

AB 1912 Equity Impact Analysis Metrics Recommendation

March 27, 2024



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Ask of the Board

- Adopt the recommended AB1912 Equity Impact Analysis metrics.

Outline

- Review feedback on the Equity Impact Analysis metrics from community engagements;
- Finalize the metrics for the AB 1912 Equity Impact Analysis; and
- Review the Timeline and Next steps.

Our Vision

All OUSD students will find joy in their academic experience while graduating with the skills to ensure they are caring, competent, fully-informed, critical thinkers who are prepared for college, career, and community success.

Our Mission

Oakland Unified School District (OUSD) will build a Full Service Community District focused on high academic achievement while serving the whole child, eliminating inequity, and providing each child with excellent teachers, every day.



Policies informing Recommendation

Resolution No.
23-2308:
Attachment B
Potential Merger



AB 1912

Sustainable OUSD Schools

Which dilemma are we addressing?

AB 1912



Financial Distress

Under Resourced Schools

Redesign



VS.

QUALITY



Results of Community Engagement

Town Halls conducted

Feb. 1: Dir. Davis & Dir. Hutchinson

Feb. 6: Dir. Thompson

Feb. 7: Dir. Bachelor & Dir. Brouhard

Feb. 13: Dir. Lerma

Summary of Survey respondents (169 total to date)

District	Schools / Numbers of participants by school	Total respondents by district
Unaffiliated with a district or declined to state		83
District 1: Sam Davis	Chabot Middle School: 2 Claremont Middle School: 5 Emerson: 2 Oakland Tech: 3 Piedmont Avenue Elementary: 2	14
District 2: Jennifer Brouhard	Bella Vista: 2 Cleveland Elementary: 4 Crocker Highlands: 1 Dewey: 1 Franklin Elementary: 1 Lincoln Elementary: 1 Oakland High: 6 Roosevelt Middle School: 1 District 2 (unknown)	18
District 3: VanCedric Williams	Hoover/West Oakland Middle School: 2 MLK Elementary: 2 McClymonds High: 2 Prescott: 1	7

District	Schools / Numbers of participants by school	Total respondents by district
District 4: Mike Hutchinson	Bret Harte: 3 Edna Brewer: 2 Glenview Elementary: 2 Hillcrest: 11 Joaquin Miller Elementary: 3 Montclair Elementary: 2 Redwood Heights Elementary: 1 Kaiser: 1	25
District 5: Jorge Lerma	Horace Mann and United for Success: 2 Manzanita SEED: 1 Urban Promise Academy: 1 Think College Now: 1	5
District 6: Valarie Bachelor	Burckhalter Elementary: 1 Lockwood STEAM Academy: 1 Melrose Leadership Academy: 6 Skyline: 6 Oakland Academy of Knowledge: 1	15
District 7: Clifford Thompson	Grass Valley: 1 Madison Park: 1	2

Description of AB 1912 required metrics

The condition of a school facility.

The operating cost of a school and the associated savings resulting from a closure or consolidation.

The capacity of a school to accommodate excess pupils.

Special programs available at the schools being considered for closure or consolidation and whether those programs will be provided at the same current level at the schools to which pupils will be diverted.

Environmental factors, including, but not limited to, traffic and proximity to freeway access.

Balance of pupil demographics, including race or ethnicity, pupils with disabilities, English learners, foster youth, and homeless youth, in the schools being considered for closure or consolidation, and the resulting demographic balance of pupils after placement in other schools, in order to determine if the decision to close or consolidate will have a disproportionate impact on any particular demographic group.

Transportation needs of pupils.

Aesthetics and the opportunity for blight and negative impact on the surrounding community.

Impact on feeder school attendance patterns with the closure of any particular school and whether the closure will attenuate attendance at other schools or specialized programs as a result.

Themes in community members' comments regarding the nine state-required metrics

Academic Impact and Criteria:

- Lack of focus on academic performance and educational experience.
- Suggestions to include academic criteria such as student achievement in core subjects.

Subjectivity, Trust, and Transparency:

- Skepticism regarding the subjective nature of metrics and trust in fair evaluation.
- Concerns about bending metrics to support predetermined decisions and the need for transparency.

Equity, Inclusivity, and Community Impact:

- Calls for equity in examining demographic breakdowns and prioritizing schools with vulnerable populations.
- Importance of considering the strength of a school's community and identity in closure decisions.
- Concerns about negative impacts on vulnerable populations and inclusive decision-making processes.

Financial Considerations and Savings:

- Focus on operating costs, enrollment relative to capacity, and fiscal benefits of closure decisions.
- Questions about the district's ability to prove financial savings from school closures.

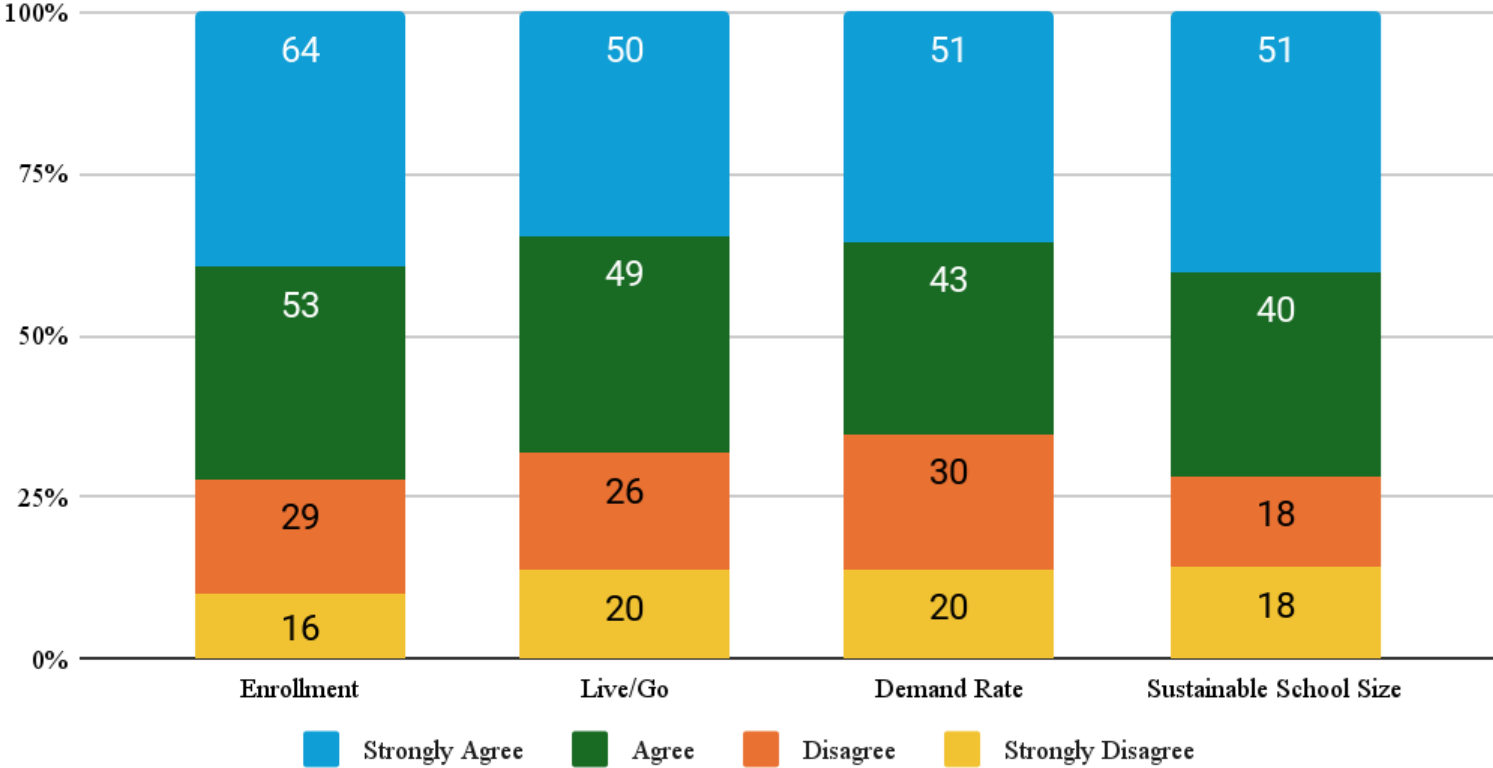
Community Engagement, Communication, and Advocacy:

- Importance of community engagement before closure decisions.
- Lack of feedback from students, families, community, and educators in decision-making.
- Advocacy for specific schools based on unique programs, community support, and contributions to vulnerable students' needs.
- Calls for transparency in how metrics are used and weighted, and concerns about inadequate community information.

Additional OUSD-proposed metrics

Description	Metric
School snapshot of total Enrollment	Enrollment: total number of currently enrolled students
The rate of enrolled students that live in the neighborhood attendance area of the school.	Live/Go -percent of school-age neighborhood residents who attend the school -percent of enrolled students who live in neighborhood -Projected neighborhood birth rates
The number of 1st-choice applications divided by the number of students the school can support at full capacity.	Demand Rate by school
Sustainable School size to implement a Community Schools model for each grade span.	Sustainable School Size - School enrollment compared to the required enrollment for a sustainable community school

Community Feedback on OUSD Metrics



Themes in community members' comments about the four additional metrics proposed by OUSD

Equity and Inclusion:

- Concerns about potential reinforcement of disparities and issues related to racism and anti-Blackness.
- Emphasis on considering demographics, special programs, and equity in decision-making.
- Advocacy for prioritizing resource allocation based on equity and avoiding discrimination against certain schools or communities.

Academic Performance and Quality:

- Desire for explicit academic performance criteria and prioritization of academic outcomes.
- Suggestions that academic performance metrics could be used as proxies for school quality.
- Calls for investigating reasons behind declining enrollment and potential solutions for building up enrollment within a redesign process.

Transparency and Communication:

- Uncertainty about how metrics will be used and weighted in decision-making.
- Calls for more transparency, clear definitions of terms, and understanding of metric interpretations.
- Emphasis on the importance of transparent communication with stakeholders about the decision-making process.

Community and Sustainability:

- Recognition of the value of community schools but acknowledgment of resource requirements.
- Importance of considering sustainable school size and community impact within the broader district.
- Concerns about the terminology used, such as "closure schools," and its implications for community perception.

Neighborhood Emphasis and Charter Schools:

- Differing opinions on prioritizing neighborhood schools and concerns about hyper-segregation.
- Links between declining enrollment and the presence of charter schools, with suggestions to focus on charter schools in closure decisions.
- Challenges related to neighborhood emphasis and its potential impact on school closures and community ties.

Additional Metrics proposed by Community

Student Well-being and Access:

- Student Mobility
- Transportation
- Environmental Factors
- Accessibility and Disability Accommodation
- Safety Metrics
- Proximity to Community Resources

Community Impact and Engagement:

- Community Impact
- Relationships and Reparation
- Community Engagement and Feedback
- Historical Context
- Redistribution of Resources

Academic Performance and Quality:

- Academic Performance Criteria
- School Quality and Academic Metrics
- Student Success Rates and Sub-Group Success
- Underperforming School Support

● Teacher Turnover and Stability

Equity Focus and Inclusivity:

- Equity Impact Analysis
- Charter School Impact
- Charter School Metrics
- Equity Focus
- Translation and Inclusivity

Administrative Considerations and Metrics:

- Additional Programming
- Redistributing Resources
- Consideration of Charter School Impact
- Transportation Nuances

Additional comments

Consideration of Building Conditions and Location:

- Emphasis on assessing buildings based on condition, size, and location as an alternate method for selecting schools for consolidation/closure.
- Discussion on the impact of building conditions, size, and location on the potential for consolidation/closure decisions.

Equity, Community Engagement, and Transparency:

- Importance of equity, transparency, and community engagement in the decision-making process.
- Recognition of past inequities and the need to interrupt patterns of discrimination.
- Calls for concrete plans and enhancements to minimize opposition and improve community support.

Financial Considerations and Program Sustainability:

- Discussions on financial considerations, including the impact on the district's budget and the sustainability of programs.
- Consideration of Measure Y projects and potential influences on school closures.

Metric Interpretation and Student Outcomes:

- Concerns about the interpretation of metrics and the potential impact on student outcomes.
- Questions about the effectiveness of school closures in improving student outcomes and budget management.

Engagement and Impact on Specific Communities:

- Community support and investment in specific schools, such as Horace Mann and Fremont HS.
- Calls for careful investigation into the impact of AB1912 on specific communities, particularly low-income Latino students and families.



AB 1912 Equity Impact Analysis Recommended Metrics

Equity Impact Analysis Recommendation

Policy	Description	Metric
AB 1912 (a)	The condition of a school facility.	Facility Condition Index
AB 1912 (b)	The operating cost of a school and the associated savings resulting from a closure or consolidation.	Impact- Savings if school is closed.
AB 1912 (c)	The capacity of a school to accommodate excess students.	Underutilized Classrooms
AB 1912 (d)	Special programs available at the schools being considered for closure or consolidation and whether those programs will be provided at the same current level at the schools to which pupils will be diverted.	<ul style="list-style-type: none"> - Dual Language - Special Education, self contained

Equity Impact Analysis Recommendation

Policy	Description	Metric
AB 1912 (e)	Environmental factors, including, but not limited to, traffic and proximity to freeway access.	CALENVIRONS Pollution Burden Index
AB 1912 (f)	Balance of student demographics, including race or ethnicity, students with disabilities, English learners, foster youth, and homeless youth, in the schools being considered for closure or consolidation, and the resulting demographic balance of students after placement in other schools, in order to determine if the decision to close or consolidate will have a disproportionate impact on any particular demographic group.	School Snapshot of enrollment demographics

Equity Impact Analysis Recommendation

Policy	Description	Metric
AB 1912 (g)	Transportation needs of students.	<ul style="list-style-type: none">- Impact- provided when a list of schools are selected.- Context: Enrollment Choice
AB 1912 (h)	Aesthetics and the opportunity for blight and negative impact on the surrounding community.	Impact- provided when a list of schools are selected.
AB 1912 (i)	Impact on feeder school attendance patterns with the closure of any particular school and whether the closure will attenuate attendance at other schools or specialized programs as a result.	Impact- provided when a list of schools are selected.

Equity Impact Analysis Recommendation

Policy	Description	Metric
OUSD 1	School snapshot of total Enrollment	Enrollment: total number of currently enrolled students
OUSD 2	The rate of enrolled students that live in the neighborhood attendance area of the school.	<p>Live/Go</p> <ul style="list-style-type: none"> -percent of school-age neighborhood residents who attend the school -percent of enrolled students who live in neighborhood, including projected birth rates -Projected neighborhood birth rates
OUSD 3	The number of 1st-choice applications divided by the number of students the school can support at full capacity.	Demand Rate by school
OUSD 4	Sustainable School size to implement a Community Schools model for each grade span.	Sustainable School Size - School enrollment compared to the required enrollment for a sustainable community school

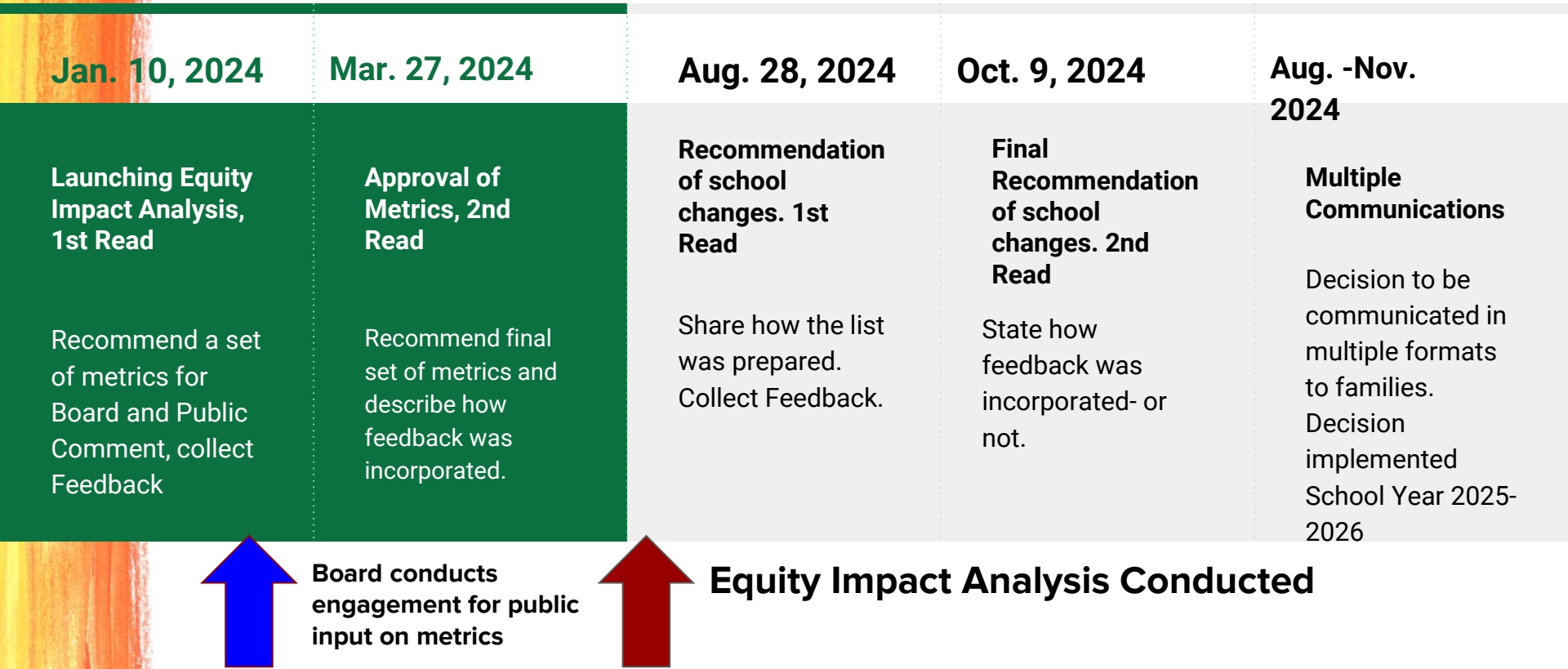


AB 1912 TIMELINE

Enrollment Timeline Considerations

	October	November	December	February	March
Enrollment Milestones	Begin annual projections process	Draft projections shared with district leaders and principals	Launch of on-time enrollment window Projections finalized	Close of on-time enrollment window	On-time enrollments for next school year released
Other District Milestones	Census Day certifies enrollment		School budgets built		
Additional Context			Charter & Private schools open enrollment applications		Charter & Private schools release enrollment offers Alameda County opens window for interdistrict transfer requests

AB 1912 Milestones & Timeline



Ask of the Board

- Seek adoption by the Board of the metrics for conducting the Equity Impact Analysis as described in Assembly Bill 1912.





APPENDIX



Assembly Bill 1912 Overview

Breaking down the AB 1912 required steps

1. The governing board of the school district shall conduct an Equity Impact Analysis in its consideration of school closures or consolidations (**starts a no more than 12 month timeline**)

Breaking down the required steps, cont'd

2. Develop a set of metrics for Equity Impact Analysis and make those metrics public at a regularly scheduled meeting of the governing board. Minimally the metrics shall include:

- A. The condition of the school facility
- B. Operating cost and associated savings
- C. Capacity to accommodate excess pupils
- D. Special programs available at closure schools
- E. Environmental factors
- F. Pupil demographics
- G. Transportation
- H. Aesthetics
- I. Impact on feeder school attendance patterns

Breaking down the required steps, cont'd

3. The governing board shall provide its recommendations regarding school closures and consolidations to the public at a regularly scheduled meeting and share how it prepared its list and include, at a minimum, all the following information:

- Factors used to identify the closure list
- Equity impact analysis findings for each school closure or consolidation.
- Plan for the use of the schools proposed for closure or consolidation once it becomes a vacated facility.
- Criteria used to assign displaced pupils to other school sites, or a description of the process of reassignment that will be used by the school district.
- Options and timeline for transitioning pupils to their new schools, including improving safe routes to schools and home-to-school transportation needs.

Breaking down the required steps, cont'd

4. The governing board of the school district shall review and consider the feedback presented at the public meeting and make its decision on any school closures or consolidations at a subsequently scheduled regular meeting.

5. At the subsequent regularly scheduled meeting, the governing board of the school district shall present its final recommendation for school closures or consolidations, which shall include a review of how public input was incorporated into the final recommendation. Any affirmative action by the governing board of the school district to implement a school closure or consolidation shall be made only after it adopts a resolution concluding that the community engagement process required pursuant this section has been completed.

Breaking down the required steps, cont'd

6. Upon an affirmative action by the governing board of the school district to implement a school closure or consolidation, the school district shall provide information to parents and pupils in multiple formats, including, but not limited to:

- (i) email and paper notifications.
- (ii) Notifications to parents shall be translated into their primary language pursuant to Section 48985.
- (iii) The information shall include all of the following:
 - (I) The date of the approved closure or consolidation.
 - (II) The pupil's new school assignment, as applicable.
 - (III) School district resources for pupils and parents to support the pupil's transition.
 - (IV) School district contacts for additional information.



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www.ousd.org



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