

AB 1912 Ad Hoc Committee

*Recommendations to the
Oakland Board of Education*

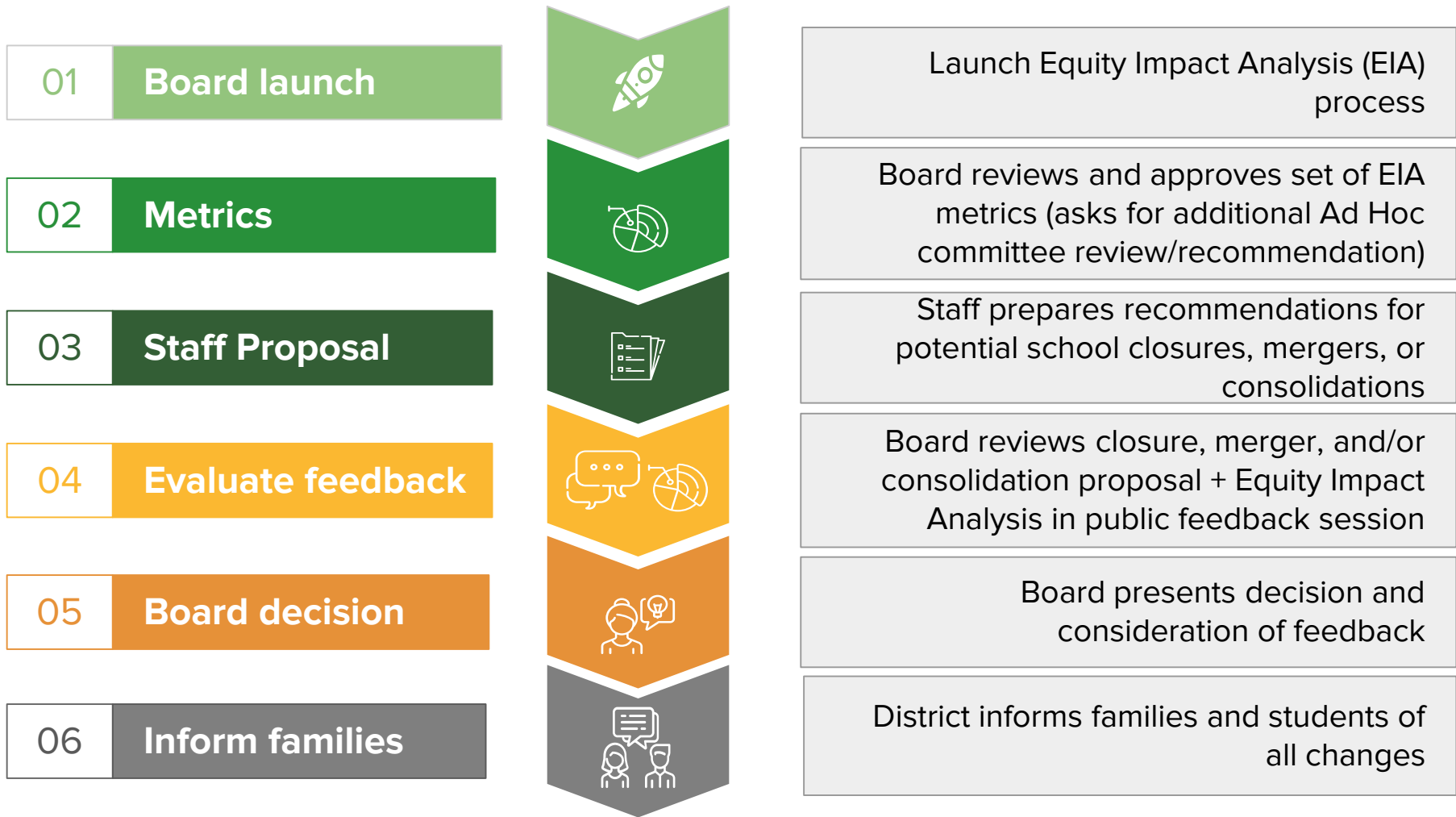
September 25, 2024



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Phases of the AB 1912 Process



The Charge of the Ad Hoc Committee

Provide recommendations to the Board of Education on the measures that should be used to evaluate the equity impact of any school consolidations or closures.

The committee met for 10 hours and included representatives from the following groups as specified in the resolution:

- 2 Student representatives selected by All City Council (“ACC”)
- Family Reps from PSAC, CAC, and DELLS
- Labor Unions: SEIU Local 1021, BCTC, UAOS, AFSCME (*OEA did not participate*)
- 2 Community members appointed by the Superintendent
- 2 School principals and 2 central District staff appointed by the Superintendent
- Black Reparations (*did not participate*)
- George Floyd Resolution (*participated in a session*)

2024 Ad Hoc Committee Process

Mtg 1: Surfaced norms, definition of equity, and our “why” for being here. Learned about 9 required AB 1912 measures, discussed, and voted to weight them.

Aug 26



Mtg 3: Grew our relationships and trust. Narrowed a list of proposed additional measures and engaged in a decision-making protocol to surface final recommendations to the Oakland Board of

Sept 10



Sept 4

Mtg 2: Connected with one another. Finalized prioritization of the nine AB 1912 measures and learned about measures in use in other districts. Envisioned possible futures then identified potential additional measures.

Sept 25

Board Meeting: Share final recommendations with the Board for prioritized AB 1912 Measures, Additional Equity Impact Measures, and a Statement from the committee.

Timeline Challenges & Limitations

District Backwards Mapped from a Board Presentation on September 25th

- Getting started in late August & with the holiday left time for 3 sessions
- Process felt tight and conversations rushed given the importance of the recommendations
- The committee itself was incomplete in terms of participants from key organizations and as such there is rich input missing from those invited to participate who did not
- Committee members voiced the desire for more continued involvement going forward



That said, the group did their best to offer recommendations that center the experience of students and families in OUSD and sought to best protect those most vulnerable in our community.

Prioritization of Required Measures

A photograph of a classroom. In the foreground, two young boys are sitting at a desk. The boy on the left is smiling and looking towards the camera. The boy on the right is looking towards the camera with a neutral expression. In the background, a teacher is sitting at a desk, reading a book. The classroom has several desks and chairs, and a whiteboard is visible in the distance.

The committee prioritized the 9 measures for the Equity Impact Analysis that are required by AB 1912 and determined key considerations for each.

Required Measure Prioritization Process

1) Workshopped each of the 9 required measures

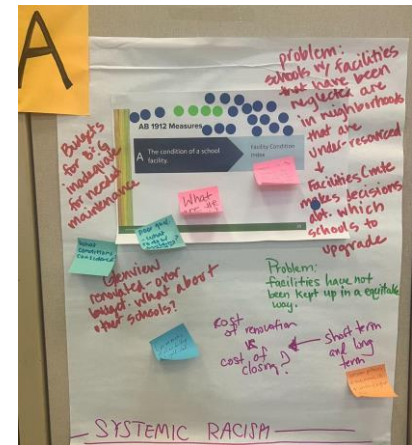
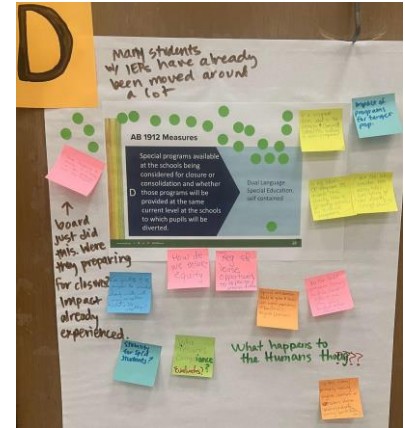
- Worked in dyads to consider questions:
 - How does this measure connect to equity?
 - Will the planned metric tell the story of this measure? Why or why not?
 - What questions or suggestions do you have related to this measure?
- Dyads rotated to add recommendations and comments to all 9
- Comments were used to enriched the [definitions of the 9 measures](#)

1) Held an initial vote on measures most powerful for determining impact on equity

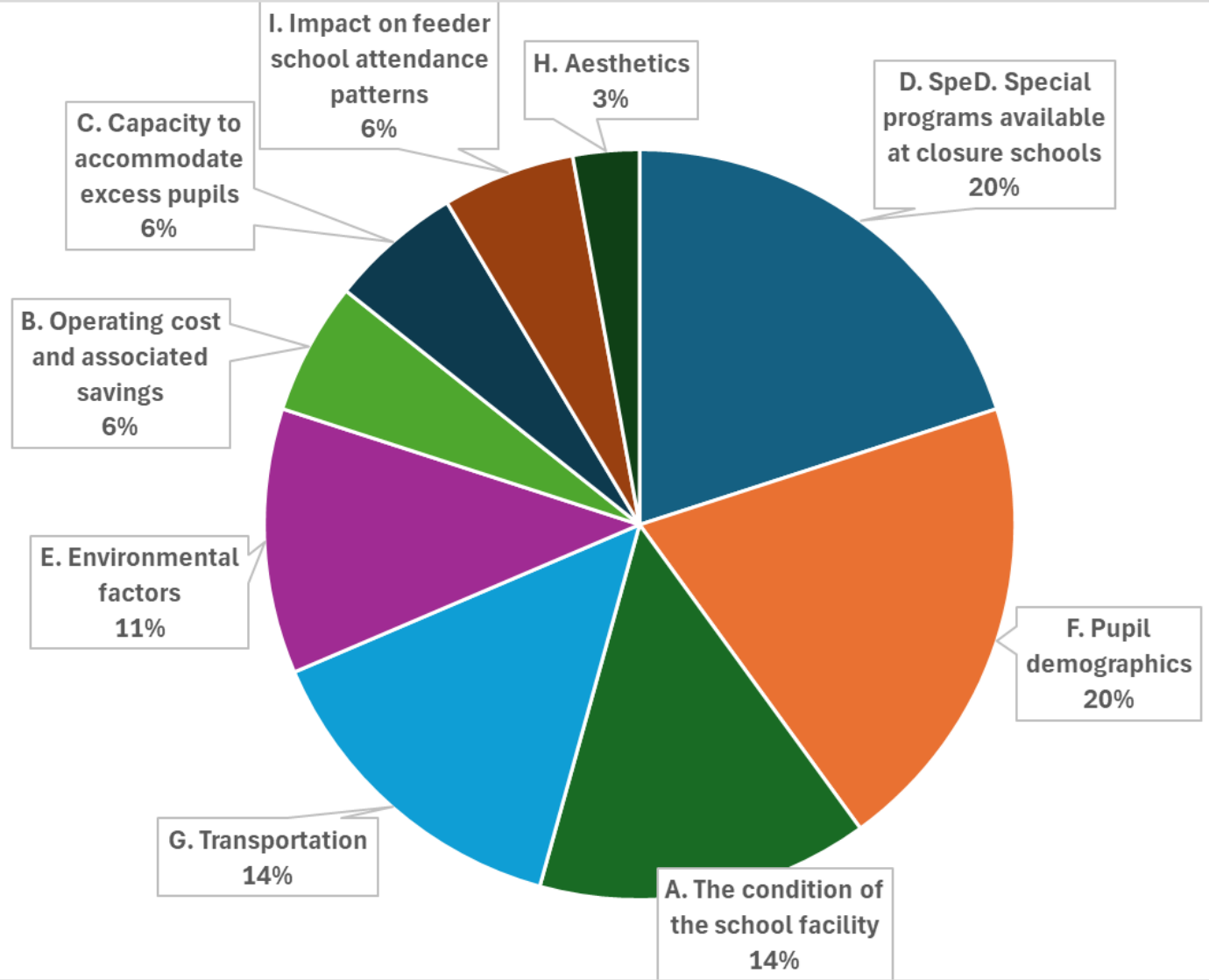
- 2 measures surfaced as most important - (D) Special Programs available at closure schools & (F) Pupil Demographics

1) Held a discussion and second vote on the 7 remaining required measures to further differentiate

- 2 measures surfaced as next most important (A) Condition of School Facility and (G) Transportation
- The remaining measures were weighted ([see here](#))

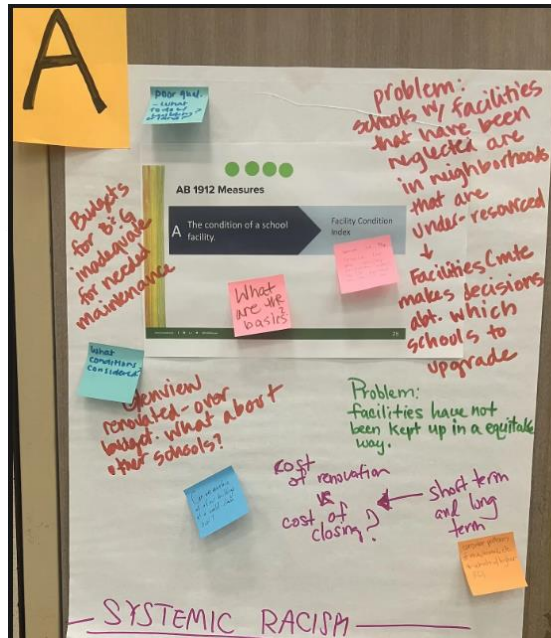


Final AB 1912 Impact Measure Weights



AB 1912 9 required measures

The committee's dialogue and recommendations helped to enrich the meaning for each of the required measures by giving illustrations to better reflect the needs of Oakland students.



[A. The condition of the school facility](#)

[B. Operating cost and associated savings](#)

[C. Capacity to accommodate excess pupils](#)

[D. Special programs available at closure schools](#)

[E. Environmental factors](#)

[F. Pupil demographics](#)

[G. Transportation](#)

[H. Aesthetics](#)

[I. Impact on feeder school attendance patterns](#)

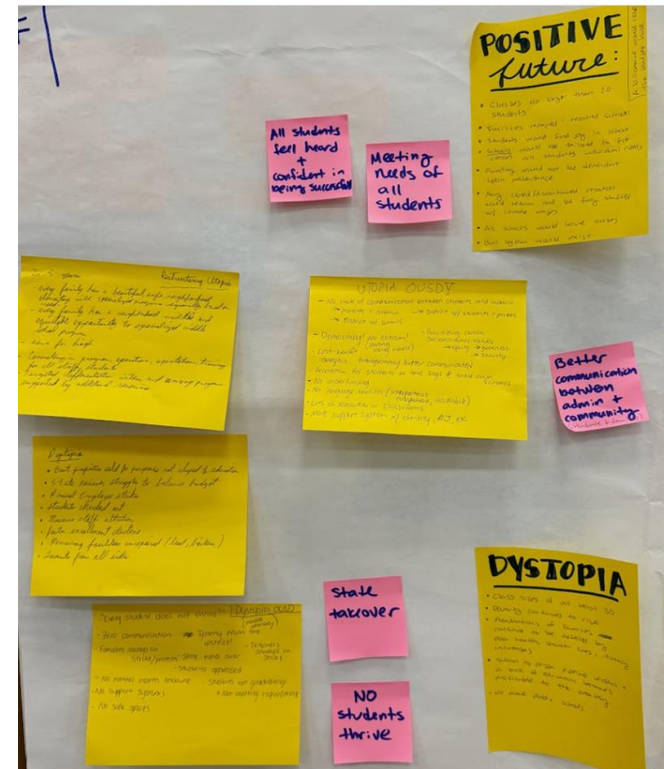


Process to Determine Recommended Additional Measures

The Ad Hoc Committee went through a multi-phase process to identify additional equity impact measures to recommend.

Process for Deciding on Additional Measures

- 1) **Surfaced initial ideas for additional measures at the close of the first meeting**
 - *During discussions additional potential measures were captured.*
- 1) **Reviewed examples of equity impact measures in use in other districts considering closures**
 - *SFUSD, School District of Philadelphia (SDP) & Inglewood CA were examples shared.*
 - *Engaged in a brief Q&A about the experiences of these districts in measuring Equity Impacts.*
- 1) **Engaged in a visioning exercise to imagine OUSD's potential best and worst case scenarios 5 years out**
 - *Gleaned potential Additional Measures from the stories and attributes that participants shared*
 - *Ideas mentioned at least 5 times were included in the next phases*



Process for Deciding on Additional Measures

4) Survey & discussions to bring forward reflections on the 5 potential additional measures from the visioning exercise and other potential measures to consider

- *5 measures included in the survey: Safety, Student Achievement, Student Wellness Supports, School Provisioning, Undue Impact on Families*
- *4 measures added as result of survey: Impact on Special Education Students, Impact on affected Staff, Geographic Analysis, Historical Context*
- *1 measure added during the final meeting discussions: Leadership Capacity*

4) All 10 Potential Additional Measures were posted around the room and Committee members clustered around Measure that had most resonance for them to further define and illustrate what they value about that Measure.

- *Worked in dyads and threes to prioritize 3 statements that illustrate what is meant by this measure.*
- *Dyads rotated to add recommendations and comments their priority measure.*
- *If they completed early they were encouraged to work on a second measure.*

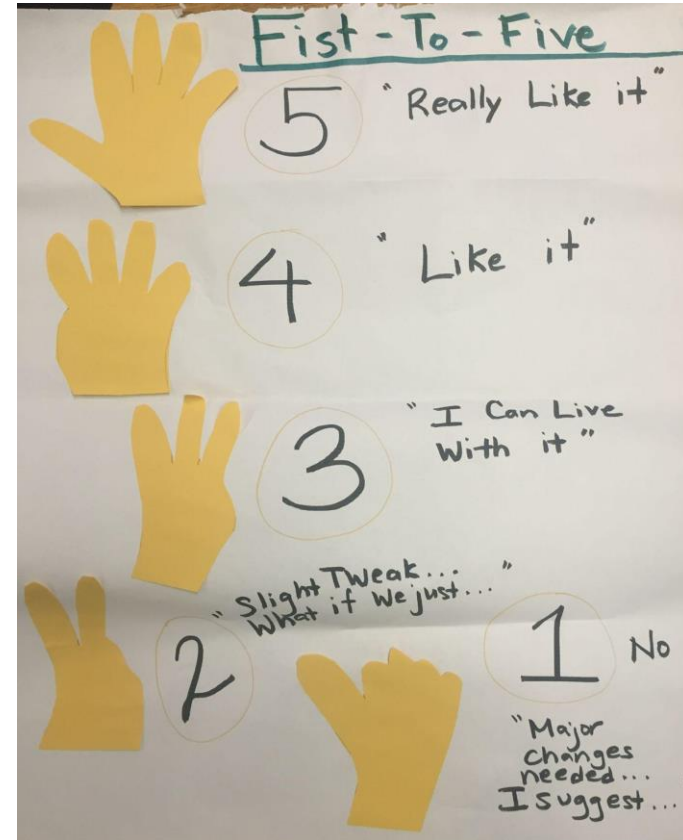
Process for Deciding on Additional Measures

6) Committee members again gallery-walked the further elaborated measures to ensure that they understood what was being suggested in each case.

- 2 measures were combined by those reviewing them: *School Provisioning (equipment, materials, facilities, etc.) & Student Wellness*

6) Held a **Fist to Five** vote on all of the measures as elaborated.

- 4 of the Measures had near unanimity in the vote: *Safety, School Provisioning (equipment, materials, facilities, etc.) & Student Wellness, Undue Impact on Families, Impact in Special Education students*
- After additional discussion, the committee voted to add a fifth measure to the recommended list: *Geographic Analysis.*





Recommended Additional Measures

In addition to the 9 required measures, the Ad Hoc Committee recommends the following 5 measures to best understand the equity impact of any closures or mergers on the Oakland community.

Safety

Safety shall be defined as the physical and psychological safety of students, staff and families impacted. Consider in particular:

1. Extent to which students from rival gang territories will attend the same school following any closures or mergers.
2. Access to safe transportation through the neighborhood for students and staff - taking into account gang territories, encampments, and other safety concerns.
3. Extent to which staff and families in receiving community are prepared to welcome new students and families.

School Provisioning & Student Wellness

School Provisioning & Student Wellness shall be defined as impact on student access to the following:

Communication - User friendly, accessible, translation, multimedia, 21st century

Facility Resources - Cafeteria, green space, modern facilities and technology, library, maintenance

Programming - Enrichment, athletics, language, A-G, arts, restorative justice, 21st century skills, newcomer and ELL supports

Community Schools - Access, translation, health, wellness, food and nutrition services, outreach, integration of community/families

Consider in particular:

1. Extent to which students will have access to adequate services and facilities that meet physiological needs of the students.
2. Extent to which students/staff needs are being met and leaders/adults are attentive to the needs of students/staff. School provides a system that monitors and knows the needs of students.

Impact on Students in Special Education

Impact on Students in Special Education shall be defined as the impact on those students who have an IEP and may or may not be enrolled in a Special Program (considered specifically under AB 1912 Measure (D) *Special programs available at closure schools*). Consider in particular:

1. Extent to which disabled students are able to be supported and integrated at the school site as measured by meeting IEP goals and participation in extracurriculars.
2. How many times a student in a school has already been displaced either by a school closure/merger or by a program change (ie for sped or language access purposes).

Undue Impact on Families

Undue impact shall be defined as significant increase in commute time, physical, emotional and economical effort required to attend school, and disproportionate school destabilization in a particular community. Consider in particular:

1. Extent to which the change impacts single parent households, caregiver siblings, foster students, families of students w/moderate-severe disabilities & unhoused students.
2. Extent to which the change impacts families with multiple children in different grade levels.
3. Extent to which the change impacts the same families who were impacted from past closures.

Geographic Analysis

Geographic Analysis shall be defined as consideration of the location of the school within a community and the diversity of school options within that portion of community. Consider in particular:

1. Location of the school in relation to other district schools.
2. Impact on particular neighborhoods & the diversity in that neighborhood.
3. The locations of nearby charter schools so as to minimize losing students to charter schools.

Statement from the Committee

The Ad Hoc Committee drafted a [statement](#) for the Board to accompany their recommendations.





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SCHOOL DISTRICT**
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