Programs on this campus: Parker Elementary

Current Enrollment

Legend:
- African Amer
- Asian
- Multiple Ethnicity
- Other Race/Ethnicity
- White
- Latino

Latino 39%
African Amer 52%
Other Race/Ethnicity 6%

Historical Enrollment

	2018-19	2019-20	2020-21
All	317	270	257
African Amer	182	136	133
Asian	5	0	4
Latino	97	103	99
Multiple Ethnicity	2	3	2
Other Race/Ethnicity	27	21	15
White	4	7	4

	2018-19	2019-20	2020-21
English Learner	63	78	79
Foster	8	3	3
Low Income	297	244	246
Special Ed	39	24	28
Unhoused	9	6	9

ESMS **Northeast** Network 4

Sustainability Metrics

Historical Enrollment

370, 317, 270, 257, 238, 215

2017-18, 2018-19, 2019-20, 2020-21, 2021-22, 2022-23 proj.

Enrollment vs. Base 2020-21 school year
257 vs.
(enrolled vs. base+)
Difference:

Enrollment vs. Base+ 2020-21 school year
257 vs. 397
(enrolled vs. base+)
Difference: **-140**
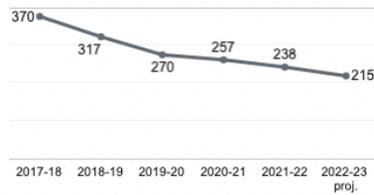
1st Choice On Time Applications
For entry grade(s): K

	2018-19	2019-20	2020-21
K	8	6	3

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

	2018-19	2019-20	2020-21
K	20.0%	16.2%	9.4%

Live/Go
% of students attending the selected school who live in that school's attendance area

	2018-19	2019-20	2020-21
	27.4%	61.4%	65.4%

Facilities Information

68% utilization
68.9% FCI
22 classrooms
0.42 miles to optimal location

Utilization is projected rate for 2021-22, FCI is the value in the 2020 Facilities Master Plan

Teacher Retention Rate
Year shown is year of return

	2020-21
1 Year Teacher Retention	74.1%
3 Year Teacher Retention	56.5%

Quality Metrics

Note that the most recent California School Dashboard results are from 2018-19. Our reading assessment (Reading Inventory) was not administered in Spring of 2019-20 due to COVID-related school closures.

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

		2018-19
CA School Dashboard ELA	Yellow	-55.8
CA School Dashboard Math	Orange	-89.4
CA School Dashboard English Learner Progress		45.0%

% of English Learners making progress toward proficiency

CORE Growth
0-100th Percentile (and impact)

	2018-19
CORE Growth ELA	76.5 (High)
CORE Growth Math	41.5 (Average)

Reading
% Reading at Grade Level

		2018-19	2020-21
Reading	All	26.7%	14.6%

High School Measures

	2018-19	2019-20
Cohort Graduation Rate		
A-G completion (12th graders)		
Pathway Participation (10-12th graders)		

Equity Metrics

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

	SBAC ELA	SBAC Math
African Amer	-73	-106
Latino	-50	-91
English Learner	-98	-122
Foster		
Low Income	-61	-95
Special Ed	-122	-155
Unhoused		

Reading
% Reading at Grade Level

	2018-19	2020-21
African Amer	23.2%	21.6%
Latino	29.2%	20.0%
English Learner	8.3%	0.0%
Foster		
Low Income	27.6%	19.7%
Special Ed	3.3%	0.0%
Unhoused		

Cohort Graduation Rate

	2018-19	2019-20
African Amer		
Latino		
English Learner		
Foster		
Special Ed		
Unhoused		

Chronic Absenteeism

	2018-19	2019-20	2020-21
All	49.2%	28.9%	37.9%
African Amer	46.8%	32.9%	38.4%
Latino	53.1%	28.0%	39.1%
English Learner	54.3%	24.7%	36.5%
Foster			
Low Income	46.4%	28.2%	39.1%
Special Ed	47.7%	35.3%	46.2%
Unhoused	66.7%		

Suspensions

	2018-19	2019-20
All	5.6%	1.6%
African Amer	9.2%	3.2%
Latino	1.6%	0.0%
English Learner	1.3%	0.0%
Foster	10.0%	0.0%
Low Income	6.2%	1.9%
Special Ed	9.6%	2.7%
Unhoused	0.0%	11.1%

Parker K-8 Data Highlights

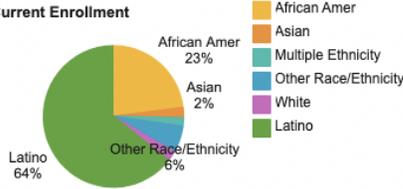| General School Information	● Largest student groups served at Parker are African American students (52%) and Latino Students (39%). ● Most students served at Parker are low-income. ● School has been declining enrollment each year.
Sustainability	● Parker's demand rate (9.4%) is the lowest in the district. The rate has fallen from 16.2% in 19-20 and 20% in 18-19 to 9.4% in 20-21. In 20-21 there were 3 first choice on-time applications for Kindergarten at Parker. ● Enrollment has fallen from 370 students in 17-18 to 215 projected students in 22-23.
Quality	● Decline in Reading scores. ● Below standard in ELA and Math (18-19). ● High growth in ELA (18-19).
Equity	● Decline in Reading scores for all student groups. ● Chronic absenteeism rates have improved slightly for all student groups. ● 10.4% of Parker's students receive Special Education services, below the OUSD Elementary average of 14.1%.

Brookfield Village Elementary

School	
Brookfield Village Elementary	▼

General School Information

Programs on this campus: Brookfield Village Elementary, Brookfield State PreK
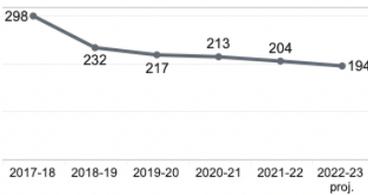
Current Enrollment

- African Amer 23%
- Asian 2%
- Other Race/Ethnicity 6%
- Latino 64%

Legend:
- African Amer
- Asian
- Multiple Ethnicity
- Other Race/Ethnicity
- White
- Latino

Historical Enrollment

	2018-19	2019-20	2020-21
All	232	217	213
African Amer	63	54	49
Asian	8	8	5
Latino	139	139	137
Multiple Ethnicity	4	3	4
Other Race/Ethnicity	11	9	13
White	7	4	5

	2018-19	2019-20	2020-21
English Learner	127	126	102
Foster	2	3	1
Low Income	208	184	185
Special Ed	44	40	48
Unhoused	0	1	2

ES **Deep East** Network 3

Sustainability Metrics

Historical Enrollment

298, 232, 217, 213, 204, 194

2017-18 2018-19 2019-20 2020-21 2021-22 2022-23 proj.

Enrollment vs. Base 2020-21 school year
213 vs. 304
(enrolled vs. base+)
Difference: **-91**

Enrollment vs. Base+ 2020-21 school year
213 vs. 397
(enrolled vs. base+)
Difference: **-184**

1st Choice On Time Applications
For entry grade(s): K

	2018-19	2019-20	2020-21
K	19	14	15

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

	2018-19	2019-20	2020-21
K	42.2%	36.8%	55.6%

Live/Go
% of students attending the selected school who live in that school's attendance area

2018-19	2019-20	2020-21
58.2%	56.2%	54.0%

Facilities Information

61% utilization **26.1%** FCI

31 classrooms

Utilization is projected rate for 2021-22, FCI is the value in the 2020 Facilities Master Plan

0.61 miles to optimal location

Teacher Retention Rate
Year shown is year of return

	2020-21
1 Year Teacher Retention	65.3%
3 Year Teacher Retention	37.9%

Quality Metrics

Note that the most recent California School Dashboard results are from 2018-19. Our reading assessment (Reading Inventory) was not administered in Spring of 2019-20 due to COVID-related school closures.

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

		2018-19
CA School Dashboard ELA	Red	-84.4
CA School Dashboard Math	Yellow	-62.2
CA School Dashboard English Learner Progress		38.0%

% of English Learners making progress toward proficiency

CORE Growth
0-100th Percentile (and impact)

	2018-19
CORE Growth ELA	53 (Average)
CORE Growth Math	98 (High)

Reading
% Reading at Grade Level

		2018-19	2020-21
Reading	All	29.3%	12.5%

High School Measures

	2018-19	2019-20
Cohort Graduation Rate		
A-G completion (12th graders)		
Pathway Participation (10-12th graders)		

Equity Metrics

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

	SBAC ELA	SBAC Math
African Amer	-99	-73
Latino		
English Learner		
Foster		
Low Income	-88	-67
Special Ed		
Unhoused		

Reading
% Reading at Grade Level

	2018-19	2020-21
African Amer	26.8%	10.0%
Latino	23.5%	9.5%
English Learner		8.3%
Foster		
Low Income	25.4%	9.8%
Special Ed	25.0%	15.4%
Unhoused		

Cohort Graduation Rate

	2018-19	2019-20
African Amer		
Latino		
English Learner		
Foster		
Special Ed		
Unhoused		

Chronic Absenteeism

	2018-19	2019-20	2020-21
All	55.8%	29.7%	40.3%
African Amer	58.8%	34.1%	46.3%
Latino	46.9%	13.8%	35.7%
English Learner	27.8%	15.0%	15.8%
Foster			
Low Income	55.2%	30.3%	44.3%
Special Ed	68.0%	26.3%	33.3%
Unhoused	70.0%		

Suspensions

	2018-19	2019-20
All	5.3%	7.5%
African Amer	7.1%	10.6%
Latino	2.6%	3.0%
English Learner	4.8%	4.6%
Foster	0.0%	
Low Income	6.3%	7.4%
Special Ed	12.1%	17.4%
Unhoused	0.0%	0.0%

Brookfield Data Highlights

| General School Information	● Largest student groups served at Brookfield are Latino students (64%) and African American Students (23%). ● Most students served at Brookfield are low-income. ● School has been declining enrollment each year. ● Consistently approx half the students attend Brookfield live in the Brookfield attendance area.
Sustainability	● Low teacher retention rate. ● School is not situated in an optimal location. ● Enrollment has declined from 296 students in 17-18 to 194 students projected for 22-23.
Quality	● High growth in Math (18-19) ● Below standard in ELA and Math (18-19) ● Decline in Reading scores ● STEAM Lab with integrated programming for students
Equity	● Decline in Reading scores for all student groups. ● From 18-19 to 19-20, suspension rates increased for almost all student groups. ● High rates of chronic absenteeism for all student groups.

School
New Highland Academy ▼

New Highland Academy

General School Information

Programs on this campus: New Highland Academy, RISE Community School

Current Enrollment

- African Amer
- Asian
- Multiple Ethnicity
- Other Race/Ethnicity
- White
- Latino
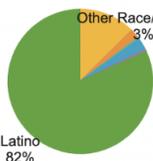
Other Race/Ethnicity 3%
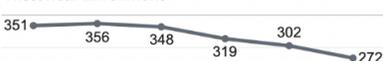Latino 82%

Historical Enrollment

	2018-19	2019-20	2020-21
All	356	348	319
African Amer	51	45	40
Asian	7	8	7
Latino	287	286	261
Multiple Ethnicity	1	1	1
Other Race/Ethnicity	10	8	9
White	0	0	1

	2018-19	2019-20	2020-21
English Learner	264	247	207
Foster	0	0	2
Low Income	347	317	300
Special Ed	34	29	31
Unhoused	2	6	9

ES **Deep East** Network 3

Sustainability Metrics

Historical Enrollment

351 356 348 319 302 272

2017-18 2018-19 2019-20 2020-21 2021-22 2022-23 proj.

Enrollment vs. Base 2020-21 school year

319 vs. 304 (enrolled vs. base+)
Difference: **15**

Enrollment vs. Base+ 2020-21 school year

319 vs. 397 (enrolled vs. base+)
Difference: **-78**

1st Choice On Time Applications
For entry grade(s): K

	2018-19	2019-20	2020-21
K	22	34	24

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

	2018-19	2019-20	2020-21
K	45.8%	65.4%	55.8%

Live/Go
% of students attending the selected school who live in that school's attendance area

2018-19	2019-20	2020-21
56.5%	50.9%	50.2%

Facilities Information

78% utilization   **33.2%** FCI

36 classrooms

Utilization is projected rate for 2021-22, FCI is the value in the 2020 Facilities Master Plan

0.10 miles to optimal location

Teacher Retention Rate
Year shown is year of return

	2020-21
1 Year Teacher Retention	75.4%
3 Year Teacher Retention	50.9%

Quality Metrics

Note that the most recent California School Dashboard results are from 2018-19. Our reading assessment (Reading Inventory) was not administered in Spring of 2019-20 due to COVID-related school closures.

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

		2018-19
CA School Dashboard ELA	Red	-92.9
CA School Dashboard Math	Yellow	-89.5
CA School Dashboard English Learner Progress		43.0%

% of English Learners making progress toward proficiency

CORE Growth
0-100th Percentile (and impact)

	2018-19
CORE Growth ELA	15 (Low)
CORE Growth Math	53 (Average)

Reading % Reading at Grade Level

	2018-19	2020-21
Reading All	25.9%	9.2%

High School Measures

	2018-19	2019-20
Cohort Graduation Rate		
A-G completion (12th graders)		
Pathway Participation (10-12th graders)		

Equity Metrics

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

	SBAC ELA	SBAC Math
African Amer	-108	-105
Latino	-93	-90
English Learner	-117	-105
Foster		
Low Income	-94	-93
Special Ed		
Unhoused		

Reading
% Reading at Grade Level

	2018-19	2020-21
African Amer	25.0%	12.5%
Latino	27.0%	8.1%
English Learner	12.5%	6.0%
Foster		
Low Income	26.4%	9.2%
Special Ed	13.0%	3.2%
Unhoused		

Cohort Graduation Rate

	2018-19	2019-20
African Amer		
Latino		
English Learner		
Foster		
Special Ed		
Unhoused		

Chronic Absenteeism

	2018-19	2019-20	2020-21
All	36.0%	18.1%	25.2%
African Amer	61.5%	42.2%	55.0%
Latino	30.5%	13.2%	20.4%
English Learner	29.0%	12.3%	21.3%
Foster			
Low Income	34.8%	16.8%	25.0%
Special Ed	31.1%	13.2%	32.3%
Unhoused			60.0%

Suspensions

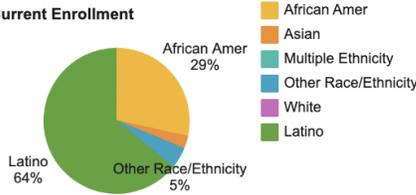|	2018-19	2019-20
All	1.3%	2.7%
African Amer	3.5%	10.4%
Latino	0.7%	1.3%
English Learner	0.8%	1.2%
Foster		
Low Income	1.1%	2.7%
Special Ed	0.0%	7.0%
Unhoused	0.0%	0.0%

School

RISE Community School ▼

RISE Community School

General School Information
Programs on this campus: New Highland Academy, RISE Community School

Current Enrollment

African Amer 29%
Latino 64%
Other Race/Ethnicity 5%

- African Amer
- Asian
- Multiple Ethnicity
- Other Race/Ethnicity
- White
- Latino

Historical Enrollment

	2018-19	2019-20	2020-21
All	234	227	214
African Amer	77	66	61
Asian	11	10	6
Latino	135	141	137
Multiple Ethnicity	2	3	0
Other Race/Ethnicity	7	6	10
White	2	1	0

	2018-19	2019-20	2020-21
English Learner	123	124	98
Foster	2	2	3
Low Income	229	205	198
Special Ed	22	29	24
Unhoused	2	4	3

ES   **Deep East**   Network 3

Sustainability Metrics

Historical Enrollment

242 234 227 214 189 178

2017-18 2018-19 2019-20 2020-21 2021-22 2022-23 proj.

Enrollment vs. Base 2020-21 school year

214 vs. 304
(enrolled vs. base+)
Difference: **-90**

Enrollment vs. Base+ 2020-21 school year

214 vs. 397
(enrolled vs. base+)
Difference: **-183**

1st Choice On Time Applications
For entry grade(s): TK + K

	2018-19	2019-20	2020-21
TK + K	16	19	16

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

	2018-19	2019-20	2020-21
TK + K	35.6%	35.2%	32.0%

Live/Go
% of students attending the selected school who live in that school's attendance area

2018-19	2019-20	2020-21
45.7%	40.1%	37.9%

Facilities Information

78% utilization
33.2% FCI

36 classrooms

Utilization is projected rate for 2021-22, FCI is the value in the 2020 Facilities Master Plan

0.10 miles to optimal location

Teacher Retention Rate
Year shown is year of return

	2020-21
1 Year Teacher Retention	66.0%
3 Year Teacher Retention	37.5%

Quality Metrics

Note that the most recent California School Dashboard results are from 2018-19. Our reading assessment (Reading Inventory) was not administered in Spring of 2019-20 due to COVID-related school closures.

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

		2018-19
CA School Dashboard ELA	Red	-99.6
CA School Dashboard Math	Orange	-101.2
CA School Dashboard English Learner Progress		39.0%

% of English Learners making progress toward proficiency

CORE Growth
0-100th Percentile (and impact)

	2018-19
CORE Growth ELA	12 (Low)
CORE Growth Math	48 (Average)

Reading
% Reading at Grade Level

		2018-19	2020-21
Reading	All	29.5%	13.6%

High School Measures

	2018-19	2019-20
Cohort Graduation Rate		
A-G completion (12th graders)		
Pathway Participation (10-12th graders)		

Equity Metrics

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

	SBAC ELA	SBAC Math
African Amer	-94	-106
Latino	-97	-97
English Learner	-123	-118
Foster		
Low Income	-103	-105
Special Ed		
Unhoused		

Reading
% Reading at Grade Level

	2018-19	2020-21
African Amer	42.1%	16.4%
Latino	21.4%	12.9%
English Learner	7.4%	11.4%
Foster		
Low Income	27.4%	12.5%
Special Ed	5.6%	18.2%
Unhoused		16.7%

Cohort Graduation Rate

	2018-19	2019-20
African Amer		
Latino		
English Learner		
Foster		
Low Income		
Special Ed		
Unhoused		

Chronic Absenteeism

	2018-19	2019-20	2020-21
All	40.9%	20.4%	33.3%
African Amer	43.3%	33.3%	50.8%
Latino	33.8%	11.3%	23.4%
English Learner	35.0%	9.8%	22.5%
Foster			
Low Income	40.8%	20.3%	34.4%
Special Ed	45.2%	20.6%	33.3%
Unhoused			

Suspensions

	2018-19	2019-20
All	0.4%	2.1%
African Amer	0.0%	5.7%
Latino	0.7%	0.7%
English Learner	0.8%	0.8%
Foster	0.0%	0.0%
Low Income	0.4%	2.4%
Special Ed	3.0%	5.7%
Unhoused	0.0%	0.0%

New Highland/RISE Data Highlights

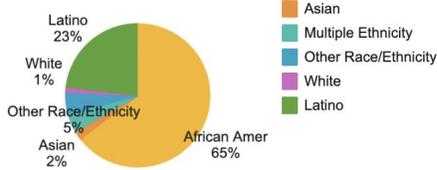| General School Information	● Both schools are predominantly Latino. (82% of New Highland students and 64% of RISE students.) 29% of RISE students are African American, while 13% of New Highland students are African American. ● Most students served at both New Highland and RISE are low-income. ● Both schools have been declining enrollment each year. ● Approximately 40-50% of the students who attend New Highland and RISE live in the New Highland/RISE attendance area.
Sustainability	● Combined enrollment has fallen from 593 students in 17-8 to 450 projected students for 22-23.
Quality	● Reading scores have declined at both schools. ● Both schools have low growth in ELA (18-19). ● Strong cross-site leadership team
Equity	● Chronic absenteeism rates have improved for most student groups. ● Suspension rates increased for all student groups at both schools from 18-19 to 19-20.

School
| Grass Valley Elementary ▼ |

Grass Valley Elementary

General School Information

Programs on this campus: Grass Valley Elementary, CDC (Condemned)
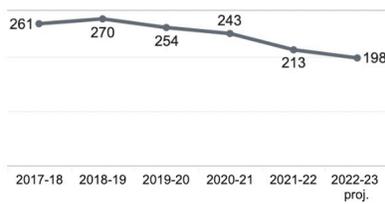
Current Enrollment

- African Amer
- Asian
- Multiple Ethnicity
- Other Race/Ethnicity
- White
- Latino

Latino 23%
White 1%
Other Race/Ethnicity 5%
Asian 2%
African Amer 65%

Historical Enrollment

	2018-19	2019-20	2020-21
All	270	254	243
African Amer	177	162	157
Asian	5	7	5
Latino	54	58	56
Multiple Ethnicity	11	9	10
Other Race/Ethnicity	14	12	12
White	9	6	3

	2018-19	2019-20	2020-21
English Learner	41	36	28
Foster	3	4	3
Low Income	210	199	199
Special Ed	80	85	78
Unhoused	4	0	0

ES   **Northeast**   Network 3

Sustainability Metrics

Historical Enrollment

261, 270, 254, 243, 213, 198

| 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 proj. |

Enrollment vs. Base 2020-21 school year

243 vs. 304
(enrolled vs. base+)
Difference: **-61**

Enrollment vs. Base+ 2020-21 school year

243 vs. 397
(enrolled vs. base+)
Difference: **-154**

1st Choice On Time Applications
For entry grade(s): K

	2018-19	2019-20	2020-21
K	14	12	24

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

	2018-19	2019-20	2020-21
K	33.3%	37.5%	60.0%

Live/Go
% of students attending the selected school who live in that school's attendance area

	2018-19	2019-20	2020-21
	22.2%	19.3%	19.3%

Facilities Information

84% utilization
30.6% FCI
20 classrooms

Utilization is projected rate for 2021-22, FCI is the value in the 2020 Facilities Master Plan

1.44 miles to optimal location

Teacher Retention Rate
Year shown is year of return

	2020-21
1 Year Teacher Retention	76.6%
3 Year Teacher Retention	53.2%

Quality Metrics

Note that the most recent California School Dashboard results are from 2018-19. Our reading assessment (Reading Inventory) was not administered in Spring of 2019-20 due to COVID-related school closures.

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

		2018-19
CA School Dashboard ELA	Red	-80.7
CA School Dashboard Math	Orange	-86
CA School Dashboard English Learner Progress		70.0%

% of English Learners making progress toward proficiency

CORE Growth
0-100th Percentile (and impact)

	2018-19
CORE Growth ELA	2 (Low)
CORE Growth Math	1 (Low)

Reading   % Reading at Grade Level

		2018-19	2020-21
Reading	All	24.7%	14.7%

High School Measures

	2018-19	2019-20
Cohort Graduation Rate		
A-G completion (12th graders)		
Pathway Participation (10-12th graders)		

Equity Metrics

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

	SBAC ELA	SBAC Math
African Amer	-78	-82
Latino	-86	-98
English Learner	-113	-117
Foster		
Low Income	-92	-95
Special Ed	-150	-143
Unhoused		

Reading
% Reading at Grade Level

	2018-19	2020-21
African Amer	31.1%	16.6%
Latino	14.8%	8.7%
English Learner	14.3%	8.0%
Foster		
Low Income	21.3%	13.9%
Special Ed	2.5%	3.3%
Unhoused		

Cohort Graduation Rate

	2018-19	2019-20
African Amer		
Latino		
English Learner		
Foster		
Special Ed		
Unhoused		

Chronic Absenteeism

	2018-19	2019-20	2020-21
All	17.8%	18.1%	28.0%
African Amer	17.6%	15.4%	27.5%
Latino	19.0%	24.1%	26.4%
English Learner	19.0%	33.3%	31.0%
Foster			
Low Income	18.3%	18.9%	30.8%
Special Ed	22.5%	30.2%	34.2%
Unhoused			

Suspensions

	2018-19	2019-20
All	1.6%	1.8%
African Amer	1.4%	2.2%
Latino	0.0%	0.0%
English Learner	2.3%	0.0%
Foster	0.0%	25.0%
Low Income	2.2%	1.8%
Special Ed	3.1%	1.0%
Unhoused	7.1%	0.0%

Grass Valley Data Highlights

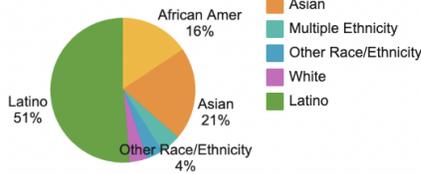| General School Information	● Largest student groups served at Grass Valley are African American students (65%) and Latino Students (23%). ● Grass Valley serves a large Special Ed population and has been successful in ● 82% of students served at Grass Valley are considered low-income. ● School has been declining enrollment over the last four years. ● Grass Valley had a successful merger with Marshall in SY 2009
Sustainability	● Enrollment for 21-22 is 198 students, which includes 65 SDC students. ● 20% of students who attend Grass Valley live in the Grass Valley attendance area. ● 9 students are projected for 22-23 Kindergarten.
Quality	● CORE Growth is low in both ELA and Math (18-19). ● Reading scores have declined. ● Strong MakerSpace and Art programming ● Commitment to inclusive practices across the campus
Equity	● Achievement has declined for all student groups. ● Rates of chronic absenteeism have increased.

School

La Escuelita Elementary

La Escuelita Elementary

General School Information

Programs on this campus: La Escuelita Elementary, MetWest High School, United Nation CDC

Current Enrollment

- African Amer 16%
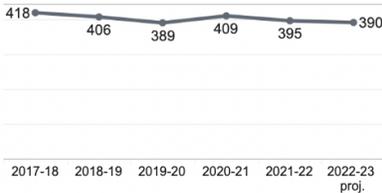- Asian 21%
- Other Race/Ethnicity 4%
- Latino 51%

Legend:
- African Amer
- Asian
- Multiple Ethnicity
- Other Race/Ethnicity
- White
- Latino

Historical Enrollment

	2018-19	2019-20	2020-21
All	406	389	409
African Amer	61	52	64
Asian	82	81	85
Latino	221	214	210
Multiple Ethnicity	10	10	19
Other Race/Ethnicity	16	16	15
White	16	16	16

	2018-19	2019-20	2020-21
English Learner	228	202	187
Foster	3	1	1
Low Income	364	330	352
Special Ed	34	34	32
Unhoused	2	3	3

ESMS   **Central**   Network 4

Sustainability Metrics

Historical Enrollment

418, 406, 389, 409, 395, 390

2017-18 2018-19 2019-20 2020-21 2021-22 2022-23 proj.

Enrollment vs. Base 2020-21 school year

409 vs.
(enrolled vs. base+)
Difference:

Enrollment vs. Base+ 2020-21 school year

409 vs. 397
(enrolled vs. base+)
Difference: **+12**

1st Choice On Time Applications
For entry grade(s): TK + K

	2018-19	2019-20	2020-21
TK + K	50	44	54

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

	2018-19	2019-20	2020-21
TK + K	58.1%	68.8%	35.5%

Live/Go
% of students attending the selected school who live in that school's attendance area

2018-19	2019-20	2020-21
12.6%	22.2%	23.0%

Facilities Information

114% utilization   **28.0%** FCI

36 classrooms

Utilization is projected rate for 2021-22, FCI is the value in the 2020 Facilities Master Plan

0.40 miles to optimal location

Teacher Retention Rate
Year shown is year of return

	2020-21
1 Year Teacher Retention	78.1%
3 Year Teacher Retention	55.5%

Quality Metrics

Note that the most recent California School Dashboard results are from 2018-19. Our reading assessment (Reading Inventory) was not administered in Spring of 2019-20 due to COVID-related school closures.

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

		2018-19
CA School Dashboard ELA	Yellow	-49.7
CA School Dashboard Math	Yellow	-67

CA School Dashboard English Learner Progress	60.0%

% of English Learners making progress toward proficiency

CORE Growth
0-100th Percentile (and impact)

	2018-19
CORE Growth ELA	90 (High)
CORE Growth Math	49.5 (Average)

Reading   % Reading at Grade Level

		2018-19	2020-21
Reading	All	29.3%	28.7%

High School Measures

	2018-19	2019-20
Cohort Graduation Rate		
A-G completion (12th graders)		
Pathway Participation (10-12th graders)		

Equity Metrics

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

	SBAC ELA	SBAC Math
African Amer	-72	-116
Latino	-59	-85
English Learner	-96	-96
Foster		
Low Income	-52	-68
Special Ed	-156	-197
Unhoused		

Reading
% Reading at Grade Level

	2018-19	2020-21
African Amer	25.7%	31.3%
Latino	23.6%	25.0%
English Learner	11.9%	11.1%
Foster		
Low Income	28.4%	29.9%
Special Ed	6.9%	10.5%
Unhoused		

Cohort Graduation Rate

	2018-19	2019-20
African Amer		
Latino		
English Learner		
Foster		
Special Ed		
Unhoused		

Chronic Absenteeism

	2018-19	2019-20	2020-21
All	35.6%	16.7%	10.5%
African Amer	49.2%	37.5%	34.0%
Latino	35.5%	16.5%	9.4%
English Learner	29.2%	9.3%	3.0%
Foster			
Low Income	35.8%	17.0%	11.0%
Special Ed	50.0%	26.2%	11.1%
Unhoused			

Suspensions

	2018-19	2019-20
All	1.3%	0.7%
African Amer	5.1%	1.5%
Latino	0.9%	0.8%
English Learner	0.4%	0.0%
Foster	0.0%	0.0%
Low Income	1.3%	0.8%
Special Ed	9.1%	4.0%
Unhoused	0.0%	14.3%

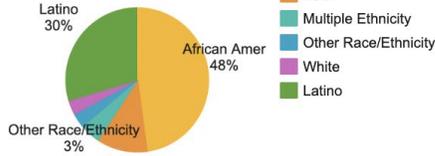| General School Information	● Largest student groups served at La Escuelita are Latino students (51%) and Asian Students (21%). ● Most students served at La Escuelita are low-income. ● 23% of the students that attend La Escuelita live in the La Escuelita attendance area.
Sustainability	● Demand rate fell in 20-21. ● Most students do not live in the school's attendance area. ● Attendance has fallen slightly, from 418 to 390, since 17-18. ● Current enrollment is 293 elementary students and 92 middle school students.
Quality	● Growth in Math is average, High growth in ELA (18-19). ● Slight decline in Reading scores.
Equity	● English learner students are lowest achieving student group in ELA, African American students are lowest performing in Math. ● Rates of chronic absenteeism have improved for all student groups.

School

Westlake Middle School ▼

Westlake Middle School

General School Information

Programs on this campus: Westlake Middle School, MetWest High School

Current Enrollment

- African Amer 48%
- Latino 30%
- Other Race/Ethnicity 3%

Legend:
- African Amer
- Asian
- Multiple Ethnicity
- Other Race/Ethnicity
- White
- Latino

Historical Enrollment

	2018-19	2019-20	2020-21
All	309	316	305
African Amer	154	161	146
Asian	41	37	35
Latino	81	87	90
Multiple Ethnicity	8	8	14
Other Race/Ethnicity	16	11	10
White	9	12	10

	2018-19	2019-20	2020-21
English Learner	73	77	82
Foster	5	6	5
Low Income	266	278	267
Special Ed	74	78	72
Unhoused	5	3	6

MS **West** Middle School Network

Sustainability Metrics

Historical Enrollment

363, 309, 316, 305, 297, 299

2017-18 2018-19 2019-20 2020-21 2021-22 2022-23 proj.

Enrollment vs. Base 2020-21 school year

305 vs. 381
(enrolled vs. base+)
Difference: **-76**

Enrollment vs. Base+ 2020-21 school year

305 vs. 645
(enrolled vs. base+)
Difference: **-340**

1st Choice On Time Applications
For entry grade(s): 6

	2018-19	2019-20	2020-21
6	51	40	48

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

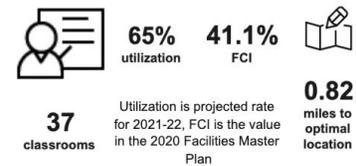|	2018-19	2019-20	2020-21
6	67.1%	52.6%	49.0%

Live/Go
% of students attending the selected school who live in that school's attendance area

2018-19	2019-20	2020-21
43.7%	42.1%	40.7%

Facilities Information

65% utilization   41.1% FCI

37 classrooms

Utilization is projected rate for 2021-22, FCI is the value in the 2020 Facilities Master Plan

0.82 miles to optimal location

Teacher Retention Rate
Year shown is year of return

	2020-21
1 Year Teacher Retention	67.3%
3 Year Teacher Retention	34.9%

Quality Metrics

Note that the most recent California School Dashboard results are from 2018-19. Our reading assessment (Reading Inventory) was not administered in Spring of 2019-20 due to COVID-related school closures.

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

		2018-19
CA School Dashboard ELA	Red	-121.1
CA School Dashboard Math	Red	-169.2
CA School Dashboard English Learner Progress		34.0%

% of English Learners making progress toward proficiency

CORE Growth
0-100th Percentile (and impact)

	2018-19
CORE Growth ELA	2 (Low)
CORE Growth Math	2 (Low)

Reading
% Reading at Grade Level

		2018-19	2020-21
Reading	All	18.7%	13.0%

High School Measures

	2018-19	2019-20
Cohort Graduation Rate		
A-G completion (12th graders)		
Pathway Participation (10-12th graders)		

Equity Metrics

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

	SBAC ELA	SBAC Math
African Amer	-136	-192
Latino	-134	-182
English Learner	-166	-182
Foster		
Low Income	-130	-177
Special Ed	-188	-235
Unhoused		

Reading
% Reading at Grade Level

	2018-19	2020-21
African Amer	18.4%	12.3%
Latino	14.8%	7.8%
English Learner	3.1%	0.0%
Foster		
Low Income	17.1%	11.4%
Special Ed	3.8%	0.0%
Unhoused		

Cohort Graduation Rate

	2018-19	2019-20
African Amer		
Latino		
English Learner		
Foster		
Special Ed		
Unhoused		

Chronic Absenteeism

	2018-19	2019-20	2020-21
All	34.1%	27.4%	34.1%
African Amer	41.9%	30.6%	40.8%
Latino	37.0%	33.0%	31.9%
English Learner	23.9%	19.8%	26.5%
Foster			
Low Income	33.3%	28.7%	35.6%
Special Ed	42.9%	35.6%	42.9%
Unhoused			

Suspensions

	2018-19	2019-20
All	13.4%	10.7%
African Amer	19.5%	15.1%
Latino	10.5%	7.3%
English Learner	4.1%	2.5%
Foster	14.3%	27.3%
Low Income	14.1%	11.6%
Special Ed	21.1%	17.4%
Unhoused	0.0%	0.0%

Westlake Data Highlights

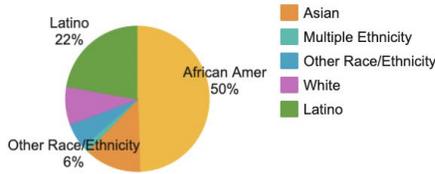| General School Information	● Largest student groups served at Westlake are African American students (48%) and Latino students (30%). ● Most students served at Westlake are low-income. ● School has been declining enrollment each year. ● Consistently about 40% of the students who attend Westlake live in the Westlake attendance area.
Sustainability	● Enrollment has declined from 363 students in 17-18 to 299 projected students in 22-23. ● Westlake has a lower demand rate and teacher retention rate than most other OUSD middle schools.
Quality	● Achievement is low in both ELA and Math (18-19). ● Growth is low in both ELA and Math (18-19). ● Decline in Reading scores.
Equity	● High suspension rates for all student groups except English Learners. ● High rates of chronic absenteeism for all student groups. ● Decline in Reading scores for all student groups.

School

West Oakland Middle School

West Oakland Middle School

General School Information
Programs on this campus: West Oakland Middle School, Bunche, OUSD Tech Services

Current Enrollment

Latino 22%
African Amer 50%
Other Race/Ethnicity 6%

- African Amer
- Asian
- Multiple Ethnicity
- Other Race/Ethnicity
- White
- Latino

Historical Enrollment

	2018-19	2019-20	2020-21
All	199	198	212
African Amer	120	112	105
Asian	17	18	27
Latino	37	32	47
Multiple Ethnicity	3	3	3
Other Race/Ethnicity	9	10	12
White	13	23	18

	2018-19	2019-20	2020-21
English Learner	38	44	54
Foster	5	1	2
Low Income	187	183	196
Special Ed	31	35	34
Unhoused	6	4	6

MS **West** Middle School Network

Sustainability Metrics

Historical Enrollment

202, 199, 198, 212, 203, 193

2017-18 2018-19 2019-20 2020-21 2021-22 2022-23 proj.

Enrollment vs. Base 2020-21 school year
212 vs. 381
(enrolled vs. base+)
Difference: **-169**

Enrollment vs. Base+ 2020-21 school year
212 vs. 645
(enrolled vs. base+)
Difference: **-433**

1st Choice On Time Applications
For entry grade(s): 6

	2018-19	2019-20	2020-21
6	53	44	39

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

	2018-19	2019-20	2020-21
6	76.8%	75.9%	52.0%

Live/Go
% of students attending the selected school who live in that school's attendance area

2018-19	2019-20	2020-21
73.9%	73.7%	74.1%

Facilities Information

53% utilization **53.1%** FCI

40 classrooms

Utilization is projected rate for 2021-22, FCI is the value in the 2020 Facilities Master Plan

0.51 miles to optimal location

Teacher Retention Rate
Year shown is year of return

	2020-21
1 Year Teacher Retention	59.1%
3 Year Teacher Retention	30.7%

Quality Metrics

Note that the most recent California School Dashboard results are from 2018-19. Our reading assessment (Reading Inventory) was not administered in Spring of 2019-20 due to COVID-related school closures.

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

		2018-19
CA School Dashboard ELA	Orange	-99
CA School Dashboard Math	Red	-143.2
CA School Dashboard English Learner Progress		34.0%

% of English Learners making progress toward proficiency

CORE Growth
0-100th Percentile (and impact)

	2018-19
CORE Growth ELA	39 (Average)
CORE Growth Math	40 (Average)

Reading
% Reading at Grade Level

		2018-19	2020-21
Reading	All	16.3%	21.9%

High School Measures

	2018-19	2019-20
Cohort Graduation Rate		
A-G completion (12th graders)		
Pathway Participation (10-12th graders)		

Equity Metrics

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

	SBAC ELA	SBAC Math
African Amer	-105	-150
Latino	-103	-155
English Learner	-147	-200
Foster		
Low Income	-97	-142
Special Ed	-157	-217
Unhoused		

Reading
% Reading at Grade Level

	2018-19	2020-21
African Amer	13.2%	20.0%
Latino	20.0%	23.3%
English Learner	0.0%	11.1%
Foster		
Low Income	16.7%	20.8%
Special Ed	0.0%	0.0%
Unhoused		

Cohort Graduation Rate

	2018-19	2019-20
African Amer		
Latino		
English Learner		
Foster		
Special Ed		
Unhoused		

Chronic Absenteeism

	2018-19	2019-20	2020-21
All	49.7%	23.3%	30.7%
African Amer	49.6%	23.5%	37.3%
Latino	56.8%	31.4%	30.4%
English Learner	58.5%	20.0%	18.5%
Foster			
Low Income	48.6%	22.3%	32.0%
Special Ed	53.8%	34.2%	32.4%
Unhoused			

Suspensions

	2018-19	2019-20
All	23.7%	18.4%
African Amer	32.6%	23.0%
Latino	10.0%	10.8%
English Learner	13.0%	8.2%
Foster	60.0%	0.0%
Low Income	25.5%	18.5%
Special Ed	48.8%	40.5%
Unhoused	50.0%	16.7%

West Oakland Middle School Data Highlights

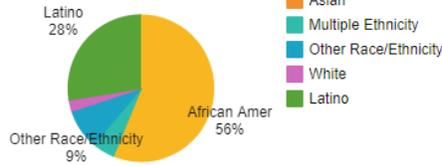| General School Information	• Largest student groups served at West Oakland Middle School are African American students (50%) and Latino students (22%). • Most students served at West Oakland Middle School are low-income. • School has had consistently low enrollment. • Consistently over 70% of the students who attend West Oakland Middle School live in the West Oakland Middle School attendance area.
Sustainability	• Enrollment has declined to a projected low of 193 students in 22-23, from 212 students in 20-21. • West Oakland Middle School has a lower demand rate and teacher retention rate than most other OUSD middle schools.
Quality	• Achievement is low in Math (18-19). • Growth is average in both ELA and Math (18-19). • Slight improvement in Reading scores from 16.3% proficient in 18-19 to 21.9% proficient in 20-21.
Equity	• High suspension rates for all student groups. • High rates of chronic absenteeism for all student groups. • Improvement in Reading scores for African American, Latino, English Learner, and low income students.

School
Ralph J Bunche High School ▼

Ralph J Bunche High School

General School Information

Programs on this campus: Ralph J Bunche High School

Current Enrollment

- African Amer
- Asian
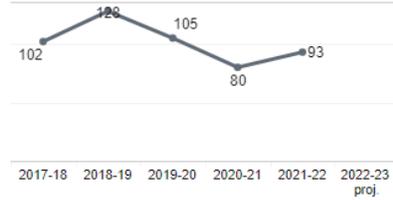- Multiple Ethnicity
- Other Race/Ethnicity
- White
- Latino

Latino 28%
Other Race/Ethnicity 9%
African Amer 56%

Historical Enrollment

	2018-19	2019-20	2020-21
All	128	105	80
African Amer	68	63	45
Asian	1	1	0
Latino	43	31	22
Multiple Ethnicity	3	2	4
Other Race/Ethnicity	10	3	7
White	3	5	2

	2018-19	2019-20	2020-21
English Learner	20	12	8
Foster	8	9	11
Low Income	115	97	74
Special Ed	17	19	14
Unhoused	3	3	2

Alt HS **West** High School Network

Sustainability Metrics

Historical Enrollment

128
105
102
80
93

2017-18 2018-19 2019-20 2020-21 2021-22 2022-23 proj.

Enrollment vs. Base 2020-21 school year

80 vs.
(enrolled vs. base+)
Difference:

Enrollment vs. Base+ 2020-21 school year

80 vs.
(enrolled vs. base+)
Difference: +80

1st Choice On Time Applications
For entry grade(s):

	2018-19	2019-20	2020-21

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

	2018-19	2019-20	2020-21

Live/Go
% of students attending the selected school who live in that school's attendance area

2018-19	2019-20	2020-21

Facilities Information

0% utilization
26.5% FCI
miles to optimal location

classrooms

Utilization is projected rate for 2021-22, FCI is the value in the 2020 Facilities Master Plan

Teacher Retention Rate
Year shown is year of return

	2020-21
1 Year Teacher Retention	68.3%
3 Year Teacher Retention	33.0%

Quality Metrics

Note that the most recent California School Dashboard results are from 2018-19. Our reading assessment (Reading Inventory) was not administered in Spring of 2019-20 due to COVID-related school closures.

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

	2018-19
CA School Dashboard ELA	N/A
CA School Dashboard Math	N/A

CA School Dashboard English Learner Progress

% of English Learners making progress toward proficiency

CORE Growth
0-100th Percentile (and impact)

	2018-19
CORE Growth ELA	
CORE Growth Math	

Reading   % Reading at Grade Level

		2018-19	2020-21
Reading	All	3.0%	0.0%

High School Measures

	2018-19	2019-20
Cohort Graduation Rate	61.9%	66.2%
A-G completion (12th graders)	1.3%	0.0%
Pathway Participation (10-12th graders)	99.0%	100.0%

Equity Metrics

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

	SBAC ELA	SBAC Math
African Amer		
Latino		
English Learner		
Foster		
Low Income		
Special Ed		
Unhoused		

Reading
% Reading at Grade Level

	2018-19	2020-21
African Amer	1.6%	0.0%
Latino	3.3%	0.0%
English Learner	0.0%	
Foster		
Low Income	2.6%	0.0%
Special Ed	6.7%	
Unhoused		

Cohort Graduation Rate

	2018-19	2019-20
African Amer	65.0%	63.0%
Latino	52.0%	
English Learner		
Foster		
Special Ed		
Unhoused		

Chronic Absenteeism

	2018-19	2019-20	2020-21
All	84.2%	88.5%	55.6%
African Amer	87.3%	87.9%	59.3%
Latino	82.8%	92.3%	53.1%
English Learner	93.3%	81.8%	56.5%
Foster			
Low Income	88.3%	90.2%	57.3%
Special Ed	85.7%	76.9%	65.2%
Unhoused			

Suspensions

	2018-19	2019-20
All	2.1%	2.4%
African Amer	3.8%	4.1%
Latino	0.0%	0.0%
English Learner	0.0%	0.0%
Foster	6.3%	0.0%
Low Income	2.0%	2.8%
Special Ed	6.9%	7.1%
Unhoused	0.0%	0.0%

Ralph Bunche Data Highlights

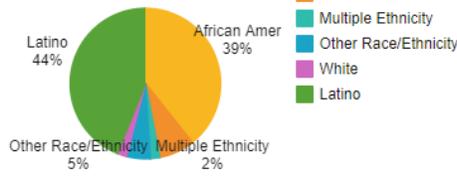| General School Information	● Largest student groups served at Bunche are African American students (56%) and Latino Students (28%). ● Most students served at Bunche are low-income.
Sustainability	● 93 students are projected for 22-23
Quality	● A-G completion rates have declined. ● Reading rates have declined. ● Pathway participation is at 100%.
Equity	● Specific student groups, African American, Latino, Foster Youth, and Low-Income are chronically absent and well below grade-level reading and math standards.

School
Dewey Academy ▼

Dewey Academy

General School Information
Programs on this campus: Dewey Academy

Current Enrollment

Legend:
- African Amer
- Asian
- Multiple Ethnicity
- Other Race/Ethnicity
- White
- Latino

Latino 44%
African Amer 39%
Other Race/Ethnicity 5%
Multiple Ethnicity 2%

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 Metrics

Historical Enrollment

233, 233, 212, 196, 125

2017-18 2018-19 2019-20 2020-21 2021-22 2022-23 proj.

Enrollment vs. Base 2020-21 school year
196 vs.
(enrolled vs. base+)
Difference:

Enrollment vs. Base+ 2020-21 school year
196 vs.
(enrolled vs. base+)
Difference: +196

1st Choice On Time Applications
For entry grade(s):

	2018-19	2019-20	2020-21

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

	2018-19	2019-20	2020-21

Live/Go
% of students attending the selected school who live in that school's attendance area

	2018-19	2019-20	2020-21

Facilities Information

79% utilization
42.2% FCI
14 classrooms

Utilization is projected rate for 2021-22, FCI is the value in the 2020 Facilities Master Plan

miles to optimal location

Teacher Retention Rate
Year shown is year of return

	2020-21
1 Year Teacher Retention	79.2%
3 Year Teacher Retention	51.5%

Quality Metrics

Note that the most recent California School Dashboard results are from 2018-19. Our reading assessment (Reading Inventory) was not administered in Spring of 2019-20 due to COVID-related school closures.

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

		2018-19
CA School Dashboard ELA	N/A	-193.2
CA School Dashboard Math	N/A	-224.5
CA School Dashboard English Learner Progress		28.0%

% of English Learners making progress toward proficiency

CORE Growth
0-100th Percentile (and impact)

	2018-19
CORE Growth ELA	
CORE Growth Math	

Reading % Reading at Grade Level

		2018-19	2020-21
Reading	All	12.1%	4.9%

High School Measures

	2018-19	2019-20
Cohort Graduation Rate	33.5%	35.7%
A-G completion (12th graders)	2.2%	0.9%
Pathway Participation (10-12th graders)	45.0%	97.6%

Equity Metrics

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

	SBAC ELA	SBAC Math
African Amer		
Latino		
English Learner		
Foster		
Low Income	-152	-240
Special Ed		
Unhoused		

Reading
% Reading at Grade Level

	2018-19	2020-21
African Amer	15.3%	11.1%
Latino	6.4%	0.0%
English Learner	0.0%	
Foster		
Low Income	11.9%	3.0%
Special Ed	0.0%	
Unhoused		

Cohort Graduation Rate

	2018-19	2019-20
African Amer	39.0%	35.0%
Latino	25.0%	37.0%
English Learner		
Foster		
Special Ed		
Unhoused		

Chronic Absenteeism

	2018-19	2019-20	2020-21
All		79.1%	85.8%
African Amer		78.2%	81.8%
Latino		80.2%	89.7%
English Learner		83.1%	87.7%
Foster			
Low Income		82.0%	88.0%
Special Ed		66.7%	88.2%
Unhoused			78.6%

Suspensions

	2018-19	2019-20
All	3.0%	3.5%
African Amer	5.6%	7.5%
Latino	0.7%	1.2%
English Learner	0.0%	0.0%
Foster	0.0%	5.0%
Low Income	3.6%	4.2%
Special Ed	5.6%	6.5%
Unhoused	0.0%	0.0%

Dewey Academy Data Highlights

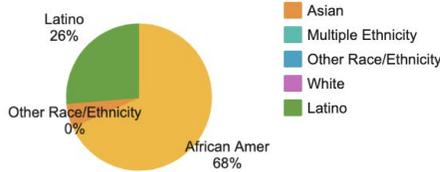| General School Information	● Largest student groups served at Dewey Academy are Latino students (44%) and African American Students (39%). ● Most students served are low-income.
Sustainability	● Most students do not live in the school's attendance area. ● Current enrollment is 100 students and projected enrollment is 121 students.
Quality	● The cohort graduation rate for students is below 40% and has declined over time.
Equity	● Specific student groups, African American, Latino, Foster Youth, and Low-Income are chronically absent and well below grade-level reading and math standards.

OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

School	
Community Day	▼

Community Day

General School Information

Programs on this campus: Community Day

Current Enrollment

Legend:
- African Amer
- Asian
- Multiple Ethnicity
- Other Race/Ethnicity
- White
- Latino

Latino 26%
Other Race/Ethnicity 0%
African Amer 68%

Historical Enrollment

	2018-19	2019-20	2020-21
All	25	23	19
African Amer	17	10	13
Asian	1	2	1
Latino	7	10	5
Multiple Ethnicity	0	0	0
Other Race/Ethnicity	0	0	0
White	0	1	0

	2018-19	2019-20	2020-21
English Learner	4	8	1
Foster	0	0	0
Low Income	18	21	17
Special Ed	3	6	1
Unhoused	0	2	1

Alt HS **Northeast** High School Network
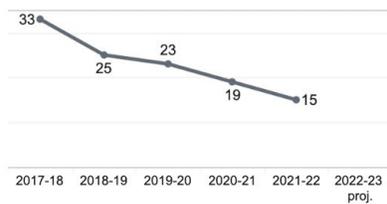
Sustainability Metrics

Historical Enrollment

33
25
23
19
15

2017-18 2018-19 2019-20 2020-21 2021-22 2022-23 proj.

Enrollment vs. Base 2020-21 school year

19 vs.
(enrolled vs. base+)
Difference:

Enrollment vs. Base+ 2020-21 school year

19 vs.
(enrolled vs. base+)
Difference: **+19**

1st Choice On Time Applications
For entry grade(s): 6

	2018-19	2019-20	2020-21
6			

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

	2018-19	2019-20	2020-21
6			

Live/Go
% of students attending the selected school who live in that school's attendance area

	2018-19	2019-20	2020-21

Facilities Information

120% utilization **71.8%** FCI

classrooms

Utilization is projected rate for 2021-22, FCI is the value in the 2020 Facilities Master Plan

miles to optimal location

Teacher Retention Rate
Year shown is year of return

	2020-21
1 Year Teacher Retention	51.3%
3 Year Teacher Retention	13.9%

Quality Metrics

Note that the most recent California School Dashboard results are from 2018-19. Our reading assessment (Reading Inventory) was not administered in Spring of 2019-20 due to COVID-related school closures.

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

	2018-19
CA School Dashboard ELA	N/A
CA School Dashboard Math	N/A

CA School Dashboard English Learner Progress

% of English Learners making progress toward proficiency

CORE Growth
0-100th Percentile (and impact)

	2018-19
CORE Growth ELA	
CORE Growth Math	

Reading   % Reading at Grade Level

		2018-19	2020-21
Reading	All	10.7%	

High School Measures

	2018-19	2019-20
Cohort Graduation Rate	0.0%	0.0%
A-G completion (12th graders)	0.0%	0.0%
Pathway Participation (10-12th graders)	0.0%	0.0%

Equity Metrics

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

	SBAC ELA	SBAC Math
African Amer		
Latino		
English Learner		
Foster		
Low Income		
Special Ed		
Unhoused		

Reading
% Reading at Grade Level

	2018-19	2020-21
African Amer	6.7%	
Latino	10.0%	
English Learner		
Foster		
Low Income	14.3%	
Special Ed		
Unhoused		

Cohort Graduation Rate

	2018-19	2019-20
African Amer		
Latino		
English Learner		
Foster		
Special Ed		
Unhoused		

Chronic Absenteeism

	2018-19	2019-20	2020-21
All		92.1%	100.0%
African Amer		100.0%	
Latino		86.7%	
English Learner			
Foster			
Low Income		100.0%	100.0%
Special Ed			
Unhoused			

Suspensions

	2018-19	2019-20
All	29.8%	46.8%
African Amer	25.8%	56.0%
Latino	30.0%	26.3%
English Learner	30.0%	20.0%
Foster		
Low Income	29.6%	39.5%
Special Ed	45.5%	22.2%
Unhoused	0.0%	66.7%

Community Day Data Highlights

General School Information	● Largest student groups served are African American students (68%) and Latino students (26%). ● Most students served at Community Day are low-income. ● School has been declining enrollment each year.
Sustainability	● Enrollment has declined from 33 in 17-18 to 15 in 21-22.
Quality	● Case management of students
Equity	● High rates of chronic absenteeism and suspension.

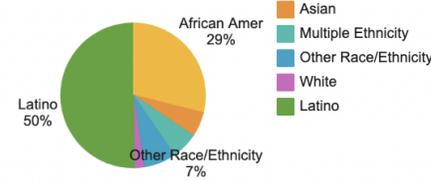| School: |
|---|
| Horace Mann Elementary ▾ |

Horace Mann Elementary

General School Information

Programs on this campus: Horace Mann Elementary
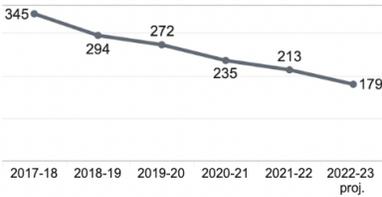
Current Enrollment

- African Amer — African Amer 29%
- Asian
- Multiple Ethnicity
- Other Race/Ethnicity
- White
- Latino — Latino 50%
- Other Race/Ethnicity 7%

Historical Enrollment

	2018-19	2019-20	2020-21
All	294	272	235
African Amer	75	74	68
Asian	20	15	13
Latino	156	148	118
Multiple Ethnicity	11	11	14
Other Race/Ethnicity	27	20	17
White	5	4	5

	2018-19	2019-20	2020-21
English Learner	137	142	95
Foster	1	0	1
Low Income	270	230	215
Special Ed	25	18	17
Unhoused	10	15	11

ES **East** Network 3

Sustainability Metrics

Historical Enrollment

345, 294, 272, 235, 213, 179

| 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 proj. |

Enrollment vs. Base 2020-21 school year

235 vs. 304
(enrolled vs. base+)
Difference: **-69**

Enrollment vs. Base+ 2020-21 school year

235 vs. 397
(enrolled vs. base+)
Difference: **-162**

1st Choice On Time Applications
For entry grade(s): K

	2018-19	2019-20	2020-21
K	8	9	17

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

	2018-19	2019-20	2020-21
K	16.7%	19.1%	48.6%

Live/Go
% of students attending the selected school who live in that school's attendance area

2018-19	2019-20	2020-21
50.0%	51.1%	48.9%

Facilities Information

78% utilization   59.2% FCI

18 classrooms

Utilization is projected rate for 2021-22, FCI is the value in the 2020 Facilities Master Plan

0.20 miles to optimal location

Teacher Retention Rate
Year shown is year of return

	2020-21
1 Year Teacher Retention	73.4%
3 Year Teacher Retention	40.5%

Quality Metrics

Note that the most recent California School Dashboard results are from 2018-19. Our reading assessment (Reading Inventory) was not administered in Spring of 2019-20 due to COVID-related school closures.

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

		2018-19
CA School Dashboard ELA	Red	-124.7
CA School Dashboard Math	Orange	-111
CA School Dashboard English Learner Progress		37.0%

% of English Learners making progress toward proficiency

CORE Growth
0-100th Percentile (and impact)

	2018-19
CORE Growth ELA	2 (Low)
CORE Growth Math	34 (Average)

Reading % Reading at Grade Level

		2018-19	2020-21
Reading	All	16.3%	9.6%

High School Measures

	2018-19	2019-20
Cohort Graduation Rate		
A-G completion (12th graders)		
Pathway Participation (10-12th graders)		

Equity Metrics

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

	SBAC ELA	SBAC Math
African Amer	-144	-124
Latino	-135	-132
English Learner	-155	-147
Foster		
Low Income	-130	-117
Special Ed		
Unhoused		

Reading
% Reading at Grade Level

	2018-19	2020-21
African Amer	16.1%	12.3%
Latino	12.5%	5.5%
English Learner	1.6%	5.2%
Foster		
Low Income	16.4%	9.0%
Special Ed	5.6%	
Unhoused		7.7%

Cohort Graduation Rate

	2018-19	2019-20
African Amer		
Latino		
English Learner		
Foster		
Special Ed		
Unhoused		

Chronic Absenteeism

	2018-19	2019-20	2020-21
All	44.3%	25.4%	29.5%
African Amer	60.0%	41.9%	37.9%
Latino	35.5%	17.0%	26.3%
English Learner	32.9%	15.8%	21.9%
Foster			
Low Income	42.9%	25.6%	29.8%
Special Ed	53.3%	34.8%	35.3%
Unhoused		60.0%	46.2%

Suspensions

	2018-19	2019-20
All	3.2%	0.0%
African Amer	6.1%	0.0%
Latino	0.5%	0.0%
English Learner	0.0%	0.0%
Foster	0.0%	0.0%
Low Income	3.8%	0.0%
Special Ed	8.8%	0.0%
Unhoused	9.1%	0.0%

54

Horace Mann Data Highlights

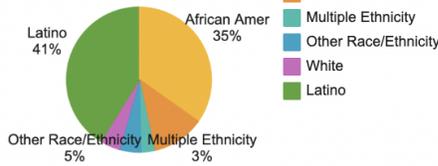|	
General School Information	● Largest student groups served at Horace Mann are Latino students (50%) and African American Students (29%). ● Most students served at Horace Mann are low-income. ● School has been declining enrollment each year. ● Approx half the students that attend Horace Mann live in the Horace Mann attendance area.
Sustainability	● 179 students are projected for enrollment in SY 22-23. ● Enrollment has steadily declined by more than 30 students each year over the last 5 years. ● 48% of students who go to Horace Mann live in the attendance area.
Quality	● Moderate student growth in Math. ● Low student growth in ELA. ● Strong infrastructure for early literacy and mental health ● Small group instruction and literacy support for students
Equity	● English Language Learners are the lowest achieving subgroup.

School

| Fruitvale Elementary | ▼ |

Fruitvale Elementary

General School Information
Programs on this campus: Fruitvale Elementary, Fruitvale CDC

Current Enrollment

Legend:
- African Amer
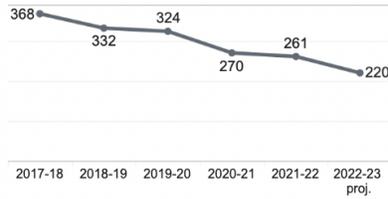- Asian
- Multiple Ethnicity
- Other Race/Ethnicity
- White
- Latino

Latino 41%
African Amer 35%
Other Race/Ethnicity 5%
Multiple Ethnicity 3%

Historical Enrollment

	2018-19	2019-20	2020-21
All	332	324	270
African Amer	79	97	94
Asian	40	34	32
Latino	167	143	111
Multiple Ethnicity	12	14	8
Other Race/Ethnicity	22	23	13
White	12	13	12

	2018-19	2019-20	2020-21
English Learner	170	136	98
Foster	2	3	2
Low Income	295	285	243
Special Ed	69	68	67
Unhoused	1	5	5

ES   **East**   Network 4

Sustainability Metrics

Historical Enrollment

368, 332, 324, 270, 261, 220

| 2017-18 | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 proj. |

Enrollment vs. Base 2020-21 school year
270 vs. 304
(enrolled vs. base+)
Difference: **-34**

Enrollment vs. Base+ 2020-21 school year
270 vs. 397
(enrolled vs. base+)
Difference: **-127**

1st Choice On Time Applications
For entry grade(s): K

	2018-19	2019-20	2020-21
K	12	12	18

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

	2018-19	2019-20	2020-21
K	25.0%	24.5%	48.6%

Live/Go
% of students attending the selected school who live in that school's attendance area

2018-19	2019-20	2020-21
57.8%	53.7%	54.1%

Facilities Information

96% utilization
67.3% FCI
23 classrooms
Utilization is projected rate for 2021-22, FCI is the value in the 2020 Facilities Master Plan
0.53 miles to optimal location

Teacher Retention Rate
Year shown is year of return

	2020-21
1 Year Teacher Retention	79.8%
3 Year Teacher Retention	58.6%

Quality Metrics

Note that the most recent California School Dashboard results are from 2018-19. Our reading assessment (Reading Inventory) was not administered in Spring of 2019-20 due to COVID-related school closures.

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

		2018-19
CA School Dashboard ELA	Orange	-75.5
CA School Dashboard Math	Yellow	-88.2
CA School Dashboard English Learner Progress		32.0%

% of English Learners making progress toward proficiency

CORE Growth
0-100th Percentile (and impact)

	2018-19
CORE Growth ELA	87 (High)
CORE Growth Math	55 (Average)

Reading
% Reading at Grade Level

		2018-19	2020-21
Reading	All	26.6%	14.7%

High School Measures

	2018-19	2019-20
Cohort Graduation Rate		
A-G completion (12th graders)		
Pathway Participation (10-12th graders)		

Equity Metrics

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

	SBAC ELA	SBAC Math
African Amer	-52	-67
Latino	-87	-100
English Learner	-113	-117
Foster		
Low Income	-74	-89
Special Ed	-111	-118
Unhoused		

Reading
% Reading at Grade Level

	2018-19	2020-21
African Amer	31.4%	13.8%
Latino	22.8%	15.3%
English Learner	7.6%	13.4%
Foster		50.0%
Low Income	24.8%	13.9%
Special Ed	9.8%	9.9%
Unhoused		20.0%

Cohort Graduation Rate

	2018-19	2019-20
African Amer		
Latino		
English Learner		
Foster		
Special Ed		
Unhoused		

Chronic Absenteeism

	2018-19	2019-20	2020-21
All	39.0%	27.5%	27.6%
African Amer	48.8%	42.9%	41.5%
Latino	34.4%	23.6%	22.5%
English Learner	30.3%	18.7%	15.8%
Foster			
Low Income	38.8%	27.6%	29.1%
Special Ed	48.7%	30.3%	28.2%
Unhoused			

Suspensions

	2018-19	2019-20
All	1.1%	2.5%
African Amer	2.8%	3.6%
Latino	0.0%	1.8%
English Learner	0.6%	1.9%
Foster	0.0%	0.0%
Low Income	1.0%	2.9%
Special Ed	2.4%	2.4%
Unhoused	0.0%	0.0%

Fruitvale Data Highlights

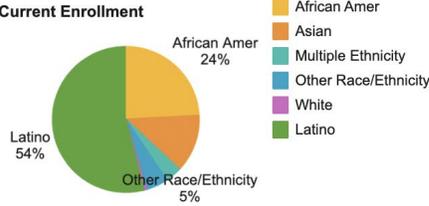| General School Information	● Largest student groups served at Fruitvale are Latino students (41%) and African American Students (35%). ● Most students served at Fruitvale are low-income. ● School has been declining enrollment each year. ● Consistently approx half the students that attend Fruitvale live in the Fruitvale attendance area.
Sustainability	● Enrollment has fallen from 368 students in 17-18 to 220 projected students for 22-23.
Quality	● Decline in Reading scores. ● High growth in ELA (18-19).
Equity	● Chronic absenteeism rates have improved for most student groups. ● Suspension rates increase in 19-20 for all student groups. ● English learner and Special Education students are the lowest performing student groups.

School
Manzanita Community School

Manzanita Community School

General School Information
Programs on this campus: Manzanita SEED Elementary, Manzanita Community School

Current Enrollment

- African Amer
- Asian
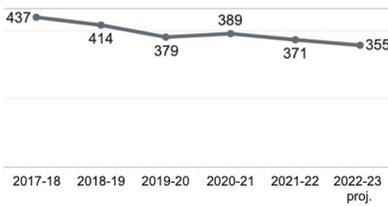- Multiple Ethnicity
- Other Race/Ethnicity
- White
- Latino

African Amer 24%
Latino 54%
Other Race/Ethnicity 5%

Historical Enrollment

	2018-19	2019-20	2020-21
All	414	379	389
African Amer	112	95	94
Asian	51	53	50
Latino	201	191	210
Multiple Ethnicity	18	15	14
Other Race/Ethnicity	22	19	19
White	10	6	2

	2018-19	2019-20	2020-21
English Learner	197	182	162
Foster	2	2	5
Low Income	378	323	350
Special Ed	80	74	77
Unhoused	5	6	6

ES **Central** Network 2

Sustainability Metrics

Historical Enrollment

437
414
389
379
371
355

2017-18 2018-19 2019-20 2020-21 2021-22 2022-23 proj.

Enrollment vs. Base 2020-21 school year

389 vs. 304
(enrolled vs. base+)
Difference: 85

Enrollment vs. Base+ 2020-21 school year

389 vs. 397
(enrolled vs. base+)
Difference: -8

1st Choice On Time Applications
For entry grade(s): TK + K

	2018-19	2019-20	2020-21
TK + K	24	23	32

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

	2018-19	2019-20	2020-21
TK + K	33.3%	33.8%	42.7%

Live/Go
% of students attending the selected school who live in that school's attendance area

2018-19	2019-20	2020-21
45.2%	46.7%	42.7%

Facilities Information

123% utilization
38.6% FCI

40 classrooms

Utilization is projected rate for 2021-22, FCI is the value in the 2020 Facilities Master Plan

0.31 miles to optimal location

Teacher Retention Rate
Year shown is year of return

	2020-21
1 Year Teacher Retention	72.5%
3 Year Teacher Retention	44.6%

Quality Metrics

Note that the most recent California School Dashboard results are from 2018-19. Our reading assessment (Reading Inventory) was not administered in Spring of 2019-20 due to COVID-related school closures.

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

		2018-19
CA School Dashboard ELA	Red	-98.7
CA School Dashboard Math	Red	-104.6
CA School Dashboard English Learner Progress		43.0%

% of English Learners making progress toward proficiency

CORE Growth
0-100th Percentile (and impact)

	2018-19
CORE Growth ELA	16 (Low)
CORE Growth Math	6 (Low)

Reading % Reading at Grade Level

		2018-19	2020-21
Reading	All	20.0%	11.5%

High School Measures

	2018-19	2019-20
Cohort Graduation Rate		
A-G completion (12th graders)		
Pathway Participation (10-12th graders)		

Equity Metrics

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

	SBAC ELA	SBAC Math
African Amer	-103	-124
Latino	-108	-111
English Learner	-132	-124
Foster		
Low Income	-100	-106
Special Ed	-142	-160
Unhoused		

Reading
% Reading at Grade Level

	2018-19	2020-21
African Amer	19.7%	11.8%
Latino	16.5%	10.6%
English Learner	6.3%	8.6%
Foster		
Low Income	20.7%	11.3%
Special Ed	6.5%	1.3%
Unhoused		14.3%

Cohort Graduation Rate

	2018-19	2019-20
African Amer		
Latino		
English Learner		
Foster		
Special Ed		
Unhoused		

Chronic Absenteeism

	2018-19	2019-20	2020-21
All	48.0%	23.7%	26.3%
African Amer	60.8%	29.0%	34.0%
Latino	44.0%	25.3%	23.8%
English Learner	36.9%	20.1%	16.5%
Foster			
Low Income	48.2%	24.5%	27.3%
Special Ed	54.3%	25.3%	32.5%
Unhoused			

Suspensions

	2018-19	2019-20
All	2.4%	2.0%
African Amer	3.7%	7.8%
Latino	1.4%	0.0%
English Learner	0.5%	0.0%
Foster	100.0%	0.0%
Low Income	2.2%	2.4%
Special Ed	5.7%	6.2%
Unhoused	0.0%	0.0%

Manzanita Community School Data Highlights

| General School Information	● Largest student groups served at Manzanita Community are Latino students (54%) and African American Students (24%). ● Most students served at Manzanita Community are low-income. ● School has been declining enrollment each year. ● Consistently about half the students who attend Manzanita Community live in the Manzanita Community attendance area.
Sustainability	● Enrollment has declined from 437 students in 17-18 to 355 students projected for 22-23.
Quality	● Below standard in both ELA and Math (18-19). ● Low growth in both ELA and Math (18-19). ● Decline in Reading scores.
Equity	● Slight improvement in English Learner students' Reading scores. All other student groups' Reading scores declined.

School

| Fred T. Korematsu Discovery Academy ▼ |

Fred T. Korematsu Discovery Academy

General School Information

Programs on this campus: Fred T. Korematsu Discovery Academy, Esperanza Elementary, Stonehurst CDC

Current Enrollment
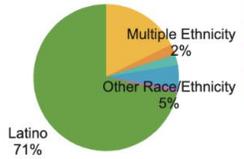
- African Amer
- Asian
- Multiple Ethnicity
- Other Race/Ethnicity
- White
- Latino

Multiple Ethnicity 2%
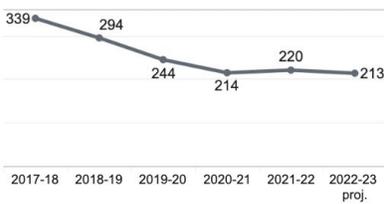Other Race/Ethnicity 5%
Latino 71%

Historical Enrollment

	2018-19	2019-20	2020-21
All	294	244	214
African Amer	50	35	38
Asian	8	7	5
Latino	211	180	153
Multiple Ethnicity	5	6	5
Other Race/Ethnicity	10	12	11
White	10	4	2

	2018-19	2019-20	2020-21
English Learner	168	136	101
Foster	1	0	3
Low Income	283	234	205
Special Ed	39	42	37
Unhoused	0	2	5

ES **Deep East** Network 2

Sustainability Metrics

Historical Enrollment

339 294 244 214 220 213

2017-18 2018-19 2019-20 2020-21 2021-22 2022-23 proj.

Enrollment vs. Base 2020-21 school year

214 vs. 304
(enrolled vs. base+)
Difference: **-90**

Enrollment vs. Base+ 2020-21 school year

214 vs. 397
(enrolled vs. base+)
Difference: **-183**

1st Choice On Time Applications
For entry grade(s): TK + K

	2018-19	2019-20	2020-21
TK + K	12	5	7

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

	2018-19	2019-20	2020-21
TK + K	41.4%	20.0%	26.9%

Live/Go
% of students attending the selected school who live in that school's attendance area

2018-19	2019-20	2020-21
53.7%	52.9%	50.0%

Facilities Information

95% utilization **12.1%** FCI

41 classrooms

Utilization is projected rate for 2021-22, FCI is the value in the 2020 Facilities Master Plan

0.42 miles to optimal location

Teacher Retention Rate
Year shown is year of return

	2020-21
1 Year Teacher Retention	70.8%
3 Year Teacher Retention	40.6%

Quality Metrics

Note that the most recent California School Dashboard results are from 2018-19. Our reading assessment (Reading Inventory) was not administered in Spring of 2019-20 due to COVID-related school closures.

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

		2018-19
CA School Dashboard ELA	Red	-75.9
CA School Dashboard Math	Orange	-71.5
CA School Dashboard English Learner Progress		46.0%

% of English Learners making progress toward proficiency

CORE Growth
0-100th Percentile (and impact)

	2018-19
CORE Growth ELA	33 (Average)
CORE Growth Math	74 (High)

Reading   % Reading at Grade Level

		2018-19	2020-21
Reading	All	24.7%	10.6%

High School Measures

	2018-19	2019-20
Cohort Graduation Rate		
A-G completion (12th graders)		
Pathway Participation (10-12th graders)		

Equity Metrics

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

	SBAC ELA	SBAC Math
African Amer	-82	-90
Latino	-74	-69
English Learner	-110	-86
Foster		
Low Income	-75	-72
Special Ed		-164
Unhoused		

Reading
% Reading at Grade Level

	2018-19	2020-21
African Amer	32.1%	7.5%
Latino	25.7%	10.3%
English Learner	10.5%	6.4%
Foster		
Low Income	25.9%	10.6%
Special Ed	0.0%	
Unhoused		12.5%

Cohort Graduation Rate

	2018-19	2019-20
African Amer		
Latino		
English Learner		
Foster		
Special Ed		
Unhoused		

Chronic Absenteeism

	2018-19	2019-20	2020-21
All	36.4%	21.0%	26.8%
African Amer	44.7%	28.6%	47.5%
Latino	33.6%	18.3%	21.7%
English Learner	33.3%	17.4%	22.5%
Foster			
Low Income	35.1%	21.9%	25.4%
Special Ed	40.4%	36.4%	25.6%
Unhoused			

Suspensions

	2018-19	2019-20
All	1.5%	2.9%
African Amer	1.7%	8.7%
Latino	1.3%	1.5%
English Learner	1.2%	2.0%
Foster	0.0%	0.0%
Low Income	1.3%	2.8%
Special Ed	0.0%	5.9%
Unhoused		0.0%

KDA Data Highlights

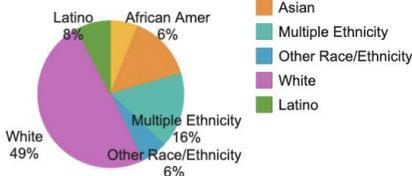| General School Information	● Largest student groups served at KDA are Latino students (71%) and African American Students (18%). ● Most students served at KDA are low-income. ● School has been declining enrollment. ● Consistently approx half the students who attend KDA live in the KDA attendance area.
Sustainability	● Enrollment declined from 339 students in 17-18 to 213 projected students in 22-23. ● 5 First-choice on-time applications for Kindergarten in 19-20, and 7 applications in 20-21.
Quality	● Decline in Reading scores. ● High growth in Math (18-19). ● Below standard in both ELA and Math (18-19).
Equity	● Decline in Reading scores for all student groups. ● Improvement in chronic absenteeism rates for most student groups. African American students' chronic absenteeism rates increased. ● Increased suspension rates for all student groups.

School ▼

| Hillcrest School | ▼ |

Hillcrest School

General School Information

Programs on this campus: Hillcrest School
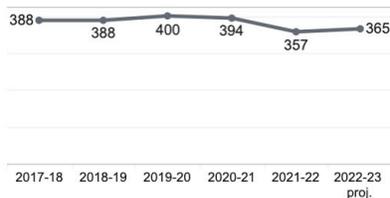
Current Enrollment

- African Amer
- Asian
- Multiple Ethnicity
- Other Race/Ethnicity
- White
- Latino

Latino 8%
African Amer 6%
White 49%
Multiple Ethnicity 16%
Other Race/Ethnicity 6%

Historical Enrollment

	2018-19	2019-20	2020-21
All	388	400	394
African Amer	34	30	24
Asian	56	54	57
Latino	29	26	30
Multiple Ethnicity	45	57	65
Other Race/Ethnicity	14	24	23
White	210	209	195

	2018-19	2019-20	2020-21
English Learner	8	8	10
Foster	0	0	0
Low Income	37	36	34
Special Ed	19	22	21
Unhoused	0	0	0

ESMS **Northwest** Network 2

Sustainability Metrics

Historical Enrollment

388 388 400 394 357 365

2017-18 2018-19 2019-20 2020-21 2021-22 2022-23 proj.

Enrollment vs. Base 2020-21 school year

394 vs.
(enrolled vs. base+)
Difference:

Enrollment vs. Base+ 2020-21 school year

394 vs. 397
(enrolled vs. base+)
Difference: **-3**

1st Choice On Time Applications
For entry grade(s): K

	2018-19	2019-20	2020-21
K	79	109	77

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

	2018-19	2019-20	2020-21
K	183.7%	167.7%	81.9%

Live/Go
% of students attending the selected school who live in that school's attendance area

2018-19	2019-20	2020-21
73.6%	77.0%	77.8%

Facilities Information

147% utilization **42.9%** FCI

15 classrooms

Utilization is projected rate for 2021-22, FCI is the value in the 2020 Facilities Master Plan

0.24 miles to optimal location

Teacher Retention Rate
Year shown is year of return

	2020-21
1 Year Teacher Retention	81.0%
3 Year Teacher Retention	58.0%

Quality Metrics

Note that the most recent California School Dashboard results are from 2018-19. Our reading assessment (Reading Inventory) was not administered in Spring of 2019-20 due to COVID-related school closures.

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

		2018-19
CA School Dashboard ELA	Blue	81.7
CA School Dashboard Math	Blue	70
CA School Dashboard English Learner Progress		

% of English Learners making progress toward proficiency

CORE Growth
0-100th Percentile (and impact)

	2018-19
CORE Growth ELA	70 (High)
CORE Growth Math	78 (High)

Reading   % Reading at Grade Level

		2018-19	2020-21
Reading	All	93.3%	77.3%

High School Measures

	2018-19	2019-20
Cohort Graduation Rate		
A-G completion (12th graders)		
Pathway Participation (10-12th graders)		

Equity Metrics

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

	SBAC ELA	SBAC Math
African Amer		
Latino		
English Learner		
Foster		
Low Income	38	26
Special Ed		
Unhoused		

Reading
% Reading at Grade Level

	2018-19	2020-21
African Amer	72.7%	
Latino	100.0%	
English Learner		
Foster		
Low Income	75.0%	
Special Ed	58.8%	
Unhoused		

Cohort Graduation Rate

	2018-19	2019-20
African Amer		
Latino		
English Learner		
Foster		
Special Ed		
Unhoused		

Chronic Absenteeism

	2018-19	2019-20	2020-21
All	9.2%	2.5%	0.7%
African Amer	28.1%	6.7%	4.5%
Latino	3.6%	6.9%	0.0%
English Learner		0.0%	
Foster			
Low Income	30.3%	5.7%	0.0%
Special Ed	30.4%	4.3%	0.0%
Unhoused			

Suspensions

	2018-19	2019-20
All	1.0%	0.0%
African Amer	2.9%	0.0%
Latino	0.0%	0.0%
English Learner	0.0%	0.0%
Foster		
Low Income	2.6%	0.0%
Special Ed	0.0%	0.0%
Unhoused	0.0%	

Hillcrest Data Highlights

General School Information	● Largest student groups served at Hillcrest are White students (49%) and students with multiple ethnicities (16%). ● Approximately one-third of Hillcrest students are low-income. ● Approximately three-fourths of Hillcrest students live in the Hillcrest attendance area.
Sustainability	● The 6th-8th program does not have adequate space to serve all 5th graders who want to continue at Hillcrest. ● Closing the 6th-8th program will free up classroom space for an additional elementary cohort at this high-demand school.
Quality	● High Achievement and Growth in both ELA and Math (18-19). ● Decline in Reading scores, with 77% of students scoring proficient in 20-21. ● The 6th-8th program does not have adequate staffing and resources to offer a robust middle school program with electives, etc.
Equity	● Improved chronic absenteeism rates for all student groups. ● No suspensions in 19-20. ● There is no Special Education programming at Hillcrest.