

AB 1912 Equity Impact Analysis Metrics Recommendation

**January 10, 2024
First Read**



**OAKLAND UNIFIED
SCHOOL DISTRICT**

Community Schools, Thriving Students

Ask of the Board

- This item is presented for the purpose of opening the AB 1912 process to collect feedback from the Board and Community on the metrics for conducting the Equity Impact Analysis.

Outline

- Framing within AB 1912 and OUSD Policies;
- Overview of AB 1912 legislation;
- Recommended Metrics for Equity Impact Analysis;
- Ways to collect feedback on the Metrics; and
- Timeline.

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



QUALITY

VS.



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.



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 pupils. | <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 | School snapshot of total Enrollment | Enrollment: total number of currently enrolled students |
| OUSD | 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, including projected birth rates -Projected neighborhood birth rates |
| OUSD | The number of 1st-choice applications divided by the number of students the school can support at full capacity. | Demand Rate by school |
| OUSD | 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 |



Public Input

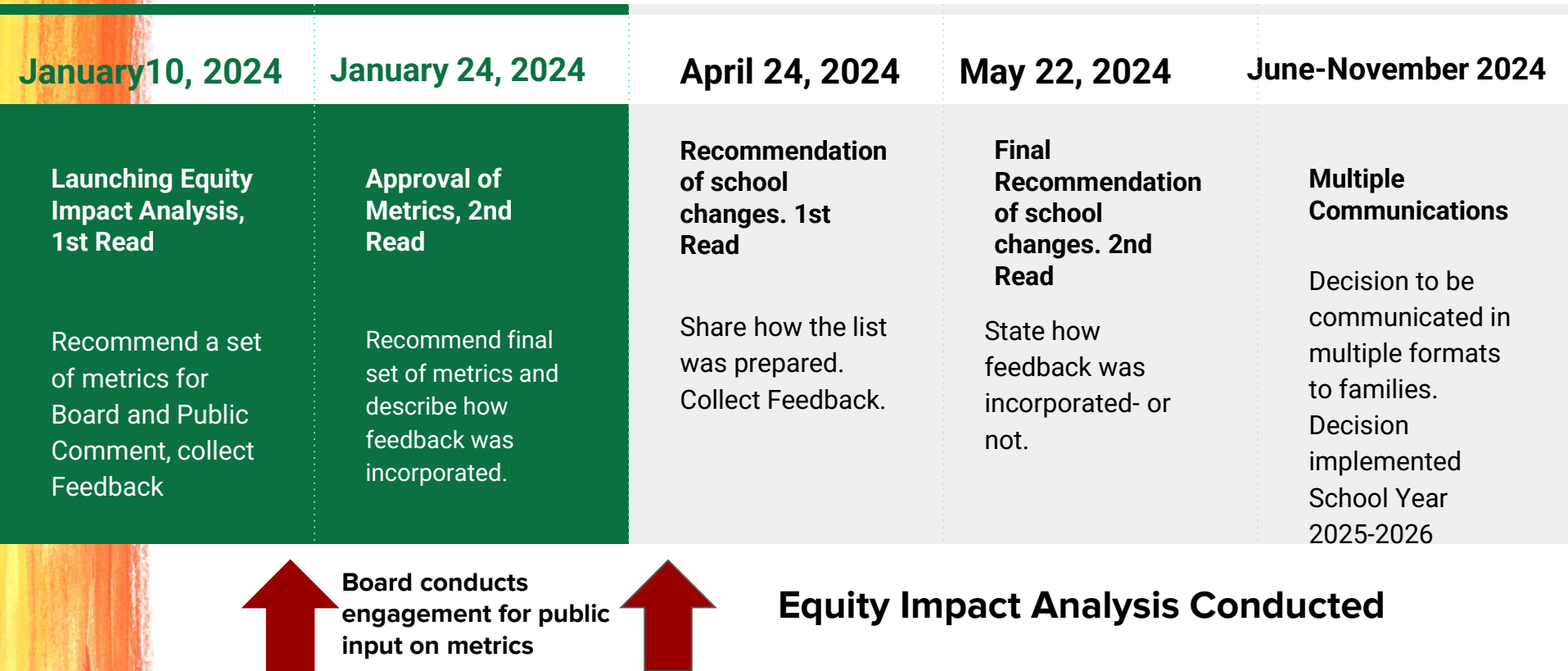
Suggested Additional Opportunities to Collect Community Input on the Equity Impact Analysis Metrics

- Town Hall Meeting(s) hosted by Board Directors;
- OUSD Feedback Form;
- Zoom listening sessions; and
- Engagement with PSAC, CAC, DELLS, and other established parent/community groups.



AB 1912 TIMELINE

AB 1912 Milestones & Timeline



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1000 Broadway, Suite 300, Oakland, CA 94607