

Board Office Use: Legislative File Info.	
File ID Number	22-1630
Introduction Date	June 22, 2022
Enactment Number	22-1183
Enactment Date	June 22, 2022 er



**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
Joshua R. Daniels, Chief Governance Officer

Meeting Date June 22, 2022

Subject Resolution No. 2122-0092 - Updating the List of Welcoming Schools, Presenting the Proposed Budget for Welcoming Schools, California Environmental Quality Act Exemption, and Other Matters Related to School Consolidations

Ask of the Board Adoption by the Board of Education of Resolution No. 2122-0092 - Updating the List of Welcoming Schools, Presenting the Proposed Budget for Welcoming Schools, California Environmental Quality Act Exemption, and Other Matters Related to School Consolidations

Background On February 8, 2022, the Board of Education (“Board”) adopted Resolution No. 2122-0030 - School Consolidations for 2022-23 and 2023-24, which approved certain school consolidations (closures, mergers, and grade truncations) for the end of 2021-22 and the end of 2022-23. Resolution No. 2122-0030 identified “Welcoming Schools” for students in the non-terminal grades of the closing schools and in the non-terminal grades that were to be truncated.

Resolution No. 2122-0030 also allocated any funding received by the District pursuant to AB 1840 for the 2021-22 fiscal year to academic and socioemotional learning supports for all students at the Welcoming Schools, consolidated schools, and at schools across the District based on the Black Students Thriving Indicators. Resolution No. 2122-0030 then directed the Superintendent to present the Board with a plan for consideration for how to spend such funds for these purposes.

Lastly, Resolution No. 2122-0030 empowered the Superintendent to take all necessary action to effectuate the school consolidations.

Discussion The proposed Resolution would update the list of Welcoming Schools connected with the school consolidations at the end of the 2021-22 school year. The proposed Resolution also includes a suggested budget for spending the AB 1840 dollars and would adopt that suggested budget. As directed by the Board in Resolution No. 2122-0030, the suggested budget includes allocations for academic and socioemotional learning supports for all

students at the Welcoming Schools, consolidated schools, and at schools across the District based on the Black Students Thriving Indicators. It is important to note that the budget allocates all the money over three years. At the end of the three years, the Board would need to decide whether to eliminate the expenditures or find one or more alternate funding sources to continue the supports. It is also important to note that for schools selected based on the Black Students Thriving Indicators, there are also other ongoing revenue sources that exist to support those schools.

The proposed Resolution would clarify that the Superintendent's authority to effectuate the school consolidations includes making any necessary changes to neighborhood enrollment boundaries for the purpose of enrolling students for the 2023-24 school year. Lastly, the proposed Resolution would find that the school consolidations are exempt from the requirements of the California Environmental Quality Act, and would direct that a Notice of Exemption be filed.

Fiscal Impact \$10 million in AB 1840 funds as delineated in the suggested budget.

Attachment

- Resolution No. 2122-0092 - Updating the List of Welcoming Schools, Presenting the Proposed Budget for Welcoming Schools, California Environmental Quality Act Exemption, and Other Matters Related to School Consolidations (including 2 attachments)

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

Resolution No. 2122-0092

Updating the List of Welcoming Schools, Presenting the Proposed Budget for Welcoming Schools, California Environmental Quality Act Exemption, and Other Matters Related to School Consolidations

WHEREAS, on February 8, 2022, the Board of Education (“Board”) adopted Resolution No. 2122-0030 - School Consolidations for 2022-23 and 2023-24, which approved the following school consolidations at the end of 2021-22 and the end of 2022-23:

At the End of 2021-22

- Close Community Day School
- Close Parker Elementary
- Merge RISE Community Elementary into New Highland Academy Elementary
- Truncate grades 6-8 at La Escuelita

At the End of 2022-23

- Close Brookfield Elementary
- Close Carl B. Munck Elementary
- Close Grass Valley Elementary
- Close Fred T. Korematsu Discovery Academy Elementary
- Close Horace Mann Elementary
- Truncate grades 6-8 at Hillcrest

WHEREAS, this decision was reaffirmed at a special meeting of the Board on February 18, 2022, at which the Board did not approve an amendment delaying the consolidations scheduled at the end of 2021-22 to the end of 2022-23;

WHEREAS, Resolution No. 2122-0030 identified the following “Welcoming Schools” for students in the non-terminal grades at Parker and/or at La Escuelita (“2022 Welcoming Schools”), as the other two school consolidations at the end for 2021-22 did not necessitate identifying associated welcoming schools:

- East Oakland Pride Elementary
- Elmhurst United Middle
- Frick United Academy of Language
- Markham Elementary
- Oakland Academy of Knowledge
- Roosevelt Middle
- West Oakland Middle
- Westlake Middle

WHEREAS, Resolution No. 2122-0030 also identified the following “Welcoming Schools” for students in the non-terminal grades at Brookfield Elementary, Carl B. Munck Elementary, Grass Valley Elementary, Fred T. Korematsu Discovery Academy Elementary, Horace Mann Elementary, and Hillcrest (“2023 Welcoming Schools”):

- Allendale Elementary
- Bridges Elementary
- Burckhalter Elementary
- Claremont Middle
- Esperanza Elementary
- Global Family Elementary
- Laurel Elementary
- Lockwood STEAM Elementary
- Madison Primary
- Markham Elementary
- Montera Middle
- New Highland Academy Elementary
- Oakland Academy of Knowledge
- REACH Academy
- Rise Community

WHEREAS, the purpose of the Welcoming Schools was to identify schools in which students in the non-terminal grades of the consolidating schools would be encouraged to enroll or would be listed as the default enrollment preference if no enrollment preference was submitted;

WHEREAS, the Welcoming Schools listed were chosen based, in part, on a belief in which schools students in the non-terminal grades of the consolidating schools might request and be enrolled, although such students were not and are not required to be enrolled or to seek enrollment at those Welcoming Schools and such students need to utilize the District’s open enrollment process (consistent with Board Policies and Administrative Regulations such as BP and AR 5116.1) in order to enroll in new schools;

WHEREAS, the Board now wishes to update and modify the list of 2022 Welcoming Schools;

WHEREAS, Resolution No. 2122-0030 allocated any funding received by the District pursuant to AB 1840 for the 2021-22 fiscal year to academic and socioemotional learning supports for all students at the Welcoming Schools, consolidated schools, and at schools across the District based on the Black Students Thriving Indicators;

WHEREAS, Resolution No. 2122-0030 directed the Superintendent to present the Board with a plan for consideration for how to spend such funds for these purposes over the next three years;

WHEREAS, Public Resources Code section 21080.18 provides that the California Environmental Quality Act (Pub. Resources Code, §§ 21000, *et seq.* (“CEQA”)) does “not apply to the closing of

any public school in which kindergarten or any of grades 1 through 12 is maintained or the transfer of students from that public school to another school if the only physical changes involved are categorically exempt”;

WHEREAS, the CEQA Guidelines (Cal. Code Regs., tit. 14, §§ 15000, *et seq.*) exempt the following from CEQA evaluation:

- Operation, repair, maintenance, permitting, leasing, licensing, or minor alteration of existing public or private structures, facilities, mechanical equipment, or topographical features involving negligible or no expansion of existing or former use (CEQA Guidelines, § 15301),
- Construction or placement of minor structures accessory or appurtenant to existing commercial, industrial, or institutional facilities (CEQA Guidelines, § 15311), and
- Minor additions to existing schools within existing school grounds where the addition does not increase original student capacity by more than 25% or ten classrooms, whichever is less (CEQA Guidelines, § 15314);

WHEREAS, under applicable Board Policies and Administrative Regulations, including (but not limited to) BP and AR 5116.1, students may enroll in any OUSD school, without regard to location within the District, if space is available at that school;

WHEREAS, it is the District’s established and long-standing practice that, when a school is at capacity, students are waitlisted until the 15th day of school, at which time the waitlists are dissolved and parents/guardians are notified if a particular school has space, and if there is no space, the student will not be enrolled there, and the Board acknowledges and reaffirms this long-standing practice;

WHEREAS, based on this practice, the school consolidations pursuant to Resolution No. 2122-0030 will not result in enrollment at any school that exceeds that school’s capacity or that requires an increase in capacity at any school;

WHEREAS, no facility modifications are necessary in order to reconfigure the Welcoming Schools, or any other school within the District, as a result of the school consolidations pursuant to Resolution No. 2122-0030, and any physical changes to facilities would be minor and categorically exempt from CEQA, as further outlined herein;

WHEREAS, the District has commissioned and obtained the “Oakland Unified School District School Closure Categorical Exemption Report” prepared by EMC Planning Group (“CEQA Report”), which includes a “VMT Study for Oakland Unified School District” prepared by Hexagon Transportation Consultants, Inc. (“Traffic Study”);

WHEREAS, a true and correct copy of the CEQA Report (including the Traffic Study) is attached as Attachment B to this Resolution and incorporated herein by this reference;

WHEREAS, the CEQA Report and Traffic Study confirm that any physical changes resulting from the school consolidations pursuant to Resolution No. 2122-0030 will be categorically exempt from CEQA, and that the school consolidations pursuant to Resolution No. 2122-0030 will not have any significant impacts on the environment and is therefore exempt from CEQA pursuant to Public Resources Code section 21080.18;

WHEREAS, the District's enrollment policies and practices, including pursuant to BP and AR 5116.1, do not allow the District to definitively know where students will ultimately enroll in advance of the enrollment process each year, as a result of which no environmental study could feasibly be completed to forecast potential impacts related to traffic beyond those described in the Traffic Study;

WHEREAS, the Board has considered public comments related to the school consolidations pursuant to Resolution No. 2122-0030, including (but not limited to) at its meetings on January 31, February 8 and 18, 2022, as well as extensive written comments received by the Board;

WHEREAS, the school consolidations pursuant to Resolution No. 2122-0030 do not involve any of the following and so are eligible for the categorical exemptions described above under CEQA Guidelines section 15300.2:

- the cumulative impact of successive projects of the same type in the same place, which over time are significant;
- an activity where there is a reasonable possibility that the activity will have a significant effect on the environment due to unusual circumstances;
- a project which may result in damage to scenic resources, including but not limited to trees, historic buildings, rock outcroppings or similar resources, within a highway officially designated as a state scenic highway;
- a hazardous waste site which is included on any list compiled pursuant to Section 65962.5 of the Government Code;
- a project which may cause a substantial adverse change in the significance of a historical resource;

WHEREAS, the school consolidations pursuant to Resolution No. 2122-0030 otherwise are not expected to have any significant effect on the environment, and are therefore further exempt from CEQA under the "Common Sense Exemption" found in CEQA Guidelines section 15061(b)(3); and

WHEREAS, the school consolidations pursuant to Resolution No. 2122-0030 were therefore exempt under CEQA both at the time of the Board's approval of said Resolution on February 8, 2022, and at this time.

NOW, THEREFORE, BE IT RESOLVED, the Board hereby modifies the list of 2022 Welcoming Schools by removing West Oakland Middle and adding Edna Brewer Middle and Burckhalter Elementary so that the modified list is as follows:

- Burckhalter Elementary

- East Oakland Pride Elementary
- Edna Brewer Middle
- Elmhurst Middle
- Frick Middle
- Markham Elementary
- Oakland Academy of Knowledge
- Roosevelt Middle
- Westlake Middle;

BE IT FURTHER RESOLVED, the Board understands that the Superintendent may return with a similar proposal to modify the list of 2023 Welcoming Schools once it is known in which schools students in the non-terminal grades at Brookfield Elementary, Carl B. Munck Elementary, Grass Valley Elementary, Fred T. Korematsu Discovery Academy Elementary, Horace Mann Elementary, and Hillcrest are enrolled;

BE IT FURTHER RESOLVED, the Board hereby approves the Superintendent's proposal for how to allocate the funding received by the District pursuant to AB 1840 in the 2021-22 fiscal year, which is included as Attachment A and incorporated herein by reference;

BE IT FURTHER RESOLVED, in allocating funds consistent with Attachment A, the Superintendent shall only be constrained by the Total cost per investment area (rather than by year) and may deviate up to ten percent (10%) of that Total without needing to seek further Board approval;

BE IT FURTHER RESOLVED, within the limits sets forth in Attachment A, the Board hereby gives the Superintendent discretion to further refine and specify the funding allocations to specific schools, positions, and costs;

BE IT FURTHER RESOLVED, the Board reaffirms that it is empowering the Superintendent to take all necessary action to effectuate the school consolidations pursuant to Resolution No. 2122-0030, as refined by this Resolution, which includes (but is not limited to) directing the Superintendent or designee to make any necessary changes to neighborhood enrollment boundaries for the purpose of enrolling students for the 2023-24 school year in light of the school consolidations resulting from Resolution No. 2122-0030;

BE IT FURTHER RESOLVED, for the reasons set forth in Resolution No. 2122-0030 - i.e., to employ sufficient staff to operate the District and its schools and to provide the necessary instructional offerings to students, to help the District offer competitive compensation, to repair and maintain quality school facilities, to more effectively use the District's limited resources, and to help address the District's long-term financial challenges - the Board hereby reconfirms its approval of the school consolidations pursuant to Resolution No. 2122-0030, as stated and modified herein;

BE IT FURTHER RESOLVED, the Board finds that the school consolidations pursuant to Resolution No. 2122-0030 will not have a significant effect on the environment;

BE IT FURTHER RESOLVED, the school consolidations pursuant to Resolution No. 2122-0030 are hereby found to be exempt from the requirements of CEQA pursuant to Public Resources Code section 21080.18 and CEQA Guidelines sections 15301, 15311, 15314, and 15061(b)(3), as set forth herein;

BE IT FURTHER RESOLVED, the Superintendent or designee is hereby authorized and directed to prepare and file a Notice of Exemption for the school consolidations pursuant to Resolution No. 2122-0030 in accordance with CEQA and the CEQA Guidelines, and the findings set forth in this Resolution.

PASSED AND ADOPTED on June 22, 2022, by the Governing Board of the Oakland Unified School District by the following vote:

PREFERENTIAL AYE: None

PREFERENTIAL NOE: None

PREFERENTIAL ABSTENTION: None

PREFERENTIAL RECUSE: None

AYES: Aimee Eng, Clifford Thompson, Vice President Benjamin "Sam" Davis, President Gary Yee

NOES: VanCedric Williams, Mike Hutchinson

ABSTAINED: None


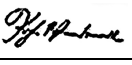
RECUSED: None

ABSENT: Samantha Pal (Student Director), Natalie Gallegos Chavez (Student Director) (Board Member, Vacancy, District 6)

CERTIFICATION

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 June 22, 2022, 2022.

Legislative File	
File ID Number:	22-1630
Introduction Date:	6/22/2022
Enactment Number:	22-1183
Enactment Date:	6/22/2022 er

<p>OAKLAND UNIFIED SCHOOL DISTRICT</p> <p></p> <hr/> <p>Gary Yee President, Board of Education</p> <p></p> <hr/> <p>Kyla Johnston-Trammell Superintendent and Secretary, Board of Education</p>
--

ATTACHMENT A

Investment Area	Description	2022-23	2023-24	2024-25	TOTAL
Black Reparations and Thriving Indicators	Support the implementation of the Black Thriving Indicators at school sites.	\$670,000	\$670,000	\$660,000	\$2,000,000
Welcoming Schools	<p><u>Facilities</u>: Improve the physical appearance of the school. (Examples of this investment: curb appeal, playground improvements, painting.)</p> <p><u>Program Enhancements</u>: Increase student services at the school. (Examples of this investment: academic acceleration support, social and emotional support, and arts enhancements.)</p> <p><u>Family Engagement & Enrollment Support</u>: Outreach to and provide supportive and welcoming activities for incoming families. (Examples of this investment: one to one meetings with new families, relationship building activities among families and staff, celebratory gatherings (e.g., barbeques), informational sessions, calls to families to discuss school options, additional academic and social and emotional support students need to successfully transition to new school.)</p> <p><u>Transportation</u>: Pay for transportation or reimburse families attending Welcoming Schools for the next 3 years (through June 2025).</p>	\$1,782,000	\$2,184,000	\$2,184,000	\$6,150,000
Moving/Relocation Costs	Pay staff for packing and moving to new assignments and vendors for relocation of items.	\$850,000	\$0	\$0	\$850,000
Supports for Closing School in 2022-23	<p><u>Staff Support</u>: Avoid staff consolidations in case of enrollment declines.</p> <p><u>Programmatic Support</u>: Provide additional academic and social and emotional supports.</p> <p><u>Celebrations</u>: Organize celebrations and acknowledgement events for school during last year.</p>	\$1,000,000	\$0	\$0	\$1,000,000
	TOTAL	\$4,302,000	\$2,854,000	\$2,844,000	\$10,000,000

Attachment B

Categorical Exemption

Oakland Unified School District Consolidation Plan

June 17, 2022

**Prepared by
EMC Planning Group**

CATEGORICAL EXEMPTION

**OAKLAND UNIFIED SCHOOL DISTRICT
CONSOLIDATION PLAN**

PREPARED BY

EMC Planning Group Inc.

601 Abrego Street

Monterey, CA 93940

Tel 831.649.1799

Fax 831.649.8399

Teri Wissler Adam, Senior Principal

wissler@emcplanning.com

www.emcplanning.com

June 17, 2022

This document was produced on recycled paper.



Table of Contents

1.0	PROJECT DESCRIPTION	1-1
1.1	History.....	1-1
1.2	Project	1-1
1.3	Existing Schools – Capacity and Enrollment.....	1-4
1.4	Comparison to Other Districts.....	1-7
2.0	ENVIRONMENTAL ANALYSIS.....	2-1
2.1	Introduction and Baseline	2-1
2.2	Environmental Analysis.....	2-1
3.0	REVIEW FOR EXEMPTIONS	3-1
3.1	CEQA Exemptions Summary	3-1
3.2	Pub. Res Code § 21080.18. Application of Division to Closing of Public School Maintaining Kindergarten or Any of Grades 1 Through 12.....	3-1
3.3	Cal. Code Regs., tit.14 § 15301. Existing Facilities	3-2
3.4	Cal. Code Regs., tit.14 § 15311. Accessory Structures	3-4
3.5	Cal. Code Regs., tit.14 § 15314. Minor Additions to Schools.....	3-4
3.6	Cal. Code Regs., tit.14 § 15300.2. Exceptions	3-5
4.0	SOURCES	4-1

Appendices

Appendix A	Board Memorandum Resolutions and Staff Report
Appendix B	Schools Location Map
Appendix C	School Attendance Area Maps
Appendix D	Year 2000-2001 School Enrollment
Appendix E	Transportation (VMT) Impact Assessment

Tables

Table 1-1	School Consolidation.....	1-2
Table 1-2	School Merger.....	1-3
Table 1-3	Truncating Grade Spans.....	1-3
Table 1-4	Capacity and Enrollment.....	1-5
Table 1-5	Other Districts with Similar Enrollment.....	1-8

1.0 Project Description

This source for this discussion of the project description is the Oakland Unified School District (OUSD) Board Cover Memorandum dated February 8, 2022, regarding School Consolidations for 2022-23 and 2023-24, the Staff Report dated January 31, 2022, and Board Resolution 2122-0092. The memorandum final resolutions, and staff report are included as [Appendix A](#).

1.1 History

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

On February 8, 2022, the school board adopted Resolution 2122-0030, voting to close seven schools: two in 2022-23 and five in 2023-24. The board also voted to merge one school into another for the start of 2022-23, and truncate grade spans at two schools.

1.2 Project

The project consists of school closures, school mergers, truncating grade spans, and minor improvements at various campuses. A schools location map is presented in [Appendix B](#).

School Consolidations

Table 1-1, School Consolidations, presents the schools planned for closure at the end of the 2021-22 year and at the end of the 2022-23 year, as well as the schools where students potentially would transfer, referred to as “Welcoming Schools.” The Welcoming Schools are those that have been identified by the Board as those schools in which non-terminating students from consolidating

schools (e.g., those who were not otherwise already graduating to another school or from high school) would be encouraged to enroll, or which would be listed as the default enrollment preference if no enrollment preference was submitted by the student. Pursuant to OUSD policy and practice, students from consolidating schools would remain free to seek enrollment at other OUSD schools as long as there is space available.¹ [Table 1-1](#) identifies the Welcoming Schools in order of proximity to the consolidating schools.

Table 1-1 School Consolidation

School Closure (2022-23) ¹	Welcoming Schools
Community Day School (CDS: 01612590106542)	Not applicable. Under state law, the county office of education would be required to provide instruction to these students.
Parker Elementary (CDS: 01612596002091)	(K-5): East Oakland Pride; Markham; OAK (Oakland Academy of Knowledge) (6-8): Frick; Elmhurst
School Closure (2023-24) ²	Welcoming Schools
Brookfield Elementary (CDS: 01612596001663)	Rise Community/New Highland Academy; REACH; Madison Primary
Carl B. Munck Elementary (CDS: 01612596001697)	OAK (Oakland Academy of Knowledge); Burckhalter; Laurel; Allendale
Close Grass Valley Elementary (CDS: 01612596001879)	OAK (Oakland Academy of Knowledge); Burckhalter
Fred T. Korematsu Discovery Academy Elementary (CDS: 01612590112813)	Esperanza; Madison Primary; Rise/New Highland; Reach Academy Elementary
Horace Mann Elementary (CDS: 01612596001929)	Bridges; Global Family; Markham; Laurel; Allendale; Lockwood STEAM

SOURCE: Oakland Unified School District, Resolution 2122-0030, Board Cover Memorandum, February 8, 2022, and Staff Report dated January 31, 2022.

NOTES:

1. 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 of proximity to the student's primary residence of record).
2. 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 of proximity to the student's primary residence of record).
3. An opportunity ticket is defined as follows: Students from schools that are closing or physically moving in order to be merged are placed next, for up to 51% of the remaining seats. Students must be Oakland residents. The Opportunity Ticket does not apply for students applying to grade K, grade 6, or grade 9.

School Mergers

[Table 1-2](#) presents the planned full and complete merger of the following school.

¹ Students from consolidating schools rank their preferred schools, and based on those rankings, OUSD assigns that student to a school with space. That student is able to apply for a waitlist to other schools but is considered assigned to a school when they do so.

Table 1-2 School Merger

Closure	Receiving
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.

SOURCE: Oakland Unified School District, Resolution 2122-0030, Board Cover Memorandum, February 8, 2022, and Staff Report dated January 31, 2022.

Truncating Grade Spans

Table 1-3, [Truncating Grade Spans](#), presents two schools that will no longer offer grades 6 through 8, as well as the Welcoming Schools.

Table 1-3 Truncating Grade Spans

School	Welcoming Schools
La Escuelita (CDS: 01612596096523) 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.	Roosevelt Middle; Westlake Middle; Edna M. Brewer Middle
Hillcrest (CDS: 01612596001911) 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.	Claremont; Montera

SOURCE: Oakland Unified School District, Resolution 2122-0030, Board Cover Memorandum, February 8, 2022, and Staff Report dated January 31, 2022.

NOTE:

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 of proximity to the student's primary residence of record).

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 of proximity to the student's primary residence of record).

Attendance Boundaries

The school district has attendance boundaries for all elementary, middle, and high schools that are defined as neighborhood schools. Other schools that draw students citywide do not align with an attendance area. Elementary, middle, and high school attendance area maps are included in [Appendix C](#).

The district does have an open enrollment policy, however. Students can choose any school that has capacity, but if no choice is made, students are assigned by default to their neighborhood school.

Welcoming Schools Physical Improvements

The following physical improvements will be made at the Welcoming Schools.

- Playground and landscaping improvements;
- Painting and signage; and
- Repairs and upgrades, as needed.

According to OUSD staff, each of the physical improvements were otherwise already slated for the Welcoming Schools, and none are being undertaken solely as a result of the consolidation.

Additionally, none of these physical improvements are intended to or will increase capacity at the Welcoming Schools (Communication with Preston Thomas, May 25, 2022 and May 17, 2022).

1.3 Existing Schools – Capacity and Enrollment

In the academic year 2000-01, district-wide enrollment was 53,852. Enrollment for 2020-21 was 35,489, a 20-year decrease of 34 percent. The year 2000-01 is the earliest year for which the district has enrollment data in their current student information system. Each of the Welcoming Schools that will be receiving students from consolidated sites as part of the project are substantially below their capacities and their prior student populations. Pursuant to established OUSD enrollment practices, once capacity is reached at a particular OUSD school, no further enrollment is permitted at that site. For these reasons, it is foreseeable that after implementation of the consolidation plan, enrollment, drop off, parking and similar issues are expected to remain at lower levels than previously existed at the Welcoming School sites, and in any event are not expected to exceed those prior levels.

The CEQA Guidelines, found in title 14 of the California Code of Regulations, contain a number of categorical exemptions that exempt a project from CEQA analysis. These categorical exemptions are organized in the CEQA Guidelines by “class” numbers. One of the primary categorical exemptions applicable to schools, Class 14, involves minor additions to schools, defined as being “within existing school grounds where the addition does not increase original student capacity by more than 25% or ten classrooms, whichever is less. The addition of portable classrooms is included in this exemption.” (Ca. Code Regs., tit. 14 § 15314.) As explained in the *San Lorenzo Valley Community Advocates* case:

A school closure and accompanying transfer of students is exempt from CEQA so long as any resulting physical changes are categorically exempt. (§ 21080.18.) Minor additions to the receptor school are categorically exempt. (Guideline, § 15314.) A minor addition is defined as the lesser of: (1) the addition of 10 or

fewer classrooms; or (2) an increase in original student capacity of 25 percent or less. (*Ibid.*) In this context, original student capacity means the receptor school’s preexisting physical ability to house students. (*San Lorenzo Valley Community Advocates for Responsible Education v. San Lorenzo Valley Unified School Dist.* (2006) 139 Cal.App.4th 136, 1388.)

Reviewing each of the Welcoming Schools that will receive students from closing schools as a result of the project confirms that the Class 14 categorical exemption applies, rendering the project exempt from CEQA.

Initially, OUSD must determine how to calculate the “original” capacity of the affected welcoming schools. Consistent with the language quoted above from *San Lorenzo Valley Community Advocates*, OUSD has considered the Welcoming Schools’ physical ability to house students as the capacity of the school. As a baseline, we have considered each Welcoming School’s calculated capacity, its existing enrollment as an indication of the existing capacity, and data from the 2000-01 school year. The 2000-01 school year is used because it reflects OUSD’s highest enrollment totals based on available records.

[Table 1-4, Capacity and Enrollment](#), shows existing capacity (which is represented by the maximum capacity provided by the district), highest enrollment and year, and existing 2021-2022 enrollment of the existing schools affected by the project (schools to be closed and merged, and Welcoming Schools). Enrollment history from 2000-2021 is included as [Appendix D](#). Existing enrollment is determined based on enrollment that was in place as of February 24, 2022.

Table 1-4 Capacity and Enrollment

School	Existing Capacity	Highest Enrollment (Year)	Existing Enrollment (2021-2022) (as of 2/24/22)
Schools to be Consolidated			
Community Day High School	Not needed for the purposes of this analysis, as is a consolidating school	31 (2005-2006)	17
Parker Elementary	Not needed for the purposes of this analysis, as is a consolidating school	521 (2000-2001)	137 (K-5) 75 (6-8)
Brookfield Elementary	Not needed for the purposes of this analysis, as is a consolidating school	613 (2000-2001)	197
Carl B. Munck Elementary	Not needed for the purposes of this analysis, as is a consolidating school	353 (2010-2011)	198

School	Existing Capacity	Highest Enrollment (Year)	Existing Enrollment (2021-2022) (as of 2/24/22)
Grass Valley Elementary	Not needed for the purposes of this analysis, as is a consolidating school	285 (2014-2015)	205
Fred T. Korematsu Discovery Academy Elementary	Not needed for the purposes of this analysis, as is a consolidating school	439 (2014-2015)	217
Horace Mann Elementary	Not needed for the purposes of this analysis, as is a consolidating school	532 (2000-2001)	206
Welcoming Schools			
East Oakland Pride Elementary	780	498 (2010-2011)	320
Markham Elementary	754	642 (2000-2001)	274
OAK (Oakland Academy of Knowledge) Elementary (formerly Howard)	598	342 (2000-2001)	224
Frick Middle	840	820 (2001-2002)	308
Elmhurst Middle	1,200	1171 (2001-2002)	718
Rise Community/ New Highland Academy Elementary	936	346 (2010-2011)	179/301
Reach Academy Elementary	572	406 (2020-2021)	390
Madison Primary	442	304 (2017-2018)	262
Burckhalter Elementary	416	298 (2012-2013)	164
Laurel Elementary	780	559 (2015-2016)	427
Allendale Elementary	676	588 (2000-2001)	352
Esperanza Elementary	754	378 (2020-2021)	375
Bridges Elementary	624	450 (2015-2016)	409
Global Family Elementary	520	454 (2015-2016)	422
Lockwood STEAM Elementary	1,040	877 (2000-2001)	607
Schools to be Merged			
RISE Community Elementary (close)	936	346(2010-2011)	179
New Highland Academy Elementary (receiving)	936	375 (2014-2015)	301

School	Existing Capacity	Highest Enrollment (Year)	Existing Enrollment (2021-2022) (as of 2/24/22)
Schools to be Truncated			
La Escuelita (TK-5) (6-8)	936	417 (2017-2018)	290/88
Hillcrest (K-5) (6-8)	390	400 (2019-2020)	269/91
Welcoming Schools			
Roosevelt Middle	960	1099 (2000-2001)	573
Edna M. Brewer Middle	1,050	827 (2014-2015)	769
Westlake Middle	1,110	718 (2000-2001)	287
Claremont Middle	780	591 (2000-2001)	479
Montera Middle	1,290	947 (2012-2013)	597

SOURCE: Oakland Unified School District Enrollment Counts 2000-2022 (Note that Existing Enrollment numbers are based on 2/24/22 counts, which are more current than those found in the 1/31/22 Staff Report, with slight variation to take into account fluctuation in enrollment); OUSD Enrollment Planning 22-23 and Oakland Unified School District, Resolution No. 2122-0092; OUSD Rooms Dashboard (retrieved June 17, 2022) (https://dashboards.ousd.org/views/RoomsDashboard/RoomsDetail?iid=2&embed=y&isGuestRedirectFromVizportal=y&:display_count=n&:showVizHome=n&:origin=viz_share_link)

Under OUSD’s established practice, when a school is at capacity, students are waitlisted until the 15th day of school. Then, the waitlists are dissolved and an automated message, indicating that the application has been withdrawn, is sent to the parent. Students are then enrolled directly into a school that has space. Prior to the 15th day, the family is informed if a particular school has space. If there is no space, the family must choose another school with space (Alanna Lim, June 2, 2022).

1.4 Comparison to Other Districts

Table 1-5, *Comparable Districts*, presents several school districts with either similar overall enrollment as OUSD or a similar number of schools as OUSD, their 2020-21 number of schools, their 2020-21 average school size, and enrollment/teacher ratio. As previously mentioned, enrollment for the academic years 2020-21 was 35,489.

As illustrated in the table, other districts with a similar enrollment as OUSD have significantly fewer schools and fewer teachers, while other districts with a similar number of schools as OUSD have significantly higher enrollment.

Table 1-5 Other Districts with Similar 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).*

Source: Oakland Unified School District Board Cover Memorandum, February 8, 2022.

2.0 Environmental Analysis

2.1 Introduction and Baseline

The following environmental issues are evaluated under CEQA (CEQA Guidelines Appendix G): aesthetics, agriculture and forest resources, biological resources, cultural resources, energy, geology and soils, hydrology and water quality, mineral resources, tribal cultural resources, transportation, air quality, greenhouse gas emissions, noise, and wildfire.

CEQA requires identification of a “baseline” by which to evaluate a project’s environmental impacts, and allows the lead agency (here Oakland Unified School District) to choose an appropriate baseline. The baseline for evaluation of this project is the district’s enrollment numbers during the 2000-2001 academic year. As explained in the project description above, in the academic year 2000-01, district-wide enrollment was 53,852. Enrollment for 2020-21 was 35,489, a 20-year decrease of 34 percent. The year 2000-2001 is the earliest year for which the district has enrollment data in their current student information system, and generally represents the highest overall enrollment year on record.

2.2 Environmental Analysis

Aesthetics

Consolidating schools, transferring students to other schools, including Welcoming Schools, and making minor improvements at the Welcoming Schools would not result in a significant aesthetic (or visual) impact on the environment. It would not affect any scenic vistas, damage scenic resources within a state scenic highway, conflict with applicable zoning or other regulations governing scenic quality, or create a new source of substantial light or glare that would adversely affect day or nighttime views in the area.

Agriculture and Forest Resources

Consolidating Schools, transferring students to other schools, including Welcoming Schools, and making minor improvements at the Welcoming Schools would not result in conversion of important farmland, or conflict with existing zoning for agricultural use, or a Williamson Act contract or with zoning for forest land.

Biological Resources

Consolidating schools, transferring students to other schools, including Welcoming Schools, and making minor improvements at the Welcoming Schools would not result in an adverse effect, either directly or through habitat modifications, on any species identified as a candidate, sensitive, or special status species in local or regional plans, policies, or regulations, or by the California Department of Fish and Wildlife or U.S. Fish and Wildlife Service; would not have an adverse effect on any riparian habitat or other sensitive natural community identified in local or regional plans, policies, regulations or by the California Department of Fish and Wildlife or U.S. Fish and Wildlife Service; would not have an adverse effect on state or federally protected wetlands (including, but not limited to, marsh, vernal pool, coastal, etc.) through direct removal, filling, hydrological interruption, or other means; would not interfere with the movement of any native resident or migratory fish or wildlife species or with established native resident or migratory wildlife corridors, or impede the use of native wildlife nursery sites; would not conflict with any local policies or ordinances protecting biological resources, such as a tree preservation policy or ordinance; and would not conflict with the provisions of an adopted Habitat Conservation Plan, Natural Community Conservation Plan, or other approved local, regional, or state habitat conservation plan.

Cultural Resources

Consolidating Schools, transferring students to other schools, including Welcoming Schools, and making minor improvements at the Welcoming Schools would not include earth-moving activities that might result an adverse change in the significance of any buried historical resource pursuant to § 15064.5,² cause an adverse change in the significance of an archaeological resource pursuant to § 15064.5, or disturb any human remains, including those interred outside of dedicated cemeteries.

Additionally, none of the Welcoming Schools are listed on federal, state, or local historic resources inventory (Tadashi Nakadegawa, June 2, 2022). Therefore, making minor improvements at the Welcoming Schools would not result in an adverse change to any above-ground historical resource pursuant to § 15064.5.

Geology and Soils

Consolidating Schools, transferring students to other schools, including Welcoming Schools, and making minor improvements at the Welcoming Schools would not result in direct or indirect potential adverse effects, including the risk of loss, injury, or death involving any of the following:

- rupture of a known earthquake fault, as delineated on the most recent Alquist-Priolo Earthquake Fault Zoning Map, issued by the State Geologist for the area or based on other substantial evidence of a known fault;

² All references to §§ 15000, et seq. are to the CEQA Guidelines, California Code of Regulations title 14, §§ 15000, et seq.

- strong seismic ground shaking;
- seismic-related ground failure, including liquefaction; or
- landslides.

Additionally, the project would not result in soil erosion or the loss of topsoil, be located on a geologic unit or soil that is unstable, or that would become unstable as a result of the project, and potentially result in on- or off-site landslide, lateral spreading, subsidence, liquefaction or collapse.

The project would not be located on expansive soil, as defined in Table 18-1-B of the Uniform Building Code (1994), creating substantial direct or indirect risks to life or property.

Finally, making minor improvements at the Welcoming Schools would not include earth-moving activities that could directly or indirectly destroy a unique paleontological resource or site or unique geologic feature.

Hydrology and Water Quality

Consolidating schools, transferring students to other schools, including Welcoming Schools, and making minor improvements at the Welcoming Schools would not violate any water quality standards or waste discharge requirements or otherwise degrade surface or ground water quality; decrease groundwater supplies or interfere with groundwater recharge; alter the existing drainage pattern of the site or area, including through the alteration of the course of a stream or river or through the addition of impervious surfaces, in a manner which would result in a substantial erosion or siltation on- or off-site, increase the rate or amount of surface runoff in a manner which would result in flooding on- or offsite; create or contribute runoff water which would exceed the capacity of existing or planned stormwater drainage systems or provide substantial additional sources of polluted runoff; or impede or redirect flood flows; or conflict with or obstruct implementation of a water quality control plan or sustainable groundwater management plan.

Mineral Resources

Consolidating schools, transferring students to other schools, including Welcoming Schools, and making minor improvements at the Welcoming Schools would not result in the loss of availability of a known mineral resource that would be a value to the region and the residents of the state or result in the loss of availability of a locally important mineral resource recovery site.

Tribal Cultural Resources

Consultation with local tribal representatives is not required for projects that are categorically exempt from CEQA. Additionally, consolidating schools, transferring students to other schools, including Welcoming Schools, and making minor improvements at the welcoming schools would not include earth-moving activities that might result impacts to unknown tribal cultural resources.

Transportation

A transportation impact assessment was prepared for the project to evaluate the change in vehicle miles traveled (VMT) that would occur with consolidating schools, transferring students to Welcoming Schools, and making minor improvements at the Welcoming Schools. Please refer to [Appendix E](#) for more information. The VMT impact has been found to be less than significant. This determination is based on two analysis approaches.

The first analysis approach was to estimate the total change in VMT resulting from the proposed school consolidations and transfer of students to Welcoming Schools. The average elementary school trip generation rate per student and known average trip length for all students (including faculty and staff) for the 2021-2022 school year were used to estimate VMT for students that would not transfer schools. The same trip generation rate and the projected, worst-case average trip length for Transferring Students were used to calculate VMT for those students. The sum of these two VMT values was found to be about 80,000 miles less per day less than the baseline VMT condition. The second analysis approach was to compare average VMT per student for the Oakland Unified School District to that of other similar, representative school districts in the state. This analysis concluded that average VMT per student in the Oakland Unified School District would be much lower than for the other districts.

Air Quality

Oakland is within the boundary of the Bay Area Air Quality Management District. The air district is responsible for managing criteria air emissions within its boundary to meet state and federal regulations. The air district establishes thresholds of significance for criteria air pollutants that are used to evaluate the significance of air quality impacts of projects that are subject to CEQA, including operating proposed new schools. Transportation sources, particularly passenger cars and light-duty trucks, are typically the dominant source of air emissions generated by such projects, including schools. The greater a project's VMT, the greater the air pollutant volumes it generates from transportation sources.

As described in the Transportation section above, consolidating schools and transferring students to Welcoming Schools would result in reduced VMT. Therefore, the total volume of criteria air emissions resulting from these actions is also expected to decline. Consequently, no significant impacts from conflicting with or obstructing implementation of an air quality plan, from increases in criteria air pollutant emissions volumes that exceed applicable standards, or from exposing sensitive receptors to substantial pollutant concentrations would occur. Consolidating schools, transferring students to Welcoming Schools, and making minor improvements at the Welcoming Schools would not result in other air emissions that could adversely affect a substantial number of people.

Greenhouse Gas Emissions

Analogous to the discussion under Air Quality above, the greenhouse gas emissions inventory (the sum of emissions from all sources) for projects subject to CEQA, including operating proposed new schools, is commonly dominated by emissions from transportation sources, particularly passenger cars and light-duty trucks. The greater the number of VMT associated with a project, the greater the volume of transportation source greenhouse gas emissions it generates. As described in the Transportation section above, consolidating schools and transferring students to Welcoming Schools is expected to result in reduced VMT. Therefore, the total volume of transportation source greenhouse gas emissions resulting from these actions would also decline.

Building and lighting energy use (natural gas and electricity) is commonly the second most significant source of greenhouse gas emissions in the inventory of projects subject to CEQA. While improvements to several of the Welcoming Schools are planned, the improvements do not include constructing new buildings or other facilities that would measurably increase energy demand. With energy demand from closed facilities eliminated and no significant increase in energy demand expected at the Welcoming Schools, overall energy demand is expected to decline.

Consolidating schools, transferring students to Welcoming Schools, and making minor improvements at the Welcoming Schools would not have a significant impact from generating greenhouse gas emissions that impact the environment. Further, due to the anticipated net reduction in greenhouse emissions, no conflicts with any plan for reducing greenhouse gas emissions would occur.

Energy

Electricity, natural gas, and transportation fuel are the most common forms of energy used in the operations of land use projects, including schools. As described in the Greenhouse Gas Emissions section above, consolidating schools, transferring students to Welcoming Schools, and making minor improvements at the Welcoming Schools is expected to result in reduced electricity and natural gas demand. As described in the Transportation section above, VMT would decline, which in turn would result in reduced transportation fuel demand. Overall, energy use would decline and would neither be wasteful, inefficient, nor unnecessary. No conflict with any plan for providing renewable energy or promoting energy efficiency would occur as no new energy demand would occur.

Noise

Consolidating schools, transferring students to other schools, including Welcoming Schools, and making minor improvements at the Welcoming Schools would not result in significant noise impacts. Enrollment has declined steadily over the years, therefore, there are fewer vehicles on the streets now, as well as with implementation of the project, than there were in 2000-2001 (baseline

year) when the schools collectively were at their highest capacities. Therefore, even with the transfer of students to the Welcoming Schools, the noise at any one Welcoming School would not be higher than the baseline noise in 2000-2001. Additionally, operational noise at the Welcoming Schools would not be expected to exceed the baseline of 2000-2001, as the schools will not be allowed to exceed their baseline capacity and the minor improvements at the Welcoming Schools would not introduce new operational noise sources.

Wildfire

The hillsides in northeast Oakland are located within a very high fire hazard severity zone. Oakland Academy of Knowledge (OAK), a Welcoming School, is the only Welcoming School located within this zone. However, transferring students to this school and making minor improvements at the school would not impair an adopted emergency response plan or emergency evacuation plan, nor exacerbate existing wildfire risks. This school is not located below a hillside, within a flood hazard area, or adjacent to a drainage feature. Therefore, transferring students to the school would not increase exposure of people or structures to significant risks, including downslope or downstream flooding or landslides, as a result of runoff, post-fire slope instability, or drainage changes.

3.0 Review for Exemptions

3.1 CEQA Exemptions Summary

The project is exempt from further review under the California Environmental Quality Act (CEQA) under the following exemptions.

Statutory Exemption

- Pub. Res Code § 21080.18

Categorical Exemptions

- Cal. Code Regs., tit.14 § 15301 (Class 1)
- Cal. Code Regs., tit.14 § 15311 (Class 11)
- Cal. Code Regs., tit.14 § 15314 (Class 14)
- Cal. Code Regs., tit.14 §15322 (Class 22)

A discussion of the project's applicability to each of the exemptions is presented below.

3.2 Pub. Res Code § 21080.18. Application of Division to Closing of Public School Maintaining Kindergarten or Any of Grades 1 Through 12

PRC Code Language

“This division does not apply to the closing of any public school in which kindergarten or any of grades 1 through 12 is maintained or the transfer of students from that public school to another school if the only physical changes involved are categorically exempt under Chapter 3 (commencing with Section 15000) of Division 6 of Title 14 of the California Administrative Code.”

Discussion

The project includes consolidating public schools, transferring students to other Welcoming Schools, and making minor improvements at the Welcoming Schools. The minor improvements at the Welcoming Schools are categorically exempt as discussed below in Sections 3.3, 3.4, 3.5, and 3.6. Therefore, the project is statutorily exempt under Pub. Res Code § 21080.18 and not subject to additional environmental review in accordance with CEQA.

3.3 Cal. Code Regs., tit.14 § 15301. Existing Facilities

CCR Language

Class 1 consists of the operation, repair, maintenance, permitting, leasing, licensing, or minor alteration of existing public or private structures, facilities, mechanical equipment, or topographical features, involving negligible or no expansion of existing or former use. The types of “existing facilities” itemized below are not intended to be all-inclusive of the types of projects which might fall within Class 1. The key consideration is whether the project *involves negligible or no expansion of use* (emphasis added).

Examples include but are not limited to:

- (a) Interior or exterior alterations involving such things as interior partitions, plumbing, and electrical conveyances;
- (b) Existing facilities of both investor and publicly owned utilities used to provide electric power, natural gas, sewerage, or other public utility services;
- (c) Existing highways and streets, sidewalks, gutters, bicycle and pedestrian trails, and similar facilities (this includes road grading for the purpose of public safety), and other alterations such as the addition of bicycle facilities, including but not limited to bicycle parking, bicycle-share facilities and bicycle lanes, transit improvements such as bus lanes, pedestrian crossings, street trees, and other similar alterations that do not create additional automobile lanes);
- (d) Restoration or rehabilitation of deteriorated or damaged structures, facilities, or mechanical equipment to meet current standards of public health and safety, unless it is determined that the damage was substantial and resulted from an environmental hazard such as earthquake, landslide, or flood;
- (e) Additions to existing structures provided that the addition will not result in an increase of more than:
 - (1) 50 percent of the floor area of the structures before the addition, or 2,500 square feet, whichever is less; or
 - (2) 10,000 square feet if:
 - (A) The project is in an area where all public services and facilities are available to allow for maximum development permissible in the General Plan; and
 - (B) The area in which the project is located is not environmentally sensitive.

- (f) Addition of safety or health protection devices for use during construction of or in conjunction with existing structures, facilities, or mechanical equipment, or topographical features including navigational devices;
- (g) New copy on existing on and off-premise signs;
- (h) Maintenance of existing landscaping, native growth, and water supply reservoirs (excluding the use of pesticides, as defined in Section 12753, Division 7, Chapter 2, Food and Agricultural Code);
- (i) Maintenance of fish screens, fish ladders, wildlife habitat areas, artificial wildlife waterway devices, stream flows, springs and waterholes, and stream channels (clearing of debris) to protect fish and wildlife resources;
- (j) Fish stocking by the California Department of Fish and Game;
- (k) Division of existing multiple family or single-family residences into common-interest ownership and subdivision of existing commercial or industrial buildings, where no physical changes occur which are not otherwise exempt;
- (l) Demolition and removal of individual small structures listed in this subdivision:
 - (1) One single-family residence. In urbanized areas, up to three single-family residences may be demolished under this exemption.
 - (2) A duplex or similar multifamily residential structure. In urbanized areas, this exemption applies to duplexes and similar structures where not more than six dwelling units will be demolished.
 - (3) A store, motel, office, restaurant, or similar small commercial structure if designed for an occupant load of 30 persons or less. In urbanized areas, the exemption also applies to the demolition of up to three such commercial buildings on sites zoned for such use.
 - (4) Accessory (appurtenant) structures including garages, carports, patios, swimming pools, and fences.
- (m) Minor repairs and alterations to existing dams and appurtenant structures under the supervision of the Department of Water Resources;
- (n) Conversion of a single-family residence to office use;
- (o) Installation, in an existing facility occupied by a medical waste generator, of a steam sterilization unit for the treatment of medical waste generated by that facility provided that the unit is installed and operated in accordance with the Medical Waste Management Act (Section 117600, et seq., of the Health and Safety Code) and accepts no offsite waste; and
- (p) Use of a single-family residence as a small family day care home, as defined in Section 1596.78 of the Health and Safety Code.

Discussion

The project includes operation, repair, maintenance, and minor alteration of existing public facilities (Welcoming Schools), involving negligible or no expansion of former use, as described in Section 1.0, Project Description, and Section 2.0, Environmental Analysis presented earlier. Therefore, the project is categorically exempt under Class 1, Existing Facilities.

3.4 Cal. Code Regs., tit.14 § 15311. Accessory Structures

CCR Language

Class 11 consists of construction, or placement of minor structures accessory to (appurtenant to) existing commercial, industrial, or institutional facilities, including but not limited to:

- (a) On-premise signs;
- (b) Small parking lots; and
- (c) Placement of seasonal or temporary use items such as lifeguard towers, mobile food units, portable restrooms, or similar items in generally the same locations from time to time in publicly owned parks, stadiums, or other facilities designed for public use.

Discussion

The project includes the addition of on-premise signage, as well as playground and landscaping improvements; painting and signage; and repairs and upgrades, as needed, and therefore, the placement of new signage and playground equipment at the Welcoming Schools is categorically-exempt under Class 11, Accessory Structures.

3.5 Cal. Code Regs., tit.14 § 15314. Minor Additions to Schools

CCR Language

Class 14 consists of minor additions to existing schools within existing school grounds where the addition does not increase original student capacity by more than 25% or ten classrooms, whichever is less. The addition of portable classrooms is included in this exemption.

Discussion

The project includes consolidation of public schools, transferring students to other schools, including Welcoming Schools, and making minor improvements at the Welcoming Schools. Additional classrooms are not required to accept students from the consolidated schools. Therefore, the minor additions or improvements at the Welcoming Schools (playground equipment, on-

premise signage, landscaping improvements; painting and signage; and repairs and upgrades) are categorically-exempt under Class 14, Minor Additions to Schools. Further, due to OUSD's established enrollment practices to limit enrollment to school capacity, and because of the existing excess capacity in OUSD's schools, no school in OUSD will be increased beyond its capacity as a result of the consolidation.

3.6 Cal. Code Regs., tit.14 § 15300.2. Exceptions

CCR Language and Discussion

(a) Location. Classes 3, 4, 5, 6, and 11 are qualified by consideration of where the project is to be located – a project that is ordinarily insignificant in its impact on the environment may in a particularly sensitive environment be significant. Therefore, these classes are considered to apply all instances, except where the project may impact on an environmental resource of hazardous or critical concern where designated, precisely mapped, and officially adopted pursuant to law by federal, state, or local agencies.

The project qualifies for a Class 11, Accessory Structures, categorical exemption. The minor physical improvements at Welcoming Schools will be made within existing school grounds and therefore, the improvements are not planned within a particularly sensitive environment, including an environmental resource of hazardous or critical concern where designated, precisely mapped, and officially adopted pursuant to law by federal, state, or local agencies. Therefore, this exception to the Class 11 Categorical Exemption does not apply.

(b) Cumulative Impact. All exemptions for these classes are inapplicable when the cumulative impact of successive projects of the same type in the same place, over time is significant.

The project can be considered “cumulative projects” as multiple schools will be consolidated over a two-year period. However, the environmental analysis presented earlier concludes that consolidating the schools, transferring students to the Welcoming Schools, and making minor improvements at each of the Welcoming Schools would not result in a significant impact. Therefore, this exception does not apply.

(c) Significant Effect. A categorical exemption shall not be used for an activity where there is a reasonable possibility that the activity will have a significant effect on the environment due to unusual circumstances.

Case law makes clear that application of this exception must proceed in two steps. The first is to determine whether a project involves “unusual circumstances.” If the answer to that question is in the affirmative, the second step is to consider whether those unusual circumstances will give rise to potentially significant environmental effects. (*Berkeley Hillside Preservation v. City of Berkeley* (2015) 60 Cal.4th 1086, 1097-1105 (*Berkeley Hillside*)). As explained below, the project does not involve any

unusual circumstances with respect to its location, size, environmental setting, physical attributes, surrounding land uses, or planning context – factors considered relevant under case law. (See *Berkeley Hillside*, *supra*, 60 Cal.4th at pp. 1118–1119; *San Lorenzo Valley Community Advocates for Responsible Education v. San Lorenzo Valley Unified School Dist.* (2006) 139 Cal.App.4th 1356, 1381; *McQueen v. Bd. of Directors* (1988) 202 Cal.App.3d 1136, 1149; *Lewis v. Seventeenth Dist. Agricultural Assn.* (1985) 165 Cal.App.3d 823, 828–829; *City of Pasadena v. State of California* (1993) 14 Cal.App.4th 810, 826–827; *Bloom v. McGurk* (1994) 26 Cal.App.4th 1307, 1315–1316; and *Voices for Rural Living v. El Dorado Irrigation Dist.* (2012) 209 Cal.App.4th 1096, 1109.)

All of the affected schools are located within the urban Oakland area. There is nothing environmentally unusual about the schools to be consolidated and the schools that will be welcoming the students from the schools to be consolidated. Additionally, there is nothing unusual about school districts consolidating schools when enrollment has declined and it has been determined by the school districts that it is no longer fiscally feasible to operate such schools. Therefore, there is no reasonable possibility that the project will have a significant effect on the environment due to unusual circumstances. Therefore, this exception does not apply.

(d) Scenic Highways. A categorical exemption shall not be used for a project which may result in damage to scenic resources, including but not limited to, trees, historic buildings, rock outcroppings, or similar resources, within a highway officially designated as a state scenic highway. This does not apply to improvements which are required as mitigation by an adopted negative declaration or certified EIR.

As discussed in Section 2.2, Environmental Analysis, Aesthetics, presented earlier, consolidating schools, transferring students to other schools, including Welcoming Schools, and making minor improvements at the Welcoming Schools would not result in damage to scenic resources, including but not limited to, trees, historic buildings, rock outcroppings, or similar resources, within a highway officially designated as a state scenic highway. Therefore, this exception does not apply.

(e) Hazardous Waste Sites. A categorical exemption shall not be used for a project located on a site which is included on any list compiled pursuant to Section 65962.5 of the Government Code.

The Welcoming Schools are not included on a list of hazardous materials sites compiled pursuant to Government Code section 65962.5 (California Department of Toxic Substances Control 2022). Therefore, this exception does not apply.

(f) Historical Resources. A categorical exemption shall not be used for a project which may cause a substantial adverse change in the significance of a historical resource.

Additionally, none of the Welcoming Schools are listed on federal, state, or local historic resources inventory (Tadashi Nakadegawa, June 2, 2022). Therefore, this exception does not apply.

4.0 Sources

Aguilera, Sondra, Chief Academic Officer, Oakland Unified School District. Communication of May 29, 2022.

California Department of Toxic Substances Control. “Envirostor - Project Search Results.” Retrieved June 2, 2022.

https://www.envirostor.dtsc.ca.gov/public/search?CMD=search&city=Oakland&zip=&county=Alameda&case_number=&business_name=&FEDERAL_SUPERFUND=True&STATE_RESPONSE=True&VOLUNTARY_CLEANUP=True&SCHOOL_CLEANUP=True&CORRECTIVE_ACTION=True&tiered_permit=True&evaluation=True&operating=True&post_closure=True&non_operating=True&inspections=True&inspectionsother=True

California Department of Toxic Substances Control. “EnviroStor - Interactive Map.” Accessed on June 2, 2022. <https://www.envirostor.dtsc.ca.gov/public/map/?myaddress=>

California, State of. California Environmental Quality Act and Implementing Guidelines. Amended 2021.

Cal Fire. Fire Hazard Zone Safety Viewer. Retrieved June 13, 2022. <https://egis.fire.ca.gov/FHSZ/>

Daniels, Joshua, Chief Governance Officer/General Counsel, Oakland Unified School District. Communications of June 17, 2022.

Hexagon Transportation Consultants. June 2022. *VMT Study for Oakland Unified School District*.

Lim, Alanna, Oakland Unified School District. Communication of June 2, 2022

Nakadegawa, Tadashi, Deputy Chief of Facilities Planning and Management, Oakland Unified School District. Communication of June 2, 2022.

Oakland Unified School District. Resolution of the Board of Education of the Oakland Unified School District, Resolution No. 2122-0030, School Consolidations for 2022-23 and 2023-24.

Oakland Unified School District. 22-0243 Board Memorandum Staff Report Resolution School Consolidations Fiscal Years 2022-23 and 2023-24 Chief Academic Officer. February 8, 2022.

Oakland Unified School District. 22-0243 Board Presentation School Consolidations Academic Enhancements Fiscal Years 2022-23 and 2023-24 Chief Academic Officer. January 31, 2022.

Oakland Unified School District. 22-0243 Board Presentation School Consolidations Fiscal Analysis Fiscal Years 2022-23 and 2023-24 Chief Systems and Services Officer. January 31, 2022.

Oakland Unified School District. Oakland Unified School District Enrollment Counts 2000-2022.

Oakland Unified School District. OUSD Enrollment Planning 22-23. OUSD Google Docs.

Oakland Unified School District. Resolution of the Board of Education of the Oakland Unified School District, Resolution No. 2122-0030, School Consolidations for 2022-23 and 2023-24.

Oakland Unified School District. Resolution of the Board of Education of the Oakland Unified School District, Resolution No. 2122-0092, Updating the List of Welcoming Schools and Other Matters Related to School Consolidations.

OUSD Rooms Dashboard (retrieved June 17, 2022)
(https://dashboards.ousd.org/views/RoomsDashboard/RoomsSummary?%3Aiid=2&%3Aembed=y&%3AisGuestRedirectFromVizportal=y&%3Adisplay_count=n&%3AshowVizHome=n&%3Aorigin=viz_share_link).

Thomas, Preston, Chief Systems and Services Officer, Oakland Unified School District. Communications of May 17, 2022.

Thomas, Monica, Network 3 Superintendent, Pre-K 8, Oakland Unified School District. Communications of May 25, 2022.

Radke, Susan, Mapping Analytics Specialist, Oakland Unified School District. Communications of May 25, 2022 and June 17, 2022.

Stewart, Jonathan, Senior Enrollment Data Analyst, Oakland Unified School District. Communications of May 25, 2022.

Thomas, Preston, Chief Systems and Services Officer, Oakland Unified School District. Communications of May 25, 2022.

Lim, Alanna, Director, Student Welcome Center, Oakland Unified School District. Communications of May 25, 2022.

Daniels, Joshua, Chief Governance Officer/General Counsel, Oakland Unified School District. Communications of May 25, 2022.

Nakadegawa, Tadashi, Deputy Chief of Facilities Planning and Management, Oakland Unified School District. Communications of May 25, 2022.

Black, Gary, President, Hexagon Transportation Consultants, Inc. Communications of
May 25, 2022.

Wissler Adam, Teri, Senior Principal, EMC Planning Group. Communications of May 25, 2022.

This side intentionally left blank.

Board Memorandum Resolutions and Staff Report



Board Office Use: Legislative File Info.	
File ID Number	22-0243
Introduction Date	1/31/2022
Enactment Number	22-0225
Enactment Date	2-8-2022 CJH



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 shortage, 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; Burekhalter; 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; Burekhalter.~~

- 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 **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 2022-23 year.
Welcoming Schools: OAK; Burckhalter; Laurel; Allendale.~~
- ~~Close **Grass Valley Elementary** (CDS: 01612596001879) at the end of the 2022-23 year.
Welcoming Schools: OAK; Burckhalter.~~
- 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; Westlake 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, any funding received by the District pursuant to AB 1840 for the 2021-22 fiscal year shall be dedicated to academic and socioemotional learning supports for all students at the consolidated schools and at the Welcoming Schools identified herein, as well as for students needing such intervention at schools across the District based on the Black Students Thriving Indicators, and the Superintendent shall, within three months of the District receiving such funds, present the Board with a plan for consideration for how to spend such funds for these purposes over the next three years; 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:

CERTIFICATION

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

**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 **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 **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.

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 **Brookfield Elementary** (CDS: 01612596001663) at the end of the 2022-23 year. Welcoming Schools: Rise Community/New Highland Academy; REACH; Madison Primary.
- Close **Carl B. Munck Elementary** (CDS: 01612596001697) at the end of the 2022-23 year. Welcoming Schools: OAK; Burckhalter; Laurel; Allendale.
- Close **Grass Valley Elementary** (CDS: 01612596001879) at the end of the 2022-23 year. Welcoming Schools: OAK; Burckhalter.
- 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.

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; Westlake 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 year 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 of 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;

BE IT FURTHER RESOLVED, any funding received by the District pursuant to AB 1840 for the 2021-22 fiscal year shall be dedicated to academic and socioemotional learning supports for all students at the consolidated schools and at the Welcoming Schools identified herein, as well as for students needing such intervention at schools across the District based on the Black Students Thriving Indicators, and the Superintendent shall, within three months of the District receiving such funds, present the Board with a plan for consideration for how to spend such funds for these purposes over the next three years; 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 February 8, 2022, by the Governing Board of the Oakland Unified School District by the following vote:

PREFERENTIAL AYE: None

PREFERENTIAL NOE: Student Director Natalie Gallegos Chavez

PREFERENTIAL ABSTENTION: Student Director Samantha Pal

PREFERENTIAL RECUSE: None

AYES: Aimee Eng, Shanthi Gonzales, Vice President Benjamin "Sam" Davis

NOES: VanCedric Williams, Mike Hutchinson

ABSTAINED: Clifford Thompson



RECUSED: None

ABSENT: None

CERTIFICATION

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 February 8, 2022.

Legislative File	
File ID Number:	22-0243
Introduction Date:	1/31/2022
Enactment Number:	22-0225
Enactment Date:	2-8-2022 CJH

OAKLAND UNIFIED SCHOOL DISTRICT	
	2-9-2022
Gary Yee President, Board of Education	
	2-9-2022
Kyla Johnston-Trammell Superintendent and Secretary, Board of Education	

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

Resolution No. 2122-0092

Updating the List of Welcoming Schools, Presenting the Proposed Budget for Welcoming Schools, California Environmental Quality Act Exemption, and Other Matters Related to School Consolidations

WHEREAS, on February 8, 2022, the Board of Education (“Board”) adopted Resolution No. 2122-0030 - School Consolidations for 2022-23 and 2023-24, which approved the following school consolidations at the end of 2021-22 and the end of 2022-23:

At the End of 2021-22

- Close Community Day School
- Close Parker Elementary
- Merge RISE Community Elementary into New Highland Academy Elementary
- Truncate grades 6-8 at La Escuelita

At the End of 2022-23

- Close Brookfield Elementary
- Close Carl B. Munck Elementary
- Close Grass Valley Elementary
- Close Fred T. Korematsu Discovery Academy Elementary
- Close Horace Mann Elementary
- Truncate grades 6-8 at Hillcrest

WHEREAS, this decision was reaffirmed at a special meeting of the Board on February 18, 2022, at which the Board did not approve an amendment delaying the consolidations scheduled at the end of 2021-22 to the end of 2022-23;

WHEREAS, Resolution No. 2122-0030 identified the following “Welcoming Schools” for students in the non-terminal grades at Parker and/or at La Escuelita (“2022 Welcoming Schools”), as the other two school consolidations at the end for 2021-22 did not necessitate identifying associated welcoming schools:

- East Oakland Pride Elementary
- Elmhurst United Middle
- Frick United Academy of Language
- Markham Elementary
- Oakland Academy of Knowledge
- Roosevelt Middle
- West Oakland Middle
- Westlake Middle

WHEREAS, Resolution No. 2122-0030 also identified the following “Welcoming Schools” for students in the non-terminal grades at Brookfield Elementary, Carl B. Munck Elementary, Grass Valley Elementary, Fred T. Korematsu Discovery Academy Elementary, Horace Mann Elementary, and Hillcrest (“2023 Welcoming Schools”):

- Allendale Elementary
- Bridges Elementary
- Burckhalter Elementary
- Claremont Middle
- Esperanza Elementary
- Global Family Elementary
- Laurel Elementary
- Lockwood STEAM Elementary
- Madison Primary
- Markham Elementary
- Montera Middle
- New Highland Academy Elementary
- Oakland Academy of Knowledge
- REACH Academy
- Rise Community

WHEREAS, the purpose of the Welcoming Schools was to identify schools in which students in the non-terminal grades of the consolidating schools would be encouraged to enroll or would be listed as the default enrollment preference if no enrollment preference was submitted;

WHEREAS, the Welcoming Schools listed were chosen based, in part, on a belief in which schools students in the non-terminal grades of the consolidating schools might request and be enrolled, although such students were not and are not required to be enrolled or to seek enrollment at those Welcoming Schools and such students need to utilize the District’s open enrollment process (consistent with Board Policies and Administrative Regulations such as BP and AR 5116.1) in order to enroll in new schools;

WHEREAS, the Board now wishes to update and modify the list of 2022 Welcoming Schools;

WHEREAS, Resolution No. 2122-0030 allocated any funding received by the District pursuant to AB 1840 for the 2021-22 fiscal year to academic and socioemotional learning supports for all students at the Welcoming Schools, consolidated schools, and at schools across the District based on the Black Students Thriving Indicators;

WHEREAS, Resolution No. 2122-0030 directed the Superintendent to present the Board with a plan for consideration for how to spend such funds for these purposes over the next three years;

WHEREAS, Public Resources Code section 21080.18 provides that the California Environmental Quality Act (Pub. Resources Code, §§ 21000, *et seq.* (“CEQA”)) does “not apply to the closing of

any public school in which kindergarten or any of grades 1 through 12 is maintained or the transfer of students from that public school to another school if the only physical changes involved are categorically exempt”;

WHEREAS, the CEQA Guidelines (Cal. Code Regs., tit. 14, §§ 15000, *et seq.*) exempt the following from CEQA evaluation:

- Operation, repair, maintenance, permitting, leasing, licensing, or minor alteration of existing public or private structures, facilities, mechanical equipment, or topographical features involving negligible or no expansion of existing or former use (CEQA Guidelines, § 15301),
- Construction or placement of minor structures accessory or appurtenant to existing commercial, industrial, or institutional facilities (CEQA Guidelines, § 15311), and
- Minor additions to existing schools within existing school grounds where the addition does not increase original student capacity by more than 25% or ten classrooms, whichever is less (CEQA Guidelines, § 15314);

WHEREAS, under applicable Board Policies and Administrative Regulations, including (but not limited to) BP and AR 5116.1, students may enroll in any OUSD school, without regard to location within the District, if space is available at that school;

WHEREAS, it is the District’s established and long-standing practice that, when a school is at capacity, students are waitlisted until the 15th day of school, at which time the waitlists are dissolved and parents/guardians are notified if a particular school has space, and if there is no space, the student will not be enrolled there, and the Board acknowledges and reaffirms this long-standing practice;

WHEREAS, based on this practice, the school consolidations pursuant to Resolution No. 2122-0030 will not result in enrollment at any school that exceeds that school’s capacity or that requires an increase in capacity at any school;

WHEREAS, no facility modifications are necessary in order to reconfigure the Welcoming Schools, or any other school within the District, as a result of the school consolidations pursuant to Resolution No. 2122-0030, and any physical changes to facilities would be minor and categorically exempt from CEQA, as further outlined herein;

WHEREAS, the District has commissioned and obtained the “Oakland Unified School District School Closure Categorical Exemption Report” prepared by EMC Planning Group (“CEQA Report”), which includes a “VMT Study for Oakland Unified School District” prepared by Hexagon Transportation Consultants, Inc. (“Traffic Study”), a true and correct copy of which is attached as Attachment B to this Resolution and incorporated herein by this reference (the Traffic Study is included as Appendix to the CEQA Report);

WHEREAS, the CEQA Report and Traffic Study confirm that any physical changes resulting from the school consolidations pursuant to Resolution No. 2122-0030 will be categorically exempt

from CEQA, and that the school consolidations pursuant to Resolution No. 2122-0030 will not have any significant impacts on the environment and is therefore exempt from CEQA pursuant to Public Resources Code section 21080.18;

WHEREAS, the District's enrollment policies and practices, including pursuant to BP and AR 5116.1, do not allow the District to definitively know where students will ultimately enroll in advance of the enrollment process each year, as a result of which no environmental study could feasibly be completed to forecast potential impacts related to traffic beyond those described in the Traffic Study;

WHEREAS, the Board has considered public comments related to the school consolidations pursuant to Resolution No. 2122-0030, including (but not limited to) at its meetings on January 31, February 8 and 18, 2022, as well as extensive written comments received by the Board;

WHEREAS, the school consolidations pursuant to Resolution No. 2122-0030 do not involve any of the following and so are eligible for the categorical exemptions described above under CEQA Guidelines section 15300.2:

- a. the cumulative impact of successive projects of the same type in the same place, which over time are significant;
- b. an activity where there is a reasonable possibility that the activity will have a significant effect on the environment due to unusual circumstances;
- c. a project which may result in damage to scenic resources, including but not limited to trees, historic buildings, rock outcroppings or similar resources, within a highway officially designated as a state scenic highway;
- d. a hazardous waste site which is included on any list compiled pursuant to Section 65962.5 of the Government Code;
- e. a project which may cause a substantial adverse change in the significance of a historical resource;

WHEREAS, the school consolidations pursuant to Resolution No. 2122-0030 otherwise are not expected to have any significant effect on the environment, and are therefore further exempt from CEQA under the "Common Sense Exemption" found in CEQA Guidelines section 15061(b)(3); and

WHEREAS, the school consolidations pursuant to Resolution No. 2122-0030 were therefore exempt under CEQA both at the time of the Board's approval of said Resolution on February 8, 2022, and at this time.

NOW, THEREFORE, BE IT RESOLVED, the Board hereby modifies the list of 2022 Welcoming Schools by removing West Oakland Middle and adding Edna Brewer Middle and Burckhalter Elementary so that the modified list is as follows:

- Burckhalter Elementary
- East Oakland Pride Elementary

- Edna Brewer Middle
- Elmhurst Middle
- Frick Middle
- Markham Elementary
- Oakland Academy of Knowledge
- Roosevelt Middle
- Westlake Middle;

BE IT FURTHER RESOLVED, the Board understands that the Superintendent may return with a similar proposal to modify the list of 2023 Welcoming Schools once it is known in which schools students in the non-terminal grades at Brookfield Elementary, Carl B. Munck Elementary, Grass Valley Elementary, Fred T. Korematsu Discovery Academy Elementary, Horace Mann Elementary, and Hillcrest are enrolled;

BE IT FURTHER RESOLVED, the Board hereby approves the Superintendent's proposal for how to allocate the funding received by the District pursuant to AB 1840 in the 2021-22 fiscal year, which is included as Attachment A and incorporated herein by reference;

BE IT FURTHER RESOLVED, in allocating funds consistent with Attachment A, the Superintendent shall only be constrained by the Total cost per investment area (rather than by year) and may deviate up to ten percent (10%) of that Total without needing to seek further Board approval;

BE IT FURTHER RESOLVED, within the limits sets forth in Attachment A, the Board hereby gives the Superintendent discretion to further refine and specify the funding allocations to specific schools, positions, and costs;

BE IT FURTHER RESOLVED, the Board reaffirms that it is empowering the Superintendent to take all necessary action to effectuate the school consolidations pursuant to Resolution No. 2122-0030, as refined by this Resolution, which includes (but is not limited to) directing the Superintendent or designee to make any necessary changes to neighborhood enrollment boundaries for the purpose of enrolling students for the 2023-24 school year in light of the school consolidations resulting from Resolution No. 2122-0030;

BE IT FURTHER RESOLVED, for the reasons set forth in Resolution No. 2122-0030 - i.e., to employ sufficient staff to operate the District and its schools and to provide the necessary instructional offerings to students, to help the District offer competitive compensation, to repair and maintain quality school facilities, to more effectively use the District's limited resources, and to help address the District's long-term financial challenges - the Board hereby reconfirms its approval of the school consolidations pursuant to Resolution No. 2122-0030, as stated and modified herein;

BE IT FURTHER RESOLVED, the Board finds that the school consolidations pursuant to Resolution No. 2122-0030 will not have a significant effect on the environment;

BE IT FURTHER RESOLVED, the school consolidations pursuant to Resolution No. 2122-0030 are hereby found to be exempt from the requirements of CEQA pursuant to Public Resources Code section 21080.18 and CEQA Guidelines sections 15301, 15311, 15314, and 15061(b)(3), as set forth herein;

BE IT FURTHER RESOLVED, the Superintendent or designee is hereby authorized and directed to prepare and file a Notice of Exemption for the school consolidations pursuant to Resolution No. 2122-0030 in accordance with CEQA and the CEQA Guidelines, and the findings set forth in this Resolution.

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:

CERTIFICATION

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:	
Introduction Date:	6/22/2022
Enactment Number:	
Enactment Date:	

<p>OAKLAND UNIFIED SCHOOL DISTRICT</p> <p>_____</p> <p>Gary Yee President, Board of Education</p> <p>_____</p> <p>Kyla Johnston-Trammell Superintendent and Secretary, Board of Education</p>
--

ATTACHMENT A

Investment Area	Description	2022-23	2023-24	2024-25	TOTAL
Black Reparations and Thriving Indicators	Support the implementation of the Black Thriving Indicators at school sites.	\$670,000	\$670,000	\$660,000	\$2,000,000
Welcoming Schools	<p><u>Facilities</u>: Improve the physical appearance of the school. (Examples of this investment: curb appeal, playground improvements, painting.)</p> <p><u>Program Enhancements</u>: Increase student services at the school. (Examples of this investment: academic acceleration support, social and emotional support, and arts enhancements.)</p> <p><u>Family Engagement & Enrollment Support</u>: Outreach to and provide supportive and welcoming activities for incoming families. (Examples of this investment: one to one meetings with new families, relationship building activities among families and staff, celebratory gatherings (e.g., barbeques), informational sessions, calls to families to discuss school options, additional academic and social and emotional support students need to successfully transition to new school.)</p> <p><u>Transportation</u>: Pay for transportation or reimburse families attending Welcoming Schools for the next 3 years (through June 2025).</p>	\$1,782,000	\$2,184,000	\$2,184,000	\$6,150,000
Moving/Relocation Costs	Pay staff for packing and moving to new assignments and vendors for relocation of items.	\$850,000	\$0	\$0	\$850,000
Supports for Closing School in 2022-23	<p><u>Staff Support</u>: Avoid staff consolidations in case of enrollment declines.</p> <p><u>Programmatic Support</u>: Provide additional academic and social and emotional supports.</p> <p><u>Celebrations</u>: Organize celebrations and acknowledgement events for school during last year.</p>	\$1,000,000	\$0	\$0	\$1,000,000
	TOTAL	\$4,302,000	\$2,854,000	\$2,844,000	\$10,000,000

ATTACHMENT B

EMC PLANNING GROUP

OAKLAND UNIFIED SCHOOL DISTRICT SCHOOL CLOSURE CATEGORICAL EXEMPTION REPORT

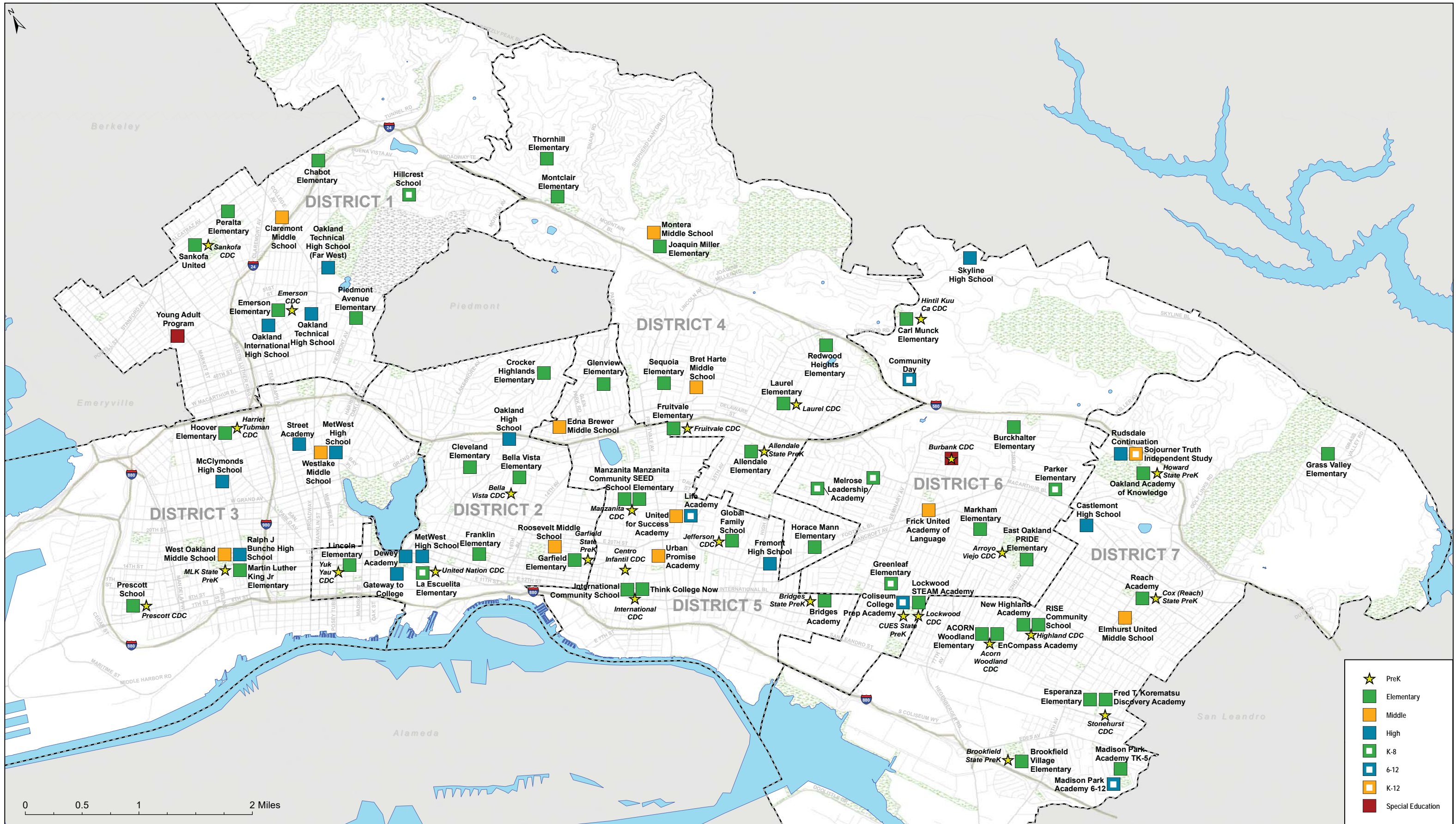
[to be attached]

Schools Location Map

B
APPENDIX



2021-22 Oakland District-Run Schools



*Sites and locations subject to change.

School Attendance Area Maps

C
APPENDIX

2021-22 Oakland Distric...

- +
- Home
-
- 🕒
- ☰ Legend
- 📄 Layers
- 🗺 Basemap gallery
- 📄 Details
- 🔗 Share
- 🖨 Print



Search:

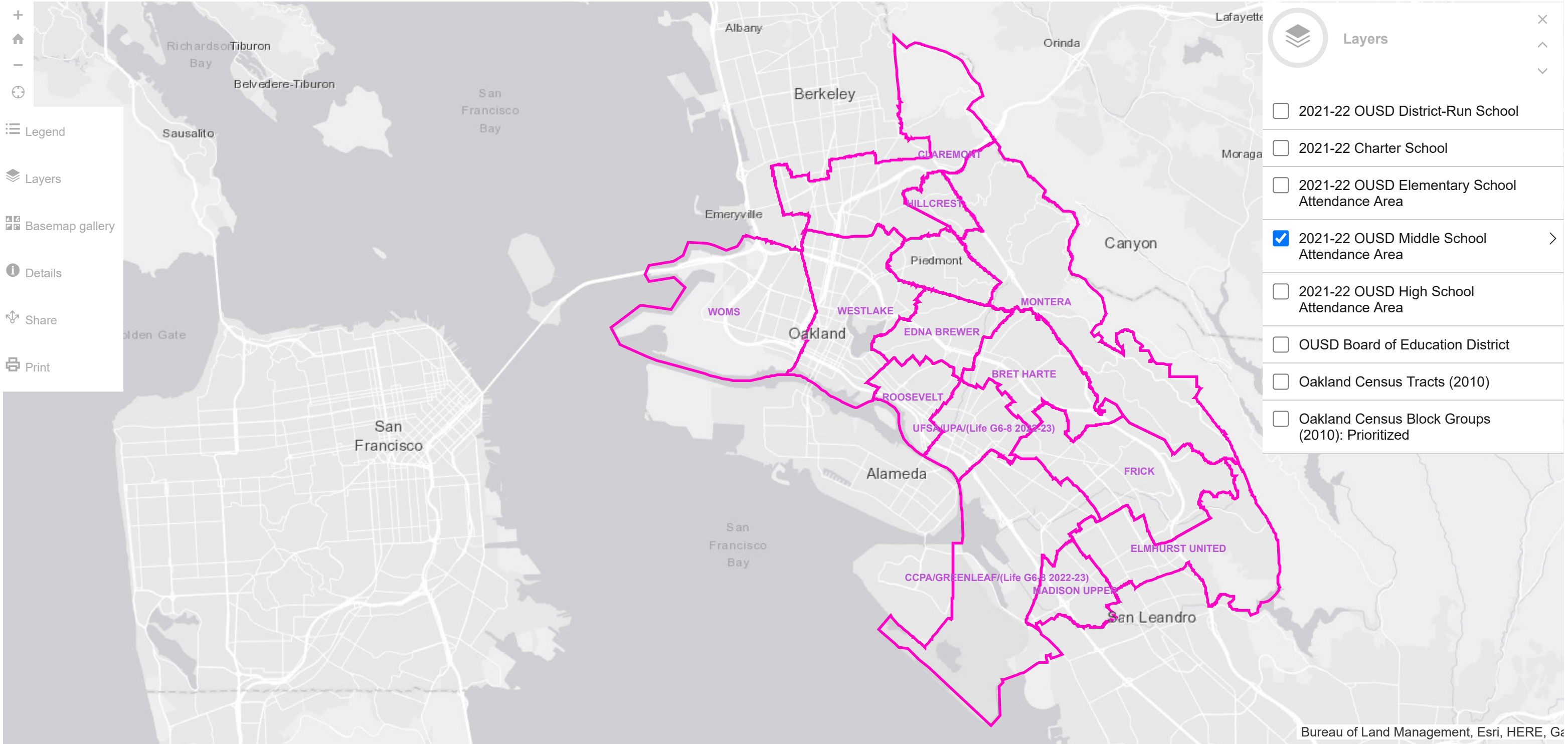
Layers

- 2021-22 OUSD District-Run School
- 2021-22 Charter School
- 2021-22 OUSD Elementary School Attendance Area
- 2021-22 OUSD Middle School Attendance Area
- 2021-22 OUSD High School Attendance Area
- OUSD Board of Education District
- Oakland Census Tracts (2010)
- Oakland Census Block Groups (2010): Prioritized

Bureau of Land Management, Esri, HERE, Ga

2021-22 Oakland Distric...

- +
- Home
-
- 🕒
- ☰ Legend
- 📄 Layers
- 🗺 Basemap gallery
- 📄 Details
- 🔗 Share
- 🖨 Print



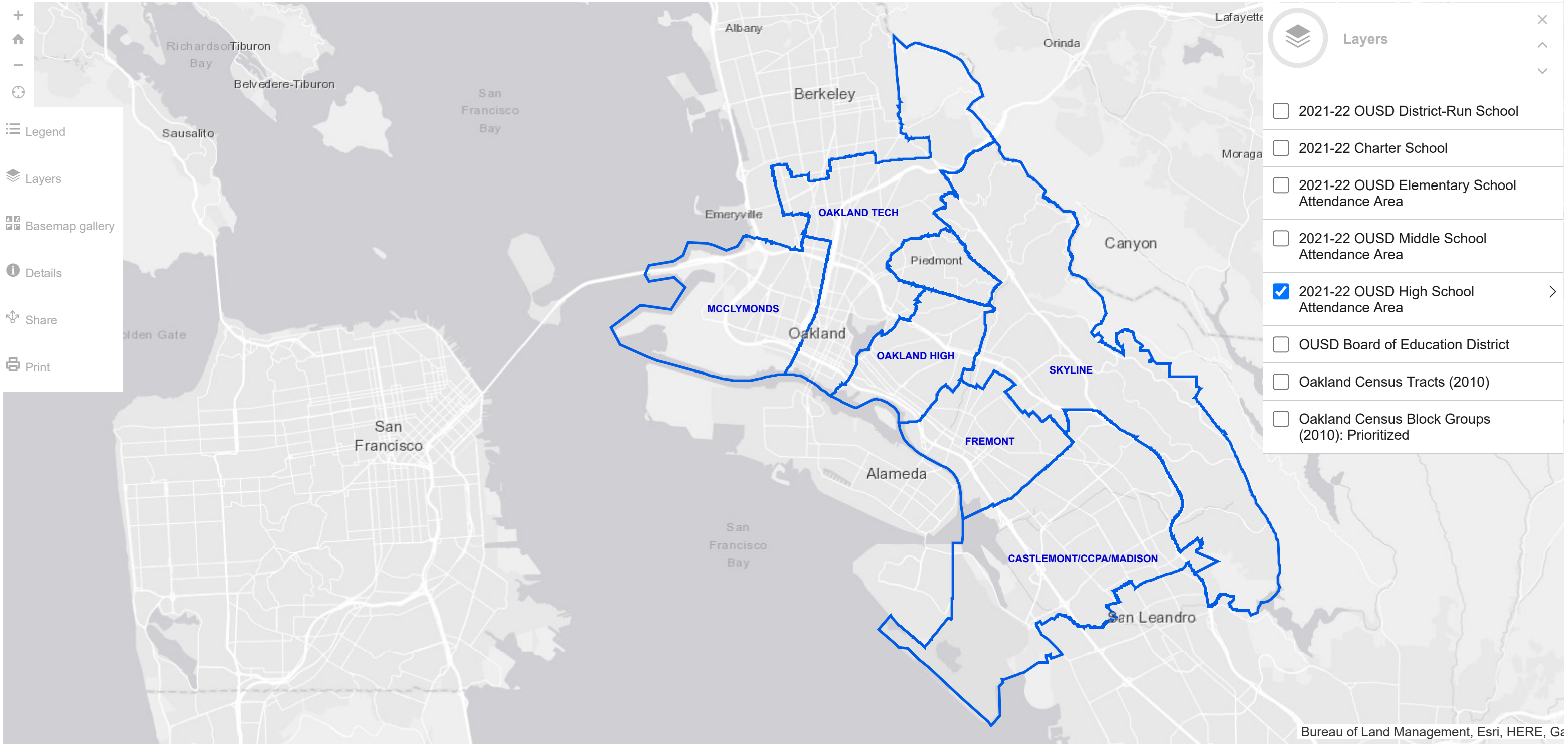
Layers

- ☐ 2021-22 OUSD District-Run School
- ☐ 2021-22 Charter School
- ☐ 2021-22 OUSD Elementary School Attendance Area
- 2021-22 OUSD Middle School Attendance Area
- ☐ 2021-22 OUSD High School Attendance Area
- ☐ OUSD Board of Education District
- ☐ Oakland Census Tracts (2010)
- ☐ Oakland Census Block Groups (2010): Prioritized

Bureau of Land Management, Esri, HERE, Ga

2021-22 Oakland Distric...

- +
- Home
-
- 🕒
- ☰ Legend
- 📄 Layers
- 🗺 Basemap gallery
- 📄 Details
- 🔗 Share
- 🖨 Print



Search:

Layers

- 2021-22 OUSD District-Run School
- 2021-22 Charter School
- 2021-22 OUSD Elementary School Attendance Area
- 2021-22 OUSD Middle School Attendance Area
- 2021-22 OUSD High School Attendance Area
- OUSD Board of Education District
- Oakland Census Tracts (2010)
- Oakland Census Block Groups (2010): Prioritized

Bureau of Land Management, Esri, HERE, Ga

Year 2000-2001 School Enrollment



OPS SiteCode	SiteName	Academic Ye	Enrollment
165	ACORN Woodland	2000-01	206
165	ACORN Woodland	2001-02	283
165	ACORN Woodland	2002-03	258
165	ACORN Woodland	2003-04	251
165	ACORN Woodland	2004-05	241
165	ACORN Woodland	2005-06	258
165	ACORN Woodland	2006-07	250
165	ACORN Woodland	2007-08	246
165	ACORN Woodland	2008-09	244
165	ACORN Woodland	2009-10	243
165	ACORN Woodland	2010-11	242
165	ACORN Woodland	2011-12	236
165	ACORN Woodland	2012-13	267
165	ACORN Woodland	2013-14	285
165	ACORN Woodland	2014-15	296
165	ACORN Woodland	2015-16	292
165	ACORN Woodland	2016-17	298
165	ACORN Woodland	2017-18	300
165	ACORN Woodland	2018-19	286
165	ACORN Woodland	2019-20	281
165	ACORN Woodland	2020-21	276
101	Allendale	2000-01	588
101	Allendale	2001-02	574
101	Allendale	2002-03	566
101	Allendale	2003-04	470
101	Allendale	2004-05	441
101	Allendale	2005-06	385
101	Allendale	2006-07	404
101	Allendale	2007-08	459
101	Allendale	2008-09	466
101	Allendale	2009-10	461
101	Allendale	2010-11	440
101	Allendale	2011-12	422
101	Allendale	2012-13	425
101	Allendale	2013-14	385
101	Allendale	2014-15	393
101	Allendale	2015-16	374
101	Allendale	2016-17	371
101	Allendale	2017-18	361
101	Allendale	2018-19	401
101	Allendale	2019-20	400
101	Allendale	2020-21	354
224	Alliance Academy	2006-07	240
224	Alliance Academy	2007-08	342
224	Alliance Academy	2008-09	336
224	Alliance Academy	2009-10	344
224	Alliance Academy	2010-11	364
224	Alliance Academy	2011-12	364
224	Alliance Academy	2012-13	353
224	Alliance Academy	2013-14	390
224	Alliance Academy	2014-15	390

224 Alliance Academy	2015-16	371
224 Alliance Academy	2016-17	328
224 Alliance Academy	2017-18	358
224 Alliance Academy	2018-19	287
208 Alternative Learning Community	2007-08	77
208 Alternative Learning Community	2008-09	46
185 ASCEND	2001-02	172
185 ASCEND	2002-03	212
185 ASCEND	2003-04	264
185 ASCEND	2004-05	264
185 ASCEND	2005-06	270
185 ASCEND	2006-07	313
185 ASCEND	2007-08	332
185 ASCEND	2008-09	363
185 ASCEND	2009-10	347
185 ASCEND	2010-11	432
185 ASCEND	2011-12	436
208 Barack Obama Academy	2009-10	35
208 Barack Obama Academy	2010-11	27
208 Barack Obama Academy	2011-12	17
102 Bella Vista	2000-01	745
102 Bella Vista	2001-02	649
102 Bella Vista	2002-03	603
102 Bella Vista	2003-04	547
102 Bella Vista	2004-05	525
102 Bella Vista	2005-06	505
102 Bella Vista	2006-07	484
102 Bella Vista	2007-08	489
102 Bella Vista	2008-09	493
102 Bella Vista	2009-10	525
102 Bella Vista	2010-11	571
102 Bella Vista	2011-12	565
102 Bella Vista	2012-13	525
102 Bella Vista	2013-14	504
102 Bella Vista	2014-15	469
102 Bella Vista	2015-16	462
102 Bella Vista	2016-17	457
102 Bella Vista	2017-18	447
102 Bella Vista	2018-19	469
102 Bella Vista	2019-20	468
102 Bella Vista	2020-21	439
206 Bret Harte	2000-01	1056
206 Bret Harte	2001-02	1098
206 Bret Harte	2002-03	1047
206 Bret Harte	2003-04	965
206 Bret Harte	2004-05	938
206 Bret Harte	2005-06	880
206 Bret Harte	2006-07	861
206 Bret Harte	2007-08	832
206 Bret Harte	2008-09	764
206 Bret Harte	2009-10	704
206 Bret Harte	2010-11	697
206 Bret Harte	2011-12	625
206 Bret Harte	2012-13	550

206 Bret Harte	2013-14	538
206 Bret Harte	2014-15	504
206 Bret Harte	2015-16	484
206 Bret Harte	2016-17	500
206 Bret Harte	2017-18	591
206 Bret Harte	2018-19	556
206 Bret Harte	2019-20	674
206 Bret Harte	2020-21	557
178 Bridges Academy	2006-07	358
178 Bridges Academy	2007-08	382
178 Bridges Academy	2008-09	380
178 Bridges Academy	2009-10	388
178 Bridges Academy	2010-11	388
178 Bridges Academy	2011-12	398
178 Bridges Academy	2012-13	381
178 Bridges Academy	2013-14	366
178 Bridges Academy	2014-15	414
178 Bridges Academy	2015-16	450
178 Bridges Academy	2016-17	436
178 Bridges Academy	2017-18	442
178 Bridges Academy	2018-19	439
178 Bridges Academy	2019-20	435
178 Bridges Academy	2020-21	422
103 Brookfield	2000-01	613
103 Brookfield	2001-02	602
103 Brookfield	2002-03	577
103 Brookfield	2003-04	525
103 Brookfield	2004-05	503
103 Brookfield	2005-06	487
103 Brookfield	2006-07	481
103 Brookfield	2007-08	437
103 Brookfield	2008-09	405
103 Brookfield	2009-10	394
103 Brookfield	2010-11	385
103 Brookfield	2011-12	384
103 Brookfield	2012-13	367
103 Brookfield	2013-14	363
103 Brookfield	2014-15	359
103 Brookfield	2015-16	362
103 Brookfield	2016-17	322
103 Brookfield	2017-18	296
103 Brookfield	2018-19	232
103 Brookfield	2019-20	216
103 Brookfield	2020-21	213
104 Burbank	2000-01	325
104 Burbank	2001-02	301
104 Burbank	2002-03	269
104 Burbank	2003-04	222
105 Burckhalter	2000-01	180
105 Burckhalter	2001-02	147
105 Burckhalter	2002-03	140
105 Burckhalter	2003-04	127
105 Burckhalter	2004-05	166
105 Burckhalter	2005-06	171

105 Burckhalter	2006-07	157
105 Burckhalter	2007-08	167
105 Burckhalter	2008-09	163
105 Burckhalter	2009-10	173
105 Burckhalter	2010-11	183
105 Burckhalter	2011-12	189
105 Burckhalter	2012-13	298
105 Burckhalter	2013-14	280
105 Burckhalter	2014-15	271
105 Burckhalter	2015-16	269
105 Burckhalter	2016-17	245
105 Burckhalter	2017-18	248
105 Burckhalter	2018-19	249
105 Burckhalter	2019-20	222
105 Burckhalter	2020-21	193
346 Business & Information Technology	2004-05	484
346 Business & Information Technology	2005-06	486
346 Business & Information Technology	2006-07	414
346 Business & Information Technology	2007-08	413
346 Business & Information Technology	2008-09	340
346 Business & Information Technology	2009-10	327
346 Business & Information Technology	2010-11	284
346 Business & Information Technology	2011-12	195
350 Business Entrepreneurial Technology High (I	2005-06	314
350 Business Entrepreneurial Technology High (I	2006-07	221
350 Business Entrepreneurial Technology High (I	2007-08	203
350 Business Entrepreneurial Technology High (I	2008-09	120
350 Business Entrepreneurial Technology High (I	2009-10	67
205 Calvin Simmons	2000-01	1345
205 Calvin Simmons	2001-02	1205
205 Calvin Simmons	2002-03	1036
205 Calvin Simmons	2003-04	907
205 Calvin Simmons	2004-05	790
205 Calvin Simmons	2005-06	718
205 Calvin Simmons	2006-07	198
168 Carl Munck	2000-01	317
168 Carl Munck	2001-02	324
168 Carl Munck	2002-03	303
168 Carl Munck	2003-04	300
168 Carl Munck	2004-05	304
168 Carl Munck	2005-06	297
168 Carl Munck	2006-07	300
168 Carl Munck	2007-08	286
168 Carl Munck	2008-09	333
168 Carl Munck	2009-10	344
168 Carl Munck	2010-11	353
168 Carl Munck	2011-12	344
168 Carl Munck	2012-13	321
168 Carl Munck	2013-14	301
168 Carl Munck	2014-15	285
168 Carl Munck	2015-16	242
168 Carl Munck	2016-17	239
168 Carl Munck	2017-18	236
168 Carl Munck	2018-19	228

168 Carl Munck	2019-20	232
168 Carl Munck	2020-21	227
301 Castlemont High	2000-01	1893
301 Castlemont High	2001-02	1768
301 Castlemont High	2002-03	1723
301 Castlemont High	2003-04	1652
301 Castlemont HS	2011-12	135
301 Castlemont HS	2012-13	641
301 Castlemont HS	2013-14	564
301 Castlemont HS	2014-15	505
301 Castlemont HS	2015-16	564
301 Castlemont HS	2016-17	759
301 Castlemont HS	2017-18	858
301 Castlemont HS	2018-19	835
301 Castlemont HS	2019-20	819
301 Castlemont HS	2020-21	749
106 Chabot	2000-01	370
106 Chabot	2001-02	401
106 Chabot	2002-03	432
106 Chabot	2003-04	470
106 Chabot	2004-05	484
106 Chabot	2005-06	469
106 Chabot	2006-07	490
106 Chabot	2007-08	481
106 Chabot	2008-09	485
106 Chabot	2009-10	514
106 Chabot	2010-11	562
106 Chabot	2011-12	569
106 Chabot	2012-13	578
106 Chabot	2013-14	590
106 Chabot	2014-15	573
106 Chabot	2015-16	567
106 Chabot	2016-17	562
106 Chabot	2017-18	567
106 Chabot	2018-19	580
106 Chabot	2019-20	572
106 Chabot	2020-21	568
201 Claremont	2000-01	591
201 Claremont	2001-02	584
201 Claremont	2002-03	544
201 Claremont	2003-04	534
201 Claremont	2004-05	448
201 Claremont	2005-06	423
201 Claremont	2006-07	428
201 Claremont	2007-08	432
201 Claremont	2008-09	434
201 Claremont	2009-10	404
201 Claremont	2010-11	476
201 Claremont	2011-12	455
201 Claremont	2012-13	405
201 Claremont	2013-14	448
201 Claremont	2014-15	435
201 Claremont	2015-16	418
201 Claremont	2016-17	446

201 Claremont	2017-18	474
201 Claremont	2018-19	485
201 Claremont	2019-20	500
201 Claremont	2020-21	498
108 Cleveland	2000-01	364
108 Cleveland	2001-02	351
108 Cleveland	2002-03	346
108 Cleveland	2003-04	345
108 Cleveland	2004-05	327
108 Cleveland	2005-06	328
108 Cleveland	2006-07	325
108 Cleveland	2007-08	326
108 Cleveland	2008-09	345
108 Cleveland	2009-10	348
108 Cleveland	2010-11	360
108 Cleveland	2011-12	365
108 Cleveland	2012-13	349
108 Cleveland	2013-14	387
108 Cleveland	2014-15	398
108 Cleveland	2015-16	408
108 Cleveland	2016-17	412
108 Cleveland	2017-18	411
108 Cleveland	2018-19	404
108 Cleveland	2019-20	397
108 Cleveland	2020-21	403
109 Cole	2000-01	384
109 Cole	2001-02	408
109 Cole	2002-03	388
109 Cole	2003-04	361
109 Cole	2004-05	299
109 Cole	2005-06	294
109 Cole	2006-07	225
109 Cole	2007-08	151
109 Cole	2008-09	75
232 Coliseum College Prep Academy	2006-07	155
232 Coliseum College Prep Academy	2007-08	217
232 Coliseum College Prep Academy	2008-09	260
232 Coliseum College Prep Academy	2009-10	312
232 Coliseum College Prep Academy	2010-11	384
232 Coliseum College Prep Academy	2011-12	445
232 Coliseum College Prep Academy	2012-13	451
232 Coliseum College Prep Academy	2013-14	473
232 Coliseum College Prep Academy	2014-15	476
232 Coliseum College Prep Academy	2015-16	482
232 Coliseum College Prep Academy	2016-17	475
232 Coliseum College Prep Academy	2017-18	475
232 Coliseum College Prep Academy	2018-19	486
232 Coliseum College Prep Academy	2019-20	552
232 Coliseum College Prep Academy	2020-21	599
339 College Prep & Architecture Academy	2003-04	421
339 College Prep & Architecture Academy	2004-05	418
339 College Prep & Architecture Academy	2005-06	363
339 College Prep & Architecture Academy	2006-07	356
339 College Prep & Architecture Academy	2007-08	371

339 College Prep & Architecture Academy	2008-09	370
339 College Prep & Architecture Academy	2009-10	375
339 College Prep & Architecture Academy	2010-11	338
339 College Prep & Architecture Academy	2011-12	361
333 Community Day HS	2004-05	19
333 Community Day HS	2005-06	31
333 Community Day HS	2006-07	23
333 Community Day HS	2007-08	17
333 Community Day HS	2008-09	23
333 Community Day HS	2009-10	21
333 Community Day HS	2010-11	23
333 Community Day HS	2011-12	28
333 Community Day HS	2012-13	29
333 Community Day HS	2013-14	16
333 Community Day HS	2014-15	20
333 Community Day HS	2015-16	18
333 Community Day HS	2016-17	21
333 Community Day HS	2017-18	22
333 Community Day HS	2018-19	25
333 Community Day HS	2019-20	23
333 Community Day HS	2020-21	19
269 Community Day MS	2004-05	11
269 Community Day MS	2005-06	10
269 Community Day MS	2006-07	20
269 Community Day MS	2007-08	10
269 Community Day MS	2008-09	14
269 Community Day MS	2009-10	19
269 Community Day MS	2010-11	8
269 Community Day MS	2011-12	12
269 Community Day MS	2012-13	14
269 Community Day MS	2013-14	22
269 Community Day MS	2014-15	1
269 Community Day MS	2015-16	4
269 Community Day MS	2016-17	5
269 Community Day MS	2017-18	11
269 Community Day MS	2018-19	9
149 Community United	2007-08	206
149 Community United	2008-09	267
149 Community United	2009-10	335
149 Community United	2010-11	366
149 Community United	2011-12	351
149 Community United	2012-13	396
149 Community United	2013-14	421
149 Community United	2014-15	430
149 Community United	2015-16	408
149 Community United	2016-17	388
149 Community United	2017-18	367
149 Community United	2018-19	351
149 Community United	2019-20	321
149 Community United	2020-21	299
111 Crocker Highlands	2000-01	408
111 Crocker Highlands	2001-02	385
111 Crocker Highlands	2002-03	378
111 Crocker Highlands	2003-04	384

111 Crocker Highlands	2004-05	373
111 Crocker Highlands	2005-06	365
111 Crocker Highlands	2006-07	344
111 Crocker Highlands	2007-08	365
111 Crocker Highlands	2008-09	357
111 Crocker Highlands	2009-10	371
111 Crocker Highlands	2010-11	377
111 Crocker Highlands	2011-12	394
111 Crocker Highlands	2012-13	419
111 Crocker Highlands	2013-14	431
111 Crocker Highlands	2014-15	432
111 Crocker Highlands	2015-16	450
111 Crocker Highlands	2016-17	459
111 Crocker Highlands	2017-18	473
111 Crocker Highlands	2018-19	466
111 Crocker Highlands	2019-20	458
111 Crocker Highlands	2020-21	452
310 Dewey Academy	2000-01	308
310 Dewey Academy	2001-02	288
310 Dewey Academy	2002-03	222
310 Dewey Academy	2003-04	278
310 Dewey Academy	2004-05	256
310 Dewey Academy	2005-06	280
310 Dewey Academy	2006-07	242
310 Dewey Academy	2007-08	265
310 Dewey Academy	2008-09	255
310 Dewey Academy	2009-10	261
310 Dewey Academy	2010-11	273
310 Dewey Academy	2011-12	238
310 Dewey Academy	2012-13	228
310 Dewey Academy	2013-14	246
310 Dewey Academy	2014-15	240
310 Dewey Academy	2015-16	201
310 Dewey Academy	2016-17	228
310 Dewey Academy	2017-18	240
310 Dewey Academy	2018-19	229
310 Dewey Academy	2019-20	207
310 Dewey Academy	2020-21	195
110 E. Morris Cox	2000-01	1238
110 E. Morris Cox	2001-02	1112
110 E. Morris Cox	2002-03	1084
110 E. Morris Cox	2003-04	962
110 E. Morris Cox	2004-05	879
351 E.X.C.E.L. College Preparatory H.S.	2005-06	350
351 E.X.C.E.L. College Preparatory H.S.	2006-07	311
351 E.X.C.E.L. College Preparatory H.S.	2007-08	292
351 E.X.C.E.L. College Preparatory H.S.	2008-09	306
351 E.X.C.E.L. College Preparatory H.S.	2009-10	247
351 E.X.C.E.L. College Preparatory H.S.	2010-11	254
349 East Oakland Community HS	2004-05	100
349 East Oakland Community HS	2005-06	149
349 East Oakland Community HS	2006-07	187
107 East Oakland PRIDE Elementary	2007-08	323
107 East Oakland PRIDE Elementary	2008-09	390

107 East Oakland PRIDE Elementary	2009-10	455
107 East Oakland PRIDE Elementary	2010-11	498
107 East Oakland PRIDE Elementary	2011-12	439
107 East Oakland PRIDE Elementary	2012-13	472
107 East Oakland PRIDE Elementary	2013-14	456
107 East Oakland PRIDE Elementary	2014-15	436
107 East Oakland PRIDE Elementary	2015-16	420
107 East Oakland PRIDE Elementary	2016-17	362
107 East Oakland PRIDE Elementary	2017-18	351
107 East Oakland PRIDE Elementary	2018-19	337
107 East Oakland PRIDE Elementary	2019-20	346
107 East Oakland PRIDE Elementary	2020-21	326
348 East Oakland School of the Arts	2004-05	478
348 East Oakland School of the Arts	2005-06	350
348 East Oakland School of the Arts	2006-07	316
348 East Oakland School of the Arts	2007-08	332
348 East Oakland School of the Arts	2008-09	303
348 East Oakland School of the Arts	2009-10	257
348 East Oakland School of the Arts	2010-11	235
348 East Oakland School of the Arts	2011-12	185
210 Edna Brewer	2000-01	795
210 Edna Brewer	2001-02	761
210 Edna Brewer	2002-03	773
210 Edna Brewer	2003-04	717
210 Edna Brewer	2004-05	707
210 Edna Brewer	2005-06	672
210 Edna Brewer	2006-07	677
210 Edna Brewer	2007-08	691
210 Edna Brewer	2008-09	745
210 Edna Brewer	2009-10	790
210 Edna Brewer	2010-11	818
210 Edna Brewer	2011-12	803
210 Edna Brewer	2012-13	806
210 Edna Brewer	2013-14	807
210 Edna Brewer	2014-15	827
210 Edna Brewer	2015-16	817
210 Edna Brewer	2016-17	810
210 Edna Brewer	2017-18	805
210 Edna Brewer	2018-19	808
210 Edna Brewer	2019-20	810
210 Edna Brewer	2020-21	812
202 Elmhurst	2000-01	1038
202 Elmhurst	2001-02	1171
202 Elmhurst	2002-03	1131
202 Elmhurst	2003-04	997
202 Elmhurst	2004-05	856
202 Elmhurst	2005-06	795
202 Elmhurst	2006-07	226
221 Elmhurst Community Prep	2006-07	266
221 Elmhurst Community Prep	2007-08	353
221 Elmhurst Community Prep	2008-09	347
221 Elmhurst Community Prep	2009-10	349
221 Elmhurst Community Prep	2010-11	353
221 Elmhurst Community Prep	2011-12	364

221 Elmhurst Community Prep	2012-13	368
221 Elmhurst Community Prep	2013-14	365
221 Elmhurst Community Prep	2014-15	380
221 Elmhurst Community Prep	2015-16	371
221 Elmhurst Community Prep	2016-17	383
221 Elmhurst Community Prep	2017-18	371
221 Elmhurst Community Prep	2018-19	372
229 Elmhurst Community Prep	2019-20	716
229 Elmhurst Community Prep	2020-21	726
115 Emerson	2000-01	362
115 Emerson	2001-02	325
115 Emerson	2002-03	339
115 Emerson	2003-04	288
115 Emerson	2004-05	269
115 Emerson	2005-06	239
115 Emerson	2006-07	246
115 Emerson	2007-08	263
115 Emerson	2008-09	270
115 Emerson	2009-10	286
115 Emerson	2010-11	300
115 Emerson	2011-12	278
115 Emerson	2012-13	324
115 Emerson	2013-14	335
115 Emerson	2014-15	301
115 Emerson	2015-16	314
115 Emerson	2016-17	320
115 Emerson	2017-18	314
115 Emerson	2018-19	308
115 Emerson	2019-20	323
115 Emerson	2020-21	328
181 EnCompass Academy	2004-05	108
181 EnCompass Academy	2005-06	152
181 EnCompass Academy	2006-07	198
181 EnCompass Academy	2007-08	236
181 EnCompass Academy	2008-09	247
181 EnCompass Academy	2009-10	251
181 EnCompass Academy	2010-11	271
181 EnCompass Academy	2011-12	260
181 EnCompass Academy	2012-13	312
181 EnCompass Academy	2013-14	297
181 EnCompass Academy	2014-15	316
181 EnCompass Academy	2015-16	334
181 EnCompass Academy	2016-17	315
181 EnCompass Academy	2017-18	326
181 EnCompass Academy	2018-19	327
181 EnCompass Academy	2019-20	343
181 EnCompass Academy	2020-21	329
177 Esperanza	2006-07	308
177 Esperanza	2007-08	317
177 Esperanza	2008-09	324
177 Esperanza	2009-10	324
177 Esperanza	2010-11	341
177 Esperanza	2011-12	329
177 Esperanza	2012-13	321

177 Esperanza	2013-14	334
177 Esperanza	2014-15	340
177 Esperanza	2015-16	352
177 Esperanza	2016-17	337
177 Esperanza	2017-18	352
177 Esperanza	2018-19	345
177 Esperanza	2019-20	367
177 Esperanza	2020-21	378
225 Explore	2004-05	103
225 Explore	2005-06	198
225 Explore	2006-07	260
225 Explore	2007-08	212
225 Explore	2008-09	244
225 Explore	2009-10	188
314 Far West	2000-01	104
314 Far West	2001-02	125
314 Far West	2002-03	100
314 Far West	2003-04	212
314 Far West	2004-05	216
314 Far West	2005-06	215
314 Far West	2006-07	195
314 Far West	2007-08	205
314 Far West	2008-09	183
314 Far West	2009-10	141
314 Far West	2010-11	159
314 Far West	2011-12	157
116 Franklin	2000-01	866
116 Franklin	2001-02	828
116 Franklin	2002-03	784
116 Franklin	2003-04	721
116 Franklin	2004-05	712
116 Franklin	2005-06	707
116 Franklin	2006-07	686
116 Franklin	2007-08	705
116 Franklin	2008-09	708
116 Franklin	2009-10	740
116 Franklin	2010-11	768
116 Franklin	2011-12	778
116 Franklin	2012-13	770
116 Franklin	2013-14	750
116 Franklin	2014-15	743
116 Franklin	2015-16	750
116 Franklin	2016-17	715
116 Franklin	2017-18	702
116 Franklin	2018-19	653
116 Franklin	2019-20	639
116 Franklin	2020-21	586
172 Fred T. Korematsu	2006-07	328
172 Fred T. Korematsu	2007-08	324
172 Fred T. Korematsu	2008-09	350
172 Fred T. Korematsu	2009-10	348
172 Fred T. Korematsu	2010-11	345
172 Fred T. Korematsu	2011-12	380
172 Fred T. Korematsu	2012-13	400

172 Fred T. Korematsu	2013-14	406
172 Fred T. Korematsu	2014-15	439
172 Fred T. Korematsu	2015-16	413
172 Fred T. Korematsu	2016-17	391
172 Fred T. Korematsu	2017-18	339
172 Fred T. Korematsu	2018-19	295
172 Fred T. Korematsu	2019-20	245
172 Fred T. Korematsu	2020-21	213
302 Fremont High	2000-01	2194
302 Fremont High	2001-02	1720
302 Fremont High	2002-03	1862
302 Fremont High	2003-04	301
302 Fremont High	2004-05	140
302 Fremont HS	2012-13	795
302 Fremont HS	2013-14	727
302 Fremont HS	2014-15	811
302 Fremont HS	2015-16	773
302 Fremont HS	2016-17	764
302 Fremont HS	2017-18	827
302 Fremont HS	2018-19	771
302 Fremont HS	2019-20	841
302 Fremont HS	2020-21	927
203 Frick	2000-01	803
203 Frick	2001-02	820
203 Frick	2002-03	797
203 Frick	2003-04	715
203 Frick	2004-05	669
203 Frick	2005-06	623
203 Frick	2006-07	603
203 Frick	2007-08	581
203 Frick	2008-09	514
203 Frick	2009-10	433
203 Frick	2010-11	399
203 Frick	2011-12	426
203 Frick	2012-13	353
203 Frick	2013-14	312
203 Frick	2014-15	241
203 Frick	2015-16	204
203 Frick	2016-17	227
203 Frick	2017-18	227
203 Frick	2018-19	231
203 Frick	2019-20	246
219 Frick	2020-21	337
117 Fruitvale	2000-01	727
117 Fruitvale	2001-02	721
117 Fruitvale	2002-03	696
117 Fruitvale	2003-04	684
117 Fruitvale	2004-05	644
117 Fruitvale	2005-06	667
117 Fruitvale	2006-07	641
117 Fruitvale	2007-08	568
117 Fruitvale	2008-09	556
117 Fruitvale	2009-10	529
117 Fruitvale	2010-11	506

117 Fruitvale	2011-12	471
117 Fruitvale	2012-13	436
117 Fruitvale	2013-14	437
117 Fruitvale	2014-15	385
117 Fruitvale	2015-16	374
117 Fruitvale	2016-17	372
117 Fruitvale	2017-18	367
117 Fruitvale	2018-19	332
117 Fruitvale	2019-20	324
117 Fruitvale	2020-21	270
123 Futures Academy	2007-08	183
123 Futures Academy	2008-09	248
123 Futures Academy	2009-10	300
123 Futures Academy	2010-11	329
123 Futures Academy	2011-12	326
123 Futures Academy	2012-13	333
123 Futures Academy	2013-14	332
123 Futures Academy	2014-15	329
123 Futures Academy	2015-16	319
123 Futures Academy	2016-17	296
123 Futures Academy	2017-18	294
123 Futures Academy	2018-19	312
123 Futures Academy	2019-20	337
123 Futures Academy	2020-21	319
118 Garfield	2000-01	942
118 Garfield	2001-02	909
118 Garfield	2002-03	870
118 Garfield	2003-04	800
118 Garfield	2004-05	773
118 Garfield	2005-06	714
118 Garfield	2006-07	693
118 Garfield	2007-08	641
118 Garfield	2008-09	687
118 Garfield	2009-10	651
118 Garfield	2010-11	581
118 Garfield	2011-12	566
118 Garfield	2012-13	582
118 Garfield	2013-14	604
118 Garfield	2014-15	588
118 Garfield	2015-16	606
118 Garfield	2016-17	603
118 Garfield	2017-18	654
118 Garfield	2018-19	668
118 Garfield	2019-20	645
118 Garfield	2020-21	604
311 Gateway To College at Laney College	2009-10	56
311 Gateway To College at Laney College	2010-11	117
311 Gateway To College at Laney College	2011-12	86
311 Gateway To College at Laney College	2012-13	74
311 Gateway To College at Laney College	2013-14	96
311 Gateway To College at Laney College	2014-15	68
311 Gateway To College at Laney College	2015-16	90
311 Gateway To College at Laney College	2016-17	94
311 Gateway To College at Laney College	2017-18	90

311 Gateway To College at Laney College	2018-19	78
311 Gateway To College at Laney College	2019-20	77
311 Gateway To College at Laney College	2020-21	78
119 Glenview	2000-01	410
119 Glenview	2001-02	414
119 Glenview	2002-03	411
119 Glenview	2003-04	360
119 Glenview	2004-05	362
119 Glenview	2005-06	383
119 Glenview	2006-07	375
119 Glenview	2007-08	392
119 Glenview	2008-09	379
119 Glenview	2009-10	404
119 Glenview	2010-11	440
119 Glenview	2011-12	467
119 Glenview	2012-13	467
119 Glenview	2013-14	465
119 Glenview	2014-15	460
119 Glenview	2015-16	452
119 Glenview	2016-17	439
119 Glenview	2017-18	455
119 Glenview	2018-19	465
119 Glenview	2019-20	461
119 Glenview	2020-21	473
114 Global Family School	2007-08	251
114 Global Family School	2008-09	325
114 Global Family School	2009-10	386
114 Global Family School	2010-11	382
114 Global Family School	2011-12	357
114 Global Family School	2012-13	415
114 Global Family School	2013-14	417
114 Global Family School	2014-15	427
114 Global Family School	2015-16	454
114 Global Family School	2016-17	451
114 Global Family School	2017-18	442
114 Global Family School	2018-19	444
114 Global Family School	2019-20	448
114 Global Family School	2020-21	449
120 Golden Gate	2000-01	360
120 Golden Gate	2001-02	286
120 Golden Gate	2002-03	233
120 Golden Gate	2003-04	217
120 Golden Gate	2004-05	178
122 Grass Valley	2000-01	241
122 Grass Valley	2001-02	223
122 Grass Valley	2002-03	206
122 Grass Valley	2003-04	177
122 Grass Valley	2004-05	197
122 Grass Valley	2005-06	200
122 Grass Valley	2006-07	221
122 Grass Valley	2007-08	252
122 Grass Valley	2008-09	251
122 Grass Valley	2009-10	257
122 Grass Valley	2010-11	285

122 Grass Valley	2011-12	255
122 Grass Valley	2012-13	259
122 Grass Valley	2013-14	269
122 Grass Valley	2014-15	285
122 Grass Valley	2015-16	274
122 Grass Valley	2016-17	260
122 Grass Valley	2017-18	260
122 Grass Valley	2018-19	269
122 Grass Valley	2019-20	254
122 Grass Valley	2020-21	243
112 Greenleaf	2016-17	602
112 Greenleaf	2017-18	638
112 Greenleaf	2018-19	635
112 Greenleaf	2019-20	636
112 Greenleaf	2020-21	639
112 Greenleaf Elementary	2007-08	345
112 Greenleaf Elementary	2008-09	398
112 Greenleaf Elementary	2009-10	448
112 Greenleaf Elementary	2010-11	454
112 Greenleaf Elementary	2011-12	429
112 Greenleaf Elementary	2012-13	501
112 Greenleaf Elementary	2013-14	548
112 Greenleaf Elementary	2014-15	613
112 Greenleaf Elementary	2015-16	611
207 Havenscourt	2000-01	827
207 Havenscourt	2001-02	744
207 Havenscourt	2002-03	738
207 Havenscourt	2003-04	689
207 Havenscourt	2004-05	621
207 Havenscourt	2005-06	612
207 Havenscourt	2006-07	164
124 Hawthorne	2000-01	1426
124 Hawthorne	2001-02	1179
124 Hawthorne	2002-03	1110
124 Hawthorne	2003-04	973
124 Hawthorne	2004-05	875
124 Hawthorne	2005-06	123
171 Henry J. Kaiser	2000-01	259
171 Henry J. Kaiser	2001-02	266
171 Henry J. Kaiser	2002-03	243
171 Henry J. Kaiser	2003-04	247
171 Henry J. Kaiser	2004-05	241
171 Henry J. Kaiser	2005-06	238
171 Henry J. Kaiser	2006-07	241
171 Henry J. Kaiser	2007-08	252
171 Henry J. Kaiser	2008-09	253
171 Henry J. Kaiser	2009-10	258
171 Henry J. Kaiser	2010-11	272
171 Henry J. Kaiser	2011-12	275
171 Henry J. Kaiser	2012-13	271
171 Henry J. Kaiser	2013-14	274
171 Henry J. Kaiser	2014-15	279
171 Henry J. Kaiser	2015-16	265
171 Henry J. Kaiser	2016-17	269

171 Henry J. Kaiser	2017-18	274
171 Henry J. Kaiser	2018-19	268
171 Henry J. Kaiser	2019-20	265
126 Highland	2000-01	804
126 Highland	2001-02	806
126 Highland	2002-03	710
126 Highland	2003-04	641
126 Highland	2004-05	635
126 Highland	2005-06	437
127 Hillcrest	2000-01	269
127 Hillcrest	2001-02	273
127 Hillcrest	2002-03	273
127 Hillcrest	2003-04	282
127 Hillcrest	2004-05	279
127 Hillcrest	2005-06	282
127 Hillcrest	2006-07	299
127 Hillcrest	2007-08	318
127 Hillcrest	2008-09	323
127 Hillcrest	2009-10	326
127 Hillcrest	2010-11	328
127 Hillcrest	2011-12	334
127 Hillcrest	2012-13	348
127 Hillcrest	2013-14	346
127 Hillcrest	2014-15	359
127 Hillcrest	2015-16	366
127 Hillcrest	2016-17	377
127 Hillcrest	2017-18	387
127 Hillcrest	2018-19	388
127 Hillcrest	2019-20	400
127 Hillcrest	2020-21	394
173 Hillside Academy	2006-07	40
173 Hillside Academy	2007-08	30
173 Hillside Academy	2008-09	43
173 Hillside Academy	2009-10	22
173 Hillside Academy	2010-11	16
173 Hillside Academy	2011-12	12
173 Hillside Academy	2012-13	15
170 Hoover	2000-01	442
170 Hoover	2001-02	429
170 Hoover	2002-03	409
170 Hoover	2003-04	367
170 Hoover	2004-05	414
170 Hoover	2005-06	377
170 Hoover	2006-07	345
170 Hoover	2007-08	305
170 Hoover	2008-09	325
170 Hoover	2009-10	318
170 Hoover	2010-11	330
170 Hoover	2011-12	320
170 Hoover	2012-13	318
170 Hoover	2013-14	291
170 Hoover	2014-15	312
170 Hoover	2015-16	293
170 Hoover	2016-17	282

170 Hoover	2017-18	278
170 Hoover	2018-19	269
170 Hoover	2019-20	282
170 Hoover	2020-21	276
136 Horace Mann	2000-01	532
136 Horace Mann	2001-02	506
136 Horace Mann	2002-03	471
136 Horace Mann	2003-04	409
136 Horace Mann	2004-05	354
136 Horace Mann	2005-06	313
136 Horace Mann	2006-07	304
136 Horace Mann	2007-08	337
136 Horace Mann	2008-09	339
136 Horace Mann	2009-10	329
136 Horace Mann	2010-11	344
136 Horace Mann	2011-12	330
136 Horace Mann	2012-13	355
136 Horace Mann	2013-14	369
136 Horace Mann	2014-15	395
136 Horace Mann	2015-16	404
136 Horace Mann	2016-17	377
136 Horace Mann	2017-18	345
136 Horace Mann	2018-19	294
136 Horace Mann	2019-20	272
136 Horace Mann	2020-21	235
166 Howard	2000-01	342
166 Howard	2001-02	307
166 Howard	2002-03	282
166 Howard	2003-04	263
166 Howard	2004-05	263
166 Howard	2005-06	257
166 Howard	2006-07	264
166 Howard	2007-08	267
166 Howard	2008-09	232
166 Howard	2009-10	213
166 Howard	2010-11	203
166 Howard	2011-12	171
166 Howard	2012-13	205
166 Howard	2013-14	197
166 Howard	2014-15	241
166 Howard	2015-16	220
166 Howard	2016-17	214
166 Howard	2017-18	214
166 Howard	2018-19	194
166 Howard	2019-20	177
166 Howard	2020-21	273
186 International Community School	2001-02	240
186 International Community School	2002-03	238
186 International Community School	2003-04	240
186 International Community School	2004-05	242
186 International Community School	2005-06	244
186 International Community School	2006-07	241
186 International Community School	2007-08	244
186 International Community School	2008-09	249

186 International Community School	2009-10	257
186 International Community School	2010-11	305
186 International Community School	2011-12	342
186 International Community School	2012-13	346
186 International Community School	2013-14	345
186 International Community School	2014-15	336
186 International Community School	2015-16	322
186 International Community School	2016-17	301
186 International Community School	2017-18	306
186 International Community School	2018-19	293
186 International Community School	2019-20	282
186 International Community School	2020-21	276
215 James Madison	2000-01	570
215 James Madison	2001-02	488
215 James Madison	2002-03	388
215 James Madison	2003-04	392
215 James Madison	2004-05	403
215 James Madison	2005-06	389
215 James Madison	2006-07	327
215 James Madison	2007-08	311
215 James Madison	2008-09	274
215 James Madison	2009-10	301
215 James Madison	2010-11	330
215 James Madison	2011-12	339
215 James Madison	2012-13	375
128 Jefferson	2000-01	1010
128 Jefferson	2001-02	918
128 Jefferson	2002-03	929
128 Jefferson	2003-04	860
128 Jefferson	2004-05	809
128 Jefferson	2005-06	803
128 Jefferson	2006-07	757
128 Jefferson	2007-08	237
128 Jefferson	2008-09	117
142 Joaquin Miller	2000-01	348
142 Joaquin Miller	2001-02	348
142 Joaquin Miller	2002-03	316
142 Joaquin Miller	2003-04	317
142 Joaquin Miller	2004-05	330
142 Joaquin Miller	2005-06	335
142 Joaquin Miller	2006-07	333
142 Joaquin Miller	2007-08	341
142 Joaquin Miller	2008-09	355
142 Joaquin Miller	2009-10	363
142 Joaquin Miller	2010-11	380
142 Joaquin Miller	2011-12	396
142 Joaquin Miller	2012-13	421
142 Joaquin Miller	2013-14	422
142 Joaquin Miller	2014-15	430
142 Joaquin Miller	2015-16	425
142 Joaquin Miller	2016-17	436
142 Joaquin Miller	2017-18	435
142 Joaquin Miller	2018-19	443
142 Joaquin Miller	2019-20	436

142 Joaquin Miller	2020-21	430
156 John Swett	2000-01	289
156 John Swett	2001-02	276
156 John Swett	2002-03	233
156 John Swett	2003-04	216
216 King Estates	2000-01	558
216 King Estates	2001-02	485
216 King Estates	2002-03	469
216 King Estates	2003-04	370
216 King Estates	2004-05	187
189 KIPP Bridge College Prep	2002-03	87
189 KIPP Bridge College Prep	2003-04	142
189 KIPP Bridge College Prep	2004-05	204
189 KIPP Bridge College Prep	2005-06	221
189 KIPP Bridge College Prep	2006-07	248
237 Kizmet Academy	2005-06	97
237 Kizmet Academy	2006-07	98
121 La Escuelita	2000-01	312
121 La Escuelita	2001-02	266
121 La Escuelita	2002-03	267
121 La Escuelita	2003-04	257
121 La Escuelita	2004-05	255
121 La Escuelita	2005-06	239
121 La Escuelita	2006-07	255
121 La Escuelita	2007-08	254
121 La Escuelita	2008-09	253
121 La Escuelita	2009-10	258
121 La Escuelita	2010-11	250
121 La Escuelita	2011-12	253
121 La Escuelita	2012-13	279
121 La Escuelita	2013-14	296
121 La Escuelita	2014-15	340
121 La Escuelita	2015-16	359
121 La Escuelita	2016-17	404
121 La Escuelita	2017-18	417
121 La Escuelita	2018-19	406
121 La Escuelita	2019-20	389
121 La Escuelita	2020-21	408
129 Lafayette	2000-01	443
129 Lafayette	2001-02	395
129 Lafayette	2002-03	320
129 Lafayette	2003-04	308
129 Lafayette	2004-05	439
129 Lafayette	2005-06	359
129 Lafayette	2006-07	302
129 Lafayette	2007-08	283
129 Lafayette	2008-09	285
129 Lafayette	2009-10	294
129 Lafayette	2010-11	317
129 Lafayette	2011-12	305
129 Lafayette	2012-13	299
129 Lafayette	2013-14	274
129 Lafayette	2014-15	234
129 Lafayette	2015-16	214

129 Lafayette	2016-17	158
129 Lafayette	2017-18	165
129 Lafayette	2018-19	83
130 Lakeview	2000-01	411
130 Lakeview	2001-02	380
130 Lakeview	2002-03	362
130 Lakeview	2003-04	339
130 Lakeview	2004-05	357
130 Lakeview	2005-06	343
130 Lakeview	2006-07	328
130 Lakeview	2007-08	321
130 Lakeview	2008-09	335
130 Lakeview	2009-10	321
130 Lakeview	2010-11	317
130 Lakeview	2011-12	291
131 Laurel	2000-01	548
131 Laurel	2001-02	534
131 Laurel	2002-03	516
131 Laurel	2003-04	464
131 Laurel	2004-05	465
131 Laurel	2005-06	452
131 Laurel	2006-07	450
131 Laurel	2007-08	447
131 Laurel	2008-09	461
131 Laurel	2009-10	457
131 Laurel	2010-11	520
131 Laurel	2011-12	513
131 Laurel	2012-13	533
131 Laurel	2013-14	556
131 Laurel	2014-15	544
131 Laurel	2015-16	559
131 Laurel	2016-17	518
131 Laurel	2017-18	510
131 Laurel	2018-19	475
131 Laurel	2019-20	481
131 Laurel	2020-21	444
132 Lazear	2000-01	471
132 Lazear	2001-02	467
132 Lazear	2002-03	459
132 Lazear	2003-04	380
132 Lazear	2004-05	347
132 Lazear	2005-06	352
132 Lazear	2006-07	332
132 Lazear	2007-08	348
132 Lazear	2008-09	320
132 Lazear	2009-10	305
132 Lazear	2010-11	273
132 Lazear	2011-12	249
347 Leadership Prep HS	2004-05	505
347 Leadership Prep HS	2005-06	450
347 Leadership Prep HS	2006-07	381
347 Leadership Prep HS	2007-08	384
347 Leadership Prep HS	2008-09	403
347 Leadership Prep HS	2009-10	373

347 Leadership Prep HS	2010-11	350
347 Leadership Prep HS	2011-12	184
113 Learning Without Limits	2007-08	237
113 Learning Without Limits	2008-09	296
113 Learning Without Limits	2009-10	348
113 Learning Without Limits	2010-11	354
113 Learning Without Limits	2011-12	373
335 Life Academy	2001-02	251
335 Life Academy	2002-03	252
335 Life Academy	2003-04	249
335 Life Academy	2004-05	255
335 Life Academy	2005-06	248
335 Life Academy	2006-07	242
335 Life Academy	2007-08	247
335 Life Academy	2008-09	248
335 Life Academy	2009-10	262
335 Life Academy	2010-11	272
335 Life Academy	2011-12	267
335 Life Academy	2012-13	338
335 Life Academy	2013-14	419
335 Life Academy	2014-15	481
335 Life Academy	2015-16	473
335 Life Academy	2016-17	471
335 Life Academy	2017-18	464
335 Life Academy	2018-19	463
335 Life Academy	2019-20	443
335 Life Academy	2020-21	464
133 Lincoln	2000-01	635
133 Lincoln	2001-02	642
133 Lincoln	2002-03	622
133 Lincoln	2003-04	607
133 Lincoln	2004-05	610
133 Lincoln	2005-06	606
133 Lincoln	2006-07	609
133 Lincoln	2007-08	583
133 Lincoln	2008-09	576
133 Lincoln	2009-10	608
133 Lincoln	2010-11	635
133 Lincoln	2011-12	684
133 Lincoln	2012-13	702
133 Lincoln	2013-14	746
133 Lincoln	2014-15	737
133 Lincoln	2015-16	740
133 Lincoln	2016-17	739
133 Lincoln	2017-18	744
133 Lincoln	2018-19	739
133 Lincoln	2019-20	732
133 Lincoln	2020-21	738
134 Lockwood	2000-01	877
134 Lockwood	2001-02	811
134 Lockwood	2002-03	724
134 Lockwood	2003-04	611
134 Lockwood	2004-05	551
134 Lockwood	2005-06	536

134 Lockwood	2006-07	522
134 Lockwood	2007-08	160
134 Lockwood	2008-09	81
135 Longfellow	2000-01	319
135 Longfellow	2001-02	276
135 Longfellow	2002-03	244
135 Longfellow	2003-04	182
209 Lowell	2000-01	669
209 Lowell	2001-02	641
209 Lowell	2002-03	557
209 Lowell	2003-04	540
209 Lowell	2004-05	255
209 Lowell	2005-06	85
209 Lowell	2006-07	1
154 Madison Park - Lower	2013-14	247
154 Madison Park - Lower	2014-15	274
154 Madison Park - Lower	2015-16	278
154 Madison Park - Lower	2016-17	290
154 Madison Park - Lower	2017-18	304
154 Madison Park - Lower	2018-19	277
154 Madison Park - Lower	2019-20	270
154 Madison Park - Lower	2020-21	267
215 Madison Park - Upper	2013-14	514
215 Madison Park - Upper	2014-15	584
215 Madison Park - Upper	2015-16	691
215 Madison Park - Upper	2016-17	768
215 Madison Park - Upper	2017-18	772
215 Madison Park - Upper	2018-19	774
215 Madison Park - Upper	2019-20	725
215 Madison Park - Upper	2020-21	754
342 Mandela HS	2003-04	246
342 Mandela HS	2004-05	322
342 Mandela HS	2005-06	354
342 Mandela HS	2006-07	358
342 Mandela HS	2007-08	354
342 Mandela HS	2008-09	343
342 Mandela HS	2009-10	368
342 Mandela HS	2010-11	328
342 Mandela HS	2011-12	332
137 Manzanita	2000-01	921
137 Manzanita	2001-02	838
137 Manzanita	2002-03	745
137 Manzanita	2003-04	671
137 Manzanita	2004-05	650
137 Manzanita	2005-06	467
137 Manzanita	2006-07	322
179 Manzanita	2007-08	302
179 Manzanita	2008-09	279
179 Manzanita	2009-10	290
179 Manzanita	2010-11	292
179 Manzanita	2011-12	325
179 Manzanita	2012-13	342
179 Manzanita	2013-14	350
179 Manzanita	2014-15	331

179 Manzanita	2015-16	395
179 Manzanita	2016-17	432
179 Manzanita	2017-18	438
179 Manzanita	2018-19	412
179 Manzanita	2019-20	378
179 Manzanita	2020-21	388
175 Manzanita SEED	2005-06	175
175 Manzanita SEED	2006-07	214
175 Manzanita SEED	2007-08	240
175 Manzanita SEED	2008-09	251
175 Manzanita SEED	2009-10	219
175 Manzanita SEED	2010-11	234
175 Manzanita SEED	2011-12	273
175 Manzanita SEED	2012-13	342
175 Manzanita SEED	2013-14	368
175 Manzanita SEED	2014-15	405
175 Manzanita SEED	2015-16	439
175 Manzanita SEED	2016-17	431
175 Manzanita SEED	2017-18	400
175 Manzanita SEED	2018-19	391
175 Manzanita SEED	2019-20	419
175 Manzanita SEED	2020-21	446
184 Marcus Foster	2000-01	406
184 Marcus Foster	2001-02	379
184 Marcus Foster	2002-03	323
184 Marcus Foster	2003-04	268
138 Markham	2000-01	642
138 Markham	2001-02	624
138 Markham	2002-03	591
138 Markham	2003-04	494
138 Markham	2004-05	489
138 Markham	2005-06	440
138 Markham	2006-07	405
138 Markham	2007-08	409
138 Markham	2008-09	427
138 Markham	2009-10	419
138 Markham	2010-11	430
138 Markham	2011-12	353
138 Markham	2012-13	361
138 Markham	2013-14	346
138 Markham	2014-15	367
138 Markham	2015-16	400
138 Markham	2016-17	363
138 Markham	2017-18	340
138 Markham	2018-19	330
138 Markham	2019-20	323
138 Markham	2020-21	269
174 Marshall	2000-01	196
174 Marshall	2001-02	185
174 Marshall	2002-03	206
174 Marshall	2003-04	235
174 Marshall	2004-05	238
174 Marshall	2005-06	238
174 Marshall	2006-07	233

174 Marshall	2007-08	209
174 Marshall	2008-09	207
174 Marshall	2009-10	229
174 Marshall	2010-11	212
174 Marshall	2011-12	184
182 Martin Luther King Jr	2000-01	386
182 Martin Luther King Jr	2001-02	364
182 Martin Luther King Jr	2002-03	325
182 Martin Luther King Jr	2003-04	322
182 Martin Luther King Jr	2004-05	346
182 Martin Luther King Jr	2005-06	379
182 Martin Luther King Jr	2006-07	304
182 Martin Luther King Jr	2007-08	283
182 Martin Luther King Jr	2008-09	255
182 Martin Luther King Jr	2009-10	244
182 Martin Luther King Jr	2010-11	261
182 Martin Luther King Jr	2011-12	282
182 Martin Luther King Jr	2012-13	328
182 Martin Luther King Jr	2013-14	308
182 Martin Luther King Jr	2014-15	318
182 Martin Luther King Jr	2015-16	307
182 Martin Luther King Jr	2016-17	303
182 Martin Luther King Jr	2017-18	269
182 Martin Luther King Jr	2018-19	314
182 Martin Luther King Jr	2019-20	386
182 Martin Luther King Jr	2020-21	352
139 Maxwell Park	2000-01	523
139 Maxwell Park	2001-02	505
139 Maxwell Park	2002-03	443
139 Maxwell Park	2003-04	380
139 Maxwell Park	2004-05	351
139 Maxwell Park	2005-06	333
139 Maxwell Park	2006-07	269
139 Maxwell Park	2007-08	323
139 Maxwell Park	2008-09	316
139 Maxwell Park	2009-10	288
139 Maxwell Park	2010-11	266
139 Maxwell Park	2011-12	224
303 McClymonds	2000-01	672
303 McClymonds	2001-02	776
303 McClymonds	2002-03	766
303 McClymonds	2003-04	745
303 McClymonds	2004-05	761
351 McClymonds HS	2011-12	247
351 McClymonds HS	2012-13	268
303 McClymonds HS	2013-14	275
303 McClymonds HS	2014-15	286
303 McClymonds HS	2015-16	318
303 McClymonds HS	2016-17	372
303 McClymonds HS	2017-18	401
303 McClymonds HS	2018-19	383
303 McClymonds HS	2019-20	359
303 McClymonds HS	2020-21	357
343 Media College Prep	2003-04	418

343 Media College Prep	2004-05	432
343 Media College Prep	2005-06	377
343 Media College Prep	2006-07	364
343 Media College Prep	2007-08	366
343 Media College Prep	2008-09	364
343 Media College Prep	2009-10	347
343 Media College Prep	2010-11	274
343 Media College Prep	2011-12	265
141 Melrose	2000-01	488
141 Melrose	2001-02	496
141 Melrose	2002-03	417
141 Melrose	2003-04	381
141 Melrose	2004-05	363
141 Melrose	2005-06	364
235 Melrose Leadership Academy	2001-02	62
235 Melrose Leadership Academy	2002-03	105
235 Melrose Leadership Academy	2003-04	170
235 Melrose Leadership Academy	2004-05	194
235 Melrose Leadership Academy	2005-06	196
235 Melrose Leadership Academy	2006-07	197
235 Melrose Leadership Academy	2007-08	197
235 Melrose Leadership Academy	2008-09	197
235 Melrose Leadership Academy	2009-10	210
235 Melrose Leadership Academy	2010-11	260
235 Melrose Leadership Academy	2011-12	272
235 Melrose Leadership Academy	2012-13	297
235 Melrose Leadership Academy	2013-14	354
235 Melrose Leadership Academy	2014-15	457
235 Melrose Leadership Academy	2015-16	479
235 Melrose Leadership Academy	2016-17	505
235 Melrose Leadership Academy	2017-18	508
235 Melrose Leadership Academy	2018-19	538
235 Melrose Leadership Academy	2019-20	588
235 Melrose Leadership Academy	2020-21	635
328 Merritt Middle College HS	2000-01	91
328 Merritt Middle College HS	2001-02	99
328 Merritt Middle College HS	2002-03	155
328 Merritt Middle College HS	2003-04	155
328 Merritt Middle College HS	2004-05	103
328 Merritt Middle College HS	2005-06	103
328 Merritt Middle College HS	2006-07	104
338 MetWest	2003-04	68
338 MetWest	2004-05	104
338 MetWest	2005-06	131
338 MetWest	2006-07	133
338 MetWest	2007-08	135
338 MetWest	2008-09	131
338 MetWest	2009-10	137
338 MetWest	2010-11	151
338 MetWest	2011-12	157
338 MetWest	2012-13	138
338 MetWest	2013-14	141
338 MetWest	2014-15	161
338 MetWest	2015-16	163

338 MetWest	2016-17	171
338 MetWest	2017-18	174
338 MetWest	2018-19	160
338 MetWest	2019-20	205
338 MetWest	2020-21	247
143 Montclair	2000-01	354
143 Montclair	2001-02	342
143 Montclair	2002-03	349
143 Montclair	2003-04	340
143 Montclair	2004-05	345
143 Montclair	2005-06	323
143 Montclair	2006-07	347
143 Montclair	2007-08	353
143 Montclair	2008-09	368
143 Montclair	2009-10	420
143 Montclair	2010-11	439
143 Montclair	2011-12	451
143 Montclair	2012-13	501
143 Montclair	2013-14	548
143 Montclair	2014-15	579
143 Montclair	2015-16	615
143 Montclair	2016-17	643
143 Montclair	2017-18	634
143 Montclair	2018-19	640
143 Montclair	2019-20	625
143 Montclair	2020-21	605
211 Montera	2000-01	944
211 Montera	2001-02	913
211 Montera	2002-03	921
211 Montera	2003-04	914
211 Montera	2004-05	882
211 Montera	2005-06	861
211 Montera	2006-07	878
211 Montera	2007-08	867
211 Montera	2008-09	880
211 Montera	2009-10	895
211 Montera	2010-11	944
211 Montera	2011-12	913
211 Montera	2012-13	947
211 Montera	2013-14	945
211 Montera	2014-15	878
211 Montera	2015-16	827
211 Montera	2016-17	778
211 Montera	2017-18	774
211 Montera	2018-19	727
211 Montera	2019-20	673
211 Montera	2020-21	633
125 New Highland Academy	2006-07	334
125 New Highland Academy	2007-08	340
125 New Highland Academy	2008-09	335
125 New Highland Academy	2009-10	335
125 New Highland Academy	2010-11	324
125 New Highland Academy	2011-12	297
125 New Highland Academy	2012-13	298

125 New Highland Academy	2013-14	313
125 New Highland Academy	2014-15	375
125 New Highland Academy	2015-16	358
125 New Highland Academy	2016-17	354
125 New Highland Academy	2017-18	351
125 New Highland Academy	2018-19	356
125 New Highland Academy	2019-20	348
125 New Highland Academy	2020-21	317
304 Oakland HS	2000-01	2291
304 Oakland HS	2001-02	2088
304 Oakland HS	2002-03	2170
304 Oakland HS	2003-04	2079
304 Oakland HS	2004-05	2105
304 Oakland HS	2005-06	2010
304 Oakland HS	2006-07	1875
304 Oakland HS	2007-08	1810
304 Oakland HS	2008-09	1807
304 Oakland HS	2009-10	1817
304 Oakland HS	2010-11	1777
304 Oakland HS	2011-12	1730
304 Oakland HS	2012-13	1601
304 Oakland HS	2013-14	1552
304 Oakland HS	2014-15	1515
304 Oakland HS	2015-16	1583
304 Oakland HS	2016-17	1562
304 Oakland HS	2017-18	1568
304 Oakland HS	2018-19	1642
304 Oakland HS	2019-20	1657
304 Oakland HS	2020-21	1650
353 Oakland International High School	2007-08	93
353 Oakland International High School	2008-09	156
353 Oakland International High School	2009-10	227
353 Oakland International High School	2010-11	287
353 Oakland International High School	2011-12	290
353 Oakland International High School	2012-13	325
353 Oakland International High School	2013-14	353
353 Oakland International High School	2014-15	380
353 Oakland International High School	2015-16	373
353 Oakland International High School	2016-17	360
353 Oakland International High School	2017-18	367
353 Oakland International High School	2018-19	369
353 Oakland International High School	2019-20	391
353 Oakland International High School	2020-21	341
305 Oakland Technical HS	2000-01	2320
305 Oakland Technical HS	2001-02	1741
305 Oakland Technical HS	2002-03	1818
305 Oakland Technical HS	2003-04	1676
305 Oakland Technical HS	2004-05	1734
305 Oakland Technical HS	2005-06	1661
305 Oakland Technical HS	2006-07	1671
305 Oakland Technical HS	2007-08	1705
305 Oakland Technical HS	2008-09	1714
305 Oakland Technical HS	2009-10	1694
305 Oakland Technical HS	2010-11	1828

305 Oakland Technical HS	2011-12	1858
305 Oakland Technical HS	2012-13	1987
305 Oakland Technical HS	2013-14	2092
305 Oakland Technical HS	2014-15	2014
305 Oakland Technical HS	2015-16	2016
305 Oakland Technical HS	2016-17	2031
305 Oakland Technical HS	2017-18	1998
305 Oakland Technical HS	2018-19	2016
305 Oakland Technical HS	2019-20	1960
305 Oakland Technical HS	2020-21	1961
1 OUSD NPS School	2010-11	116
1 OUSD NPS School	2011-12	109
1 OUSD NPS School	2012-13	184
1 OUSD NPS School	2013-14	183
1 OUSD NPS School	2014-15	150
1 OUSD NPS School	2015-16	179
1 OUSD NPS School	2016-17	170
1 OUSD NPS School	2017-18	141
1 OUSD NPS School	2018-19	151
1 OUSD NPS School	2019-20	127
1 OUSD NPS School	2020-21	137
144 Parker	2000-01	521
144 Parker	2001-02	501
144 Parker	2002-03	418
144 Parker	2003-04	402
144 Parker	2004-05	315
144 Parker	2005-06	267
144 Parker	2006-07	253
144 Parker	2007-08	245
144 Parker	2008-09	240
144 Parker	2009-10	230
144 Parker	2010-11	192
144 Parker	2011-12	188
144 Parker	2012-13	180
144 Parker	2013-14	214
144 Parker	2014-15	276
144 Parker	2015-16	309
144 Parker	2016-17	288
144 Parker	2017-18	370
144 Parker	2018-19	314
144 Parker	2019-20	268
144 Parker	2020-21	257
2 PEC Home and Hospital	2009-10	1
2 PEC Home and Hospital	2010-11	2
2 PEC Home and Hospital	2011-12	1
2 PEC Home and Hospital	2012-13	8
2 PEC Home and Hospital	2013-14	6
2 PEC Home and Hospital	2014-15	1
2 PEC Home and Hospital	2015-16	3
2 PEC Home and Hospital	2016-17	8
2 PEC Home and Hospital	2017-18	7
2 PEC Home and Hospital	2018-19	13
2 PEC Home and Hospital	2019-20	12
2 PEC Home and Hospital	2020-21	10

4 PEC Infant/Pre-K	2010-11	47
4 PEC Infant/Pre-K	2011-12	10
4 PEC Infant/Pre-K	2012-13	23
4 PEC Infant/Pre-K	2013-14	3
4 PEC Infant/Pre-K	2014-15	2
4 PEC Infant/Pre-K	2015-16	1
4 PEC Infant/Pre-K	2016-17	1
4 PEC Infant/Pre-K	2020-21	5
3 PEC Young Adult Program	2009-10	69
3 PEC Young Adult Program	2010-11	77
3 PEC Young Adult Program	2011-12	58
3 PEC Young Adult Program	2012-13	105
3 PEC Young Adult Program	2013-14	153
3 PEC Young Adult Program	2014-15	151
3 PEC Young Adult Program	2015-16	155
3 PEC Young Adult Program	2016-17	131
3 PEC Young Adult Program	2017-18	82
3 PEC Young Adult Program	2018-19	165
3 PEC Young Adult Program	2019-20	150
3 PEC Young Adult Program	2020-21	152
145 Peralta	2000-01	210
145 Peralta	2001-02	199
145 Peralta	2002-03	178
145 Peralta	2003-04	199
145 Peralta	2004-05	204
145 Peralta	2005-06	247
145 Peralta	2006-07	247
145 Peralta	2007-08	253
145 Peralta	2008-09	276
145 Peralta	2009-10	298
145 Peralta	2010-11	307
145 Peralta	2011-12	312
145 Peralta	2012-13	333
145 Peralta	2013-14	338
145 Peralta	2014-15	329
145 Peralta	2015-16	320
145 Peralta	2016-17	319
145 Peralta	2017-18	329
145 Peralta	2018-19	331
145 Peralta	2019-20	325
145 Peralta	2020-21	347
227 Peralta Creek	2006-07	180
227 Peralta Creek	2007-08	161
227 Peralta Creek	2008-09	68
146 Piedmont Avenue	2000-01	331
146 Piedmont Avenue	2001-02	328
146 Piedmont Avenue	2002-03	334
146 Piedmont Avenue	2003-04	330
146 Piedmont Avenue	2004-05	346
146 Piedmont Avenue	2005-06	345
146 Piedmont Avenue	2006-07	344
146 Piedmont Avenue	2007-08	345
146 Piedmont Avenue	2008-09	359
146 Piedmont Avenue	2009-10	357

146 Piedmont Avenue	2010-11	375
146 Piedmont Avenue	2011-12	373
146 Piedmont Avenue	2012-13	384
146 Piedmont Avenue	2013-14	381
146 Piedmont Avenue	2014-15	372
146 Piedmont Avenue	2015-16	349
146 Piedmont Avenue	2016-17	331
146 Piedmont Avenue	2017-18	334
146 Piedmont Avenue	2018-19	329
146 Piedmont Avenue	2019-20	341
146 Piedmont Avenue	2020-21	339
147 Prescott	2000-01	638
147 Prescott	2001-02	557
147 Prescott	2002-03	480
147 Prescott	2003-04	466
147 Prescott	2004-05	408
147 Prescott	2005-06	353
183 Prescott	2006-07	298
183 Prescott	2007-08	282
183 Prescott	2008-09	262
183 Prescott	2009-10	212
183 Prescott	2010-11	208
183 Prescott	2011-12	172
183 Prescott	2012-13	198
183 Prescott	2013-14	216
183 Prescott	2014-15	226
183 Prescott	2015-16	233
183 Prescott	2016-17	207
183 Prescott	2017-18	181
183 Prescott	2018-19	151
183 Prescott	2019-20	121
183 Prescott	2020-21	119
173 Ralph Bunche (Hillside)	2000-01	179
173 Ralph Bunche (Hillside)	2001-02	23
309 Ralph Bunche High	2008-09	191
309 Ralph Bunche High	2009-10	256
309 Ralph Bunche High	2010-11	245
309 Ralph Bunche High	2011-12	202
309 Ralph Bunche High	2012-13	145
309 Ralph Bunche High	2013-14	118
309 Ralph Bunche High	2014-15	109
309 Ralph Bunche High	2015-16	75
309 Ralph Bunche High	2016-17	96
309 Ralph Bunche High	2017-18	100
309 Ralph Bunche High	2018-19	124
309 Ralph Bunche High	2019-20	109
309 Ralph Bunche High	2020-21	77
223 Ralph J. Bunche Academy	2002-03	203
223 Ralph J. Bunche Academy	2003-04	226
223 Ralph J. Bunche Academy	2004-05	216
223 Ralph J. Bunche Academy	2005-06	234
223 Ralph J. Bunche Academy	2006-07	244
223 Ralph J. Bunche Academy	2007-08	262
193 REACH Academy	2005-06	120

193 REACH Academy	2006-07	171
193 REACH Academy	2007-08	227
193 REACH Academy	2008-09	293
193 REACH Academy	2009-10	301
193 REACH Academy	2010-11	268
193 REACH Academy	2011-12	312
193 REACH Academy	2012-13	339
193 REACH Academy	2013-14	382
193 REACH Academy	2014-15	399
193 REACH Academy	2015-16	383
193 REACH Academy	2016-17	384
193 REACH Academy	2017-18	397
193 REACH Academy	2018-19	383
193 REACH Academy	2019-20	406
193 REACH Academy	2020-21	406
148 Redwood Heights	2000-01	281
148 Redwood Heights	2001-02	279
148 Redwood Heights	2002-03	270
148 Redwood Heights	2003-04	284
148 Redwood Heights	2004-05	271
148 Redwood Heights	2005-06	289
148 Redwood Heights	2006-07	295
148 Redwood Heights	2007-08	322
148 Redwood Heights	2008-09	320
148 Redwood Heights	2009-10	327
148 Redwood Heights	2010-11	349
148 Redwood Heights	2011-12	346
148 Redwood Heights	2012-13	375
148 Redwood Heights	2013-14	364
148 Redwood Heights	2014-15	373
148 Redwood Heights	2015-16	359
148 Redwood Heights	2016-17	352
148 Redwood Heights	2017-18	362
148 Redwood Heights	2018-19	372
148 Redwood Heights	2019-20	360
148 Redwood Heights	2020-21	358
192 RISE Community School	2005-06	181
192 RISE Community School	2006-07	266
192 RISE Community School	2007-08	294
192 RISE Community School	2008-09	310
192 RISE Community School	2009-10	316
192 RISE Community School	2010-11	346
192 RISE Community School	2011-12	337
192 RISE Community School	2012-13	325
192 RISE Community School	2013-14	304
192 RISE Community School	2014-15	305
192 RISE Community School	2015-16	290
192 RISE Community School	2016-17	259
192 RISE Community School	2017-18	242
192 RISE Community School	2018-19	233
192 RISE Community School	2019-20	227
192 RISE Community School	2020-21	214
340 Robeson School Visual & Performing Arts	2003-04	422
340 Robeson School Visual & Performing Arts	2004-05	383

340 Robeson School Visual & Performing Arts	2005-06	390
340 Robeson School Visual & Performing Arts	2006-07	354
340 Robeson School Visual & Performing Arts	2007-08	332
340 Robeson School Visual & Performing Arts	2008-09	285
340 Robeson School Visual & Performing Arts	2009-10	141
212 Roosevelt	2000-01	1099
212 Roosevelt	2001-02	1080
212 Roosevelt	2002-03	933
212 Roosevelt	2003-04	898
212 Roosevelt	2004-05	824
212 Roosevelt	2005-06	811
212 Roosevelt	2006-07	799
212 Roosevelt	2007-08	763
212 Roosevelt	2008-09	695
212 Roosevelt	2009-10	653
212 Roosevelt	2010-11	654
212 Roosevelt	2011-12	693
212 Roosevelt	2012-13	630
212 Roosevelt	2013-14	574
212 Roosevelt	2014-15	526
212 Roosevelt	2015-16	511
212 Roosevelt	2016-17	524
212 Roosevelt	2017-18	548
212 Roosevelt	2018-19	568
212 Roosevelt	2019-20	595
212 Roosevelt	2020-21	615
226 Roots International Academy	2006-07	223
226 Roots International Academy	2007-08	327
226 Roots International Academy	2008-09	349
226 Roots International Academy	2009-10	361
226 Roots International Academy	2010-11	378
226 Roots International Academy	2011-12	365
226 Roots International Academy	2012-13	350
226 Roots International Academy	2013-14	349
226 Roots International Academy	2014-15	308
226 Roots International Academy	2015-16	330
226 Roots International Academy	2016-17	326
226 Roots International Academy	2017-18	309
226 Roots International Academy	2018-19	273
173 Rubicon (Hillside)	2002-03	40
173 Rubicon (Hillside)	2003-04	48
173 Rubicon (Hillside)	2004-05	40
173 Rubicon (Hillside)	2005-06	23
222 Rudsdale Academy	2002-03	163
222 Rudsdale Academy	2003-04	149
222 Rudsdale Academy	2004-05	140
352 Rudsdale Continuation	2005-06	94
352 Rudsdale Continuation	2006-07	128
352 Rudsdale Continuation	2007-08	145
352 Rudsdale Continuation	2008-09	152
352 Rudsdale Continuation	2009-10	168
352 Rudsdale Continuation	2010-11	153
352 Rudsdale Continuation	2011-12	130
352 Rudsdale Continuation	2012-13	148

352 Rudsdale Continuation	2013-14	149
352 Rudsdale Continuation	2014-15	147
352 Rudsdale Continuation	2015-16	158
352 Rudsdale Continuation	2016-17	138
352 Rudsdale Continuation	2017-18	187
352 Rudsdale Continuation	2018-19	255
352 Rudsdale Continuation	2019-20	270
352 Rudsdale Continuation	2020-21	294
191 Sankofa Academy	2005-06	188
191 Sankofa Academy	2006-07	235
191 Sankofa Academy	2007-08	116
191 Sankofa Academy	2008-09	111
191 Sankofa Academy	2009-10	116
191 Sankofa Academy	2010-11	153
191 Sankofa Academy	2011-12	205
191 Sankofa Academy	2012-13	312
191 Sankofa Academy	2013-14	328
191 Sankofa Academy	2014-15	362
191 Sankofa Academy	2015-16	326
191 Sankofa Academy	2016-17	317
191 Sankofa Academy	2017-18	187
191 Sankofa Academy	2018-19	189
191 Sankofa Academy	2019-20	132
194 Sankofa Academy	2020-21	192
150 Santa Fe	2000-01	349
150 Santa Fe	2001-02	332
150 Santa Fe	2002-03	314
150 Santa Fe	2003-04	300
150 Santa Fe	2004-05	349
150 Santa Fe	2005-06	353
150 Santa Fe	2006-07	339
150 Santa Fe	2007-08	314
150 Santa Fe	2008-09	309
150 Santa Fe	2009-10	283
150 Santa Fe	2010-11	245
150 Santa Fe	2011-12	186
336 School of Social Justice	2002-03	107
336 School of Social Justice	2003-04	134
151 Sequoia	2000-01	365
151 Sequoia	2001-02	326
151 Sequoia	2002-03	333
151 Sequoia	2003-04	325
151 Sequoia	2004-05	320
151 Sequoia	2005-06	328
151 Sequoia	2006-07	328
151 Sequoia	2007-08	351
151 Sequoia	2008-09	348
151 Sequoia	2009-10	391
151 Sequoia	2010-11	380
151 Sequoia	2011-12	390
151 Sequoia	2012-13	400
151 Sequoia	2013-14	445
151 Sequoia	2014-15	429
151 Sequoia	2015-16	427

151 Sequoia	2016-17	435
151 Sequoia	2017-18	436
151 Sequoia	2018-19	436
151 Sequoia	2019-20	442
151 Sequoia	2020-21	439
153 Sherman	2000-01	304
153 Sherman	2001-02	284
153 Sherman	2002-03	256
153 Sherman	2003-04	230
153 Sherman	2004-05	232
153 Sherman	2005-06	219
153 Sherman	2006-07	202
306 Skyline HS	2000-01	2194
306 Skyline HS	2001-02	2313
306 Skyline HS	2002-03	2226
306 Skyline HS	2003-04	2092
306 Skyline HS	2004-05	2162
306 Skyline HS	2005-06	2140
306 Skyline HS	2006-07	2102
306 Skyline HS	2007-08	2035
306 Skyline HS	2008-09	2011
306 Skyline HS	2009-10	1982
306 Skyline HS	2010-11	1900
306 Skyline HS	2011-12	1793
306 Skyline HS	2012-13	1798
306 Skyline HS	2013-14	1781
306 Skyline HS	2014-15	1845
306 Skyline HS	2015-16	1854
306 Skyline HS	2016-17	1843
306 Skyline HS	2017-18	1756
306 Skyline HS	2018-19	1592
306 Skyline HS	2019-20	1577
306 Skyline HS	2020-21	1660
154 Sobrante Park	2000-01	357
154 Sobrante Park	2001-02	338
154 Sobrante Park	2002-03	335
154 Sobrante Park	2003-04	315
154 Sobrante Park	2004-05	294
154 Sobrante Park	2005-06	285
154 Sobrante Park	2006-07	273
154 Sobrante Park	2007-08	298
154 Sobrante Park	2008-09	278
154 Sobrante Park	2009-10	250
154 Sobrante Park	2010-11	245
154 Sobrante Park	2011-12	246
154 Sobrante Park	2012-13	225
231 Sojourner Truth Independent Study	2000-01	102
231 Sojourner Truth Independent Study	2001-02	798
231 Sojourner Truth Independent Study	2002-03	395
231 Sojourner Truth Independent Study	2003-04	417
231 Sojourner Truth Independent Study	2004-05	419
231 Sojourner Truth Independent Study	2005-06	222
330 Sojourner Truth Independent Study	2006-07	166
330 Sojourner Truth Independent Study	2007-08	206

330 Sojourner Truth Independent Study	2008-09	169
330 Sojourner Truth Independent Study	2009-10	141
330 Sojourner Truth Independent Study	2010-11	129
330 Sojourner Truth Independent Study	2011-12	239
330 Sojourner Truth Independent Study	2012-13	217
330 Sojourner Truth Independent Study	2013-14	215
330 Sojourner Truth Independent Study	2014-15	178
330 Sojourner Truth Independent Study	2015-16	193
330 Sojourner Truth Independent Study	2016-17	118
330 Sojourner Truth Independent Study	2017-18	147
330 Sojourner Truth Independent Study	2018-19	166
330 Sojourner Truth Independent Study	2019-20	176
330 Sojourner Truth Independent Study	2020-21	147
217 SOL	2017-18	55
217 SOL	2018-19	100
217 SOL	2019-20	163
155 Stonehurst	2000-01	783
155 Stonehurst	2001-02	762
155 Stonehurst	2002-03	709
155 Stonehurst	2003-04	667
155 Stonehurst	2004-05	606
155 Stonehurst	2005-06	616
313 Street Academy	2000-01	150
313 Street Academy	2001-02	182
313 Street Academy	2002-03	150
313 Street Academy	2003-04	163
313 Street Academy	2004-05	146
313 Street Academy	2005-06	154
313 Street Academy	2006-07	123
313 Street Academy	2007-08	145
313 Street Academy	2008-09	132
313 Street Academy	2009-10	127
313 Street Academy	2010-11	122
313 Street Academy	2011-12	84
313 Street Academy	2012-13	103
313 Street Academy	2013-14	88
313 Street Academy	2014-15	110
313 Street Academy	2015-16	113
313 Street Academy	2016-17	100
313 Street Academy	2017-18	108
313 Street Academy	2018-19	107
313 Street Academy	2019-20	97
313 Street Academy	2020-21	87
190 Think College Now	2003-04	120
190 Think College Now	2004-05	160
190 Think College Now	2005-06	208
190 Think College Now	2006-07	255
190 Think College Now	2007-08	266
190 Think College Now	2008-09	266
190 Think College Now	2009-10	279
190 Think College Now	2010-11	305
190 Think College Now	2011-12	298
190 Think College Now	2012-13	290
190 Think College Now	2013-14	305

190 Think College Now	2014-15	301
190 Think College Now	2015-16	306
190 Think College Now	2016-17	305
190 Think College Now	2017-18	307
190 Think College Now	2018-19	305
190 Think College Now	2019-20	294
190 Think College Now	2020-21	298
157 Thornhill	2000-01	337
157 Thornhill	2001-02	334
157 Thornhill	2002-03	346
157 Thornhill	2003-04	342
157 Thornhill	2004-05	366
157 Thornhill	2005-06	356
157 Thornhill	2006-07	368
157 Thornhill	2007-08	354
157 Thornhill	2008-09	350
157 Thornhill	2009-10	371
157 Thornhill	2010-11	375
157 Thornhill	2011-12	390
157 Thornhill	2012-13	391
157 Thornhill	2013-14	386
157 Thornhill	2014-15	394
157 Thornhill	2015-16	394
157 Thornhill	2016-17	391
157 Thornhill	2017-18	390
157 Thornhill	2018-19	410
157 Thornhill	2019-20	401
157 Thornhill	2020-21	396
176 Tilden Elementary	2002-03	37
176 Tilden Elementary	2003-04	46
176 Tilden Elementary	2004-05	54
176 Tilden Elementary	2005-06	135
176 Tilden Elementary	2006-07	109
176 Tilden Elementary	2007-08	115
176 Tilden Elementary	2008-09	126
176 Tilden Elementary	2009-10	92
159 Toler Heights	2000-01	137
159 Toler Heights	2001-02	130
159 Toler Heights	2002-03	124
159 Toler Heights	2003-04	113
228 United For Success	2006-07	197
228 United For Success	2007-08	378
228 United For Success	2008-09	391
228 United For Success	2009-10	418
228 United For Success	2010-11	433
228 United For Success	2011-12	419
228 United For Success	2012-13	414
228 United For Success	2013-14	436
228 United For Success	2014-15	403
228 United For Success	2015-16	382
228 United For Success	2016-17	349
228 United For Success	2017-18	359
228 United For Success	2018-19	370
228 United For Success	2019-20	375

228 United For Success	2020-21	385
236 Urban Promise Academy	2001-02	120
236 Urban Promise Academy	2002-03	157
236 Urban Promise Academy	2003-04	173
236 Urban Promise Academy	2004-05	180
236 Urban Promise Academy	2005-06	231
236 Urban Promise Academy	2006-07	289
236 Urban Promise Academy	2007-08	280
236 Urban Promise Academy	2008-09	287
236 Urban Promise Academy	2009-10	300
236 Urban Promise Academy	2010-11	304
236 Urban Promise Academy	2011-12	315
236 Urban Promise Academy	2012-13	320
236 Urban Promise Academy	2013-14	324
236 Urban Promise Academy	2014-15	323
236 Urban Promise Academy	2015-16	371
236 Urban Promise Academy	2016-17	370
236 Urban Promise Academy	2017-18	372
236 Urban Promise Academy	2018-19	370
236 Urban Promise Academy	2019-20	375
236 Urban Promise Academy	2020-21	379
214 Verdese Carter	2000-01	475
214 Verdese Carter	2001-02	475
214 Verdese Carter	2002-03	447
214 Verdese Carter	2003-04	362
214 Verdese Carter	2004-05	300
214 Verdese Carter	2005-06	97
161 Washington	2000-01	287
161 Washington	2001-02	270
161 Washington	2002-03	215
161 Washington	2003-04	185
161 Washington	2004-05	160
162 Webster Academy	2000-01	984
162 Webster Academy	2001-02	934
162 Webster Academy	2002-03	882
162 Webster Academy	2003-04	734
162 Webster Academy	2004-05	613
162 Webster Academy	2005-06	550
162 Webster Academy	2006-07	505
162 Webster Academy	2007-08	155
162 Webster Academy	2008-09	72
204 West Oakland Middle School	2007-08	71
204 West Oakland Middle School	2008-09	160
204 West Oakland Middle School	2009-10	215
204 West Oakland Middle School	2010-11	169
204 West Oakland Middle School	2011-12	151
204 West Oakland Middle School	2012-13	179
204 West Oakland Middle School	2013-14	214
204 West Oakland Middle School	2014-15	224
204 West Oakland Middle School	2015-16	198
204 West Oakland Middle School	2016-17	179
204 West Oakland Middle School	2017-18	202
204 West Oakland Middle School	2018-19	199
204 West Oakland Middle School	2019-20	198

204 West Oakland Middle School	2020-21	212
213 Westlake	2000-01	718
213 Westlake	2001-02	714
213 Westlake	2002-03	677
213 Westlake	2003-04	672
213 Westlake	2004-05	643
213 Westlake	2005-06	705
213 Westlake	2006-07	672
213 Westlake	2007-08	610
213 Westlake	2008-09	621
213 Westlake	2009-10	644
213 Westlake	2010-11	644
213 Westlake	2011-12	620
213 Westlake	2012-13	591
213 Westlake	2013-14	571
213 Westlake	2014-15	524
213 Westlake	2015-16	455
213 Westlake	2016-17	383
213 Westlake	2017-18	360
213 Westlake	2018-19	307
213 Westlake	2019-20	312
213 Westlake	2020-21	304
163 Whittier	2000-01	683
163 Whittier	2001-02	663
163 Whittier	2002-03	649
163 Whittier	2003-04	626
163 Whittier	2004-05	577
163 Whittier	2005-06	555
163 Whittier	2006-07	519
163 Whittier	2007-08	125
163 Whittier	2008-09	72
344 Youth Empowerment School	2003-04	129
344 Youth Empowerment School	2004-05	200
344 Youth Empowerment School	2005-06	213
344 Youth Empowerment School	2006-07	203
344 Youth Empowerment School	2007-08	237
344 Youth Empowerment School	2008-09	241
344 Youth Empowerment School	2009-10	225
344 Youth Empowerment School	2010-11	180

Transportation (VMT) Impact Assessment

E
APPENDIX



HEXAGON TRANSPORTATION CONSULTANTS, INC.

June 17, 2022

Ms. Teri Wissler Adam
EMC Planning Group
301 Lighthouse Avenue, Suite C
Monterey, CA 93940

Re: VMT Study for Oakland Unified School District

Dear Ms. Adam:

Hexagon Transportation Consultants, Inc. has completed a transportation impact assessment of the planned school consolidation plan for the Oakland Unified School District. We understand that the Oakland Unified School District seeks to close 7 schools, merge one school with another, and truncate two schools by removing grades 6-8 (collectively the Consolidation Plan). The District currently has 81 schools and would have 73 schools after the Consolidation Plan is implemented.

CEQA Guidelines. The purpose of this report is to analyze the potential transportation impact of the Consolidation Plan. Historically, transportation analysis has focused on the identification of traffic impacts and potential roadway improvements based on delay and intersection levels of service. However, with the adoption of Senate Bill (SB) 743 legislation, public agencies are required (effective July 2020) to base transportation impacts on vehicles miles traveled (VMT) rather than level of service under the California Environmental Quality Act (CEQA).

The CEQA Guidelines section 15064.3 state as follows:

Generally, vehicles miles traveled is the most appropriate measure of transportation impacts. For the purposes of this section, “vehicle miles traveled” refers to the amount and distance of automobile travel attributable to a project.

VMT standards are new under CEQA, and there have been no express standards developed that are specifically applicable to school district projects, as there are for residential and commercial projects. Instead, the CEQA Guidelines allow for a qualitative analysis of a project’s VMT, which would evaluate factors such as the availability of transit, proximity to other destinations etc. (Guidelines, § 15064.3.) The transportation impact of the Consolidation Plan was analyzed based on a qualitative analysis of VMT.

Definition of VMT for Consolidation Plan. VMT is defined as the number of trips associated with each school multiplied by the length of each trip. VMT is typically analyzed on a daily basis. The trips generated by each school include trips to and from the school by faculty and staff as well as students being dropped off and picked up. VMT is a measure of the burden placed on the transportation system to move vehicles and is also a measure of the greenhouse gas emissions attributable to motor vehicles. California has established goals to reduce emissions by reducing VMT.

Open Enrollment Effects. Under its open enrollment policy, students going to Oakland Unified School District schools may choose to attend any school in the District with available capacity. (See Board Policy 5116.1). Students attending schools affected by the Consolidation Plan (“Transferring Students”) will be allowed to choose to attend any District school serving their respective grade level that has capacity. It is unknown which school each Transferring Student



will choose to attend, thus making it impossible to calculate in advance the exact VMT change brought about by the Consolidation Plan. While it is fair to assume many would go to the closest school available, some may choose schools farther away for any variety of reasons making attendance patterns impossible to predict with any certainty. The complexity of applying open enrollment considerations is illustrated by the attached maps, which show the location of all Oakland Unified School District schools on Exhibit A, with those schools that are part of the consolidation plan indicated on Exhibit B.

Thus, while the CEQA Guidelines require an evaluation of potential impacts related to adopted VMT methodologies and impact criteria before approval of the Consolidation Plan, an exact calculation of VMT change cannot be completed until Transferring Students select their schools, which has not yet occurred for the vast majority of Transferring Students. This study therefore applies a rule of reason approach to its analysis. Using that analysis, it is anticipated that the Consolidation Plan will result in a traffic impact that would be less than significant.

Using reasonable assumptions, below is an illustration of potential transportation impact and how the VMT change might be calculated under the Consolidation Plan.

The Consolidation Plan Results in an Overall Reduction of VMT. As shown in Table 1, enrollment within the Oakland Unified School District has been declining for many years. In fact, the current total enrollment is about 35% less than it was in 2000, which is as far back as records have been provided for the transportation impact assessment. This means that the VMT associated with the schools also has declined.

As part of the Consolidation Plan, about 11% of schools within the Oakland Unified School District would be closed. However, while this could result in some Transferring Students having to travel farther to school than they travel today, even assuming that all Transferring Students affected by the closures would travel farther, the VMT of the Oakland Unified School District after consolidation still would be far below the VMT in the past.

According to Institute of Transportation Engineers (ITE) research, as compiled in the *Trip Generation Manual*, a typical elementary school generates 2.27 daily trips per student. This includes trips by faculty and staff. As an illustration, the existing average trip length for Oakland Unified School District students for the 2021-2022 school year, based on data and calculations provided by Susan Radke, Mapping Analytics Specialist, is 2.3 miles. Using this figure:

- The year 2000 daily VMT would calculate to 281,161 (53,852 students x 2.27 daily trips per student x 2.3 average trip length in miles = 281,161).
- After implementation of the Consolidation Plan, 1,664 Transferring Students will be traveling to new schools (see Table 3).
 - The daily VMT with consolidation for students other than the Transferring Students would be 33,825 (35,489-1,664) students x 2.27 daily trips per student x 2.3 average trip length in miles =176,600.
 - For the 1,664 Transferring Students it is not known yet how far they will travel. To take the worst case scenario approach, if one assumes the greatest distance possible, that would be from Grass Valley Elementary School to Burckhalter Elementary School, which are the closing school and the primary welcoming



school that are located the farthest from each other, at 3.9 miles. (See Table 3). Applying the same formula as for the other District students, VMT associated with the Transferring Students would be 23,419 (1,664 students at 2.27 daily trips per student x average trip length of $2.3 + 3.9 = 6.2$ miles). This is a very conservative estimate because most Transferring Students will travel considerably less than 6.2 miles per trip; for purposes of illustration, the maximum distance was nevertheless applied to all Transferring Students and to all schools under the Consolidation Plan.

- Adding the 23,419 miles for Transferring Students to the 176,600 miles for all other students, the total is 200,019 miles. Thus, even assuming the maximum increase in trip lengths for Transferring Students, the VMT with consolidation would be more than 80,000 miles less than the past VMT of 281,161.

Average School District VMT. Another way to estimate VMT would be to take a statewide perspective, and compare the Oakland Unified School District to other school districts in California. Generally, the VMT per student within a school district is proportional to the number of students per school. School districts with a large number of small schools have lower VMT per student than school districts with fewer but larger schools, because such schools draw from a larger attendance area. Table 2 compares the Oakland Unified School District to other school districts that the Board of Education determined had similar enrollment or other similarities to the Oakland Unified School District. Currently, the Oakland Unified School District has much fewer students per school than the other comparable school districts and would continue to have much fewer students per school under the Consolidation Plan. Thus, the VMT per student in the Oakland Unified School District is, and would continue to be, much lower than other districts in California. Applying a statewide perspective, Oakland Unified School District VMT impact is less than significant.

In summary, though an exact VMT change is impossible to calculate due in large part to the open enrollment system utilized by the Oakland Unified School District, it can still be reasonably concluded that the Oakland Unified School District Consolidation Plan would have a less than significant impact on VMT. This is because even assuming the highest VMT increase possible under the Consolidation Plan for Transferring Students: (1) the resulting VMT would still be much less than the historic baseline in Oakland; and (2) the average VMT per student is much lower in Oakland than in other California school districts.

We appreciate the opportunity to provide this analysis. If you have any questions, please do not hesitate to call.

Sincerely,
HEXAGON TRANSPORTATION CONSULTANTS, INC.

Gary K. Black
President



Table 1
Oakland School District Enrollment by Year

Academic Year	Enrollment
2000-01	53,852
2001-02	52,237
2002-03	50,261
2003-04	47,650
2004-05	44,925
2005-06	41,467
2006-07	39,804
2007-08	38,878
2008-09	38,655
2009-10	38,428
2010-11	38,772
2011-12	37,919
2012-13	36,492
2013-14	37,035
2014-15	37,259
2015-16	37,310
2016-17	36,925
2017-18	37,096
2018-19	36,524
2019-20	36,154
2020-21	35,489



Table 2
School District Enrollment Comparison

District	2020-21 Enrollment	2020-21 Number of Schools	2020-21 Average School Size
Fontana USD	35,461	45	788
Fremont USD	34,782	43	809
Fresno USD	69,709	100	697
Hayward USD	19,069	33	578
Riverside USD	39,443	47	839
Santa Ana USD	43,917	54	813
Stockton USD	33,943	56	606
Oakland USD	35,489	81	438
Oakland Revised	35,489	73	486

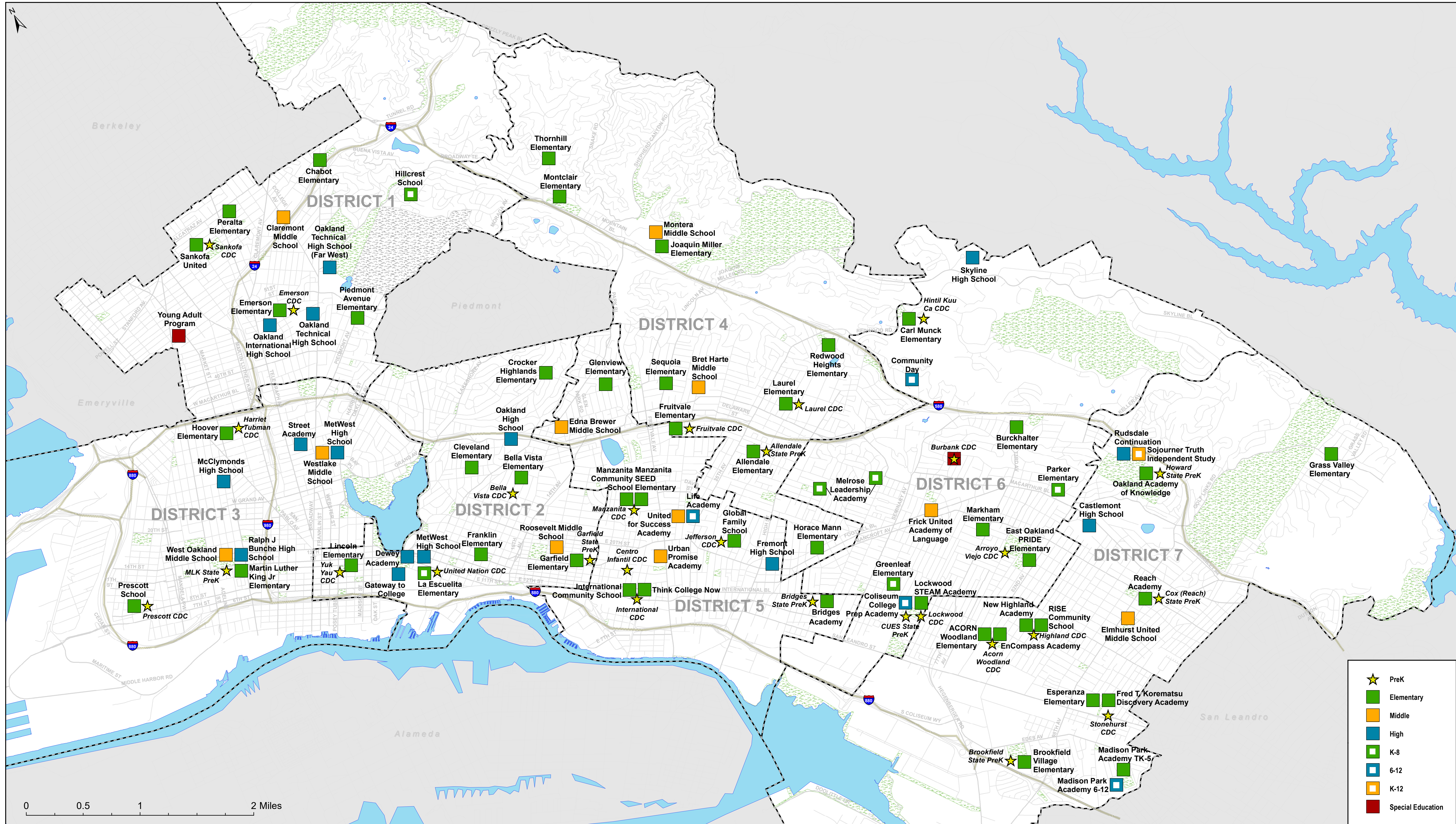
Table 3
Total Number of Displaced Students and Furthest Primary Welcoming School Distance

Closing, Merging, or Truncating School	Enrollment at Consolidation	Furthest Primary Welcoming School Distance
Community Day School	9	N/A Refer students to Alameda County Program
Parker School	215	Elmhurst 1.6 mi
Brookfield Elementary	226	Reach 2 mi
Carl B. Munck Elementary	248	OAK 3.8 mi
Grass Valley Elementary	198	Burckhalter 3.9 mi
Fred T. Korematsu Discovery Academy Elementary	213	RISE/New Highland 1.3 mi
Horace Mann Elementary	179	Laurel 2.0 mi
RISE Community Elementary	178	N/A due to merger into New Highland at same campus
Truncate La Escuelita	105	Roosevelt 1.5 mi
Truncate Hillcrest School	93	Montera 2.8 mi
Total:	1664	

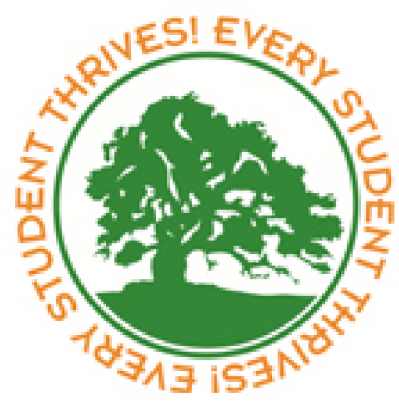
SOURCE: Oakland Unified School District, Staff Report dated January 31, 2022.



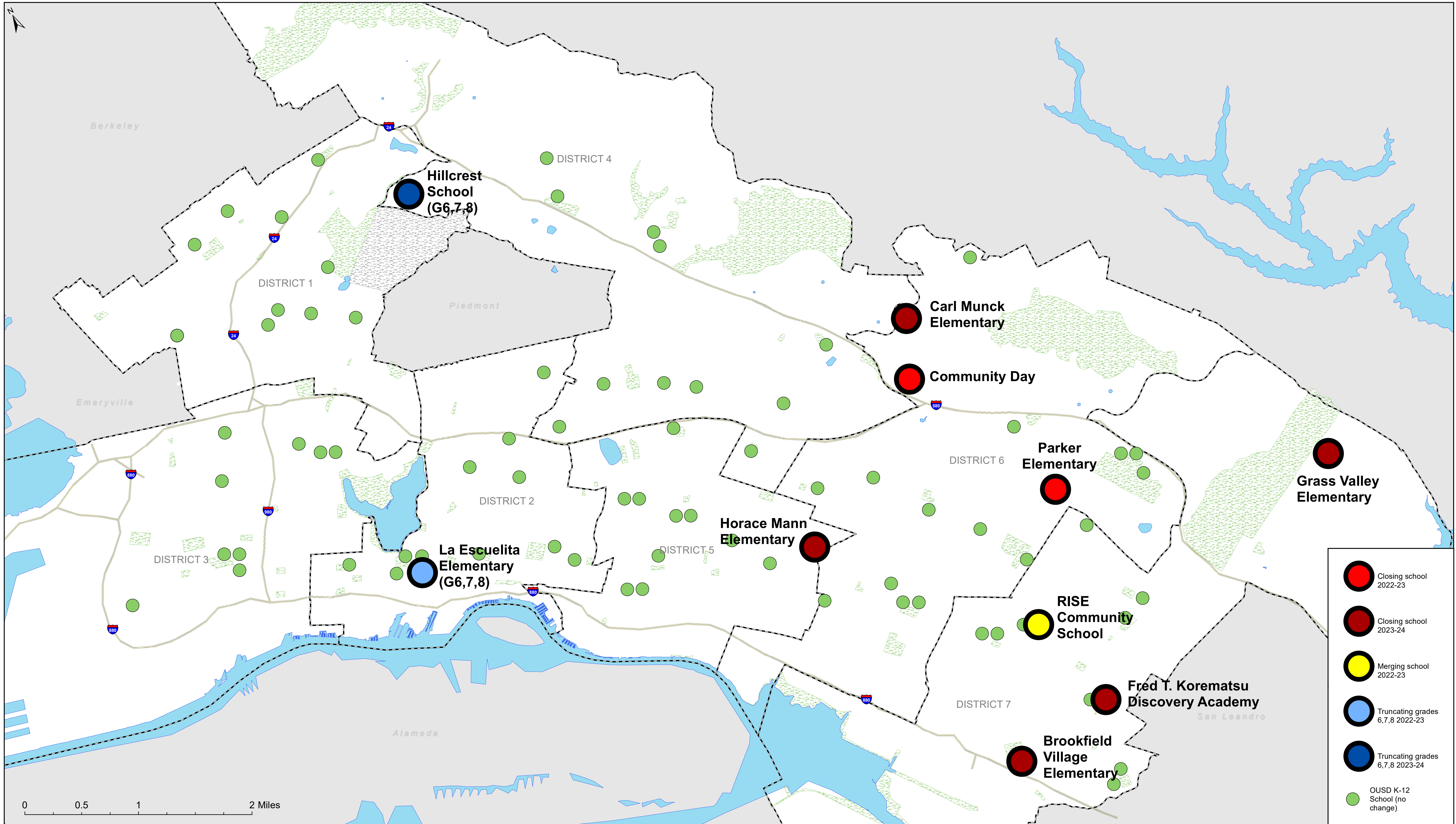
2021-22 Oakland District-Run Schools



*Sites and locations subject to change.



Consolidating K-12 District-Run Schools



*Site status and locations subject to change.

Firm Description



Hexagon Transportation Consultants, Inc. was founded in 1998 in San Jose, California with the goal of providing quality, professional transportation consulting services to private and public entities. Hexagon provides services in all major aspects of transportation planning and traffic engineering. We have built our firm around three fundamental principles. First, we deliver the highest quality work with findings that are double checked and presented clearly and concisely. Second, we deliver work products when promised. Last, we are accessible and responsive.

Hexagon's staff members have prepared thousands of studies, both large and small, over their professional careers. Hexagon's public clients include city, county and state agencies and regional planning organizations. Hexagon has a wide range of private clients including technology companies, developers, architects, civil engineers, and environmental firms.

Hexagon has California offices in San Jose, Pleasanton and Gilroy offering a wide range of services including:

- Countywide and Citywide Circulation Plans
- Corridor Studies
- Major Investment Studies
- Specific Plans
- TDM Plans
- Animated Site Plans
- VMT/Traffic Impact Analysis
- Traffic Impact Analyses
- Traffic Simulation
- Travel Demand Forecasting Models
- Pavement Delineation and Signing Plans
- Greenhouse Gas Traffic Emissions Studies
- Traffic Impact Fee Studies
- Traffic Safety Studies
- Site Review Studies
- Neighborhood Traffic Control Studies
- Campus Plans
- Ballpark and Stadium Studies
- Bicycle and Pedestrian Facility Design
- Site Feasibility Studies
- Traffic Signal Designs
- Parking Studies
- Traffic Control/Construction Staging Plans
- Roundabout Studies, Analysis and Design

Hexagon has 30 employees within its three offices. Hexagon's professional staff is experienced in all technical aspects of transportation consulting and highly proficient in state-of-the-art computer software including all major modeling packages, traffic simulation software, intersection level of service programs, advanced traffic operations programs, CADD programs and many specialized programs that process and analyze traffic data. Hexagon's clients can be sure they are being provided high-quality, leading-edge technical services.

Gary K. Black, AICP, President

Education

Master of City Planning in Urban Transportation, University of California at Berkeley

Bachelor of Arts in Geography, University of California at Los Angeles

Professional Associations

American Institute of Certified Planners

Institute of Transportation Engineers

Experience

Since 1982, Mr. Black has directed a number of transportation planning, traffic engineering, parking, and transit studies. He has prepared transportation plans for the Cities of San Jose, Palo Alto, San Mateo, Gilroy, and San Carlos, and areawide plans for reuse of the Bay Meadows racetrack site in San Mateo, Moffett Park in Sunnyvale, and many parts of San Jose (North San Jose, Downtown, Edenvale, and Evergreen). He has prepared traffic studies for new development in most cities within the Bay Area. He also has prepared numerous parking studies, including downtown parking studies for San Carlos, San Mateo, Gilroy, and San Jose.

Representative Projects

• Areawide Transportation Plans:

Circulation Elements for General Plans in San Mateo, Sunnyvale, Cupertino, Gilroy, and Palo Alto.

Bay Meadows – Hexagon prepared the transportation plan for redevelopment of the Bay Meadows Race Track in San Mateo into a mixed-use, transit orientated development.

Sunnyvale – Hexagon prepared specific plans for the Peery Park, Lawrence Station, Moffett Park, and El Camino Real areas of Sunnyvale. The plans were developed to support increased density of development, more diverse land uses, and buildout of the bicycle and pedestrian networks. The studies included travel demand model forecasts and estimates of vehicle miles traveled.

North San Jose – Hexagon developed a revised development policy for North San Jose that included a long-range forecast of traffic conditions and development of a long list of necessary transportation improvements – both roads and transit. The policy resulted in the adoption of an impact fee to fund transportation improvements.

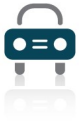
Santa Clara – Hexagon has done transportation planning for two specific plan areas. These were developed to support housing development in industrial areas to create a better jobs-housing balance. The studies were completed with travel demand models and calculated the change in vehicle miles traveled.

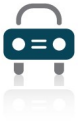
• Campus Studies:

Foothill College –The campus is served by one ring road that is accessed through a single intersection. Hexagon staff recommended that the ring road be made one-way. Other recommendations were also made for better signage and lighting around the ring road.

City College – Hexagon staff was hired to measure parking demand and to determine the amount of new parking needed. Hexagon staff conducted parking occupancy surveys. Student parking in neighborhoods was estimated by comparing overnight occupancy to occupancy at typical student peak times.

Evergreen Valley College - Hexagon was hired to assess the impact of expansion of the campus. One issue was reducing vehicle miles traveled since the campus is located on the edge of the city.





- **Site Traffic Analyses:**

For offices, hotels, restaurants, residential subdivisions, apartments, schools, warehouses, industrial complexes, distribution centers, and mixed-use developments in San Jose, Santa Clara, Sunnyvale, Milpitas, Los Gatos, Fremont, Monterey, Palo Alto, Menlo Park, Redwood City, San Carlos, San Mateo, Los Altos, Santa Rosa, Napa, Hayward, Bakersfield, Richmond, Danville, Concord, and Cupertino, California. These included estimation of future trip generation, impacts on adjacent intersections, and site-specific pedestrian and auto circulation issues such as driveway and crosswalk locations.



- **Impact Fee Studies:**

Mr. Black has directed numerous transportation impact fee studies. The purpose of the studies is to identify future transportation deficiencies, improvements to address the deficiencies, and costs to implement the improvements. Impact fee studies were completed for San Mateo, Palo Alto, Sunnyvale, San Jose, Santa Clara, and Gilroy.



- **Parking Studies:**

San Carlos – Staff believed that the available parking spaces were utilized to such an extent that any future development could not be accommodated. It was determined that future development could be accommodated only by planning a parking structure. A suitable site was identified, and a three-level parking structure was designed (one level underground and two levels above). To help the financial feasibility of the parking structure, it was designed to have two levels of housing above.

San Mateo – Due to recent and projected growth, many downtown merchants believed that more parking facilities were needed. Surveys revealed that the existing parking situation was adequate, although during peak times customers sometimes had to settle for less desirable spaces because the prime spaces were taken by employees. The study was able to show that a relatively modest increase in downtown parking meter rates combined with a small property assessment could finance an additional parking structure.



- **Major Developments:**

Valley Fair – Valley Fair is a 1.2 million square foot regional mall that was proposed for enlargement by approximately 300,000 square feet.

Santana Row – This project transformed a 1960's era shopping center into a mixed-use "Main Street" style shopping, entertainment and residential center.

Oakridge Mall – The proposed expansion consisted of the addition of 85,000 square feet of movie theater space plus additional retail and restaurant space.

Evergreen Specific Plan - The plan called for the construction of over 4,000 dwelling units on about 600 acres. Hexagon staff analyzed both on-site and off-site traffic impacts of the plan and developed the circulation element of the EIR.



Facebook Willow Village – The Willow Village plan included over one million square feet of new office space for Facebook plus residential, retail, and hotel development. Hexagon completed the transportation study for the plan including calculation of VMT effects and the design of access and on-site circulation.

