School Portfolio Management and District Restructuring Decisions

Expanding Quality and Releasing Resources
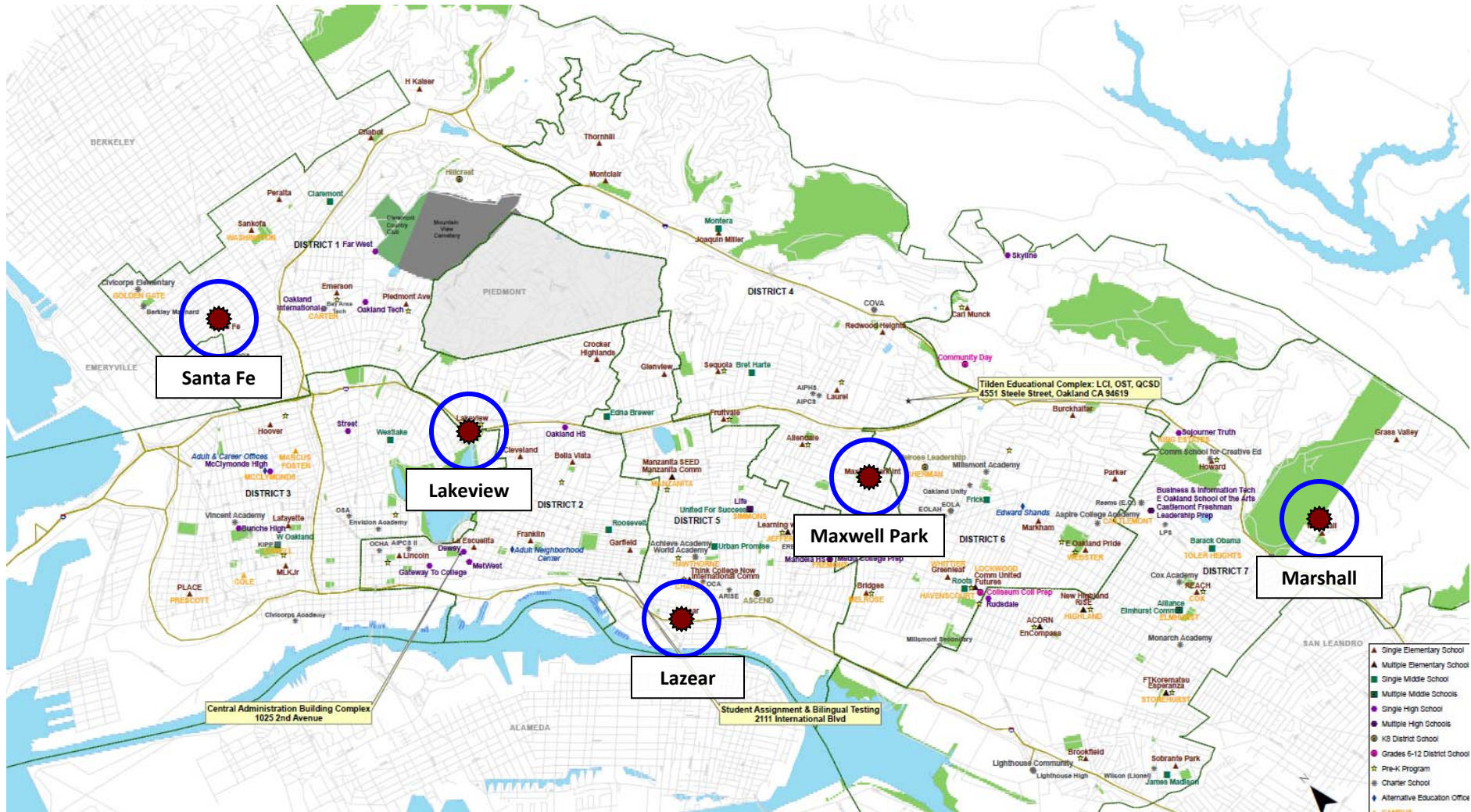
v21.1

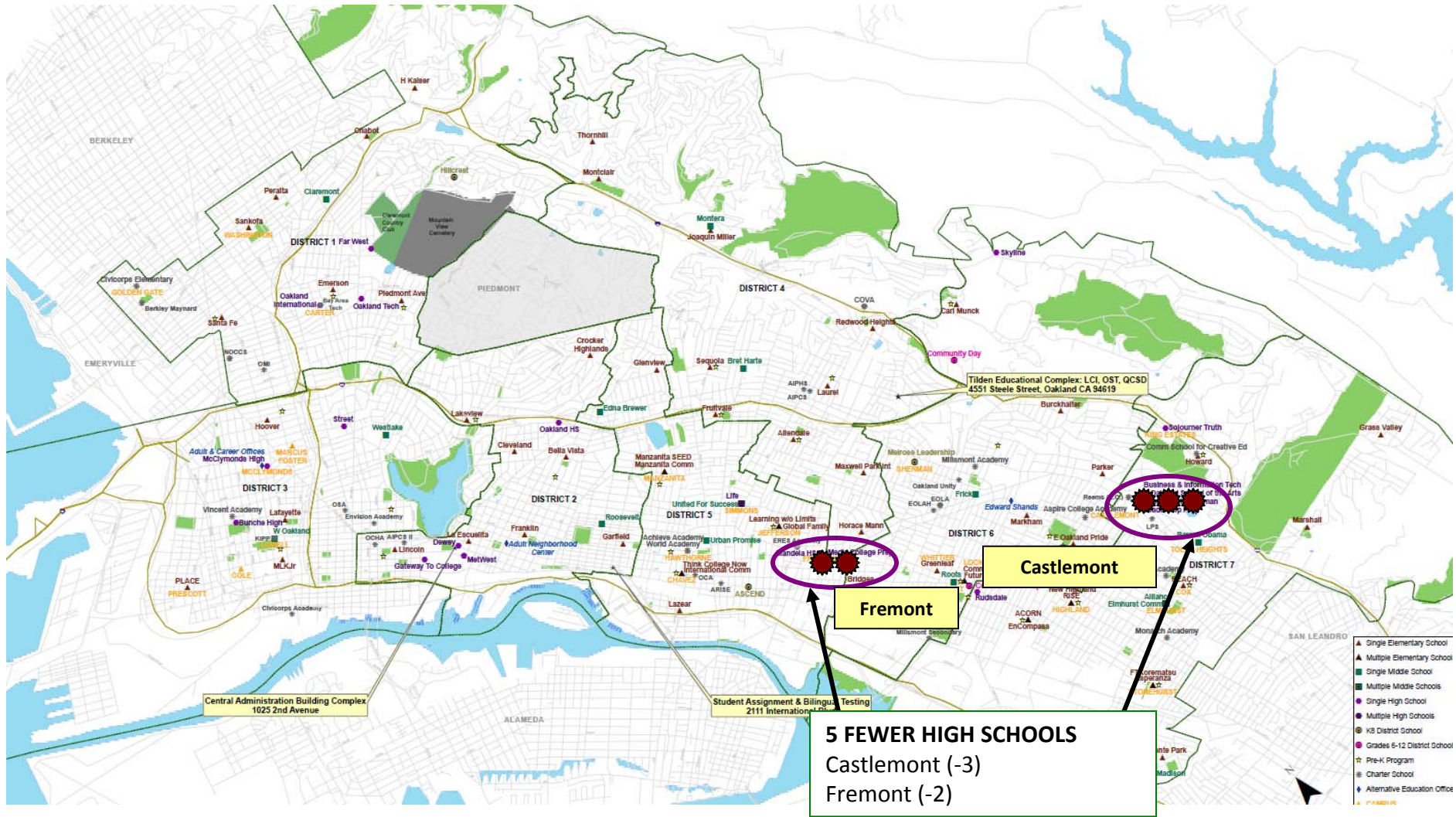# APPENDICES

Appendix I:
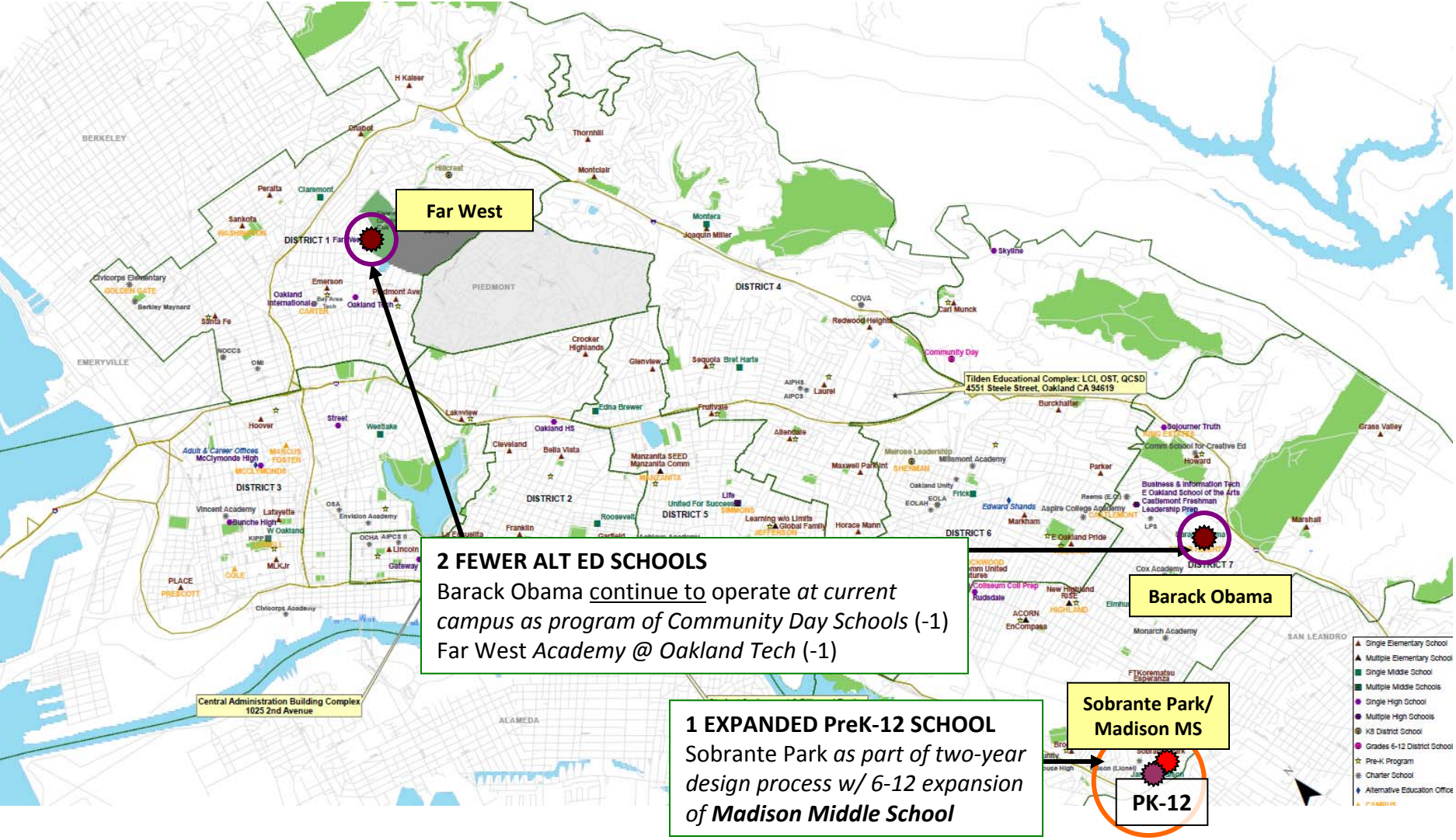## Locations of Restructuring Recommendations

Locations of Proposed School Closures:

Locations: School Program Re-design *through Transformation*:

5 FEWER HIGH SCHOOLS
Castlemont (-3)
Fremont (-2)

Location: Additional School Program Restructuring:

Far West

Barack Obama

Sobrante Park/ Madison MS

2 FEWER ALT ED SCHOOLS
Barack Obama continue to operate *at current campus as program of Community Day Schools* (-1)
Far West *Academy @ Oakland Tech* (-1)

1 EXPANDED PreK-12 SCHOOL
Sobrante Park *as part of two-year design process w/ 6-12 expansion of **Madison Middle School***

PK-12

Location of Quality Full Service Community School Expansions:

Kaiser

Burckhalter

In order to provide increased access to high quality school programs; expand facility and/or relocate school to a facility by August 2013 that will provide for enrollment increase that will result in at least the District Avg - 380
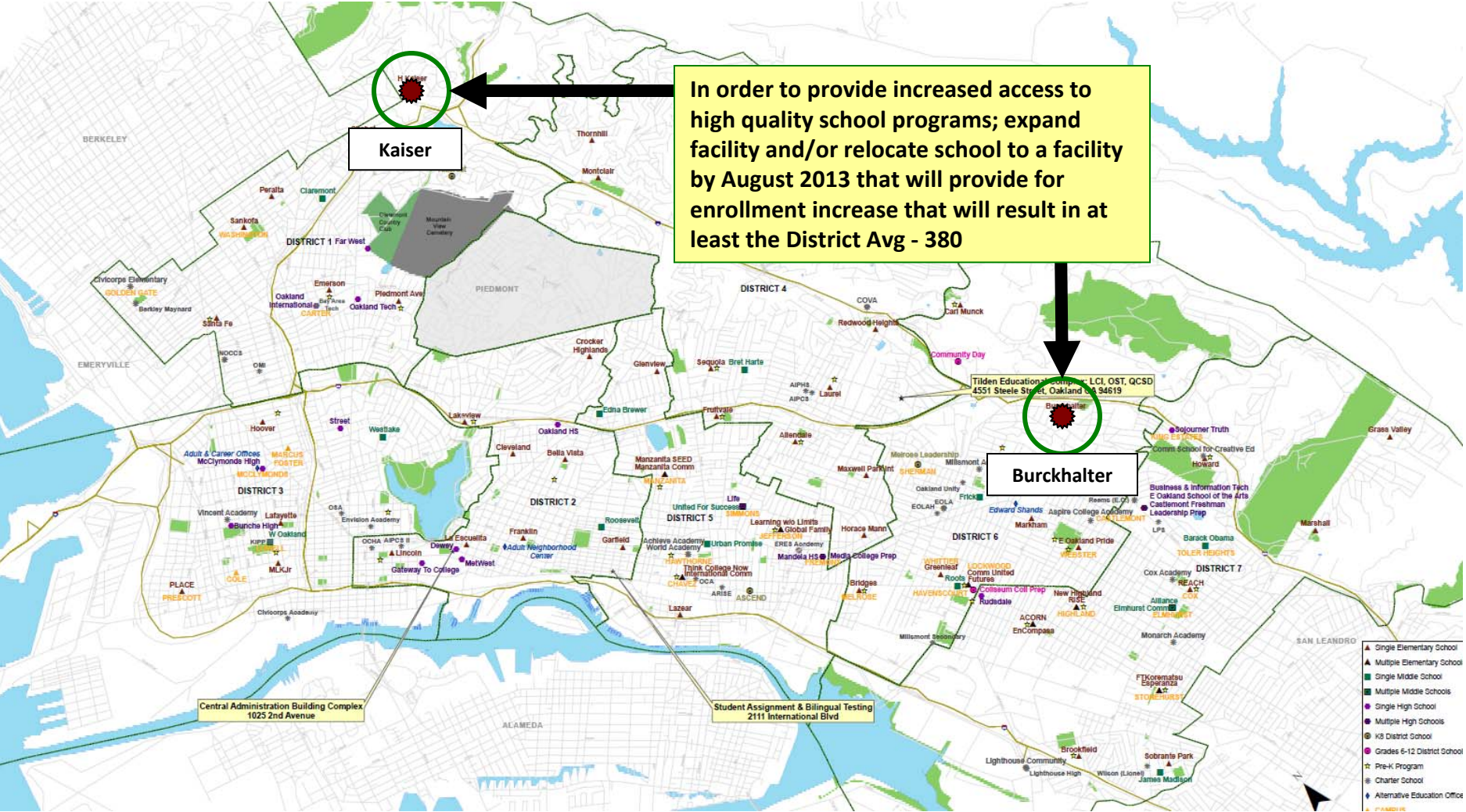
Appendix II:
Restructuring Recommendations
Supporting Rationale

RATIONALE: Quality Full Service Community School Expansion

Quality Expansion: Burckhalter and Kaiser

The District Strategic Plan calls for ***"Accelerating Students Through Targeted Approaches"*** (pg. 28.) This includes increasing the academic opportunities for African American Males in particular, and supporting effective school programs for all students in general.

Following application of the Board approved Restructuring Criteria, further analysis was conducted to nonetheless evaluate the opportunities to both Expand Quality, as well as Release Resources. **Burckhalter Elementary** and **Kaiser Elementary** demonstrate extraordinary academic achievements for African American students specifically, as well as all students.

The District Strategic Plan sets forth goals to identify and expand best practices to support the achievement of African American Males (pg 30.) Currently the district is piloting a **School Quality Review** process to conduct a more in-depth analysis of school quality (pg. 57.)

For **2011-12**, **Burckhalter** is identified as a school undergoing School Quality Review. Staff intends to identify **Kaiser** undergo a School Quality Review for **2012-13**. This process will help the District better understand the practices that are resulting in high student achievement, as well as provide insight into how best to preserve the integrity of the quality of these schools in an expansion and/or relocation process by August, 2013.

The District is committed to considerations of safety, transportation, program quality, and continuing to support each schools development as a Full Service Community School.

RATIONALE: Quality Full Service Community School Expansion

Burckhalter Elementary

Based on an analysis of performance, demonstrates accelerated and/or consistently high achievement for African American students in particular, as well as for all students.
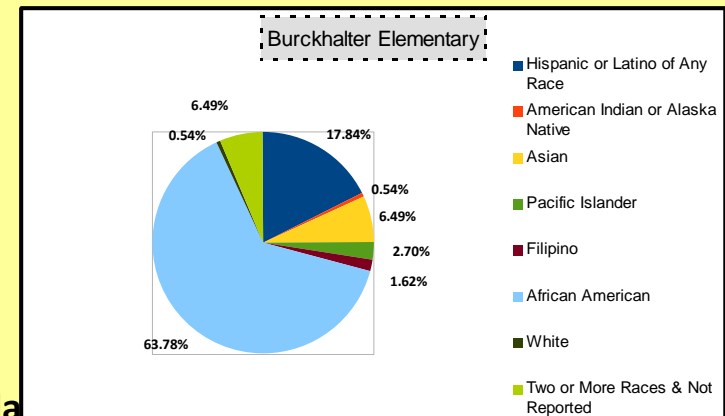
The school is nonetheless located in less densely populated parts of Oakland and resides in one of the district's smallest facilities. To ensure locating high quality programs where the district has facilities that can sustain their continued operation, the school is proposed to relocate in a setting where the district maintains a larger facility.

Burckhalter performance is impressive, especially in light of its high rate of chronic absence (25% schoolwide) and relatively low rate of satisfactory attendance, particularly for African American students (43% of African American students attending 95% or more of school days).

The 2010-11 suspension reports show an extremely low suspension rate (just one suspension for a single day for the whole year). This is an indicator of a positive school climate and culture at the school.

GROWTH IN ACHIEVEMENT
- **HIGH API: 842**
- **HIGH API Growth 3 Years: 146 Points** (since 2008)
- **HIGH African American API: 823**
- **HIGH African American API Growth: 164 Points** (since 2008)
- **Among all 20 schools with largest African American population**
  - **2010 to 2011: 2nd Highest % students Math Growth: 60%**
    - **Among all 20 schools with largest African American popula**
    - **2010 to 2011: 1st Highest % students ELA Growth: 56%**

Burckhalter Elementary

Pie chart legend:
- Hispanic or Latino of Any Race — 17.84%
- American Indian or Alaska Native — 0.54%
- Asian — 6.49%
- Pacific Islander — 2.70%
- Filipino — 1.62%
- African American — 63.78%
- White — 0.54%
- Two or More Races & Not Reported — 6.49%

RATIONALE: Quality Full Service Community School Expansion
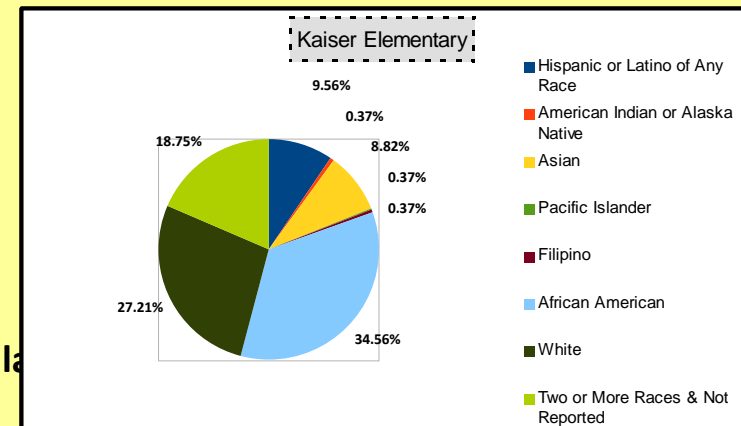
Kaiser Elementary

Based on an analysis of performance, demonstrates accelerated and/or consistently high achievement for African American students in particular, as well as for all students. African American students are the largest population at this school (35%). Large numbers of African American students scored Proficient or Advanced – 57% in CST ELA and 59% in CST Math. Nearly half (48%) of African American students in grades 3-5 who were tested in 2010 and 2011 moved up a whole performance level or stayed at Advanced in Math.

Kaiser's chronic absence rate for African American male (7%) AND female (5%) students is extremely low, as compared to the district-wide K-5 chronic absence rate of 21% for African American males and 20% for African American females.

The suspension reports show an extremely low suspension rates (just one suspension for a single day for the whole year). This is an indicator of a positive school climate and culture at the school.

SUSTAINED ACHIEVEMENT

- **HIGH API: 885**
- **Sustained HIGH API: 863** (2008)
- **HIGH African American API: 816**
- **Sustained HIGH African American API: 803** (2008)
- **Among all 20 schools with largest African American population**
    - **2010 to 2011: 1st Highest % students Math Growth: 61%**
        - **Among all 20 schools with largest African American popula**
        - **2010 to 2011: 4th Highest % students ELA Growth: 48%**

Kaiser Elementary

- Hispanic or Latino of Any Race: 9.56%
- American Indian or Alaska Native: 0.37%
- Asian: 8.82%
- Pacific Islander: 0.37%
- Filipino: 0.37%
- African American: 34.56%
- White: 27.21%
- Two or More Races & Not Reported: 18.75%

10

RATIONALE: Grade Configuration Change PreK-12:
Sobrante Park / Madison Middle School

Sobrante Park, is located adjacent to **Madison Middle School** separated by a series of fences. **Sobrante Park** sends approximately 65% of its 5th grade students to **Madison** annually. 35% of Sobrante Park 5th graders leave the district after 5th grade.

Madison Middle School has demonstrated the highest performance growth of all district middle schools over the past three years.
*(Along w/ Urban Promise Academy – 103 API pts growth)*

JAMES MADISON MIDDLE SCHOOL:
GROWTH IN ACHIEVEMENT
- **HIGH API: 722**
- **HIGH API Growth 3 Years: 103 Points** (since 2008)
- **HIGH African American API: 719**
- **HIGH African American API Growth: 111 Points** (since 2008)

Sobrante Park

Madison Middle School

Madison is engaged in a process of developing a Grade Configuration Change plan to implement a 6-12 program beginning in fall, 2013, pending Board approval.

Proposal is to incorporate the Sobrante Park community, not later than summer 2012 into design process together with the Madison design team to provide an opportunity to develop a coherent curricular program, high expectations for all students as reflected in the Madison Middle School program, and to provide a desirable PreK-12 option for families.

Program likely to retain the approx. 43% of Madison students that leave the district after 8th grade annually, as well as the 35% of Sobrante Park students that leave the district annually as well.
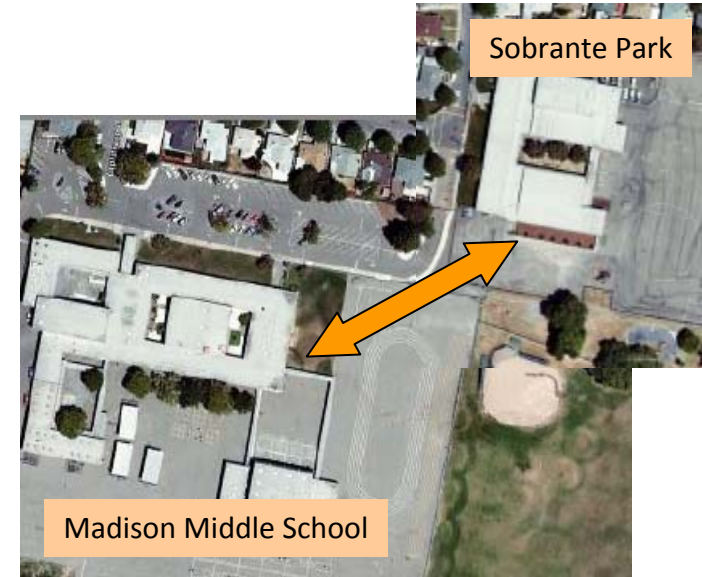
Appendix III:
Portfolio Overview of Middle Schools

Middle Schools

What is the status of OUSD middle schools within the portfolio? There is insufficient excess capacity within middle school programs and limited proximity of facilities to accommodate a school closure at this time.

Legend:
- **K-8 or 6-12 in Boundary**
- **Single School**
- **Multiple Schools**

13

Appendix IV:
Transition Support for
School Closure
Recommendations

Caring for Students, Family and Staff:

Taking Responsibility for the health and well-being of students, families and the adults that serve them

SUPPORT STRUCTURES:

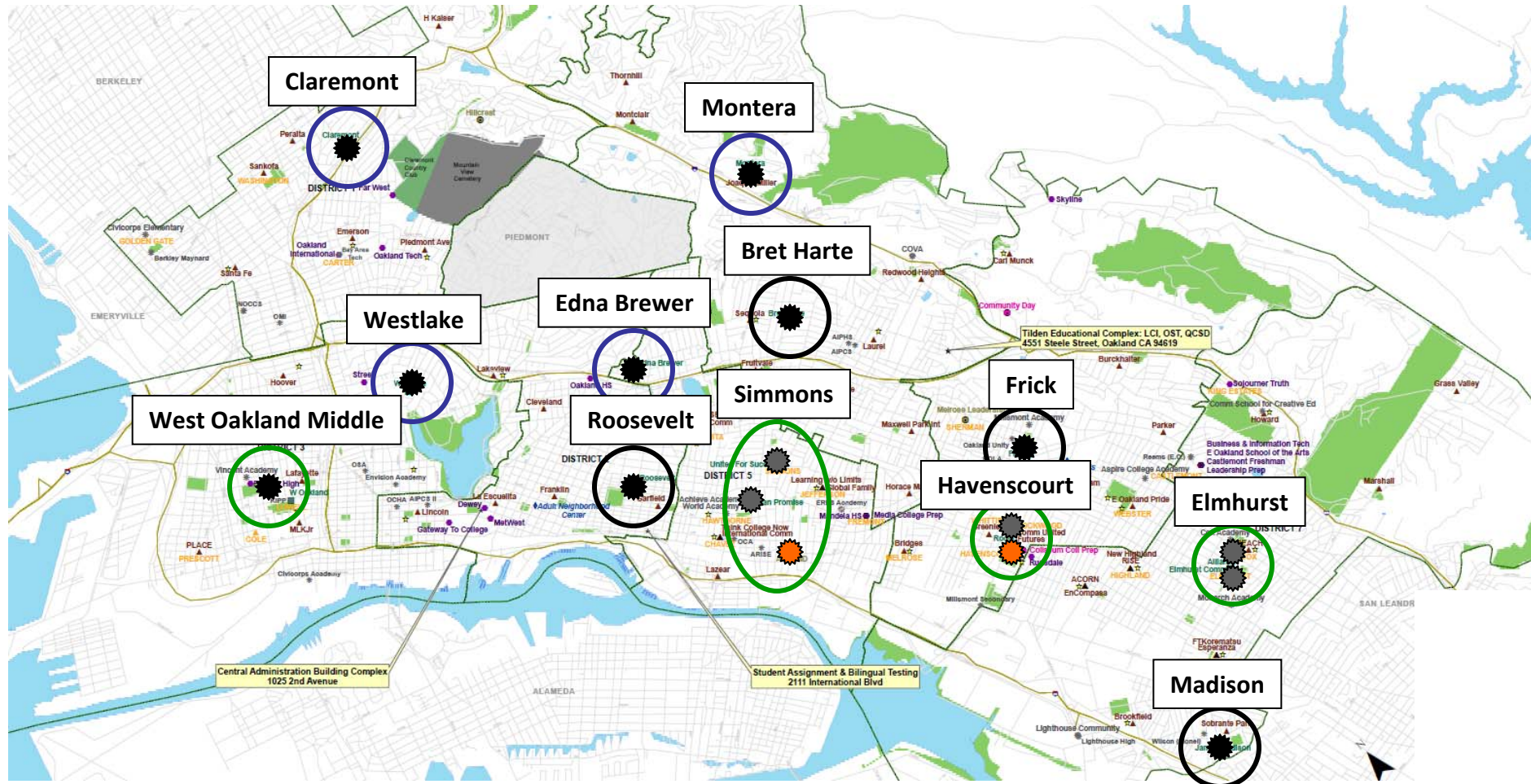- **Director, Educational Transitions for Students, Families, and Community**

30+ Year veteran OUSD leader supporting transition teams to assist students, families, and staff through personalized approach.

- **Coordinator, School Portfolio Management (SPM)**

Experienced OUSD teacher and administrator supporting project management of closure processes and grade configuration change planning.

- **Central Support Teams**

Teams comprised of leadership from key departments within the district working in collaboration and cooperation towards common goals.

- **Principal Advisory**

Seasoned OUSD principals convened regularly to share ideas and best practices on how best to support students, families and staff in transition.

Lakeview Elementary

Estimated student transitions in grades K-4 (non-SDC) in 2012: 254

Percent of K-5 students not living in neighborhood going to this school 2011: 72%
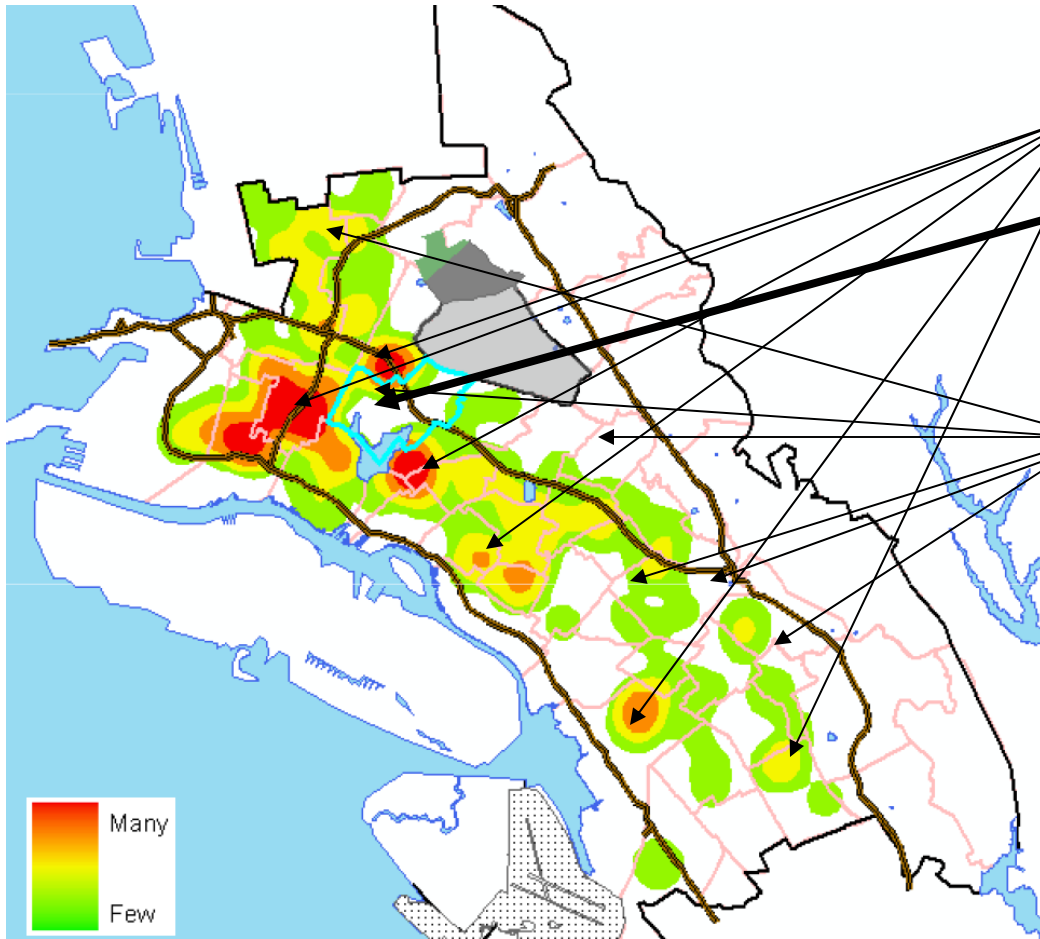
- **72%** *(182)* **come from 35 attendance areas throughout city; of which half (50%) represent higher performing attendance areas.**

- **38%** *(96)* **live in neighborhood**

- **37 district elementary schools demonstrate higher performance based on API**
- **45 district elementary schools demonstrate higher growth in performance**

- **Analysis of seats likely available reveals that all students can likely enter schools with higher performance based on API**
- **Families will nonetheless be supported to identify key desired program qualities when considering ALL school options.**

Many

Few

Lazear Elementary

Estimated students in grades 1-5 (non-SDC) displaced in 2012: 217

Percent of K-5 students not living in neighborhood going to this school 2011: 48%
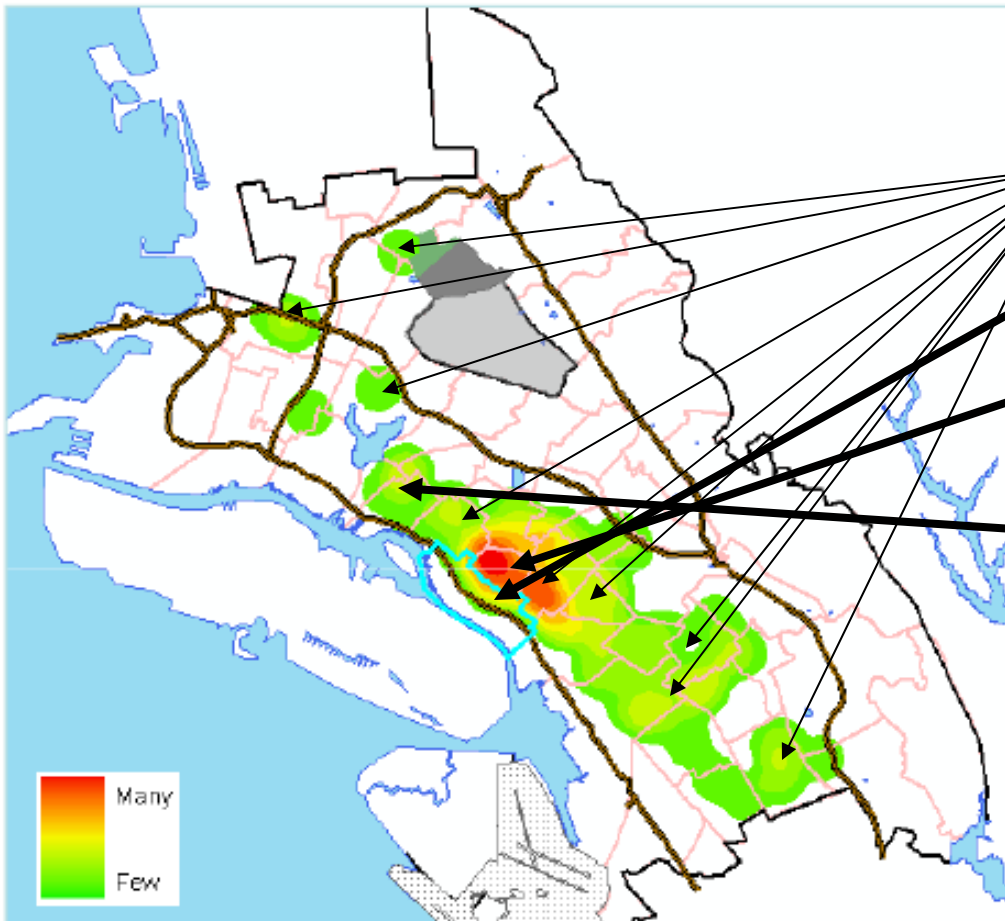
- **28%** *(61)* **come from 23 attendance areas throughout city of which 17 attendance areas represent higher performing schools.**

- **52%** *(113)* **live in neighborhood**

- **20%** *(43)* **come from ICS, TCN, and LWL** *(Higher Performing sites)*

- **La Escuelita will have approx 80-100 additional seats w/in new facility** *(approx. 100+ API pts higher)*
- **La Escuelita hosts bilingual program, safe school, accessible transit**

Many

Few

17

Marshall Elementary

Estimated students in grades 1-5 (non-SDC) displaced in 2012: 109

Percent of K-5 students not living in neighborhood going to this school 2011: 75%
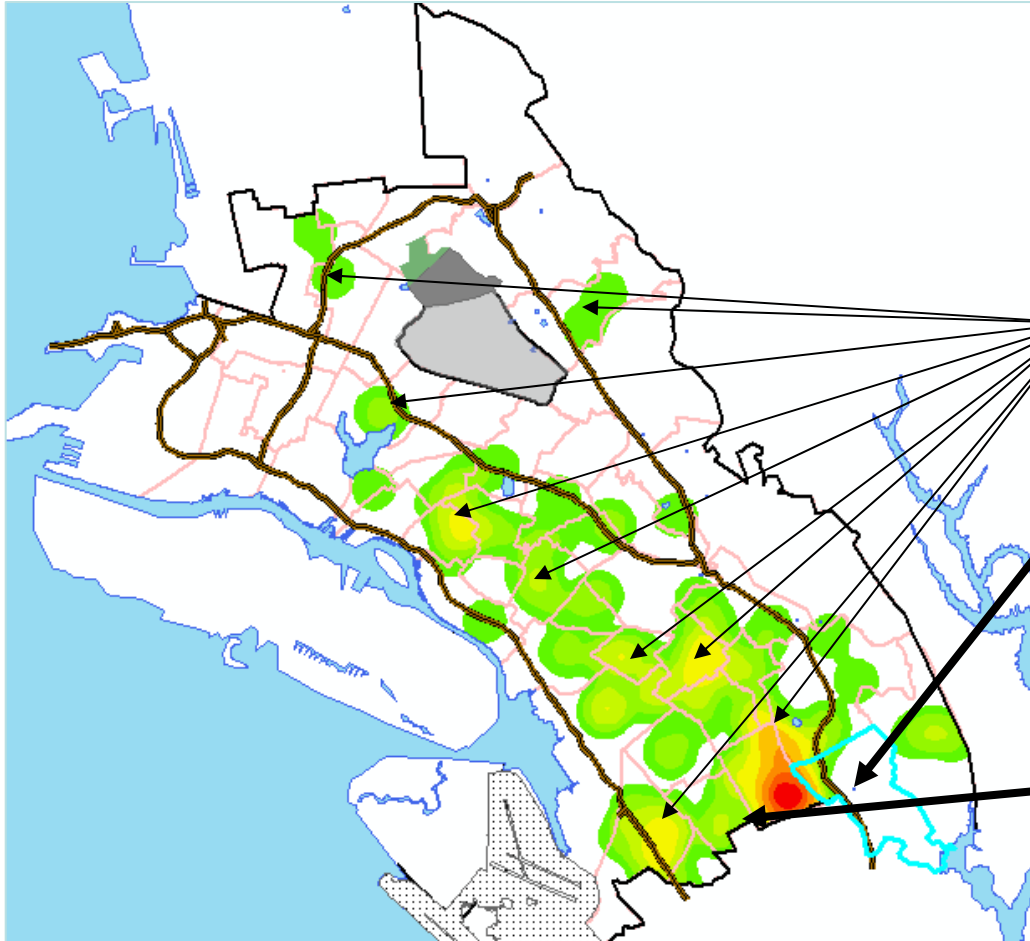
- **KEY POPULATION:**
Large SDC Population *(50)* will require personalized support throughout process.

- **49%** *(53)* **come from 30 attendance areas throughout city** of which 23 attendance areas represent of higher performing schools.

- **25%** *(27)* **live in neighborhood**

- **Families will be supported to reconsider a range of school options throughout Oakland.**
- **Students and families may wish to consider nearby Howard, Burckhalter, Parker, and Markham which have sufficient space** *(approx. 50-100 API pts higher)*

18

Maxwell Park Elementary

Estimated students in grades 1-5 (non-SDC) displaced in 2012: 177

Percent of K-5 students not living in neighborhood going to this school 2011: 48%
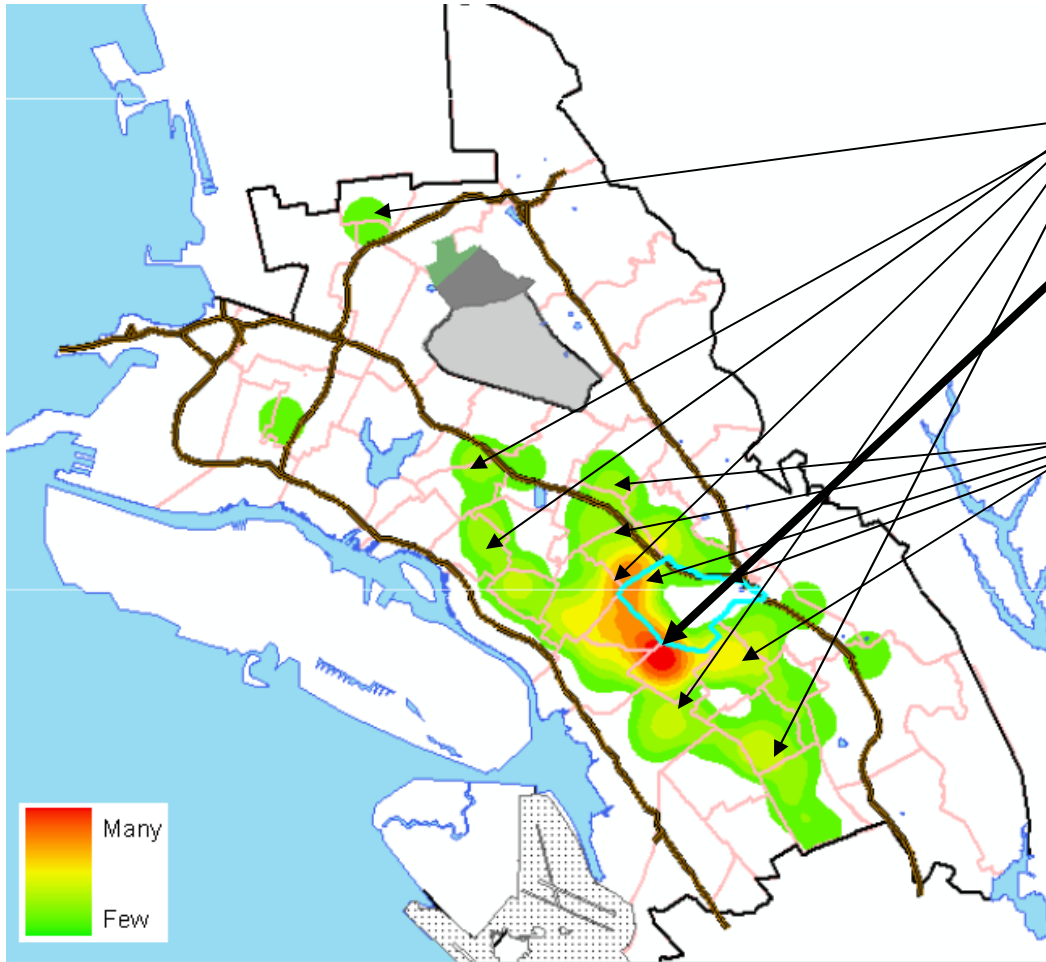
- **48%** *(85)* **come from 24 attendance areas throughout city of which 18 attendance areas represent higher performance.**

- **52%** *(92)* **live in neighborhood**

- **Surrounding school neighborhoods represents attendance areas with schools of higher performance.**

- **Analysis reveals a majority of students can enter schools with similarly high API**
- **Families will nonetheless be supported to identify key desired program qualities when considering ALL school options.**

Many

Few

19

Santa Fe Elementary

Estimated students in grades 1-5 (non-SDC) displaced in 2012: 125

Percent of K-5 students not living in neighborhood going to this school 2011: 37%
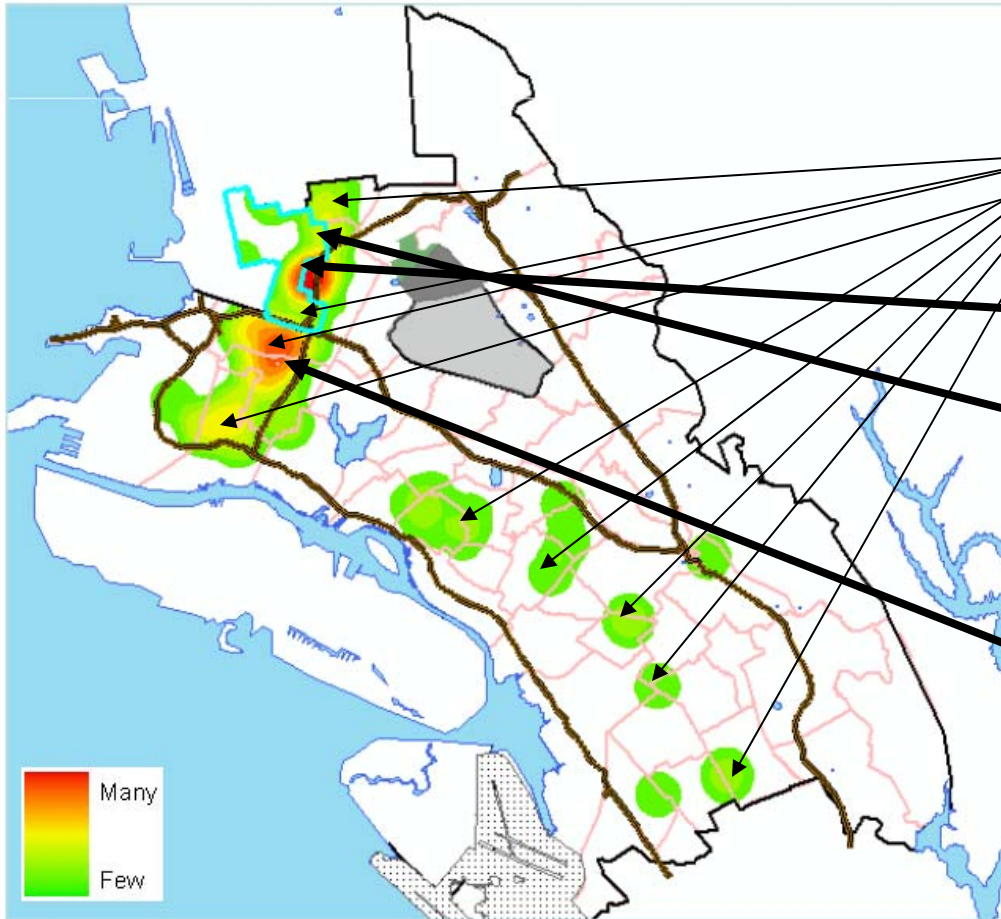
- **22%** *(28)* **come from 14 attendance areas throughout city of which 9 attendance areas represent higher performing schools.**

- **63%** *(79)* **live in neighborhood**

- **Sankofa, Piedmont, and Peralta represents a strong Full Service Community School options in attendance areas in proximity.**

- **Families will also be supported to explore a range of school choice options.**
- **Additional consideration to help families address concerns regarding transportation will be a priority.**

20

Appendix V:

Overview of Preliminary Site Disposition Analysis

Site Disposition Options: Possibilities for Sites

Disposition objective	Site characteristics:

OUSD inhabited

- Future site for OUSD school
  - Sufficient capacity
  - Meets minimum space requirements
  - Does not require major improvements

- Future site for OUSD program offering
  - Sufficient capacity for program
  - Meets offerings minimum space requirements

- Relocation of administrative functions
  - Can accommodate administrative space needs
  - Does not require major improvements
  - Sufficient parking
  - Central location

Non-OUSD inhabited

- Sale/Lease (non-school use)
  - Does not meet minimum space requirements for OUSD school
  - Offer price meets cost/benefit targets
  - Site environmental conditions not conducive to school

- Non-OUSD school site
  - No OUSD demand for school on site
  - Does not meet minimum space requirements for OUSD school

- Retain land for future use
  - No demand for site in current condition
  - Site environmental conditions conducive to school

22

Site Disposition options: Preliminary site evaluation

Disposition objective	Santa Fe	Marshall	Lazear	Lakeview	Maxwell Park
• Future site for OUSD school	✔				✔
• Future site for OUSD program offering	✔	✔	✔	✔	✔
• Relocation of administrative functions	✔		✔	✔	
• Sale/Lease (non-school use)	✔	✔	✔	✔	✔
• Non-OUSD school site	✔	✔			✔
• Retain land for future use	✔	✔	✔	✔	✔

Sufficient Capacity in District Sites

Remaining district capacity after 5 school closures

- Loading: 20/24/27   49,700

- Loading: 25/28   55,700

- Loading: Contract Max   65,000

Site Disposition options: Planned Housing Developments
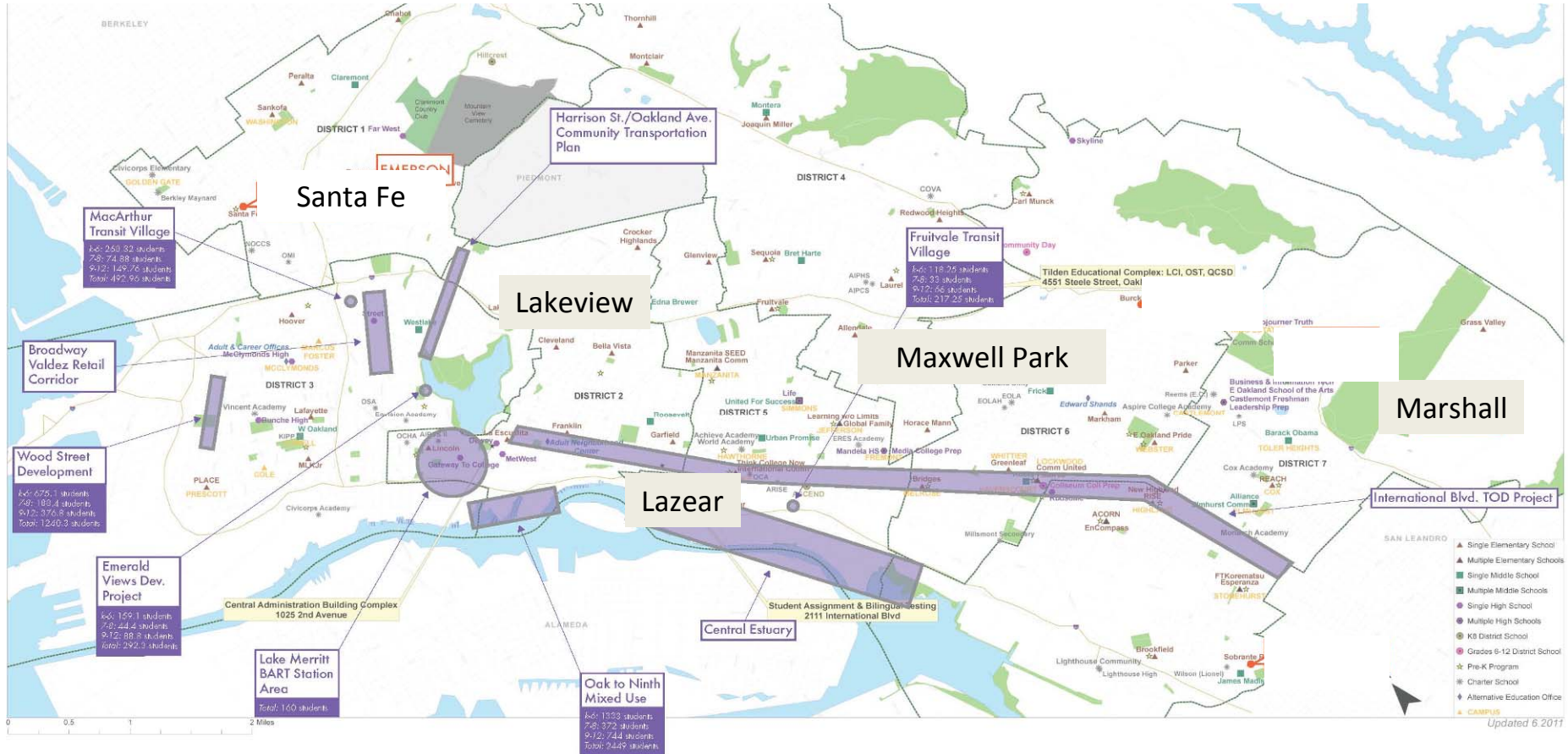
Appendix VI:
School Portfolio Recommendation DRAFT Expenditures

DRAFT

	Quantity	Product	Explanation
OUSD School Portfolio Management **RESTRUCTURING EXPENSES OUTLOOK**			
S T A F F I N G	4	Transition Coordinator	The role of the Transition Coordinator is to work as a part of a team with Director of Educational Transitions for Schools and Community with the following responsibilities: Survey Parents re: student needs Survey Teachers re: student needs Coordinate with RS Teachers IEP meetings and documentation of materials Coordinate on site Options Fairs Coordinate Bus Tours of potential receiving schools Receiving School Welcome Events Follow-up phone calls from options to transition to new school in the Fall Each Transition Coordinator is responsible for two schools; 2 Spanish speakers needed.
	10	*Extended Contract:* Advisory Committee	Experienced principals participate in an advisory to shape the support system for transitioning schools.
	tbd	*Extended Contract:* Classified Staff of Closing School	Classified staff will participate in site meetings and moving preparation/pack up of school. The amount will be more specific once the closure schools are determined.
	tbd	*Extended Contract:* Teachers of Closing School	Closing school teachers will participate in transition planning and preparatory support. The amount will be more specific once the closure schools are determined.
	tbd	*Extended Contract:* Teachers of Expanding School	Expanding school teachers will participate in transition planning and preparatory support. The amount will be more specific once the closure schools are determined.
	8	*Administrative Support:* Retired Librarian	Retired librarian will distill library and discontinued Core Curriculum materials for donation.
	1	*Administrative Support:* SPM clerk	Administrative Assistant will provide support in the preparation of materials, operation, and transition implementation for School Portfolio Management. Admin will serve as a channel through which community questions and concerns will be addressed.

M E E T I N G L O G I S T I C S	7	*Restructuring Meetings:* School District Community Meetings	Translation Services, Refreshments, and Childcare for the 7 District meetings
	tbd Estimated 5 meetings per school community	*Closure Meetings:* Translation Services	Translation for school community meetings. 5 meetings per school community considered in this estimation. The amount will be more specific once the closure schools are determined.
	tbd Estimated 5 meetings per school community	*Closure Meetings:* Refreshments	Refreshments for school community meetings. 5 meetings per school community considered in this estimation. The amount will be more specific once the closure schools are determined.
	tbd Estimated 5 meetings per school community	*Closure Meetings:* Childcare	Childcare for school community meetings. 5 meetings per school community considered in this estimation. The amount will be more specific once the closure schools are determined.
	tbd Estimated 3 meetings per school community	*Expansion Meetings:* Translation Services	Translation for expanding school community meetings. 3 meetings per school community considered in this estimation.
	tbd Estimated 3 meetings per school community	*Expansion Meetings:* Refreshments	Refreshments for expanding school community meetings. 3 meetings per school community considered in this estimation.
	tbd Estimated 3 meetings per school community	*Expansion Meetings:* Childcare	Childcare for expanding school community meetings. 3 meetings per school community considered in this estimation.

B U S	9 3 days, 3 buses each day	*Options Fairs:* Bus Tours	OUSD will offer bus tours to closing school families to assess options for alternative placement.

L E G A C Y P L A N	2-4 per school; 24 total	*Legacy Plan:* Student Interns	Students will work with QCSD on Legacy activities relative to the history of the school, honoring the schools legacy.
	tbd	*Legacy Plan:* Legacy Materials	This expenditure includes T-shirts, history DVDs, banners, awards, etc. for schools participating in the Legacy Plan. The amount will be more specific once the closure schools are determined.
	1	*Legacy Plan:* Legacy Plaque	A Legacy Plaque will be uncovered at a Board ceremony, honoring schools that have retired or are retiring their service to the District.
R E C E I VI N G	10	*Receiving Schools:* Receiving Schools BBQ	OUSD will host BBQs at schools receiving a large number of students displaced by school closure
	10	*Receiving Schools:* PD for Receiving School Staff	Professional Development will be provided to all staff receiving a large number of students displaced by school closure, to develop capacity to assist in smooth transition for students entering the school and students receiving new classmates.
SI T E 9 5 6	1	*SPM Coordination:* Boundary Maps	This expenditure covers the development of new Boundary Maps.
	1	*SPM Coordination:* Facilities Asset Mapping	This expenditure includes asset mapping by MKThink.
	1	*SPM Coordination:* Materials	This expenditure covers the production materials for school community meetings and events related to restructuring.
M O V E L O GI S TI C S	8	*School Closure:* Teacher Relocation	This expenditure covers the cost of moving teachers to their new assignment.
	8	*School Closure:* Furniture Relocation	This expenditure covers the cost of moving all closing school furniture (if applicable).
	8	*School Closure:* New Program Installation	This expenditure covers the cost of moving all opening school furniture (if applicable).

Appendix VII:
Overview of Grade Configuration Change Recommendations

Strategy for maximizing assets

Grade Configuration Change:

As presented here:

Grade configuration change represents the expanding of a school's grade configuration to serve either grades PK-8 or 6-12. Approach would expect each school to grow each grade one year at a time. The proposal expects to analyze annually the educational benefits of the expanded grades and consider the educational benefits of additional grade configuration changes in other school settings.

Grade configuration change proposals included here are intended to expand quality programs. This strategy for maximizing assets is not proposed for specific schools as an alternative to school closure.

OAKLAND UNIFIED
SCHOOL DISTRICT | *Community Schools, Thriving Students*

Restructuring Proposal: Grade Configuration Change Planning

Schools under consideration for grade configuration changes in the 2011-12 School Portfolio Management cycle will participate in a Two-Part Planning Process. Following Part A Planning; Superintendent will determine proposals to bring before the Board of Education for consideration and approval. Preliminary analysis of *Readiness Factors* set forth below indicate that the schools listed are viable candidates to begin a Grade Configuration Change planning processes.

Proposed Decision-making Timeline: December 14, 2011

School Name	District	Configuration	Start Year	Feeder Attendance
Greenleaf Elementary	6	PK-8	2012	Havenscourt
Sankofa Academy	1	PK-8	2012	Claremont
Life Academy H.S.	5	6-12	2012	Calvin Simmons
La Escuelita Elementary	2	PK-8	2013	Westlake
Madison Middle/Sobrante Park*	7	PK-12	2013	Castlemont

*Sobrante Park represents recent addition following application of the District Board approved Restructuring Criteria.

OAKLAND UNIFIED SCHOOL DISTRICT | *Community Schools, Thriving Students*

32

Restructuring Proposal: **Grade Configuration Change Planning**

Locations of schools proposed for Preliminary Planning Process:
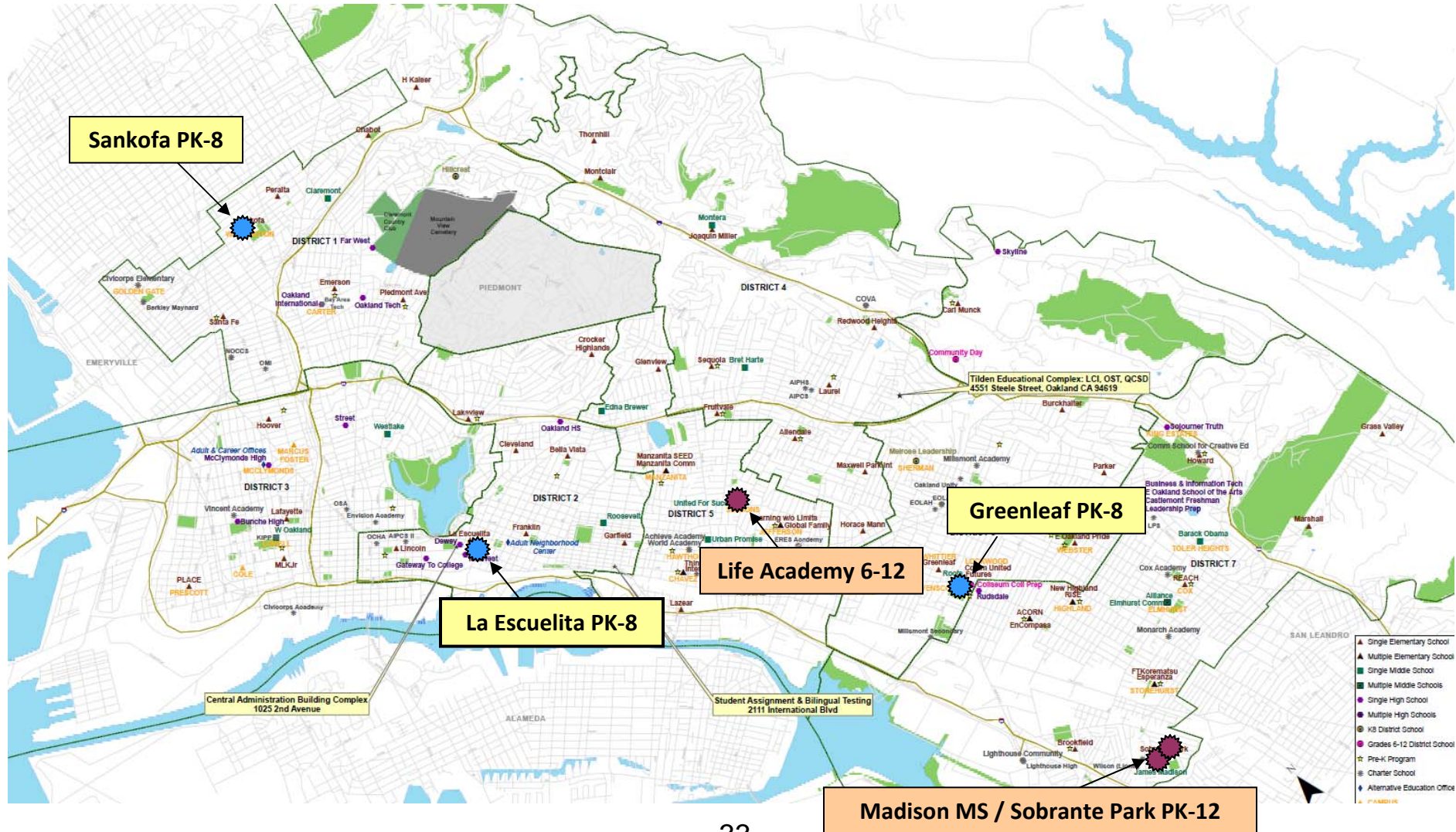
Restructuring Proposal: **Grade Configuration Change Planning**

Expanding the grade configuration of a school to K-8 or 6-12.
Providing opportunities to expand quality schools and increase school holding power.

Restructuring Proposal: **Grade Configuration Change Planning**

Expanding the grade configuration of a school to K-8 or 6-12.

Howley, C. (2002) Grade Span Configurations. *The School Administrator (Web Edition).* Available: www.aasa.org/publications/sa/2002_03/howley.htm.

Wihry, D.F., Coladarci, T., & Meadow, C. (1992). Grade Span and Eighth-Grade Academic Achievement: Evidence from a Predominantly Rural State. *Journal of Research in Rural Education, 8*(2), 58-70.

Referenced in: "Grade Span Configurations: Essentials on education data and analysis from research authority AEL". (March 2005). District Administration (Web Edition). www.districtadministration.com.

Offenberg, R. (2001). The Efficacy of Philadelphia's K-to-8 Schools Compared to Middle Grade Schools. *Middle School Journal, 32*(4), 23-29.

Moore, D.W. (1984). *Impact of School Grade-Organization Patterns on Seventh and Eight Grade Students in K-8 and Junior High Schools.* Washington D.C.: U.S. Department of Education Office of Educational Research and Improvement.

Simmons, R.G., & Blythe, D.A. (1987). *Moving into Adolescence*. New York: Aldine De Gruyter.

Alspaugh, J.W. (1998). *Achievement Loss Associated with the Transition to Middle School and High School. Journal of Educational Research, 92*(1), 20-25.

OAKLAND UNIFIED SCHOOL DISTRICT | *Community Schools, Thriving Students*

Grade Configuration Change: Evaluation Criteria

CRITERIA OVERVIEW	
Schools pursuing grade level expansion will be evaluated for candidacy in the following ***Readiness Factors***, listed in order of significance:	
STEP 1	**Is there a Compelling Rationale for Grade Level Expansion**
STEP 2	**Is there Demonstrated Staff and Family Interest in Grade Level Expansion**
STEP 3	**Is there Demonstrated Leadership and Staff Capacity to Support Grade Level Expansion Planning and Implementation**
STEP 4	**What are the results of the Analysis of Facility Capacity to Support Grade Level Expansion**
STEP 5	**What are the results of the Analysis of Demographics and Enrollment Implications**

EVALUATION
Following prescribed timeline, an evaluation will be conducted by District leadership*, in cooperation with each School Design Team.   Responses of YES or NO will be assigned to questions associated with the factors listed above, based on Preliminary Expansion Planning and Feasibility Analysis. Whenever an evaluation result is a NO, a narrative may be provided to explain the school's specific circumstances, as appropriate. Evaluations will support consideration by Superintendent of proposed grade configuration changes.
*** Regional Executive Officer, School Portfolio Management, Deputy Superintendents, & Facilities Dept.***

Grade Configuration Change: Evaluation Criteria

Preliminary Analysis of Enrollment Impact: **Loss / Gain**

School Name	Grade Change	6th/9th Student Loss to Non-OUSD Schools % Lost Annually	Largest Receiving School Percent	Estimated Impact annually	11-12 Enrollment Projection of Receiving School	# students Live or No Live-\Go in Receiving school attendance area
Greenleaf	PK-8	16%	Roots 25% of 6th grade	11 Students	364 Students	1113 Students
La Escuelita	PK-8	36%	Westlake 6% of 6th grade	12 Students	666 Students	1061 Students
Life Academy	6-12	68%*	Roosevelt 26% of 9th grade	20 Students	724 Students	1447 Students
Madison	6-12	43%	Castlemont 23% of 9th grade	43 Students	679 Students	4092 Students
Sankofa	PK-8	33%	Claremont 2% of 6th grade	11 Students	514 Students	677 Students

2009-2010 to 2010-2011 Elementary to Middle School Transition:
Which middle schools did the Greenleaf 5th graders go to?

Legend:
- OUSD Unattended
- OUSD Attended
- Attended Charter
- 0
- 1
- 2 - 3
- 4 - 6
- 7 - 43

Map labels: BERKELEY, Claremont, Hillcrest, Montera, PIEDMONT, Oakland Military, EMERYVILLE, Bret Harte, American Indian, Edna Brewer, Westlake, Melrose Leadership, Frick, United For Success, Roosevelt, Urban Promise, WOakland, OCA, Greenleaf, ASCEND, Community Day, Roots Int'l, Coliseum Coll Prep, Barack Obama, Alliance Elmhurst Comm Prep, ALAMEDA, James Madison

School	Students		ELA Proficiency					
	#	%	1	2	3	4	5	n/a
Alliance	2	3%		1		1		
Ascend	1	1%				1		
Bret Harte	1	1%			1			
Coliseum College Prep	10	13%		1	2	5	2	
Elmhurst Comm Prep	1	1%					1	
Frick	4	5%			1	2		1
James Madison	1	1%			1			
Melrose Leadership	2	3%			1	1		
Montera	1	1%					1	
Roosevelt	2	3%			2			
Roots Int'l	33	44%	1	4	14	8	4	2
United For Success	2	3%				1		1
Urban Promise	1	1%			1			
Westlake	2	3%		1	1			
Total OUSD Public Schools:	63	84%	1	7	24	19	8	4
American Indian (CH)	1	1%				1		
Oakland Charter Academy (CH)	3	4%			1	1	1	
Oakland Military (CH)	1	1%				1		
Total Charter Schools:	5	7%	0	0	1	3	1	0
Outside OUSD	7	9%			2	1	3	1
Total:	75	100%	1	7	27	23	12	5

ELA Proficiency Scores:
1=Far below basic
2=Below basic
3=Basic
4=Proficient
5=Advanced

Source: OUSD RAD Transition Study

0 0.5 1 2 Miles

Note: Charter schools do not operate with an "attendance boundary" and may draw equally from throughout Oakland.

OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

2009-2010 to 2010-2011 Elementary to Middle School Transition:
Which middle schools did the La Escuelita 5th graders go to?

Legend:
- OUSD Unattended
- OUSD Attended
- Attended Charter
- 0
- 1
- 2
- 3 - 12

Map labels: BERKELEY, EMERYVILLE, PIEDMONT, ALAMEDA, Claremont, Hillcrest, Montera, Oakland Military, Westlake, Bret Harte, Edna Brewer, Melrose Leadership, Frick, WOakland, KIPP, American Indian II, La Escuelita, Roosevelt, United For Success, Urban Promise, ASCEND, OCA, Community Day, Roots Int'l, Coliseum Coll Prep, Barack Obama, Alliance Elmhurst Comm Pre, James Madison

School	Students		ELA Proficiency					
	#	%	1	2	3	4	5	n/a
Bret Harte	1	3%				1		
Claremont	2	6%			1	1		
Edna M Brewer	2	6%			1	1		
Montera	1	3%				1		
Roosevelt	2	6%		1		1		
Urban Promise	1	3%				1		
Westlake	12	36%	1		3	5	3	
Total OUSD Public Schools:	21	64%	1	1	5	11	3	0
American Indian II (CH)	1	3%		1				
KIPP (CH)	1	3%					1	
Oakland Charter Academy (CH)	4	12%			2	2		
Oakland Military (CH)	4	12%			2	1	1	
Total Charter Schools:	10	30%	0	1	4	3	2	0
Outside OUSD	2	6%				1	1	
Total:	33	100%	1	2	10	15	5	0

ELA Proficiency Scores:
1=Far below basic
2=Below basic
3=Basic
4=Proficient
5=Advanced

Source: OUSD RAD Transition Study

0   0.5   1   2 Miles

Note: Charter schools do not operate with an "attendance boundary" and may draw equally from throughout Oakland.

39

2009-2010 to 2010-2011 Middle School to High School Transition:
Which middle schools did the Life Academy 9th graders come from?

Legend:
- Attended Charter
- OUSD Unattended
- OUSD Attended
- 0
- 1 - 2
- 3 - 4
- 5 - 7
- 8 - 32

Map labels: BERKELEY, Claremont, Hillcrest, Montera, PIEDMONT, EMERYVILLE, Bret Harte, Edna Brewer, Westlake, EXPLORE, Melrose Leadership, Frick, United For Success, Life Academy, WOakland, Urban Promise, Roosevelt, Hillside Academy, Barack Obama, ASCEND, Roots Int'l, Coliseum Coll Prep, Community Day, Alliance, Elmhurst Comm, ALAMEDA, James Madison

School	Students		ELA Proficiency					
	#	%	1	2	3	4	5	n/a
Ascend	3	4%				2	1	
Barack Obama	1	1%		1				
Bret Harte	4	5%	2		1			1
Edna M Brewer	1	1%				1		
Frick	3	4%				2	1	
Melrose Leadership	3	4%		1	1	1		
Montera	2	3%			2			
Roosevelt	20	26%	7	4	5	2		2
Roots Int'l	4	5%			2		1	1
United For Success	17	22%	3	3	5	4		2
Urban Promise	15	20%		4	2	4	4	1
Westlake	1	1%				1		
Total OUSD Public Schools:	74	97%	12	12	19	14	9	8
Outside OUSD	2	3%						2
Total:	76	100%	12	12	19	14	9	10

ELA Proficiency Scores:
1=Far below basic
2=Below basic
3=Basic
4=Proficient
5=Advanced

Source: OUSD RAD Transition Study

SLPaske 04 2011

0 0.5 1 2 Miles

Note: Charter schools do not operate with an "attendance boundary" and may draw equally from throughout Oakland.

40

2009-2010 to 2010-2011 Middle School to High School Transition:
Which high schools did the James Madison 8th graders go to?

Legend:
- Attended Charter
- OUSD Unattended
- OUSD Attended

	0
	1 - 2
	3
	4 - 5
	6 - 44

BERKELEY

Far West

PIEDMONT

Skyline

Oakland Tech

EMERYVILLE

Street Academy

Oakland HS

Youth Empowerment

Sojourner Truth

McClymonds

Life Academy

EOakland Arts

Business & Info Tech

Media Coll Prep

Ralph J. Bunche High

Mandela HS

College Prep & Arch

Hillside

Leadership Prep

Dewey Academy

MetWest

Coliseum College Prep

Oakland Int'l

Community Day HS

Rudsdale Continuation

ALAMEDA

James Madison

School	Students		ELA Proficiency					
	#	%	1	2	3	4	5	n/a
Business Info Tech	18	18%	3	2	5	5	3	
College Prep & Arch	3	3%	1	1		1		
East Oakland Arts	10	10%	2		2	2	2	2
Leadership Prep	15	15%	2	3	6		3	1
Mandela High School	2	2%			1	1		
MetWest	1	1%				1		
Oakland High School	2	2%		1	1			
Oakland Int'l	1	1%			1			
Oakland Tech	1	1%			1			
Skyline High School	3	3%			2		1	
Youth Empowerment (YES)	1	1%						
Total OUSD Public Schools:	57	57%	8	7	19	10	9	
Outside OUSD	43	43%	3	9	17	8	3	
Total:	100	100%	11	16	36	18	12	n/a

ELA Proficiency Scores:
1=Far below basic
2=Below basic
3=Basic
4=Proficient
5=Advanced

Source:
OUSD RAD Transition Study

Note: Charter schools do not operate with an "attendance boundary" and may draw equally from throughout Oakland.

2009-2010 to 2010-2011 Elementary to Middle School Transition:
Which middle schools did the Sankofa 5th graders go to?
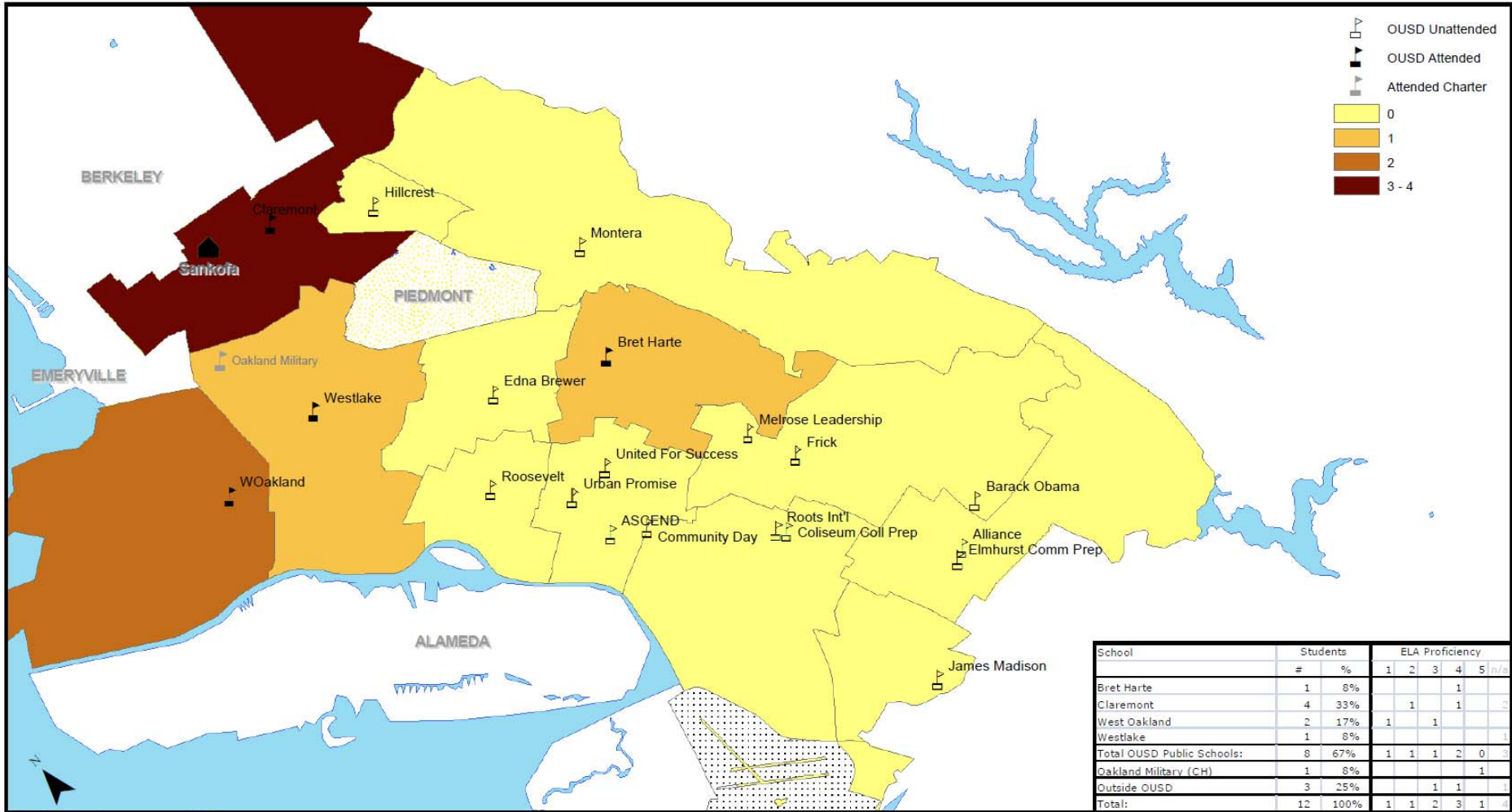
Legend:
- OUSD Unattended
- OUSD Attended
- Attended Charter
- 0
- 1
- 2
- 3 - 4

BERKELEY

Hillcrest

Claremont

Montera

Sankofa

PIEDMONT

Bret Harte

Oakland Military

EMERYVILLE

Edna Brewer

Westlake

Melrose Leadership

Frick

United For Success

Roosevelt

Urban Promise

WOakland

Barack Obama

ASCEND

Roots Int'l

Community Day

Coliseum Coll Prep

Alliance

Elmhurst Comm Prep

ALAMEDA

James Madison

School	Students		ELA Proficiency					
	#	%	1	2	3	4	5	n/a
Bret Harte	1	8%				1		
Claremont	4	33%		1		1		
West Oakland	2	17%	1		1			
Westlake	1	8%						
Total OUSD Public Schools:	8	67%	1	1	1	2	0	
Oakland Military (CH)	1	8%					1	
Outside OUSD	3	25%			1	1		
Total:	12	100%	1	1	2	3	1	

ELA Proficiency Scores:
1=Far below basic
2=Below basic
3=Basic
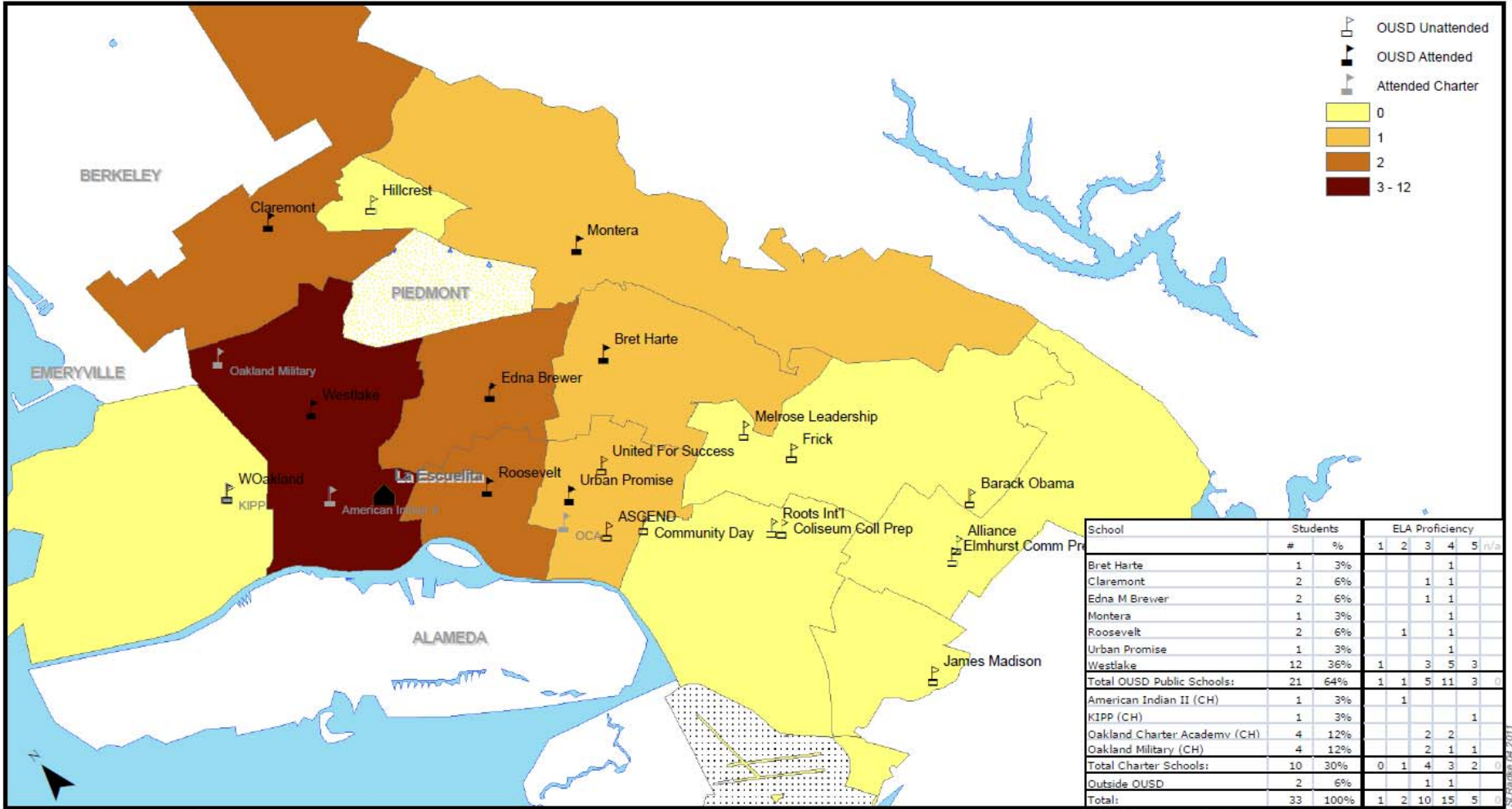4=Proficient
5=Advanced

Source:
OUSD RAD Transition Study

0   0.5   1   2 Miles

Note: Charter schools do not operate with an "attendance boundary" and may draw equally from throughout Oakland.

42

APPENDIX VIII:

DRAFT Criteria for evaluation of
Grade Configuration Change Plans
Proposed Decision-making timeline:
*by **December 14, 2011***

Expanding Schools Development: Evaluation Criteria

CRITERIA OVERVIEW	

CRITERIA OVERVIEW

Schools pursuing grade level expansion will be evaluated for candidacy in the following *Readiness Factors*, listed in order of significance:

STEP 1	**Is there a Compelling Rationale for Grade Level Expansion**
STEP 2	**Is there Demonstrated Staff and Family Interest in Grade Level Expansion**
STEP 3	**Is there Demonstrated Leadership and Staff Capacity to Support Grade Level Expansion Planning and Implementation**
STEP 4	**What are the results of the Analysis of Facility Capacity to Support Grade Level Expansion**
STEP 5	**What are the results of the Analysis of Demographics and Enrollment Implications**

EVALUATION

Following prescribed timeline, an evaluation will be conducted by District leadership*, in cooperation with each School Design Team.   Responses of YES or NO will be assigned to questions associated with the factors listed above, based on Preliminary Expansion Planning and Feasibility Analysis. Whenever an evaluation result is a NO, a narrative may be provided to explain the school's specific circumstances, as appropriate. Evaluations will support consideration by Superintendent of proposed grade configuration changes.

* Regional Executive Officer, School Portfolio Management, Deputy Superintendents, & Facilities Dept.

Expanding Schools Development: Evaluation Criteria DRAFT

STEP 1: Demonstrated Compelling Rationale for Grade Level Expansion		
STEP 1.1	**To what extent is this school program demonstrating accelerated academic gains for students?**	**Answer Yes/No**
Absolute Performance	Is the school in the top third of schools with the same grade configuration (i.e. elementary schools, middle schools, or high schools) with students scoring as Proficient or Advanced in English Language Arts on the 2011 CST?	
	Is the school in the top third of schools with the same grade configuration with students scoring as Proficient or Advanced in math on the 2011 CST?	
	Is the school in the top third of schools with the same grade configuration with the highest percent Growth score in English Language Arts on the 2011 CST?	
	Is the school in the top third of schools with the same grade configuration with the highest percent Growth score in math on the 2011 CST?	
	Is the school's API over 800?	
	Is the school's AYP status Positive?	
	Is the school in Program Improvement? If yes, please explain.	

Expanding Schools Development: Evaluation Criteria

DRAFT

STEP 1: Demonstrated Compelling Rationale for Grade Level Expansion		
STEP 1.1	**To what extent is this school program demonstrating accelerated academic gains for students?**	**Answer Yes/No**
Accelerated Performance	Has the school consistently reduced the percentage of students scoring as Far Below Basic or Below Basic in English Language Arts on the CST over the last five years?	
	Has the school consistently reduced the percentage of students scoring as Far Below Basic or Below Basic in math on the CST over the last five years?	
	Has the school shown consistent improvement in the percentage of students scoring as Proficient or Advanced in English Language Arts on the CST over the past five years?	
	Has the school shown consistent improvement in the percentage of students scoring as Proficient or Advanced in math on the CST over the past five years?	
	Has the school met API growth targets over the last three years?	
	Is the school in the top third of schools with the same grade configuration with the highest increase in the percentage of students scoring as Proficient or Advanced in English Language Arts on the CST over the last three years?	
	Is the school in the top quartile of schools with the same grade configuration with the highest increase in the percentage of students scoring as Proficient or Advanced in math on the CST over the last three years?	
Student Data	Is the school in lowest third of schools with similar grade configuration for percent of student suspensions?	
	Is the school in lowest third of schools with similar grade configuration for percent of chronic absences?	
	Is the school in the top third of schools with the same grade configuration with an attendance rate of 90% or higher?	

Expanding Schools Development: Evaluation Criteria

DRAFT

STEP 1: Demonstrated Compelling Rationale for Grade Level Expansion, continued	
Narrative	**Description of the unique attributes of the school that contributed to full-filling the goals of the District's Strategic Plan.** • Safe, Healthy, and Supportive Schools • Prepared for Success in College and Careers • High Quality and Effective Instruction • Building a Full Service Community School • Accountable for Quality
	For any answers with NO above, please provide more detail below.
	PI Status: If the school is currently in PI, please provide more detail as to the number of years and any relevant gains made towards exiting PI.

Expanding Schools Development: Evaluation Criteria

DRAFT

STEP 1: Demonstrated Compelling Rationale for Grade Level Expansion, continued		
STEP 1.2	**To what extent is the expanded program likely to add value to existing school options?**	**Answer Yes/No**
Value-Add	Has this school shown success with supporting African American student achievement?	
	Has this school shown success with supporting Latino student achievement?	
	Has this school shown success with supporting English Language Learners?	
	Does the school stand out in the community for its ability to support African American students?	
	Does this school stand out in the community for its ability to support Latino students?	
Alternative	Does this school offer a unique program within OUSD?	
	Is this program a part of a larger continuum of services or special programming in OUSD?	
	Does this school offer supports an interventions that are unique within OUSD?	
	Would this school's grade expansion extend student access to a unique school program not available in the community?	
Narrative	**For any answers with NO above, please provide more detail below.**	

Expanding Schools Development: Evaluation Criteria

DRAFT

STEP 2: Staff and Family Interest in Grade Level Expansion		
STEP 2.1	**To what extent are the school staff and families in support of grade level expansion?**	**Answer Yes/No**
Evidence of Interest	Do 50% or greater of teachers support grade level expansion?	
	Are any teachers on staff interested in teaching the expanded grade levels?	
	Are any teachers on staff currently qualified to teach the expanded grade levels?	
	Do 50% or greater of the support staff support grade level expansion?	
	Do 50% or greater of families support grade level expansion?	
	Have efforts been successful in informing at least 75% of families that the school is considering a grade configuration change?	
	Have students demonstrated an interest in remaining in the school longer?	
Narrative	**For any answers with NO above, please provide more detail below.**	
	Please provide a narrative (as appropriate) to the following questions:	
	• For high schools expanding to 6-12, what evidence exists that families would be interested in attending school at grade 6? • To what extent do the staff and leadership of the school support the grade configuration change? • To what extent do parents and families support the grade configuration change? • What evidence demonstrates this support or lack thereof?	

Expanding Schools Development: Evaluation Criteria **DRAFT**

1.Leadership and Staff Capacity to Support Grade Level Expansion		
STEP 3.1	**To what extent do the school leadership and staff have experience with the expanding grade levels?**	**Answer Yes/No**
Experience	Does the principal have experience either as a teacher or as a leader in the expanding grade levels?	
	Do others in leadership positions (such as AP's, coaches, or TSA's) have experience either as a teacher or as a leader in the expanding grade levels?	
	Do teachers on staff have experience teaching the expanded grade levels?	
Narrative	**For any answers with NO above, please provide more detail below, including specific support the school would need to address these gaps.**	
	What additional initiatives has the school committed to for the next 1-3 years?	
STEP 3.2	**To what extent do the school leadership and staff have experience with school (re)design?**	**Answer Yes/No**
Experience	Does the principal have experience redesigning a school?	
	Do others in leadership positions (such as AP's, coaches, or TSA's) have experience with school redesign?	
	Do teachers on staff have experience with school redesign?	
	Do school personnel have experience designing for a K-8 or a 6-12 specifically?	
Narrative	**For any answers with NO above, please provide more detail below, including specific support the school would need to address these gaps.**	

Expanding Schools Development: Evaluation Criteria

DRAFT

STEP 4: Facility Capacity to Support Grade Level Expansion		
STEP 4.1	**To what extent is the school facility capable of supporting grade level expansion?**	**Answer Yes/No**
Site Capacity	Is the facility able to support the current grade configuration as it is now?	
	Is the facility able to support the expanded grade configuration at full projected size as it is currently?	
	Would only minor modifications to the current facility be needed to support grade expansion (such as building upgrades and reconfiguration of current room use)?	
	Would the current facility without major modifications support grade expansion (such as addition of portables, new building construction, etc.)?	
	Can the school program maintain its current student load **and expand grade levels?**	
Narrative	**For any answers with NO above, please provide more detail below.**	

Expanding Schools Development: Evaluation Criteria

DRAFT

STEP 5: Demographics and Enrollment Trends that Prove the Need for an Expanded School		
STEP 5.1	**What are the school's and community's enrollment trends?**	**Answer with a percentage**
Live-Go	What percentage of students who live in the neighborhood attend this school?	
	What percentage of students who attend the school come from outside the neighborhood?	
	What percentage of students who live in the neighborhood don't attend this school?	
	For K-5 schools, what percentage of students who transition to middle school stay in OUSD?	
	For 6-8 schools, what percentage of students who transition to high school stay in OUSD?	
	For K-5 and 6-8 schools, what percentage of students transition to middle schools or high schools in their neighborhood?	
STEP 5.2	**To what extent is the school a chosen option for OUSD students?**	**Answer Yes/No**
Choice	Was the school in the top third of schools with the same grade configuration the first choice in the Options process for the current school year?	
	Was the school in the top third of schools with the same grade configuration a Top Three choice in the Options process for the current school year?	
	Has the school had a waiting list at any time over the last three years?	

Expanding Schools Development: Evaluation Criteria DRAFT

STEP 5: Demographics and Enrollment Trends that Prove the Need for an Expanded School		
STEP 5.3	**To what extend does the community need the expanded school option?**	**Answer with a number**
Population Density	How many students of the school's current grade configuration live within .25 miles?	
	How many students of the school's current grade configuration live within .5 miles?	
	How many students of the school's current grade configuration live within 1 mile?	
	How many students of the school's current expanded grade configuration live within .25 miles?	
	How many students of the school's current expanded grade configuration live within .5 miles?	
	How many students of the school's current expanded grade configuration live within 1 mile?	
STEP 5.4	**What are the demographics of the current student population?**	**Answer with a percentage**
Students	What percentage of current students is African American?	
	What percentage of current students is Latino?	
	What percentage of current students are English Language Learners?	
	What percentage of current students receives a Free or Reduced Price Lunch?	
	What percentage of students is identified as having Special Education needs?	
Narrative	**Please provide a narrative to expand upon any of your answers above, including an answer to the following question:**	
	What is the potential impact of grade level expansion on local schools that might otherwise receive students?	

Expanding Schools Development: Evaluation Criteria

DRAFT

FEASIBILITY ANALYSIS:

• **Leadership and staff capacity** for planning and implementation process

• **Enrollment and courses**; per grade, per class-type (i.e. SEI, Bilingual, etc.)

• **Staffing needs**; including additional temporary staffing supports depending on specific needs of proposal

Facilities capacity and needs based on analysis:

CATEGORY A	CATEGORY B	CATEGORY C	CATEGORY D
Existing capacity to accommodate **current** grade configuration	Existing capacity to accommodate **new** grade configuration	Facility upgrades/ modifications needed to accommodate **core academic** program	Facility upgrades/ modifications needed to accommodate **full program** needs
Timeframe for possible Bond Measure funds analyzed; Possible phasing of program growth, as needed.			

Appendix IX:
Overview of STEM Corridor Schools

Strategy for maximizing assets

STEM Corridor Schools

Science, Technology, Engineering, and Mathematics

Highlights

• Aligns with Linked Learning strategy to embed real-work and real-world learning into the curriculum.

• Science, technology and engineering represent the fastest growing industries.

• Well-paid, professional career paths are aligned to the skills embedded within STEM focused curriculum.

• By creating corridor pathways, students who might otherwise require extra-ordinary supports to flourish within STEM-focused schools receive a Pre-K-12 pathway towards success.

STEM Corridor Schools *(Science, Technology, Engineering, Mathematics)*

Program continuity and curriculum pathways within feeder patterns…

Beginning with a strong focus in West Oakland, the STEM Corridor Schools initiative will provide high quality curriculum, engaging instruction, coherent programming within and across feeder schools, and will provide a rich learning context that will connect students to highly skilled, college preparatory, real world learning opportunities. School communities began a collaborative STEM training and planning process in Summer 2011 and will continue planning throughout the year.

West Oakland Area Map
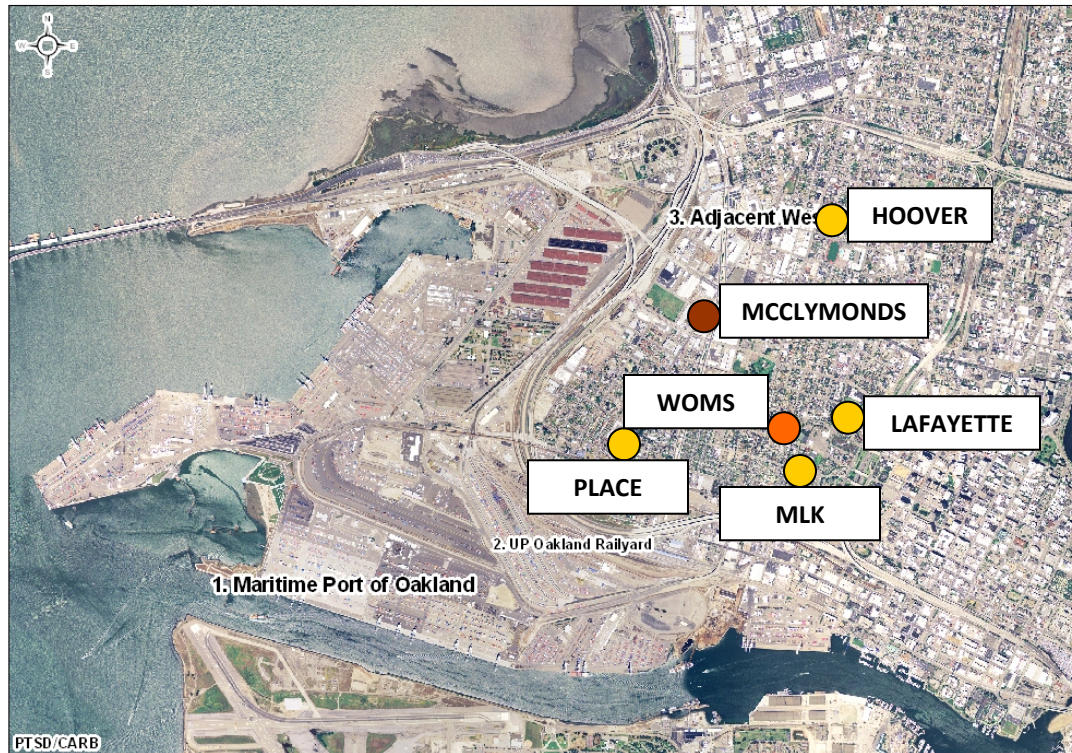
Appendix X:

Overview of School Transformation Process

Strategy for maximizing assets

Transformation

A process of re-designing an existing school program or multiple school programs to establish an improved program with greater likelihood to meet the educational needs of all students.

OAKLAND UNIFIED SCHOOL DISTRICT | *Community Schools, Thriving Students*

2011-12 Restructuring Process & Timelines

TRANSFORMATION

- **2009-10/ 2010-11:** Schools Identified

- **Sept 13:** School Design Begins

- **Sept 29:** Design Team Begins

- **Oct 25:** Guiding Questions

- **Nov 29:** Model School Visits

- **Dec 13: PLAN Part A:** 1st Set Recommendations

- **Feb 14: PLAN Part B:** Final Recommendations Community update

- **Feb -July:** Operations and Implementation Planning
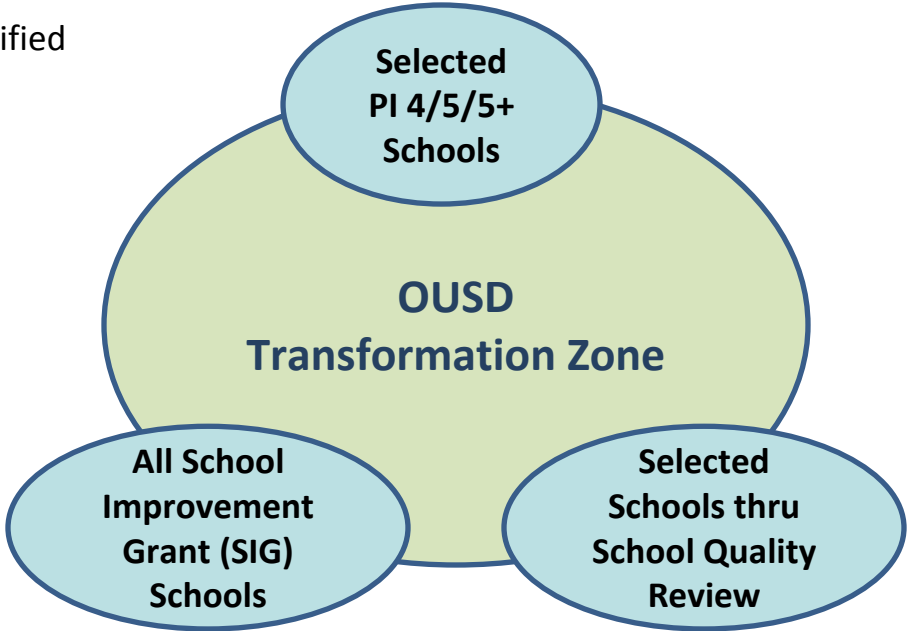
OUSD Transformation Zone

- Selected PI 4/5/5+ Schools
- All School Improvement Grant (SIG) Schools
- Selected Schools thru School Quality Review

OAKLAND UNIFIED SCHOOL DISTRICT | *Community Schools, Thriving Students*

Where does the
Office of School Transformation
fit in?

The mission of the OUSD Office of School Transformation is to **lead the transformation** of the District's most low quality schools into high quality learning centers that ensure educational equity and raise the academic excellence of underserved students.

Selected PI 4/5/5+ Schools

All SIG Schools

OUSD Transformation Zone

Selected Low Quality Schools
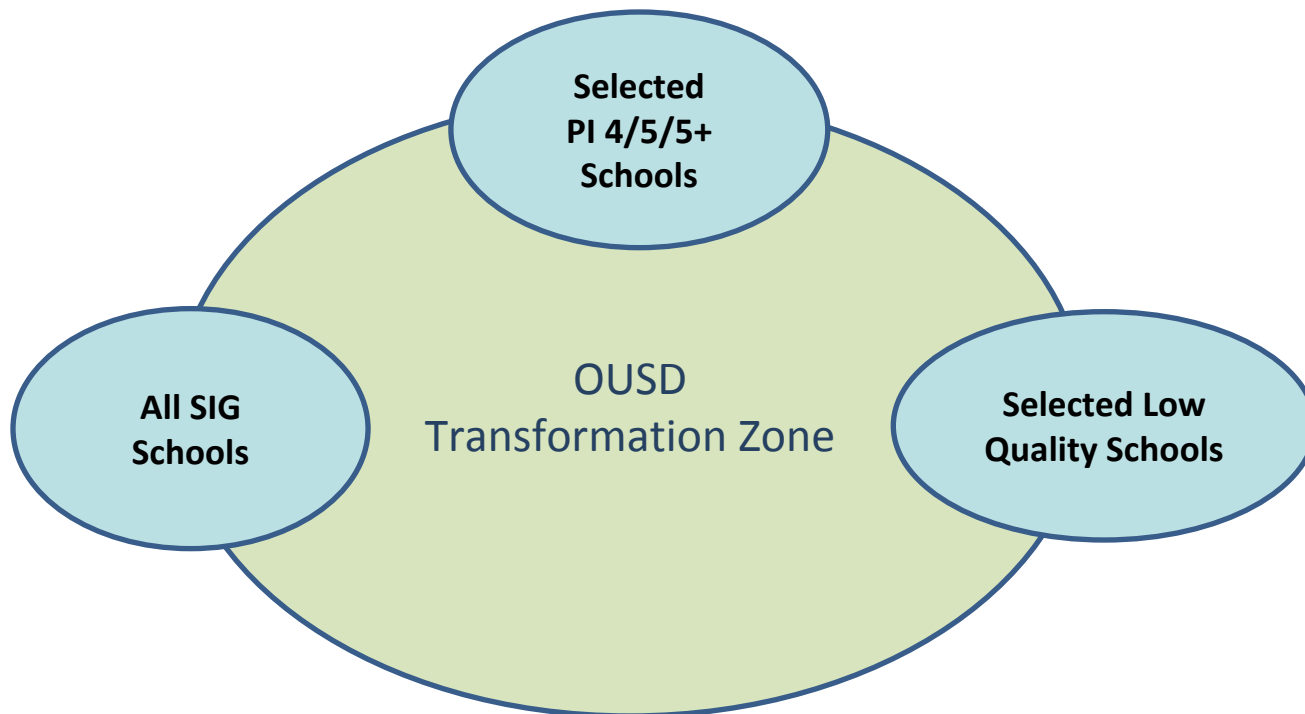
> *Where does the*
> *Office of School Transformation*
> *fit in?*

The mission of the OUSD Office of School Transformation is to **lead the transformation** of the District's most low quality schools into high quality learning centers that ensure educational equity and raise the academic excellence of underserved students.

5 ESSENTIAL PRACTICES
of a high quality learning center

Outstanding Leadership

Clear Mission/Vision (Design)

Responsive Environments

Positive School Culture

Effective Teaching

Appendix XI:

Overview of implications for using 2010 Census data for school specific population density analysis

RESTURCTURING CRITERIA: USE OF 2010 CENSUS DATA

• The 2010 census data is provided by census block and not addresses, and thus does not match to attendance boundaries of schools or the .25, .5, and 1.0 radial distances from schools used in the criteria. Thus, when census blocks are split by an attendance boundary, or one of the prescribed distances, it is impossible to know which section of the split block to attribute the data on the number of school-age children reported.

• The 2010 census data is reported by age and not grade level, and thus does not account for the instances where children may enter or exit elementary, middle, or high school at various ages.

• The 2010 census data is provided as an absolute number of those households that responded to the census vs. an estimate based on responding households. Thus, the potential for deficiencies due to non-responses is high and may vary from census block to census block based on factors such as household language status, immigration status, or interest in participating, etc.

In all cases the potential for inaccuracies or duplicative students being counted by using the 2010 census data as available, when speaking to specific schools in the city, is extremely high. The district chose to use known addresses of actual students attending a public school in Oakland (district or charter) in its restructuring criteria in order to ensure the reported information, as defined is valid and reliable.

Any school program or campus reduction decisions made by the district, over time, must take into account the margin of seats likely to be needed to accommodate an influx of students not represented by those already attending an Oakland public school (district or charter.)

Appendix XII:

Overview of Strategic Plan and
School Portfolio Objectives

Foundation: District Strategic Plan

Vision

All students will graduate. As a result, they will be caring, competent, and critical thinkers, fully informed, engaged, and contributing citizens, and prepared to succeed in college and career.

Mission

To create a full service community district that serves the whole child, eliminates inequity, and provides each child with an excellent teacher for every day.

Priorities
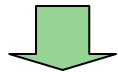
1. Safe, Healthy and Supportive schools
2. High Quality Effective Instruction
3. College and Career Readiness Literacy

Framework

Three (3) Regions of needs-based networks that host safe and high quality full service community schools.

OAKLAND UNIFIED SCHOOL DISTRICT | *Community Schools, Thriving Students*

Where we begin: Brightspots…

Most Improved Urban School District: over last 7 years
Title 1 Achievement/Blue Ribbon Schools: 10 district schools

California Distinguished Schools: 13 district schools

Model Programs: College and Career Pathways in Health, Fashion, Media, Law, Bio-Tech, International Trade, to name a few…, Arts Integration, Expeditionary Learning, Dual Language, Paedea Program, Recognized Music Programs, State Sports Champions, International Newcomer School, Nutrition Programs – Salad Bars & Farmers Markets, County – State – National Awards for Academic Achievement by students, classrooms, and schools, and more…

Local Governance: after 6 years of State Administration

…and Thousands of Oaklanders choosing Oakland public schools every year.

Paradigm Shift

Then   **Now**

School closures as a single solution to academic and fiscal challenges ⟶ *Multi-pronged approach to create equitable opportunities to learn for children and families*

No clarity regarding "to what end?" ⟶ *Goal of Full Service Community Schools & community health & well-being*

Looking at individual schools ⟶ *Looking at entire regions*

No consideration of assets ⟶ *Maximizing assets informs decision-making*

Tactical ⟶ *Strategic*

Short-term ⟶ *Long haul*

Equity-neutral ⟶ *Equity-centered*

As a system of schools ⟶ *Becoming a school system*

68

Foundation: Strategic Paradigm Shift

Actions

Programmatic

Physical

Strategic Plan
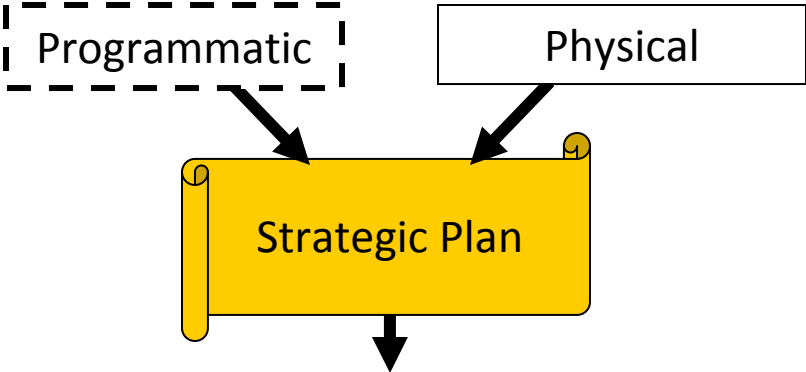
Maximize the quality use of our assets in service of creating equitable opportunities for learning and to support the health, and well-being of all children, families and their communities

PHYSICAL ASSETS
• Construction
• Renovation
• Multi-Use
• Lease
• Sale

Full Service Community District

PROGRAM ASSETS
• Transformation
• Consolidation
• Replication
• Expansion
• Closure

OAKLAND UNIFIED SCHOOL DISTRICT | *Community Schools, Thriving Students*
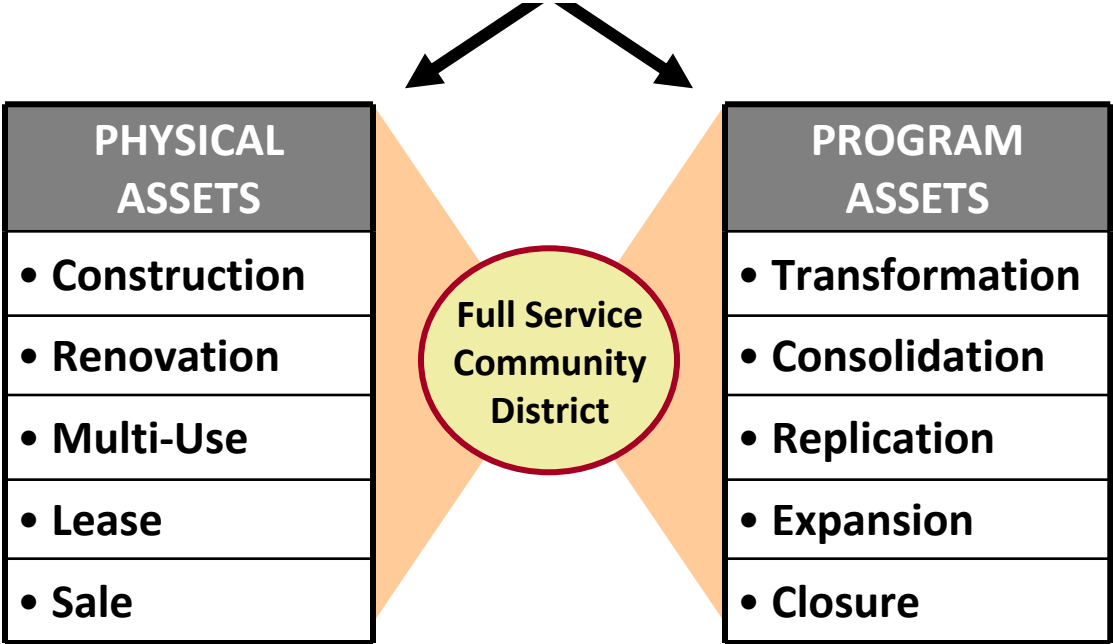
Appendix XIII:
Lists of Schools as of 2011-12

Portfolio of Public Schools: Oakland, CA

Type and Number *as of* ***2000-01***

- Elementary K-5: **54**

- Middle School 6-8: **14**

- High School 9-12: **7**

- K-8 School: **2**

- Secondary School 6-12: **0**

- Alternative Ed: **7**

Total District Schools: **84**

- Charter Schools: **8**

Total Public Schools: **92**

53,780
OUSD
Students
Avg. School Enrollment
640 Students

OAKLAND UNIFIED
SCHOOL DISTRICT | *Community Schools, Thriving Students*

Portfolio of Public Schools: Oakland, CA

Type and Number *as of 2011-12*

- Elementary K-5: **58**
- Middle School 6-8: **14**
- High School 9-12: **12**
- K-8 School: **3**
- Secondary School 6-12: **1**
- Alternative Ed: **13**

Total District Schools: **101**

- Charter Schools: **35**

Total Public Schools: **136**

38,440

OUSD Students

Avg. School Enrollment

380 Students

OAKLAND UNIFIED SCHOOL DISTRICT | *Community Schools, Thriving Students*

72

Portfolio of Public Schools: Oakland, CA

CHANGE over 10 years

- Elementary K-5: **+4** schools

- Middle School 6-8: **0**

- High School 9-12: **+5** schools

- K-8 School: **+1** schools

- Secondary School 6-12: **+1** schools

- Alternative Ed: **+6** schools

Total District Schools: **101**

- Charter Schools
Authorized by OUSD : **+22**
Authorized by ACOE: **+5**

Approx. 7,804 increase in charter school enrollment over past 10 years.

Loss 15,340 OUSD Students

OAKLAND UNIFIED SCHOOL DISTRICT | *Community Schools, Thriving Students*

Appendix of Schools *as of 2011-12*

Elementary K-5: **58**

ACORN Woodland	Franklin	La Escuelita	Parker
Allendale	Fred T. Korematsu	Lafayette	Peralta
Bella Vista	Fruitvale	Lakeview	Piedmont Avenue
Bridges Academy	Futures Academy	Laurel	PLACE at Prescott
Brookfield	Garfield	Lazear	REACH Academy
Burckhalter	Glenview	Learning Without Limits	Redwood Heights
Carl Munck	Global Family School	Lincoln	RISE
Chabot	Grass Valley	Manzanita Community	Sankofa Academy
Cleveland	Greenleaf	Manzanita SEED	Santa Fe
Community United	Henry J. Kaiser	Markham	Sequoia
Crocker Highlands	Hoover	Marshall	Sobrante Park
East Oakland Pride	Horace Mann	Martin Luther King Jr	Think College Now
Emerson	Howard	Maxwell Park International Academy	Thornhill
EnCompass Academy	International Community School	Montclair	
Esperanza	Joaquin Miller	New Highland Academy	

OAKLAND UNIFIED SCHOOL DISTRICT | *Community Schools, Thriving Students*

Appendix of Schools *as of 2011-12*

Middle School 6-8: **14**

Alliance Academy

Bret Harte

Claremont

Edna Brewer

Elmhurst Community Prep

Frick

James Madison

Montera

Roosevelt

Roots International Academy

United For Success

Urban Promise Academy

West Oakland Middle School

Westlake

High School 9-12: **12**

Business & Information Technology

College Prep & Architecture Academy

Castlemont High School

East Oakland School of the Arts

Leadership Preparatory High School

Life Academy

Mandela High School

McClymonds High School

Media College Prep

Oakland High School

Oakland Technical High School

Skyline High School

OAKLAND UNIFIED SCHOOL DISTRICT | *Community Schools, Thriving Students*

Appendix of Schools *as of 2011-12*

K-8 School: **3**

ASCEND

Hillcrest

Melrose Leadership Academy

Secondary School 6-12: **1**

Coliseum College Prep Academy

Alternative Ed: **13**

Barack Obama Academy

Community Day High

Community Day Middle

Dewey Academy

Far West

Gateway To College at Laney College

Hillside Academy

MetWest

Oakland International High School

Ralph J. Bunche High

Rudsdale Continuation

Sojourner Truth Independent Study

Street Academy

Appendix of Schools *as of 2011-12*

Charter Schools: **35**

Elementary K-3: 1

World Academy

Elementary 4-5: 1

Achieve Academy

Elementary K-5: 6

Aspire K-5 (County)

Cox Academy (County)

Civicorps Elementary School

Millsmont Academy

Monarch Academy

Vincent Academy

Middle School 5-8: 1

KIPP Bridge Charter Academy

Middle School 6-8: 3

American Indian Public Charter II

American Indian Public Charter School

Oakland Charter Academy

K-8 Schools: 9

Berkley Maynard Academy

Community School for Creative Education (County)

Conservatory of Vocal / Instrumental

East Oakland Leadership Academy

ERES Academy

Lighthouse Community Charter

North Oakland Community Charter School

Reems (E.C) Academy of Technology & Art

Yu-Ming Charter (County)

Secondary Schools 6-12: 5

Bay Area Technology

Millsmont Secondary

Oakland Military Institute

Oakland School for the Arts

Wilson (Lionel) College Preparatory Academy

High School 9-12: 8

American Indian Public High School

ARISE High School

East Oakland Leadership Academy High

Envision High School (County)

Lighthouse Community Charter HS

LPS College Park

Oakland Charter Academy High School

Oakland Unity High School

Alternative High (12-Adult): 1

Civicorps Academy

OAKLAND UNIFIED SCHOOL DISTRICT | *Community Schools, Thriving Students*

Appendix of Schools *as of 2011-12*

CA Distinguished Schools: **13**

2010	Chabot Elementary*
1989	Cleveland Elementary
1989	Crocker Highlands Elementary
2008	Hillcrest School K-8*
1989	Joaquin Miller Elementary
2008	Lincoln Elementary
2010	Montclair Elementary
2011	Montera Middle
2010	Peralta Elementary
1990	Roosevelt Junior High
1990	Street Academy Senior High
2008	Think College Now
2010	Thornhill Elementary*

* Schools honored multiple years

Title 1 Achievement: **10**

2011	Bella Vista Elementary
2011	Burckhalter Elementary
2011	Carl B. Munck Elementary
2011	Cleveland Elementary
2011	Greenleaf Elementary
2009	Lincoln Elementary* ©
2011	Manzanita SEED
2010	Peralta Elementary* ©
2011	Sequoia Elementary
2011	Think College Now

* Schools honored multiple years
© Federal Blue Ribbon School 2010 or 2011

APPENDIX XIV:

District Board Approved
Restructuring Criteria
August 24, 2011

The focus in selecting schools for closure was**:**
Equity and a Thoughtful, Multi-Step Process

We begin by asking: WHERE DO WE NEED TO OPERATE SCHOOLS?

WE ANALYZED:

1. **POPULATION DENSITY : ENROLLMENT : FACILITY CAPACITY**

2. **OTHER RESTRUCTURING STRATEGY**

3. **LOWEST RANKING : GREATEST DISTANCE FROM OTHERS**

4. **ADDITIONAL FACTORS IF SCHOOLS SHARE BOUNDARIES**
   PERFORMANCE : FISCAL HEALTH : SCHOOL CHOICE

5. **RECEIVING SCHOOL CONSIDERATION**

6. **FINAL RECOMMENDATIONS**

OAKLAND UNIFIED SCHOOL DISTRICT | *Community Schools, Thriving Students*

SCHOOL PORTFOLIO MANAGEMENT **RESTRUCTURING FACTORS**

STEP 1

Where do we need to operate school programs?

1. **POPULATION DENSITY : ENROLLMENT : FACILITY CAPACITY**
2. OTHER RESTRUCTURING STRATEGY
3. LOWEST RANKING : GREATEST DISTANCE
4. ADDITIONAL FACTORS IF SCHOOLS SHARE BOUNDARIES
   FISCAL HEALTH : SCHOOL CHOICE : PERFORMANCE
5. RECEIVING SCHOOL CONSIDERATION
6. FINAL RECOMMENDATIONS

- Number of students within .25 miles of the school
- Number of students within .5 miles of the school
- Number of students within one mile of the school
- Number of students who live in the school's attendance area
- Percent of students who live in the attendance area and go to the school
- Percent of students who live in the attendance area and **do not** go to the school
- Percent of students who do not live in attendance area and attend the school
- Total prior year enrollment
- Comparison of three-year enrollment change
- Number of students projected for coming year
- Number of class-sized rooms (site total)
- Percent of the facility's capacity that is utilized

⇐ **Population**

⇐ **Enrollment**

⇐ **Facility**
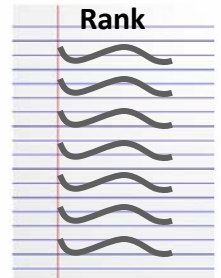
Rank

METHODOLOGY:

1. **Rank order all schools for each individual criteria by grade level, ascending or descending, depending on the desired state** (i.e. Prefer *higher* number of students within 0.25 miles, prefer *lower* enrollment decline over past three years)

2. **Establish an equally weighted composite of the individual ranks for all factors in this category = Composite Rank**

3. **Rank order all schools by grade based on Composite Rank.**

1.	POPULATION DENSITY : ENROLLMENT : FACILITY CAPACITY
2.	OTHER RESTRUCTURING STRATEGY
3.	LOWEST RANKING : GREATEST DISTANCE
4.	ADDITIONAL FACTORS IF SCHOOLS SHARE BOUNDARIES *FISCAL HEALTH : SCHOOL CHOICE : PERFORMANCE*
5.	RECEIVING SCHOOL CONSIDERATION
6.	FINAL RECOMMENDATIONS

STEP 2

Which schools listed have been included in another restructuring strategy?

METHODOLOGY:

1. **Remove** schools from the list that will be:

   - **expanding** grade configurations,

   - undergoing **transformation** or whole school redesign,

   - **consolidating** into a single-school option as part of expansion or transformation,

   - *participating as a **STEM Corridor** school ***

     ** Identified programmatic priority for 2011-12 SPM cycle*

82

STEP 3

1.	**POPULATION DENSITY : ENROLLMENT : FACILITY CAPACITY**
2.	**OTHER RESTRUCTURING STRATEGY**
3.	**LOWEST RANKING : GREATEST DISTANCE**
4.	**ADDITIONAL FACTORS IF SCHOOLS SHARE BOUNDARIES** *FISCAL HEALTH : SCHOOL CHOICE : PERFORMANCE*
5.	**RECEIVING SCHOOL CONSIDERATION**
6.	**FINAL RECOMMENDATIONS**

Which schools listed had the lowest ranking with the greatest distance from other low ranking schools on the list?

METHODOLOGY:

- **Identify schools to <u>remain</u> on the Closure List, if they are among <u>the lowest ranking</u> and do not share an attendance boundary with other lowest ranking schools listed.**

- **Consideration at this time will include the potential impact on the special education program continuum of service.**
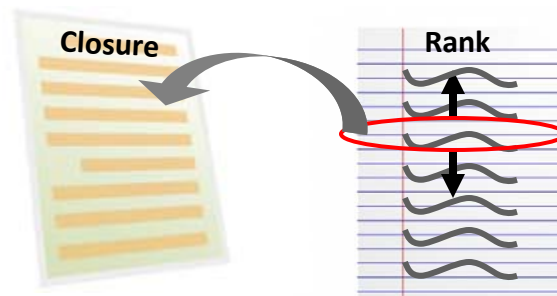
STEP 4.1

Which lowest ranking schools sharing an attendance boundary, ranked lowest in one or more additional categories when considering other factors?

1.	POPULATION DENSITY : ENROLLMENT : FACILITY CAPACITY
2.	OTHER RESTRUCTURING STRATEGY
3.	LOWEST RANKING : GREATEST DISTANCE
4.	ADDITIONAL FACTORS IF SCHOOLS SHARE BOUNDARIES *FISCAL HEALTH : SCHOOL CHOICE : PERFORMANCE*
5.	RECEIVING SCHOOL CONSIDERATION
6.	FINAL RECOMMENDATIONS

Closure

Rank

OFF

METHODOLOGY:

- **In cases where schools that <u>rank lowest</u> share an attendance boundary, <u>additional factors are also considered</u> when determining whether or not they remain on the Closure List.**

- **Low ranking schools sharing an attendance boundary that rank lowest in one or more of the additional categories <u>remain</u> on the Closure List.**

- **Consideration at this time will include the potential impact on the special education program continuum of service.**

PERFORMANCE	SCHOOL CHOICE	FISCAL HEALTH
A priority based on the goal of expanding quality.	**A priority based on family's right to choose a school program that meets their preferences.**	**A priority based on the need to release resources and create efficiencies.**

STEP 4.2

1. POPULATION DENSITY : ENROLLMENT : FACILITY CAPACITY
2. OTHER RESTRUCTURING STRATEGY
3. LOWEST RANKING : GREATEST DISTANCE
4. ADDITIONAL FACTORS IF SCHOOLS SHARE BOUNDARIES
   FISCAL HEALTH : SCHOOL CHOICE : PERFORMANCE
5. RECEIVING SCHOOL CONSIDERATION
6. FINAL RECOMMENDATIONS

METHODOLOGY:

1. **Rank order all schools for each individual criteria by grade level, ascending or descending, depending on the desired state;** (i.e. Prefer higher attendance rate, prefer lower suspension rate.)

2. **Establish an equally weighted sum of the individual ranks for all factors within a category = Composite Rank.**

3. **Rank order all schools by grade based on Composite Rank for EACH category separately.**

PERFORMANCE

- Current API
- Three-year API growth
- Prior year to current year GAP API difference
- African American student API three-year growth
- One year change in CST Prof/Adv in ELA
- Two year change in CST Prof/Adv in ELA
- Three year total change in CST Prof/Adv in ELA
- One year change in CST Prof/Adv in Math
- Two year change in CST Prof/Adv in Math
- Three year total change in CST Prof/Adv in Math

API = Academic Performance Index (State ranking system)

GAP API = Difference between lowest performing group of students' API and school-wide API

CST = California Standards Test

SCHOOL CHOICE

- Number of students on the waitlist for coming year
- Number of times selected as a first choice 1 year ago
- Number of times within the top three choices 1 year ago
- Number of times selected at all within the Options process 1 year ago
- Number of times selected as a first choice 2 years ago
- Number of times within the top three choices 2 years ago
- Number of times selected at all within the Options process 2 years ago
- Number of times selected as a first choice 3 years ago
- Number of times within the top three choices 3 years ago
- Number of times selected at all within the Options process 3 years ago

FISCAL HEALTH

- Fiscal solvency based on amount of additional financial support required to maintain general education teaching staff.
- Attendance ADA Rate
- Chronic Absence Rate
- Suspension Rate

(Factors represent and/or influence the financial viability of a school.)

85

STEP 5.1

1.	POPULATION DENSITY : ENROLLMENT : FACILITY CAPACITY
2.	OTHER RESTRUCTURING STRATEGY
3.	LOWEST RANKING : GREATEST DISTANCE
4.	ADDITIONAL FACTORS IF SCHOOLS SHARE BOUNDARIES *FISCAL HEALTH : SCHOOL CHOICE : PERFORMANCE*
5.	RECEIVING SCHOOL CONSIDERATION
6.	FINAL RECOMMENDATIONS

Which schools, if closed, will present an unresolved challenge in the ability to provide for the special education program continuum of services to students?

METHODOLOGY (IF NECESSARY):

- **A final analysis is conducted to determine if any of the lowest ranking schools that remain on the Closure List impact the special education continuum in a manner that the district is unable to resolve.**

- **Consideration will be given to the availability and viability opportunities for relocation of special education programming, taking into account the specific type of disability, unique facility needs and the specific goals of maintaining a continuum of services for students and families.**

STEP 5.2 _optional_

1.	POPULATION DENSITY : ENROLLMENT : FACILITY CAPACITY
2.	OTHER RESTRUCTURING STRATEGY
3.	LOWEST RANKING : GREATEST DISTANCE
4.	ADDITIONAL FACTORS IF SCHOOLS SHARE BOUNDARIES _FISCAL HEALTH : SCHOOL CHOICE : PERFORMANCE_
5.	RECEIVING SCHOOL CONSIDERATION
6.	FINAL RECOMMENDATIONS

Which schools, when considering other factors, nonetheless represent viable options as _receiving schools_ for students displaced by school closure?

<u>METHODOLOGY (IF NECESSARY):</u>

- **A final analysis is conducted to determine if any of the lowest ranking schools that remain on the Closure List represent viable options for students displaced by a school closure nearby.**

- **Schools identified as viable _receiving schools_ may be <u>removed</u> from the list.**

- **This criteria would considers the following specific data when determining a "viable receiving school," in the following order of priority:**

  - **Facility capacity**
  - **Live-go analysis**
  - **Performance ranking**
  - **School Choice ranking**

87

STEP 6

Which schools is the Superintendent and Staff recommending to the Board of Education for Closure beginning Fall 2012?

1.	POPULATION DENSITY : ENROLLMENT : FACILITY CAPACITY
2.	OTHER RESTRUCTURING STRATEGY
3.	LOWEST RANKING : GREATEST DISTANCE
4.	ADDITIONAL FACTORS IF SCHOOLS SHARE BOUNDARIES *FISCAL HEALTH : SCHOOL CHOICE : PERFORMANCE*
5.	RECEIVING SCHOOL CONSIDERATION
6.	FINAL RECOMMENDATIONS

Closure

COMMUNICATION : ENGAGEMENT:

- **Establish Closure List applying Steps 1-5.**

- **Communicate to BOE.**

- **Communicate to school principals.**

- **Communicate to school staff.**

- **Communicate to school partner organizations.**

- **Present Restructuring Recommendations to the public and the Board.**

- **Engage broadly with leadership, school staff, parents, families, students and community using a specific feedback protocol and community partner support.**

- **Provide emotional and technical support to all stakeholders throughout process.**

- **Present Final Recommendations to BOE for decision-making. Real work begins…**
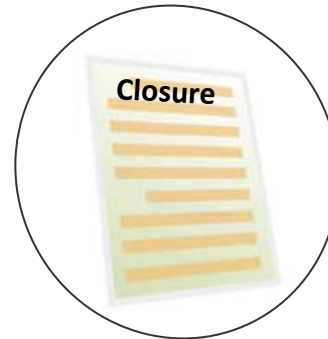
APPENDIX XV:

Overview of Restructuring Criteria Steps applied in support of Board Study Session: September 7, 2011

STEP 1: Rank order all schools from where **least** needed to where **most** needed based on *population density, enrollment, and facilities*.

Least

Most

FACTORS: Where do we need to operate schools?

- **Number of students within .25 miles of the school**
- **Number of students within .5 miles of the school**
- **Number of students within one mile of the school**
- **Number of students who live in the school's attendance area**
- **Percent of students who live in the attendance area and go to the school**
- **Percent of students who live in the attendance area and do not go to the school**
- **Percent of students who do not live in attendance area and attend the school**
- **Total prior year enrollment**
- **Comparison of three-year enrollment change**
- **Number of students projected for coming year**
- **Number of class-sized rooms (site total)**
- **Percent of the facility's capacity that is utilized**

ALT ← **Alternative Education Schools**

STEP 1: *Where do we need to operate schools?*

School Name	GRADE	STEP 1
Sankofa Academy	Elem	1
Howard	Elem	2
Marshall	Elem	3
Burckhalter	Elem	4
Lakeview	Elem	5
Parker	Elem	6
Santa Fe	Elem	7
Kaiser Elementary	Elem	8
Emerson	Elem	9
La Escuelita	Elem	10
Grass Valley	Elem	11
Carl Munck	Elem	12
PLACE at Prescott	Elem	13
Lazear Elementary	Elem	14
Melrose Leadership Academy	Elem	15
Maxwell Park	Elem	16
Martin Luther King Jr	Elem	16
Piedmont Avenue	Elem	18
ACORN Woodland	Elem	19
Sobrante Park	Elem	20
Manzanita SEED	Elem	21
Peralta	Elem	22
Hoover	Elem	23
Lafayette	Elem	23
Redwood Heights	Elem	25
EnCompass Academy	Elem	26
REACH Academy	Elem	26
Cleveland	Elem	28
Manzanita Community	Elem	29
Horace Mann	Elem	30
Hillcrest	Elem	31
Think College Now	Elem	32
Joaquin Miller	Elem	33
Sequoia	Elem	34
Brookfield	Elem	35
Thornhill	Elem	36
Crocker Highlands	Elem	37

LEAST =>

School Name	GRADE	STEP 1
Frick	Middle	1
Claremont	Middle	2
West Oakland Middle School	Middle	2
James Madison	Middle	4
Bret Harte	Middle	5
Westlake	Middle	6
Urban Promise Academy	Middle	7
Roots International Academy	Middle	8
Alliance Academy	Middle	8
Elmhurst Community Prep	Middle	10
Montera	Middle	11
Edna Brewer Middle School	Middle	12
Roosevelt	Middle	13
United For Success	Middle	14

LEAST => / MOST =>>>

School Name	GRADE	STEP 1
East Oakland School of the Arts	High	1
McClymonds	High	2
Media College Prep	High	3
Leadership Preparatory High School	High	4
Life Academy	High	5
Business & Information Technology	High	5
Skyline	High	7
Oakland HS	High	8
Mandela HS	High	9
Oakland Technical High School	High	10
College Prep & Architecture Academy	High	11
Coliseum College Prep Academy	High	12
Youth Empowerment School	High	n/a

LEAST => / MOST =>>>

	GRADE	STEP 1
Barack Obama Academy	ALT	1
Community Day HS	ALT	1
Community Day MS	ALT	1
Dewey Academy	ALT	1
Far West	ALT	1
Gateway To College at Laney College	ALT	1
Hillside Academy	ALT	1
MetWest	ALT	1
Oakland International High School	ALT	1
Ralph J. Bunche High	ALT	1
Rudsdale Continuation	ALT	1
Sojourner Truth Independent Study	ALT	1
Street Academy	ALT	1

Recommend alternate evaluation for Alternative Education Schools

STEP 1: *Continued...*

School Name	GRADE	STEP 1	
Esperanza	Elem	38	
International Community School	Elem	39	
Glenview	Elem	40	
Markham	Elem	40	
Fruitvale	Elem	42	
Allendale	Elem	43	
New Highland Academy	Elem	43	
Fred T. Korematsu	Elem	45	
Montclair	Elem	46	
Chabot	Elem	47	
Bridges Academy	Elem	49	
Laurel	Elem	49	
ASCEND	Elem	50	
Bella Vista	Elem	51	
RISE	Elem	52	
Garfield	Elem	53	
Futures Academy	Elem	54	
Lincoln	Elem	55	
Greenleaf Elementary	Elem	56	
East Oakland Pride Elementary	Elem	57	MOST =>>>
Learning Without Limits	Elem	58	
Community United	Elem	59	
Global Family School	Elem	60	
Franklin	Elem	61	

STEP 2: Exclude schools based on other *other restructuring*.
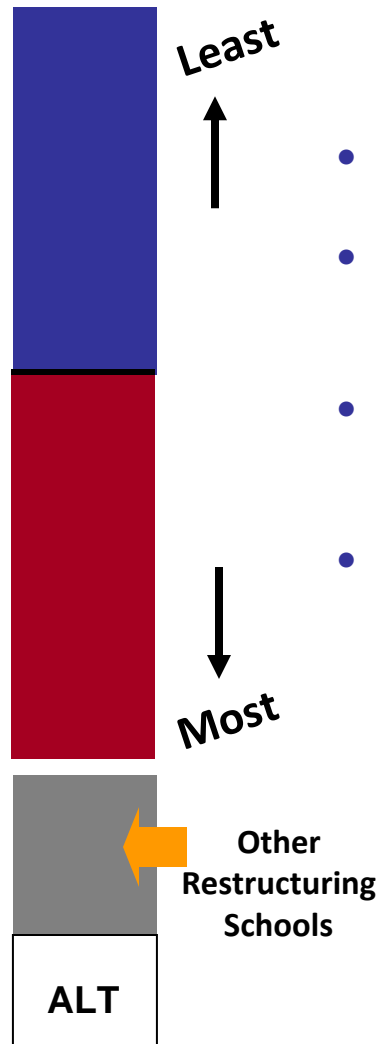
Least

- **expanding** grade configurations,

- undergoing **transformation** or whole school redesign,

- **consolidating** into a single-school option as part of expansion or transformation,

- *participating as a* **STEM Corridor** *school (Science, Technology, Engineering, and Math)*

Most

Other Restructuring Schools

ALT

93

STEP 2: Continued…

Expansion: Proposals to expand grade configuration of school to grades **K-8** or **6-12**. Current proposed sites demonstrate capacity and are to begin stakeholder engagement and planning; leading to preliminary plans and a final decision-making to occur not later than **December 14, 2011**. *Annual portfolio review will provide opportunities for future consideration of other possible school expansions.*

> **_Readiness Factors:_**
> • Compelling rationale for change
> • Demonstrated Family and Staff Interest
> • Leadership and Staff Capacity
> • Facility Capacity and Needs Analysis
> • Demographics and Enrollment Analysis

Transformation: School re-design process begun in 2010-11, will support development of a single high quality, high school option at the **Castlemont** and **Fremont** campuses, beginning **2012-13**. *Office of School Transformation* will facilitate design process and completion of plans by **spring, 2012**; to be inclusive of school and community stakeholders.

STEM Corridor: Planning has begun with elementary, middle, and high schools in **West Oakland** to implement a rigorous *Science, Technology, Engineering, and Math (STEM)* curriculum. These district and school communities will complete plans by **winter, 2012**.

STEP 3: Identify schools where **least** needed that **do not share** an attendance boundary for possible closure consideration.

Remain for possible closure

Least

Most

ALT

STEP 3: Among the half of all schools where **least** needed identify schools for possible closure consideration.

School Name	GRADE	STEP 1	STEP 2	STEP 3.1	STEP 3.2
Kaiser Elementary	Elem	8			
Lazear Elementary	Elem	14			
Sobrante Park	Elem	20			
Howard	Elem	2			
Marshall	Elem	3			
Grass Valley	Elem	11			
REACH Academy	Elem	26			
Burckhalter	Elem	4			
Parker	Elem	6			
Carl Munck	Elem	12			
Redwood Heights	Elem	25			
Lakeview	Elem	5			
Piedmont Avenue	Elem	18			
Cleveland	Elem	28			
Santa Fe	Elem	7			
Emerson	Elem	9			
Peralta	Elem	22			
Maxwell Park	Elem	16			
Horace Mann	Elem	30			
ACORN Woodland	Elem	19			
EnCompass Academy	Elem	26			
Hillcrest	Elem	31			
Think College Now	Elem	32			
Joaquin Miller	Elem	33			
Sequoia	Elem	34			
Brookfield	Elem	35			
Thornhill	Elem	36			
Crocker Highlands	Elem	37			
Esperanza	Elem	38			
International Community School	Elem	39			
Glenview	Elem	40			
Markham	Elem	40			
Fruitvale	Elem	42			
Allendale	Elem	43			
New Highland Academy	Elem	43			
Fred T. Korematsu	Elem	45			
Montclair	Elem	46			
Chabot	Elem	47			
Bridges Academy	Elem	48			

School Name	GRADE	STEP 1	STEP 2	STEP 3.1	STEP 3.2
Frick	Middle	1			
Bret Harte	Middle	5			
Urban Promise Academy	Middle	7			
Claremont	Middle	2			
Westlake	Middle	6			
Roots International Academy	Middle	8			
Alliance Academy	Middle	8			
Elmhurst Community Prep	Middle	10			
Montera	Middle	11			
Edna Brewer Middle School	Middle	12			
Roosevelt	Middle	13			
United For Success	Middle	14			
West Oakland Middle School	Middle	2			
James Madison	Middle	4			

School Name	GRADE	STEP 1	STEP 2	STEP 3.1
Skyline	High	7		
Oakland HS	High	8		
Oakland Technical High School	High	10		
Coliseum College Prep Academy	High	12		
East Oakland School of the Arts	High	1		
McClymonds	High	2		
Media College Prep	High	3		
Leadership Preparatory	High	4		
Life Academy	High	5		
Business & Information	High	5		
Mandela HS	High	9		
College Prep & Architecture	High	11		
Youth Empowerment School	High	n/a		

Schools that **DO NOT SHARE** an attendance boundary with other schools among those where **least** needed, remain on the list for closure consideration.

NOTE: High schools, following STEP 2, no longer have schools that are among those where least needed.

96

STEP 3: *Continued...*

School Name	GRADE	STEP 1	STEP 2	STEP 3.1	STEP 3.2
Laurel	Elem	49	MOST =>>>		
ASCEND	Elem	49			
Bella Vista	Elem	51			
RISE	Elem	52			
Garfield	Elem	53			
Futures Academy	Elem	54			
East Oakland Pride Elementary	Elem	57			
Learning Without Limits	Elem	58			
Community United	Elem	59			
Global Family School	Elem	60			
Franklin	Elem	61			
Sankofa Academy	Elem	1			
La Escuelita	Elem	10			
PLACE at Prescott	Elem	13			
Melrose Leadership Academy	Elem	15			
Martin Luther King Jr	Elem	16			
Manzanita SEED	Elem	21			
Hoover	Elem	23			
Lafayette	Elem	23			
Manzanita Community	Elem	29			
Lincoln	Elem	55			
Greenleaf Elementary	Elem	56			

STEP 4:

Among schools where **least** needed that **share** an attendance boundary, use **additional factors for comparison**, to identify schools for possible closure consideration.

Remain for possible closure

ALT

STEP 3: Among the half of all schools where **least** needed identify schools for possible closure consideration.

School Name	GRADE	STEP 1	STEP 2	STEP 3.1	STEP 3.2
Kaiser Elementary	Elem	8			
Lazear Elementary	Elem	14			
Sobrante Park	Elem	20		LEAST =>	
Howard	Elem	2			
Marshall	Elem	3			
Grass Valley	Elem	11			
REACH Academy	Elem	26			
Burckhalter	Elem	4			
Parker	Elem	6			
Carl Munck	Elem	12			
Redwood Heights	Elem	25			
Lakeview	Elem	5			
Piedmont Avenue	Elem	18			
Cleveland	Elem	28			
Santa Fe	Elem	7			
Emerson	Elem	9			
Peralta	Elem	22			
Maxwell Park	Elem	16			
Horace Mann	Elem	30			
ACORN Woodland	Elem	19			
EnCompass Academy	Elem	26			
Hillcrest	Elem	31			
Think College Now	Elem	32			
Joaquin Miller	Elem	33			
Sequoia	Elem	34			
Brookfield	Elem	35			
Thornhill	Elem	36			
Crocker Highlands	Elem	37			
Esperanza	Elem	38			
International Community School	Elem	39			
Glenview	Elem	40			
Markham	Elem	40			
Fruitvale	Elem	42			
Allendale	Elem	43			
New Highland Academy	Elem	43			
Fred T. Korematsu	Elem	45			
Montclair	Elem	46			
Chabot	Elem	47			
Bridges Academy	Elem	48			

School Name	GRADE	STEP 1	STEP 2	STEP 3.1	STEP 3.2
Frick	Middle	1			
Bret Harte	Middle	5		LEAST =>:	
Urban Promise Academy	Middle	7			
Claremont	Middle	2			
Westlake	Middle	6			
Roots International Academy	Middle	8			
Alliance Academy	Middle	8			
Elmhurst Community Prep	Middle	10			
Montera	Middle	11			
Edna Brewer Middle School	Middle	12		MOST =>>>	
Roosevelt	Middle	13			
United For Success	Middle	14			
West Oakland Middle School	Middle	2			
James Madison	Middle	4			

School Name	GRADE	STEP 1	STEP 2	STEP 3.1
Skyline	High	7		
Oakland HS	High	8		
Oakland Technical High School	High	10		MOST =>>>
Coliseum College Prep Academy	High	12		
East Oakland School of the Arts	High	1		
McClymonds	High	2		
Media College Prep	High	3		
Leadership Preparatory	High	4		
Life Academy	High	5		
Business & Information	High	5		
Mandela HS	High	9		
College Prep & Architecture	High	11		
Youth Empowerment School	High	n/a		

Schools that **SHARE** an attendance boundary are compared using additional factors to identify which schools will remain on the list for closure consideration and which would be removed from further consideration this year.

99

STEP 3: *Continued…*

School Name	GRADE	STEP 1	STEP 2	STEP 3.1	STEP 3.2
Laurel	Elem	49			
ASCEND	Elem	49			
Bella Vista	Elem	51			
RISE	Elem	52			
Garfield	Elem	53	MOST =>>>		
Futures Academy	Elem	54			
East Oakland Pride Elementary	Elem	57			
Learning Without Limits	Elem	58			
Community United	Elem	59			
Global Family School	Elem	60			
Franklin	Elem	61			
Sankofa Academy	Elem	1			
La Escuelita	Elem	10			
PLACE at Prescott	Elem	13			
Melrose Leadership Academy	Elem	15			
Martin Luther King Jr	Elem	16			
Manzanita SEED	Elem	21			
Hoover	Elem	23			
Lafayette	Elem	23			
Manzanita Community	Elem	29			
Lincoln	Elem	55			
Greenleaf Elementary	Elem	56			

STEP 4: Compare schools using **additional factors** among those where **least** needed, that **SHARE** an attendance boundary.

School Name	GRADE	STEP 1	STEP 2	STEP 3	STEP 4	PERFORMANCE	SCHOOL CHOICE	FISCAL HEALTH
Kaiser Elementary	Elem	8			117	15	49	53
Lazear Elementary	Elem	14			67	24	28	15
Sobrante Park	Elem	20			30	12	10	8
Howard	Elem	2		LEAST =>>	68	53	8	7
Marshall	Elem	3			36	11	5	20
Grass Valley	Elem	11			58	2	24	32
REACH Academy	Elem	26			30	4	25	1
Burckhalter	Elem	4			71	58	2	11
Parker	Elem	6			76	60	10	6
Carl Munck	Elem	12			98	37	36	25
Redwood Heights	Elem	25			116	9	57	50
Lakeview	Elem	5			70	16	30	24
Piedmont Avenue	Elem	18			94	25	40	29
Cleveland	Elem	28			131	41	45	45
Santa Fe	Elem	7			40	28	8	4
Emerson	Elem	9			54	8	16	30
Peralta	Elem	22			151	48	52	51
Maxwell Park	Elem	16			68	57	6	5
Horace Mann	Elem	30			71	39	13	19
ACORN Woodland	Elem	19			123	40	44	39
EnCompass Academy	Elem	26			101	49	31	21
Hillcrest	Elem	31		K-8	116	13	59	44
Think College Now	Elem	32			117	18	51	48
Joaquin Miller	Elem	33			132	30	53	49
Sequoia	Elem	34			87	3	47	37
Brookfield	Elem	35			101	46	20	35
Thornhill	Elem	36			131	21	56	54
Crocker Highlands	Elem	37			159	44	55	60
Esperanza	Elem	38			138	51	41	46
International Community School	Elem	39			88	6	46	36
Glenview	Elem	40			162	56	50	56
Markham	Elem	40			77	50	17	10
Fruitvale	Elem	42			71	31	27	13
Allendale	Elem	43			50	5	23	22

School Name	GRADE	STEP 1	STEP 2	STEP 3	STEP 4	PERFORMANCE	SCHOOL CHOICE	FISCAL HEALTH
Frick	Middle	1			20	14	3	3
Bret Harte	Middle	5		LEAST =>:	24	4	10	10
Urban Promise Academy	Middle	7			36	13	11	12
Claremont	Middle	2			27	12	9	6
Westlake	Middle	6			28	8	12	8
Roots International Academy	Middle	8			23	9	5	9
Alliance Academy	Middle	8			15	7	4	4
Elmhurst Community Prep	Middle	10			18	10	6	2
Montera	Middle	11		MOST =<<<	31	3	14	14
Edna Brewer Middle School	Middle	12			32	6	13	13
Roosevelt	Middle	13			16	1	8	7
United For Success	Middle	14			17	5	7	5
West Oakland Middle School	Middle	2			3	1	1	1
James Madison	Middle	4			28	15	2	11

Comparison is based on the rank order of ALL schools using Board criteria :

- **PERFORMANCE** *(Growth emphasis)*
- **SCHOOL CHOICE** *(Options preferences)*
- **FISCAL HEALTH** *(Revenue Loss/Deficit)*

Schools are compared in **descending order** from **those** where **least** needed to where **most** needed.

Results of first comparison **eliminates all remaining schools** sharing an attendance boundary from further consideration.

101

STEP 4: *Continued…*

Elementary continued…

School Name	GRADE	STEP 1	STEP 2	STEP 3	STEP 4	PERFORMANCE	SCHOOL CHOICE	FISCAL HEALTH
New Highland Academy	Elem	43			115	43	39	33
Fred T. Korematsu	Elem	45			115	59	14	42
Montclair	Elem	46			152	35	58	59
Chabot	Elem	47			126	19	60	47
Bridges Academy	Elem	48			103	29	33	41
Laurel	Elem	49			120	38	42	40
ASCEND	Elem	49		K-8	165	46	61	58
Bella Vista	Elem	51			104	23	38	43
RISE	Elem	52			88	54	17	17
Garfield	Elem	53		MOST =>‹>›	89	34	32	23
Futures Academy	Elem	54			62	22	22	18
East Oakland Pride Elementary	Elem	57			94	33	35	26
Learning Without Limits	Elem	58			89	26	25	38
Community United	Elem	59			99	51	21	27
Global Family School	Elem	60			131	42	37	52
Franklin	Elem	61			105	7	43	55
Sankofa Academy	Elem	1			47	32	1	14
La Escuelita	Elem	10			75	14	33	28
PLACE at Prescott	Elem	13			22	17	3	2
Melrose Leadership Academy	Elem	15		K-8	90	11	48	31
Martin Luther King Jr	Elem	16			20	10	7	3
Manzanita SEED	Elem	21			108	55	19	34
Hoover	Elem	23			58	27	15	16
Lafayette	Elem	23			14	1	4	9
Manzanita Community	Elem	29			43	19	12	12
Lincoln	Elem	55			151	36	54	61
Greenleaf Elementary	Elem	56			130	44	29	57

High Schools

School Name	GRADE	STEP 1	STEP 2	STEP 3	STEP 4	PERFORMANCE	SCHOOL CHOICE	FISCAL HEALTH
Skyline	High	7		MOST =<<	24	5	11	8
Oakland HS	High	8			25	4	10	11
Oakland Technical High School	High	10			32	11	11	10
Coliseum College Prep Academy	High	12			26	9	8	9
East Oakland School of the Arts	High	1			17	12	2	3
McClymonds	High	2			4	1	1	2
Media College Prep	High	3			18	10	4	4
Leadership Preparatory	High	4			14	8	5	1
Life Academy	High	5			27	6	9	12
Business & Information	High	5			16	7	2	7
Mandela HS	High	9			15	3	7	5
College Prep & Architecture	High	11			14	2	6	6
Youth Empowerment School	High	n/a			n/a	0	0	0

SUMMARY OF RESULTS:

ELEMENTARY School Name	STEP 1	STEP 2	STEP 3	STEP 4
Marshall	3		LEAST =>>>	
Burckhalter	4			
Lakeview	5			
Santa Fe	7			
Kaiser Elementary	8			
Lazear Elementary	14			
Maxwell Park	16			
Sobrante Park	20			
EnCompass Academy	26			
Howard	2			
Parker	6			
Emerson	9			
Grass Valley	11			
Carl Munck	12			
Piedmont Avenue	18			
ACORN Woodland	19			
Peralta	22			
Redwood Heights	25			
REACH Academy	26			
Cleveland	28			
Horace Mann	30			
Hillcrest (K-8)	31			
Think College Now	32			
Joaquin Miller	33			
Sequoia	34			
Brookfield	35			
Thornhill	36			
Crocker Highlands	37			
Esperanza	38			
International Community School	39			
Glenview	40			
Markham	40			
Fruitvale	42			
Allendale	43		MOST =>>>	
New Highland Academy	43			
Fred T. Korematsu	45			
Montclair	46			

	MIDDLE School Name	STEP 1	STEP 2	STEP 3	STEP 4
COMPARISON	Frick	1		LEAST =>>>	
COMPARISON	Claremont	2			
COMPARISON	Bret Harte	5			
COMPARISON	Westlake	6			
NO BOUNDARY	Urban Promise Academy	7			
NO BOUNDARY	Roots International Academy	8			
COMPARISON	Alliance Academy	8			
NO BOUNDARY	Elmhurst Community Prep	10			
SHARED CAMPUS	Montera	11			
	Edna Brewer Middle School	12			
	Roosevelt	13			
	United For Success	14		MOST =>>>	
	West Oakland Middle (STEM)	2			
	James Madison (6-12)	4			

	HIGH School Name	STEP 1	STEP 2	STEP 3
COMPARISON	Skyline	7		MOST =>>>
COMPARISON	Oakland HS	8		
	Oakland Technical High School	10		
	Coliseum College Prep Academy	12		
	Life Academy (6-12 expansion)	5		
	McClymonds (STEM)	2		
	East Oakland School of the Arts	1		
	Media College Prep	3		
	Leadership Preparatory	4		
	Business & Information	5		
	Mandela HS	9		
	College Prep & Architecture	11		
	Youth Empowerment School	n/a		

HIGH School Name	
Barack Obama Academy *	n/a
Community Day HS	n/a
Community Day MS	n/a
Dewey Academy	n/a
Far West	n/a
Gateway To College	n/a
Hillside Academy *	n/a
MetWest	n/a
Oakland International	n/a
Ralph J. Bunche High	n/a
Rudsdale Continuation	n/a
Sojourner Truth Indep	n/a
Street Academy	n/a
Recommending alternative evaluation process.	

Restructuring already in place.

Schools identified for possible closure consideration based on Board of Education approved criteria presented at Sept 7 Study Session.

STEP 5: Consider impact on **Special Education Program** and analyze *possible receiving schools* consideration.

STEP 6: Superintendent makes final recommendations for school closures for 2012-13, by applying adopted Guiding Principles.

SUMMARY OF RESULTS: cont'd…

Elementary continued…

ELEMENTARY School Name	STEP 1	STEP 2	STEP 3	STEP 4
Chabot	47			
Bridges Academy	48			
Laurel	49			
ASCEND	49		K-8	
Bella Vista	51			
RISE	52			
Garfield	53		MOST =<>>	
Futures Academy	54			
East Oakland Pride Elementary	57			
Learning Without Limits	58			
Community United	59			
Global Family School	60			
Franklin	61			
Sankofa Academy	1			
La Escuelita	10			
PLACE at Prescott	13			
Melrose Leadership Academy	15			
Martin Luther King Jr	16			
Manzanita SEED	21			
Hoover	23			
Lafayette	23			
Manzanita Community	29			
Lincoln	55			
Greenleaf Elementary	56			

OAKLAND UNIFIED SCHOOL DISTRICT

Community Schools, Thriving Students

"We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to know in order to do that. Whether or not we do it must finally depend on how we feel about the fact we haven't so far."

- Ron Edmunds