



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Blueprint for Quality Schools

Cohort 2 Proposals

August 28, 2019 - First Read



www.ousd.org



@OUSDnews

Our North Star



Quality & Sustainable Community Schools in every Neighborhood:

- Safe, engaging and clean learning environment
- Staff who feel supported and continually improve their practice
- Resources to support the whole child

Vision: Thriving Students who are prepared for college, career and community success

Mission: A Full Service Community District focused on academic achievement while serving the whole child



Goal of the Blueprint for Quality Schools

The goal of the Blueprint for Quality Schools is to create high quality and sustainable schools in every neighborhood.



**Quality
Schools**

All students are on track and prepared for college, career, and community.



**Financially
Sustainable**

Making the best use of every dollar, maximizing enrollment, and ensuring schools have the stability to thrive.

Guiding Principles

- Develop high quality and sustainable school programs in all neighborhoods.
- Concentrate OUSD's resources in fewer schools.
- Every school change is informed by the needs of the school community, as determined through both community engagement and central office data reviews.
- Protect and expand high quality schools, especially those that serve our historically underserved students.
- Any school change that results in a reduction is met with an investment in the school program or community.
- Create feeder patterns across the city that increase neighborhood access to quality programs.
- Prioritize the use of our facilities that are optimally located and in quality condition to enhance the student learning environment.



Meeting Overview

North Oakland Proposal

East Oakland Proposal

Fruitvale Quality Design Year

The following will be discussed at each reading:

- Regional Considerations
- Outreach summary
- Proposal and Rationale
- Enrollment & Fiscal Impact

There will be a **second reading and vote on Sept. 11th.**

North Oakland Proposal



North Oakland Considerations

Quality Issues:

- There are two quality programs, but not enough seats to meet student demand. (See appendix)

Sustainability Issues:




- **Kaiser:** Kaiser's attendance area has 60 students attending district or charter schools. Facility only has 283 seats with no room to expand. Area schools can absorb neighborhood enrollment.
- **Sankofa:** Sankofa Academy's enrollment has declined from 362 in 2014-15 to 187 in 2018-19.* Sankofa requires financial subsidy for basic staffing. Facility has 336 seats and expansion would require facilities investments.

Opportunities:

- Expand access to Kaiser program at a larger school facility.
- Meet community demand for OUSD school in Santa Fe area where 649 students live who attend a district or charter school (campus becomes vacant in 2020-21).
- Peralta has a quality program with a high demand rate of 218% first-choice applicants

*decline coincides with departure of 9-year principal and discontinuation of grades 6-8.

North Oakland Outreach - July/August

			
Sankofa	Peralta	Kaiser	Santa Fe
<ul style="list-style-type: none"> Principal planning calls Contacted every parent regarding meeting Parent meeting 7/2 Parent meeting 8/21 	<ul style="list-style-type: none"> Initial meeting with principal 6/12 PTO led phone call & emails Parent Town Hall 6/25 2nd parent mtg 7/17 Survey went out 7/30 3rd parent mtg with Jody London 	<ul style="list-style-type: none"> Initial meeting with principal PTO led phone call No parent town hall scheduled (PTA President email) Survey meeting went out 7/30 PTA president 8/21 Teacher meeting 8/22 Parent meeting 8/26 	<p>(Community Leaders)</p> <ul style="list-style-type: none"> Santa Fe CAN lead phone call & emails Parent meeting (7/1)

North Oakland Recommended Proposal

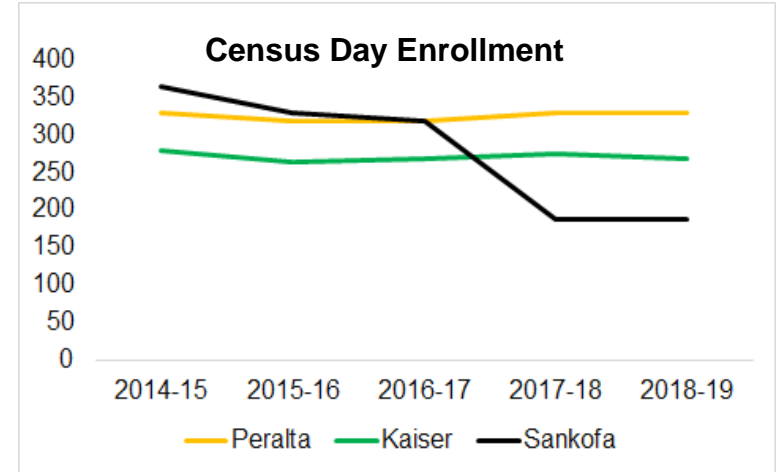
Merge Kaiser and Sankofa on the Sankofa
(Washington) Campus

Merge Kaiser and Sankofa on the Sankofa (Washington) Campus

Improving Quality	<ul style="list-style-type: none">● Merge two small schools, building on strengths and assets of both● Support a design year to build a quality school vision, academic program, and school culture (see slide 30-31 for more details)● Experienced leaders in place to guide the design year● Consistent location for Sankofa, the community more historically underserved● Builds on Sankofa’s strengths, including its instrumental music program, community partnerships, and local volunteers.
Improving Sustainability	<ul style="list-style-type: none">● Vacate Kaiser campus.● Reduce the number of schools from two to one.● Sankofa campus has capacity for 336 including Sankofa’s 3 SDC classes
Known Challenges	<ul style="list-style-type: none">● Moving one school program to a new location.

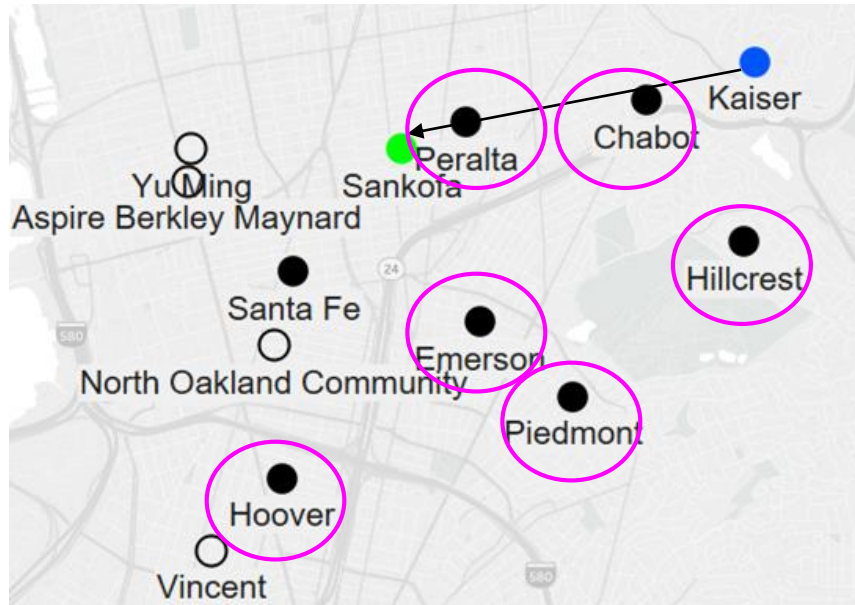
North Oakland Data: Enrollment & Capacity

- **Sankofa** experienced a decline of 133 students after 2016-17, coinciding with the departure of long-time principal (9 years) and discontinued 6-8 grades (79 students in 2016-17, 0 in 2017-18).
- The combined enrollment of Kaiser and Sankofa as of census day in 2018 was 455 students.
- The combined Sankofa/Kaiser enrollment (including 3 special day classes currently at Sankofa) plus space for 3 entering Kindergarten classes would require up to 19 classrooms in total. Sankofa currently has 15 classrooms and a large campus, so additional rooms may be needed at the campus.



OUSD School	2018 Enrollment Census Day	Enrollment Growth/Decline: 5 Year Average from 2014-18	# Classrooms	Campus Capacity	# SDC Classes
Kaiser	268	-1.0%	11	283	0
Sankofa	187	-13.6%	16	336	3
Peralta	331	+0.2%	15	356	0






North Oakland: Enrollment Impact Analysis



The OUSD elementary schools in closest proximity to proposed changes are Chabot, Peralta, Hillcrest, Emerson, Piedmont and Hoover.

North Oakland: Enrollment Impact Analysis

- **Chabot, Peralta and Hillcrest:** No impact. All three have above 100% first-choice demand rates and stable enrollment trends.
- **Emerson:** Minimal impact. Opening of Glenview @ Santa Fe (higher demand and better student outcomes) had no negative impact on Emerson’s enrollment in the opening year (2016).
- **Glenview:** Minimal impact. It has high demand rates and stable enrollment trends. Moves back to its new facility in 2020-21.

OUSD Affected School	2018 Enrollment Census Day	Demand 2018-19*	Oakland Public School Report Card Results: ELA, Math, Suspension, Chronic Absenteeism	Enrollment Growth/ Decline: 5 Year Average from 2014-18	Impact
Chabot	580	156.4%	 Blue Blue Blue Yellow	+0.3%	Low (0-50 students)
Peralta	331	218.0%	 Blue Blue Yellow Yellow	+0.2%	Low (0-50 students)
Hillcrest	388	183.7%	 Blue Blue Green Blue	+2.0%	Low (0-50 students)
Emerson	308	59.7%	 Orange Yellow Orange Yellow	+0.6%	Low (0-50 students)
Glenview @ Santa Fe	466	105.3%	 Green Green Green Green	+0.4%	Low (0-50 students)



*Demand is calculated as the # of 1st choice on time applications for the entry grade divided by the # of students who enrolled in the entry grade in the year shown.

North Oakland: Enrollment Impact Analysis

- **Piedmont and Hoover:** Minimal impact.

Despite declining enrollment and low demand rates, enrollment was **minimally impacted by the 2016 opening of Glenview @ Santa Fe** (higher demand and better student outcomes).

Students at these schools are expected to remain: both schools had high levels of student connectedness, 88.2% at Hoover and 75% at Piedmont.

OUSD Affected School	2018 Enrollment Census Day	Demand 2018-19*	Oakland Public School Report Card Results: ELA, Math, Suspension, Chronic Absenteeism	Enrollment Growth/ Decline: 5 Year Average from 2014-18	Impact
Piedmont	329	46.3%	 <small>Yellow Orange Blue Yellow</small>	-3.3%	Low (0-50 students)
Hoover	269	19.1%	 <small>Red Red Orange Yellow</small>	-3.8%	Low (0-50 students)

*Demand is calculated as the # of 1st choice on time applications for the entry grade divided by the # of students who enrolled in the entry grade in the year shown.

Financial Analysis: Sankofa/Kaiser at Sankofa

	Planning YR 1 (‘19-’20)	YR 2 (‘20-’21)	YR 3 (‘21-’22)	YR 4 (‘22-’23)	YR 5 (‘23-’24)
Additional funds available from reduced FTE		\$490,183	\$276,679	\$283,560	\$290,614
Local overhead cost savings (custodial, SSO, and utilities)		\$270,706	\$277,473	\$284,410	\$291,520
Enrollment driven cost savings		\$6,625	\$0	\$0	\$0
Revenue loss from enrollment attrition		(\$606,162)	\$0	\$0	\$0
Site op. investment (Program)	(\$35,000)				
Site op. investment (Gen. school costs)	(\$15,000)				
Facilities costs	(\$82,812)	(\$82,812)			
OEA payment	(\$15,576)				
Net impact from merger	(\$148,388)	\$161,352	\$554,152	\$567,970	\$582,134

Note that analysis above does not include costs associated with installation of any needed additional classrooms.

East Oakland Proposal

Updated - East Oakland Considerations

Quality Issues:

- Student academic performance varies across East Oakland middle schools (See appendix).
- Frick serves a high proportion of newcomer students (23%) and special education students (25%).




Sustainability Issues:

- Frick's facility had 445 empty seats in 2018-19.
- School of Language (SOL) facility, only seats 238 which is too small for a sustainably-sized school.

Assets/Strengths:

- MLA is a quality dual language K-8 program has outgrown Maxwell Park. It has a 140% first-choice demand rate. First-choice kindergarten applicants grew from 80 to 155 over the last four years.
- Frick and SOL are well suited for merger. SOL's dual language, late entry program would support both native English speaking students and the large newcomer population at Frick.
- The Frick campus offers a good middle school facility with available space and it has deep community roots with a group of staff who have been at the school for 20+ years.

East Oakland Outreach - July/August

		
<p style="text-align: center;">SOL</p>	<p style="text-align: center;">Frick</p>	<p style="text-align: center;">MLA</p>
<ul style="list-style-type: none"> ● Initial meeting with principal 7/9 ● Meeting with community manager and design leader 7/22 ● Meeting with SOL families 7/23 ● Surveys out to families 8/16 ● Follow up meeting with principal 	<ul style="list-style-type: none"> ● Initial meeting with principal 7/18 ● Follow up meeting with principal 7/25 ● Meeting with Frick 8/19 ● Surveys out to families 8/19 	<ul style="list-style-type: none"> ● Initial meeting with principal 6/21 ● Meeting with MLA families 8/1 ● 2nd Meeting with MLA families 8/15 ● Surveys out to families 8/16

East Oakland Recommended Proposal

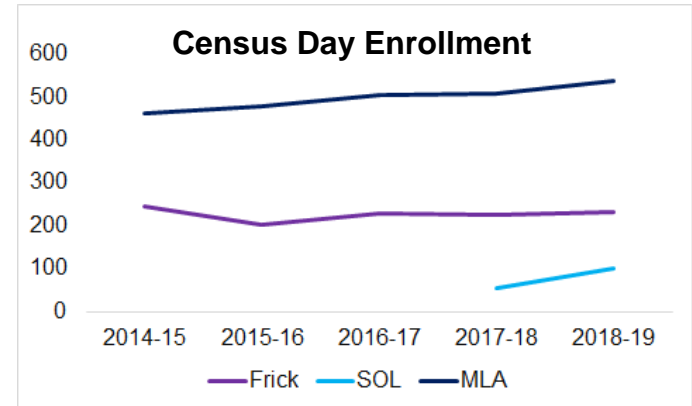
- ***Merge*** Frick and School of Language (SOL) on the Frick Campus
- ***Expand*** Melrose Leadership Academy (MLA) across the Maxwell Park and Sherman campuses

Opportunities for Quality & Sustainability

Improving Quality	<ul style="list-style-type: none">● Merge Frick with SOL's innovative dual language program to provide quality option in East including newcomer students● Increase number of students served by Melrose Leadership Academy's high-demand dual language program including for special education students and newcomers● Consistent location for Frick, the community more historically underserved.● Balance concentration of students with special needs at Frick campus by increasing overall enrollment
Improving Sustainability	<ul style="list-style-type: none">● Vacate SOL campus● Increase enrollment at SOL and Frick to sustainable size● Reduce number of schools by one by merging two into one.
Known Challenges	<ul style="list-style-type: none">● For MLA, running a single school across more than one site has operational challenges versus one school one site● Maximizing enrollment at both MLA sites for sustainability

East Oakland Data: Enrollment & Capacity

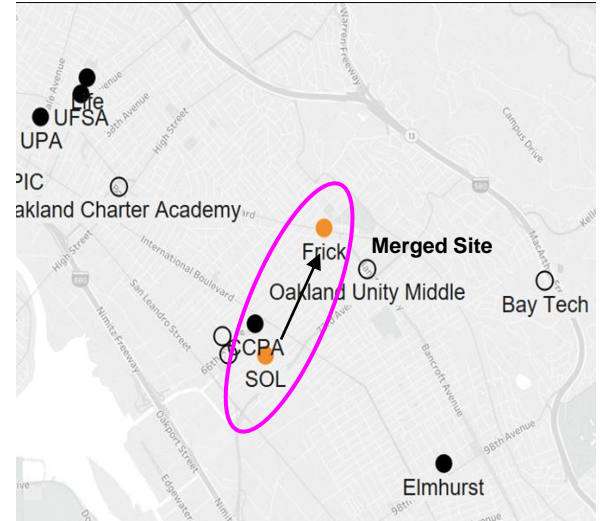
- SOL has increased in size by about 50 students each year since opening in 2017-18. There were 153 students enrolled in grades 6-8 as of 08/18/19. SOL's current facility is too small to house a sustainably sized middle school.
- Frick's enrollment has been about 230 students for the last five years. This is not a sustainable school size. Frick's facility seat capacity of 676 students can house the combined enrollment of Frick and SOL (405 students on 08/18/19).
- MLA facility at Maxwell Park is not large enough for the program to expand access to this quality, high demand program.







OUSD School	2018 Enrollment Census Day	Enrollment Growth/Decline: 5 Year Average from 2014-18	# Classrooms	Campus Capacity
Frick	231	-0.9%	23 (+3 labs)	676
SOL	100	N/A	6 (+3 labs)	238
MLA	399 TK-5; 139 6-8	+8.0% for TK-5; -4.5% for 6-8	24	475

Enrollment Impact Analysis: SOL/Frick

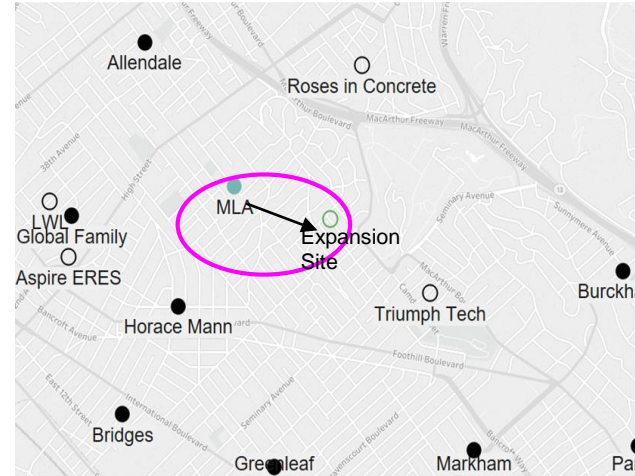
- Coliseum College Prep Academy (CCPA) is the closest OUSD school serving middle school students
- Minimal impact is expected on CCPA enrollment
- More students apply to attend CCPA than capacity allows, even with its planned expansion and its doubling of 6th grade seats in Fall 2019.



OUSD Affected School	Demand 2018-19*	Oakland Public School Report Card Results: ELA, Math, Suspension, Chronic Absenteeism	2018 Enrollment Census Day	Enrollment Growth/Decline: 5 Year Average from 2014-18	Impact
CCPA	181.3%	    Yellow Yellow Yellow Orange	489	+0.5%	Low (0-50 students)

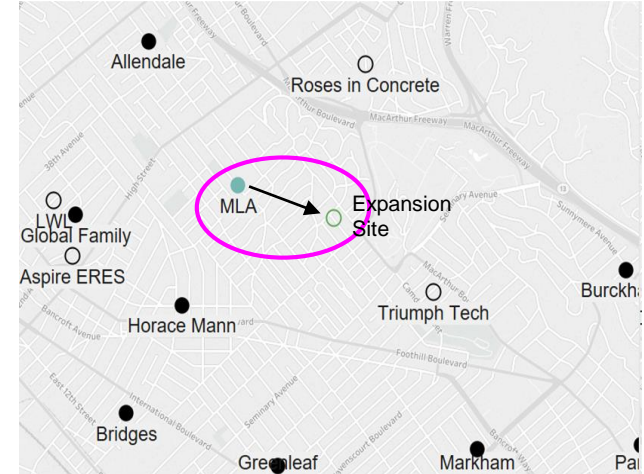
Enrollment Impact Analysis: MLA

- **Basis for Impact Analysis:** MLA is a specialized program with no attendance area, so a proximity-based impact analysis is not appropriate for this proposed change.
- The impact analysis of the MLA's expansion was completed using late waitlist data (students on the waitlist as of August 9, 2019 - a week before school start).



Enrollment Impact Analysis: MLA

- Based on late waitlist data alone, we could expect to be able to increase enrollment at MLA by 70 students.
- The program is designed to enroll roughly half Spanish-speaking and half non-Spanish speaking students, so if more Spanish-speaking families wanted to enroll in MLA, the numbers would be higher.
- **Newcomers:** If newly arriving Spanish-dominant newcomers were also enrolled in the expanded school, enrollment could go up to as many as 330 additional students, since this would enable enrollment of more non-Spanish speaking waitlist applicants. Of this potential 330 student additional MLA enrollment, roughly 112 would be new to OUSD and would not impact other OUSD schools' enrollment.
- **Special Education:** MLA could enroll more Special Education students.






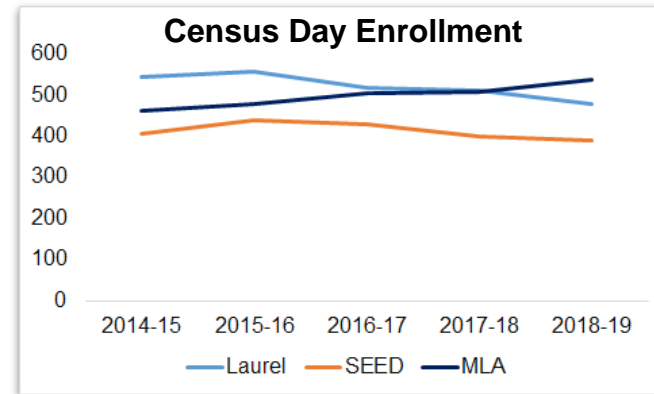
MLA TK-5 Waitlist Apps as of 08/09/2019	# on Waitlist	# Spanish speaking	# Non-Spanish speaking	Total Potential Additional Students*
Potential new students	112	18	94	~36
Currently enrolled in OUSD	88	17	71	~34
Total	200	35	165	~70

*Program aims to enroll roughly half Spanish-speaking and half non-Spanish speaking students in any year.

Enrollment Impact Analysis: MLA

- There were 2 elementary schools with more than 10 current students on the late waitlist for MLA TK-5: Manzanita SEED (24 students) and Laurel (12 students). Each has an attendance area, unlike MLA.
- Demand rates and student outcomes are lower for both schools than for MLA. Enrollment has also been declining for SEED and Laurel and increasing for MLA.
- Given that SEED is also a dual language program, it is expected to be more impacted than Laurel by the proposed changes, but the impact is expected to be fewer than 150 students. Only 23 students were on both SEED and MLA waitlists (out of 64 on SEED and 200 on MLA waitlists).

OSD School	2018 Enrollment Census Day	Demand 2018-19*	Oakland Public School Report Card Results: ELA, Math, Suspension, Chronic Absenteeism	Enrollment Growth/ Decline: 5 Year Average from 2014-18	Impact
SEED	390	80.5%	 Orange Orange Orange Orange	-0.8%	Low/Moderate (0-150 students)
Laurel	480	45.2%	 Orange Orange Red Red	-3.0%	Low (0-50 students)
MLA	399 for TK-5, 139 for 6-8	140.7%	 Yellow Yellow Blue Green	+8.0% for TK-5, -4.5% for 6-8	N/A



Financial Impact Analysis: SOL/Frick

	Planning YR (YR1) (‘19-‘20)	YR 2 (‘20-‘21)	YR 3 (‘21-‘22)	YR 4 (‘22-‘23)	YR 5 (‘23-‘24)
Additional funds available from reduced FTE		\$142,092	\$98,846	\$101,317	\$103,850
Repurposed concentration dollars		\$100,000	\$100,000	\$100,000	\$100,000
Local overhead cost savings (custodial, SSO, and utilities)		\$335,348	\$343,732	\$352,325	\$361,133
Enrollment driven cost savings (books, supplies)		\$1,313	\$0	\$0	\$0
Revenue loss from enrollment attrition		(\$155,872)	\$0	\$0	\$0
Facilities costs	(\$82,812)	(\$82,812)			
Site operational investment (Program)	(\$35,000)				
Site operational investment (General school costs)	(\$15,000)				
OEA payment	(\$15,576)				
Not impact from merger	(\$148,388)	\$340,069	\$542,577	\$553,642	\$564,983

Financial Impact Analysis: MLA

	YR 1 (planning) 19-20	YR 2 20-21	YR 3 21-22	YR 4 22-23	YR 5 23-24
# Additional students from non-district-run schools		48	64	88	88
Additional revenue from non-district-run students		\$558,824	\$763,727	\$1,076,377	\$1,103,287
Overhead costs (state loan, central office, audit findings, maintenance)		-\$201,177	-\$274,942	-\$387,496	-\$397,183
Additional teachers for incremental students		-\$175,409	-\$239,726	-\$337,864	-\$346,311
Additional admin support		-\$95,075	-\$97,452	-\$99,888	-\$102,386
Additional maintenance costs		-\$327,169	-\$335,348	-\$343,732	-\$352,325
Books and supplies for incremental students		-\$4,500	-\$6,000	-\$8,250	-\$8,250
Facilities expenses	-\$82,812	-\$82,812			
OEA payment	-\$15,576				
Site operational investment (Program)	-\$35,000				
Site operational investment (General school costs)	-\$15,000				
Net Impact of Expansion	-\$148,388	-\$327,317	-\$189,741	-\$100,853	-\$103,168

*Net loss due to MLA expansion is mainly due to expansion on another campus, resulting in additional staff and maintenance costs for 2 campuses.

Quality Program Design Year at Fruitvale Elementary

Opportunities for Quality & Sustainability

Improving Quality	<ul style="list-style-type: none">● Build on recent gains in student achievement at Fruitvale Elementary. In 2018-19, Fruitvale posted significant growth in preliminary SBAC scores in English Language Arts (87th percentile growth) using the CORE cohort-matched growth model.● Engage community-based design team in a process to codify and strengthen the school vision, academic program, and school culture.
Improving Sustainability	<ul style="list-style-type: none">● Provide more quality options in the Fruitvale community. This diverse community is one of the most densely populated, and we have a projected need by 2023 to have approximately 2,000 K-5 seats below 35th Avenue (Fruitvale/San Antonio neighborhoods).● Utilize facility in a good location with room to grow (332 students enrolled in 18-19, building capacity is 601)
Issues to address	<ul style="list-style-type: none">● Requires a financial investment to support the design year.

Financial Impact Analysis: Fruitvale redesign

	Planning YR (YR1) ('19-'20)	YR 2 ('20-'21)	YR 3 ('21-'22)	YR 4 ('22-'23)	YR 5 ('23-'24)
Site operational investment (Program)	(\$20,000)				

Overall Fiscal Impact

Anticipated overall fiscal impact of Cohort 2

	Planning YR1 (‘19-’20)	YR 2 (‘20-’21)	YR 3 (‘21-’22)	YR 4 (‘22-’23)	YR 5 (‘23-’24)
SOL/Frick merger	\$(148,388)	\$340,069	\$542,577	\$553,642	\$564,983
Sankofa/Kaiser merger	\$(148,388)	\$161,352	\$554,152	\$567,970	\$582,134
Fruitvale design	\$(20,000)	\$0	\$0	\$0	\$0
MLA expansion*	\$(148,388)	\$(312,455)	\$(136,494)	\$(100,765)	\$(103,080)
Total	-\$475,164	\$188,966	\$960,235	\$1,020,847	\$1,044,037

*Net loss due to MLA expansion is mainly due to expansion on another campus, resulting in additional staff and maintenance costs

2019-20 Cohort Design Year Overview

Design Year - Programmatic activities

Aug/Sept	Oct/Nov	Dec-Feb	March/April	May/June
<p>Leader Readiness</p> <ul style="list-style-type: none"> → Change management → Design Team recruitment 	<p>Launch Design Teams</p> <ul style="list-style-type: none"> → Leading and designing for equity → Team development <p>School Quality Reviews</p> <ul style="list-style-type: none"> → Deep dive into qualitative and quantitative data → Observations, interviews & focus groups → Identify assets and challenges <p>Inclusive community process to develop School Mission, Vision, Values, and Graduate Profile</p> <p>Identify Priorities and Goal</p>	<p>Instructional Program</p> <ul style="list-style-type: none"> → Standards-based curriculum, instruction & assessment → Support for special populations, including English Learners and students with IEPs → Budget & staffing → Request curriculum waivers as needed 	<p>School Culture</p> <ul style="list-style-type: none"> → Social-emotional learning, behavior expectations and systems → Supports for students → Budget & staffing 	<p>Conditions for Adult Leadership & Learning</p> <ul style="list-style-type: none"> → Family & community engagement plan → Professional development → Shared decision-making → Budget & staffing

Design Year - Operational activities

Aug/Sept	Oct/Nov	Dec-Feb	March/April	May/June
<p>Day 20 counts and staffing → Determine staffing for the current year</p> <p>September/October → Begin planning for your facilities walkthrough</p>	<p>Enrollment projections → Understand your enrollment projections with the school change (and how this impacts newcomer, SPED, and gen ed populations) → Enrollment boundaries and catchment areas reviewed and adjusted as needed</p> <p>Marketing & Recruitment → Prepare online and print materials for prospective families → Submit information for Options guide</p> <p>Facilities and IT Identify Facilities and IT upgrades that may be needed</p>	<p>Budget → Work with the budget department to understand how many teachers and classrooms will be at your school based on enrollment projections → Use this information to make decisions around master scheduling, facilities design, programming (e.g. how many classrooms will be needed, what facilities improvements are needed, special programs)</p> <p>Recruit students to attend your school</p>	<p>Staffing → Begin recruiting and hiring for anticipated vacancies</p> <p>Recruit students to attend your school</p> <p>SPSA development</p>	<p>Move → Determine how classrooms will be moving and finalize move quote → After boxes arrive, ask teachers to pack and label their boxes to prepare for the move → Determine your furniture needs (identify additional furniture to be moved from warehouse, for example)</p> <p>Staffing → Assemble hiring committee and implement hiring process</p> <p>Recruit students to attend your school</p> <p>Finalize teacher assignments</p>

What's Different for Cohort 1 & 2

Cohort 1

- Design teams received funding to support meeting time, design costs, and some operational costs.
- One of the design leaders received formal coaching.
- Little guidance and support for design leaders and design teams.
- Central office supports primarily directed toward operational considerations (facilities, IT, moves, furniture, etc.). In some cases, the work started too late and led to challenges at the start of the implementation year.

Cohort 2

- Design teams will again receive funding to support meeting time, design costs, and some operational costs.
- Coaching for each of the design leaders.
- Year-long professional learning sequence for design teams.
- Data-driven design process will begin with a qualitative school quality review to identify assets and challenges.
- Operational activities will begin in the fall, to ensure adequate planning time in advance of the implementation year.
- Fiscal Impact projections have been revised to reflect actual operational costs.

Quality Schools in Every Neighborhood!



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SCHOOL DISTRICT**
Community Schools, Thriving Students

1000 Broadway, Suite 680, Oakland, CA 94607

www.ousd.org



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Appendix A: Citywide Plan and Blueprint Websites

[Ousd.org/blueprintforquality](https://www.ousd.org/blueprintforquality)

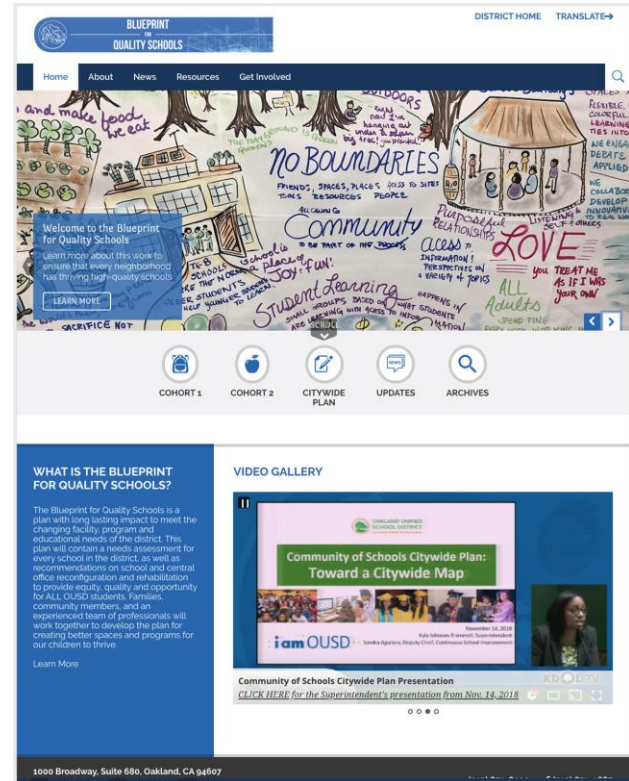
Information Sharing

Web Page Contains:

- High level information for families
- Board presentations and resolutions
- Archives from 2017 engagements

Additional information added to Cohort 1 and 2

EMAIL: blueprintforquality@ousd.org



[Ousd.org/citywideplan](https://www.ousd.org/citywideplan)

Information Sharing

Current Web Page Contains:

- Information on Community of Schools policy
- One pager with high level information for families
- Links to reports and presentations
- Frequently Asked Questions
- **Citywide Plan Report**



One pager

CITYWIDE PLAN / COMMUNITY OF SCHOOLS

TITLE	LAST MODIFIED
06.27.18_Board Policy 6006 - Quality Scho...	Jan 31 OUSD News
06.27.18_Presentation - System of Quality ...	10:39 am Ericka Doolittle
11.14.18_18-2365 Report - Community of S...	Feb 6 Valerie Goode
11.15.18_Frequently Asked Questions (FA...	Feb 5 Valerie Goode
Community of Schools Overview 2019.pdf	10:36 am Ericka Doolittle

Links to reports, presentations and resources



Appendix B: North Oakland Data

Kaiser-Peralta-Santa Fe School Age Students




School Site	18/19 Enrollment*	Building Capacity**	Total Classrooms (# in portables)
Kaiser	268	283	11 (4)
Peralta	331	356	14 (5)
Sankofa	187	336	15 (0)
Santa Fe Residents attending Glenview Elementary at its temporary Santa Fe location	67	510	20 (1)

School Attendance Area	Students living in the area	Students going to OUSD district schools	Students going to other schools
Kaiser	60	52	8
Peralta	319	303	16
Peralta/Sankofa	58	49	9
Emerson/Glenview	222	163	59
Sankofa/Glenview	422	264	158

*Enrollment and live/go counts as of October 3, 2018, CBEDS census day.

** Note that building capacity estimates are affected by the number of SDC students served at a school.

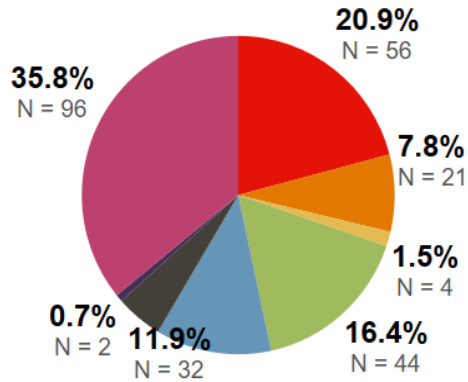
North Oakland Data: Quality

OUSD School	Demand 2018-19*	Oakland Public School Report Card Results: ELA, Math, Suspension, Chronic Absenteeism	CHKS School Connectedness Students 2018-19	Teacher Retention (to 2018-19)
Kaiser	68.3%	 <small>Green Green Orange Green</small>	75.4%	83.3% 1yr 76.9% 3yr
Sankofa	14.7%	 <small>Orange Orange Red Yellow</small>	65.3%	50.0% 1yr 19.0% 3yr
Peralta	218.0%	 <small>Blue Blue Yellow Yellow</small>	85.6%	80.0% 1yr 57.1% 3yr

- More families applied first choice to Peralta than for either Kaiser or Sankofa in the district lottery.
- The outcomes for students at Sankofa were lower than those for students at Kaiser and Peralta.
- Students felt least connected at Sankofa, more connected at Kaiser, and most connected at Peralta.
- Teacher retention rates were lowest at Sankofa. Retention rates at Kaiser and Peralta exceeded the district averages (75.5% 1yr, 52% 3yr).

Kaiser Data

Kaiser Serves 268 students



- African American
- Asian
- Filipino
- Latino
- Multiple Ethnicity
- Native American
- Not reported
- Pacific Islander
- White

Home Language: 85% English, 4% Spanish, 1% Amharic, 1% Khmer, 1% Punjabi

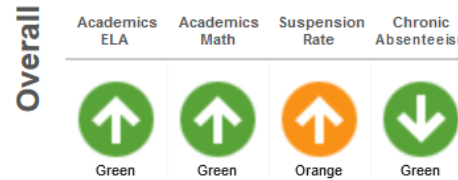
Performance: “Green” academic performance for English Language Arts and Math (-1.2 points below standard in ELA and increasing, -5.8 pts below standard in Math and increasing)

Live/Go: 10% of students (28) live in Kaiser attendance area. 28 1st choice apps for grades TK/K (68.3% demand rate)

Facility Capacity and Condition: 11 classrooms total (650+ sqft), 4 in portables. FCI of 43.4%

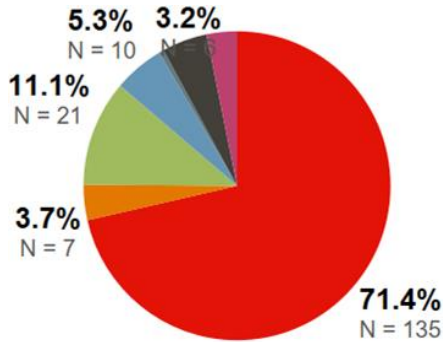
Teacher Retention: 83.3% one-year teacher retention (High); 76.9% three-year teacher retention (High)

English Learner Performance: 6% of all Kaiser students are English Learners. 2 students reclassified in 2017-18 (16.7% rate)



Sankofa Data

Sankofa Serves 189 students



- African American
- Asian
- Filipino
- Latino
- Multiple Ethnicity
- Native American
- Not reported
- Pacific Islander
- White

Home Language:

80.1% English, 6.0% Spanish, 1.1% Arabic, less than 1% each Amharic, Khmer, Vietnamese

Performance:

“Orange” academic performance for English Language Arts and Math (-97.4 pts below standard in ELA and significantly increased, -106.9 pts below standard in Math and significantly increased)

Live/Go:

33% of students live in Sankofa attendance area. 5 1st choice apps for grades TK/K (14.7% demand rate)

Facility Capacity & Condition:

16 classrooms total (650+ sqft), 0 in portables. FCI of 77.6%

Teacher

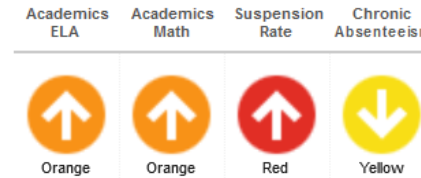
Retention:

50% one-year teacher retention (Very Low); 19% three-year teacher retention (Very Low)

English Learner Performance:

2 students reclassified in 2017-18 (14.3% Reclassification Rate)

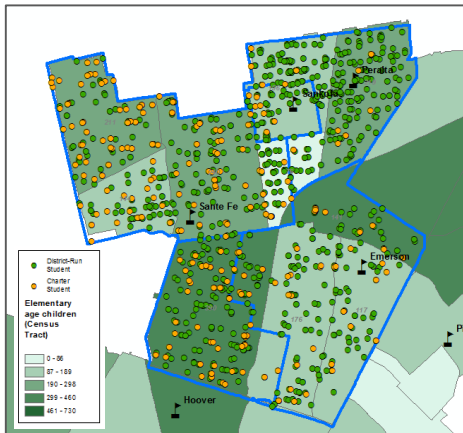
Overall



Where school-aged children live in North Oakland

2017: Approximately 1,870¹ elementary school-aged students live in North Oakland Peralta-Sankofa-Sante Fe-Emerson neighborhoods:

- 1,031 (55%) *district-run*²
- 304 (16%) *charter*
- 535 (29%) *other*

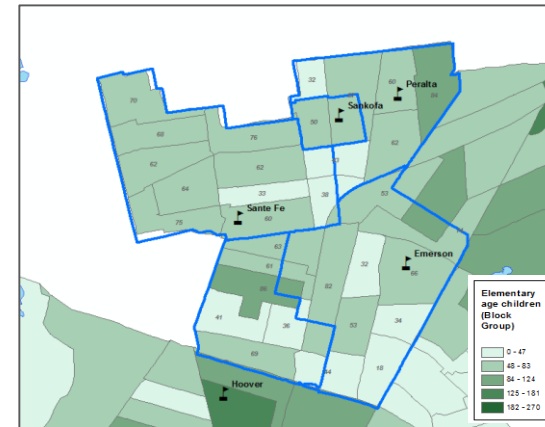


1 Current count based on 2017 census estimates.

2 Breakdown based on current student enrollment

Projected 2023: Approximately 1,818³ elementary school-aged children are expected to live in North Oakland Peralta-Sankofa-Santa Fe-Emerson neighborhoods

- 1,000 (55%) *district-run*⁴
- 290 (16%) *charter*
- 528 (29%) *other*



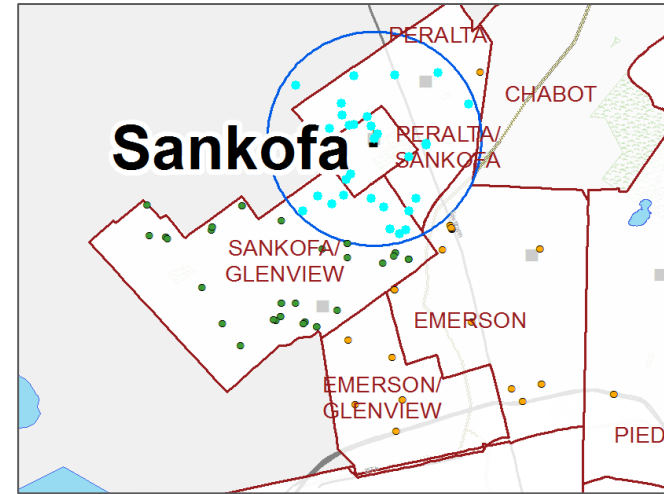
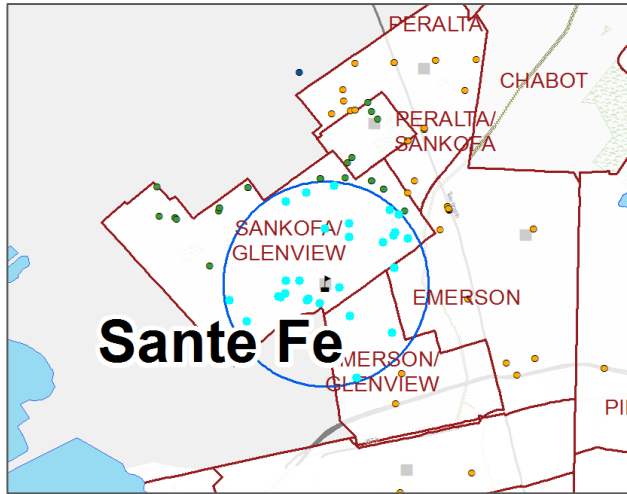
3 Projected count based on 2023 census estimates.

4 Projected breakdown based on current student enrollment rates

Where Sankofa students live

50 (27%) Sankofa students live within ½ mile of Santa Fe campus

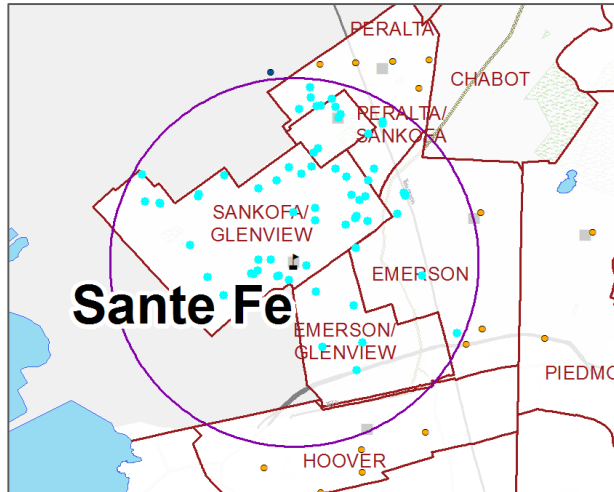
45 (24%) Sankofa students live within ½ mile of Sankofa campus



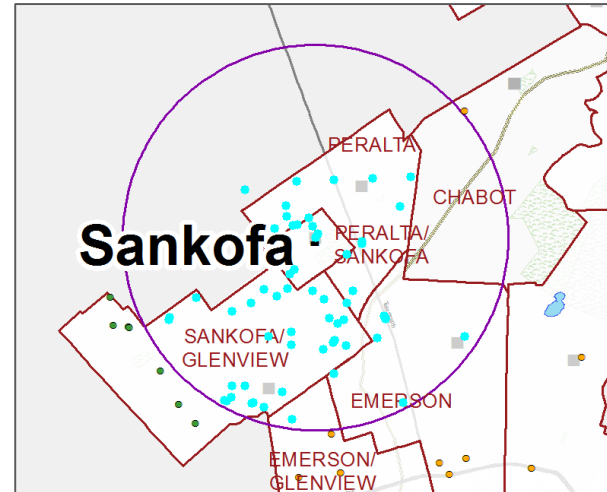
- 2018-19 Sankofa students living in Peralta-Sankofa-Santa Fe-Emerson neighborhoods (113/188) travel an average **.62** miles to current **Sankofa** school site
- 2018-19 Sankofa students living in Peralta-Sankofa-Santa Fe-Emerson neighborhoods (113/188) would travel an average **.61** miles to **Santa Fe** school site

Where Sankofa students live

101 (54%) Sankofa students live within 1 mile of Santa Fe campus

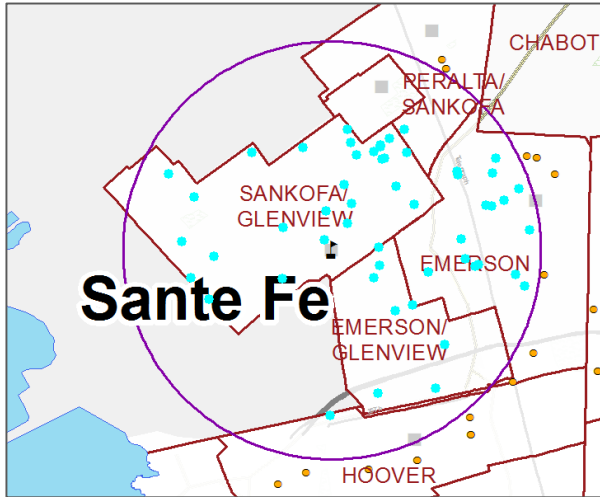


98 (53%) Sankofa students live within 1 mile of Sankofa campus

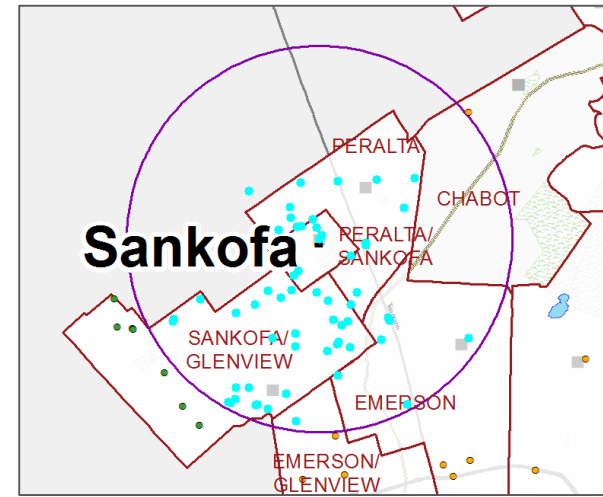


Where Kaiser students live

68 (25%) Kaiser students live within 1 mile of Santa Fe campus



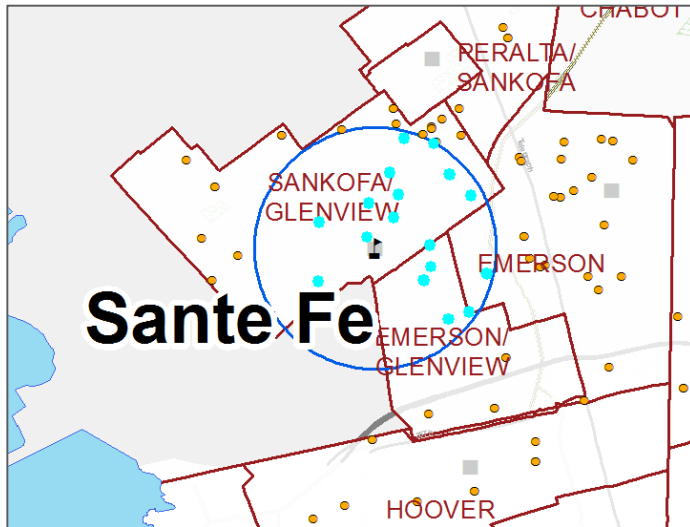
55 (21%) Kaiser students live within 1 mile of Sankofa campus



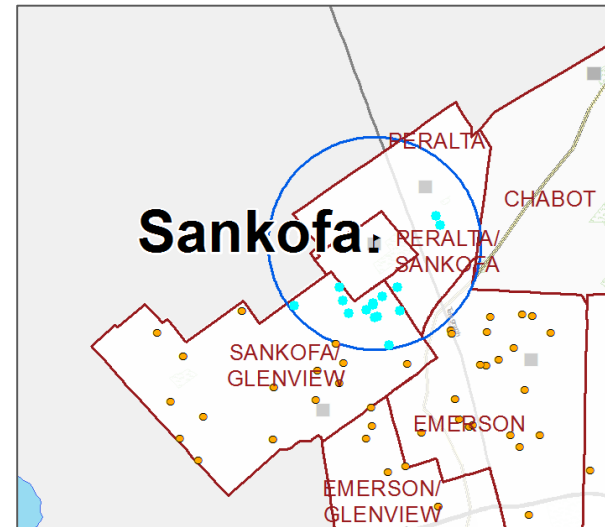
- Current Kaiser students living in Kaiser-Peralta-Sankofa-Sante Fe-Emerson neighborhoods (104/269) travel an average **1.87** miles to current **Kaiser** school site
- Current Kaiser students living in Kaiser-Peralta-Sankofa-Sante Fe-Emerson neighborhoods (104/269) would travel an average **1.29** miles to **Sante Fe** school site
- Current Kaiser students living in Kaiser-Peralta-Sankofa-Sante Fe-Emerson neighborhoods (104/269) would travel an average **1.19** miles to **Sankofa** school site

Where Kaiser students live

20 (7%) Kaiser students live within ½ mile of Santa Fe campus



20 (7%) Kaiser students live within ½ mile of Sankofa campus



Appendix C: East Oakland Data









MLA-SOL-Frick-Fruitvale School Age Students

School Site	18/19 Enrollment*	Building Capacity**	Total Classrooms (# in portables)
Melrose Leadership Academy (MLA)	538	475	24 (7)
School of Language (SOL)	100	238	9 (9)
Frick	231	676	27 (0)
Fruitvale	332	601	25 (8)

School Attendance Area	Students living in the area	Students going to OUSD district schools	Students going to other schools
MLA (citywide school)	N/A (no attendance area)	N/A (no attendance area)	N/A (no attendance area)
SOL (citywide school)	N/A (no attendance area)	N/A (no attendance area)	N/A (no attendance area)
Frick	1,566	988	578
Fruitvale	652	536	116

*Enrollment and live/go counts as of October 3, 2018, CBEDS census day.

East Oakland Data: Quality

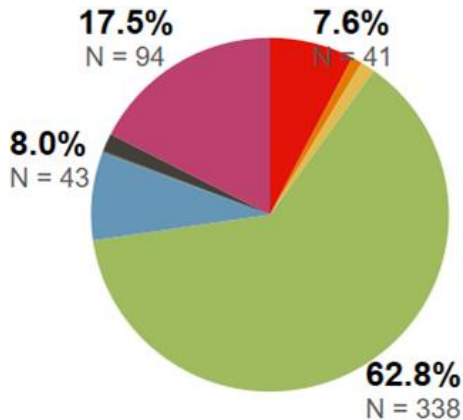
OUSD School	Demand 2018-19*	Oakland Public School Report Card Results: ELA, Math, Suspension, Chronic Absenteeism	CHKS School Connectedness Students 2018-19	Teacher Retention
Frick	72.1%	    -126.8 ELA; 162.9 Math; 10.8%; 12.5% <small>Red Orange Yellow Yellow</small>	43.6%	50% 1yr; 14.3% 3yr
SOL	55.6%	N/A N/A N/A N/A -106.6 ELA; -144.4 Math; 4.9%; 22%	56.5%	60% 1yr; N/A
MLA	140.7%	    -39.5 ELA; -61.5 Math; 0.2%; 5.3% <small>Yellow Yellow Blue Green</small>	59.8%	75.9% 1yr; 46.2% 3yr

- MLA had more demand than open seats, high levels of student connectedness, and high one-year teacher retention.. MLA has a quality program that is attracting enrollment, and needs room to grow.
- SOL outperformed Frick by roughly 20 points in ELA and Math on state tests, and had a lower suspension rate. SOL however, had a higher chronic absenteeism rate. SOL had higher connectedness ratings and higher one-year teacher retention than Frick. Note that SOL is a new school and the data are only for grades 6 and 7.

*Demand is calculated as the # of 1st choice on time applications for the entry grade divided by the # of students who enrolled in the entry grade in the year shown.

Melrose Leadership Academy (MLA) Data

MLA serves 538 students



- African American
- Asian
- Filipino
- Latino
- Multiple Ethnicity
- Native American
- Not reported
- Pacific Islander
- White

Home Language: 57.4% Spanish, 39.7% English, 2.8% Mam, less than 1% each: Arabic, Korean, French, Indonesian, Mandarin, Mien, Native American

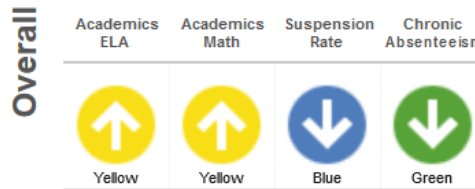
Performance: Yellow on ELA and Math. ELA 39.5 pts below standard, Math 61.5 pts below standard. Sig. increased on each.

Live/Go: MLA is a citywide school. 35% (188) of MLA students live in nearby adjoining attendance areas. 128 1st choice apps for TK/K (140.7% demand rate)

Facility Capacity & Condition: 24 classrooms total (650+ sqft), 7 in portables. FCI of 78.2%.

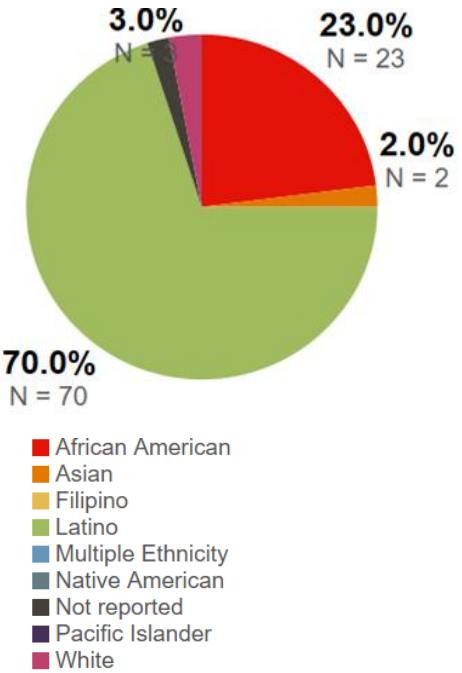
Teacher Retention: 75.9% one-year teacher retention (High); 46.2% three-year teacher retention (Med-Low)

English Learner Performance: 26 students reclassified in 2017-18 (17% reclassification rate)



School of Language (SOL) Data

SOL serves 100 students



Home Language:
 56.4% Spanish, 26.4% English, 14.5% Mam, 1.8% Arabic, less than 1% Other

Performance:*
 ELA 106.6 pts below standard; Math 144.4 pts below standard. School is relatively new and does not yet have change or color results on the CA School Dashboard.

*Only 6th grader tested in 17-18

Live/Go: SOL is a citywide school. 36% (36) of SOL students live in coincident CCPA/Greenleaf attendance area. 25 1st choice apps for grade 6 (55.6% demand rate)

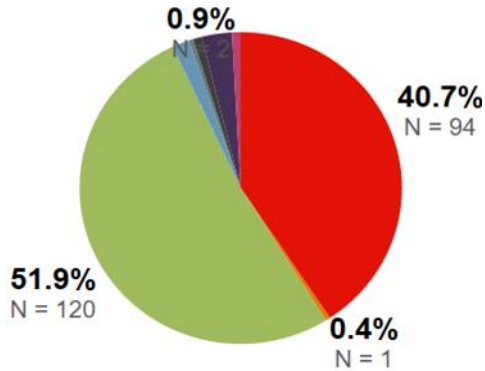
Facility Capacity & Condition: 6 classrooms + 3 labs (650+ sqft), all in portables. FCI unknown.

Teacher Retention: 60% one-year teacher retention (Medium)

English Learner Performance: 2 students reclassified in 2017-18 (8.7% of its reclassification rate)

Frick Data

Frick serves 231 students



- African American
- Asian
- Filipino
- Latino
- Multiple Ethnicity
- Native American
- Not reported
- Pacific Islander
- White

Home Language:

44.6% English, 41.1% Spanish, 10.3% Mam, 1.8% Tongan, less than 1.5% each: Other, Arabic, Vietnamese

Performance:

Red on ELA and Orange on Math. ELA 126.8 pts below standard and maintained, Math 162.9 pts below standard and sig. increased.

Live/Go: 68% (157) of students live in Frick attendance area. 31 1st choice apps for grade 6 (72.1% demand rate)

Facility Capacity & Condition:

23 classrooms total (650+ sqft) + 4 labs, 0 classrooms in portables. FCI of 51.9%.

Teacher Retention:

50% one-year teacher retention (Medium); 14.3% three-year teacher retention (Very Low)

English Learner

Performance: 2 students reclassified in 2017-18 (2.8% reclassification rate)



Appendix D: Financial Impact Analysis Assumptions

What are Model Assumptions and Limitations?

*A **predictive model** is a tool used to help us understand the impact of our decision making. For the Blueprint changes, we needed to build multiple predictive models in order to assess the impact. Every model begins with establishing a methodology and a core set of assumptions.*

Assumptions are expectations based on **known data**. For the financial models built for the presentation, the assumptions are expectations about the organization's cost drivers and revenue drivers. These assumptions allow us to determine how an action or decision can potentially impact our enrollment numbers and fiscal health.

Limitations are influences that are **outside of the researcher's control that can influence the outcomes of the financial model**. Often times these relate to factors that cannot be calculated in a reliable manner. All predictive models have limitations. Given the limitations, a range should be put on the placed on cost implications of the model.

How will merged schools will be different financially?

Savings

Expenses

- School administration (fewer Principals, APs)
- School Clerical
- Teaching/Substitute Staff

Revenue

- Concentration funds can be repurposed and reinvested into program enhancements



Costs

Expenses

- Additional operational costs to implement merger

Revenue

- Less revenue from state due to possible enrollment loss



Note: The district's financial status determines the level of investment that the district can make into new programs and program implementation; If the costs are higher than savings, that means less \$\$ for the district to redistribute to create more quality programs

How will expanded schools be different financially

Savings

Revenue

- Additional revenue from increased enrollment



Costs

Expenses

- Additional staff costs to service students
- Additional maintenance costs for additional campus
- Additional books/supplies for new students
- Additional operation costs to implement expansion



Note: The district's financial status determines the level of investment that the district can make into new programs and program implementation; If the costs are higher than savings, that means less \$\$ for the district to redistribute to create more quality programs