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OAKLAND UNIFIED SCHOOL DISTRICT
Community Schools, Thriving Students

FIRST READING

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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer
Monica Thomas, Deputy Chief of Continuous School Improvement

Meeting Date November 13, 2024

Subject AB 1912 Recommendation (**First Reading**)

Ask of the Board Collect and consider feedback from the Oakland Unified School District community regarding the proposal to merge schools located on a shared campus.

Background Assembly Bill 1912 (AB 1912) is legislation passed in September 2022 applicable to school districts in financial distress considering school closures, mergers, or consolidation as a remedy to their financial problems. OUSD is facing a historic budget deficit causing the Board to direct (Board Meeting February 28, 2024) the identification of potential savings in the following ways:

- A. *Restructuring of Schools Aligned to AB1912 Process;*
- B. *Restructuring of Staff Formula to Schools;*
- C. *Restructuring of Continuous School Improvement (CSI) Division;*
- D. *Restructuring of Business/Operations to Centralize Services and Asset Management; and*
- E. *Restructuring of School Site Allocations to Centralize Key School Investments and Revising Accompanying Board Policies to Move from Results-Based Budgeting to a More Centralized Approach with Clear Criteria for Earned Autonomies.*

On January 10, 2024, the board discussed the process directed by Assembly Bill 1912. Between January 10 and March 27, 2024, staff and Board members solicited community input on proposed metrics for the Equity Impact Analysis.

On March 27, 2024, the Board considered metrics for the Equity Impact Analysis. However, the Board did not approve metrics at that time, voting to postpone the vote until June 5th to conduct more community engagement.

On April 10, 2024, the Board voted to rescind their postponement of the approval of metrics and passed amended resolution 2324-0020A, which (1) approved the use of the nine metrics required under AB1912 for Equity Impact Analysis, and (2) directed the Superintendent or designee to form an ad hoc, time-limited advisory committee of community members to inform the selection of any additional measures for the Equity Impact Analysis. The Board directed a review of the recommendations from the Ad Hoc Committee on June 5, 2024, in order to take action on any additional metrics recommended by the committee.

At the June 5, 2024 Board meeting, staff provided an update on the formation of the Ad Hoc Committee and the Request for Proposal/Quotes for a consultant to lead the Ad Hoc Committee and community engagement work. Resolution 2324-0020A was amended to say that the Board would review recommendations from the Ad Hoc Committee and take action on any additional metrics on August 28, 2024. On August 28, 2024, the resolution was again amended to extend the timeline until September 25, 2024, to ensure adequate time to complete an engagement process with the Ad Hoc Committee.

On September 25, 2024 the Board voted to approve the recommended metrics proposed by the Ad Hoc Committee. The Board also reaffirmed that staff continue following the process of AB 1912 by December 31, 2024.

Discussion

The Board is considering the merger of schools co-located on a shared campus into one school, or the implementation of A. Restructuring of Schools Aligned to AB 1912 Process. Implementing remedy A requires OUSD to follow the steps required under AB 1912. The rationale to merge schools on shared sites is to create operational and administrative efficiencies. In the cases where the shared site schools offer dual language and special education programming, the programs would continue. The schools recommended for merger are:

1. International Community School (ICS) and Think College Now (TCN);
2. Manzanita Community School and Manzanita SEED;
3. Acorn Woodland and Encompass;
4. Esperanza and Korematsu Discovery Academy; and
5. United for Success Academy (UFSA) and LIFE Academy.

The staff report contains the required AB 1912 sections:

- Factors used to identify school changes;
- Equity Impact Analysis;
- Communication to Families, Reassignment of Students and Timeline for Students Transitioning to a New School;
- Caring for Impacted Staff (OUSD added section); and
- Future of OUSD (OUSD added section).

During the November 13, 2024 Board meeting, Board Directors will collect feedback from the community regarding the proposal to merge schools on shared campuses into one school. This Board discussion is the first read of the AB 1912 recommendation and will be discussed at the subsequent regularly scheduled Board

meeting on December 11, 2024.

Fiscal Impact

The projected savings associated with merging sites located on a shared campus is between \$2.5 million and \$3 million.

Attachment(s)

- Resolution No. 2425-0015
- Staff Report
- Attachment A
- Resolution No. 2324-0020D, File ID #24-2399, Enactment #24-1692, 9/25/24
- Presentation

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

Resolution No. 2425-0015 (Draft for First Read)

Initiating School Mergers

WHEREAS, on March 9, 2023, the Board of Education adopted Resolution No. 2223-0040A - Proposed Adjustments for 2023-24 Budget, which adopted certain budget adjustments for the 2023-24 fiscal year and beyond;

WHEREAS, one of the adopted budget adjustments was “the potential merger of schools effective 2024-25,” but that “[b]efore any closures or consolidations take place, the District will comply with the guidelines set forth in [Assembly Bill No.] 1912 which requires a district, before approving the closure or consolidation of a school, to conduct an equity impact analysis in its consideration of school closures or consolidations”;

WHEREAS, while the specific number or types of mergers was not specified in Resolution No. 2223-0040A, the potential merger of schools did involve shifting 17.70 Full-Time Equivalent positions from the General Fund (Fund 0000) to ESSER funding for 2024-25, for an estimated savings to the General Fund of \$2.48 million;

WHEREAS, Education Code section 41329, added by Assembly Bill No. 1912 (“AB 1912”), requires all school districts in financial distress (such as OUSD) to follow certain procedural steps prior to voting to “clos[e] or consolidat[e] . . . a school of the school district”; and

WHEREAS, in light of Resolution No. 2223-0040A and Education Code section 41329, on June 28, 2023 the Board directed the Superintendent or designee to develop a set of proposed metrics for the development of an equity impact analysis and to present the same at a regularly scheduled Board meeting for consideration.

WHEREAS, On January 10, 2024, the board discussed the process directed by Assembly Bill 1912. Between January 10 and March 27, 2024, staff and Board members solicited community input on proposed metrics for the Equity Impact Analysis.

WHEREAS, On March 27, 2024, the Board considered metrics for the Equity Impact Analysis. However, the Board did not approve metrics at that time, voting to postpone the vote until June 5th in order to conduct more community engagement.

WHEREAS, On April 10, 2024, the Board voted to rescind their postponement of the approval of metrics and passed amended resolution 2324-0020A, which (1) approved the use of the nine metrics required under AB1912 for Equity Impact Analysis, and (2) directed the Superintendent or designee to form an ad hoc, time-limited advisory committee of community members to inform the selection of any additional measures for the Equity Impact Analysis. The Board directed a review of the recommendations from the Ad Hoc Committee on June 5, 2024, in order to take action on any additional metrics recommended by the committee.

WHEREAS, at the June 5, 2024 Board meeting, staff provided an update on the formation of the Ad Hoc Committee and the Request for Proposal/Quotes for a consultant to lead the Ad Hoc Committee and community engagement work.

WHEREAS, Resolution 2324-0020A was also amended to say that the Board would review recommendations from the Ad Hoc Committee and take action on any additional metrics on August 28, 2024.

WHEREAS, on August 28, 2024, the resolution was amended to extend the timeline until September 25, 2024, to ensure adequate time to complete an engagement process with the Ad Hoc Committee.

WHEREAS, on September 25, 2024, the Board completed the procedural step of developing a set of metrics for the development of [an] equity impact analysis with contributions from an Ad Hoc Committee.

WHEREAS, the District has completed the equity impact analysis required by Education Code section 41329;

WHEREAS, on November 13, 2024 the Board presented its recommendations regarding school changes and shared how it prepared its list in a regular public meeting pursuant to Education Code section 41329 (a)2(A);

NOW, THEREFORE, BE IT RESOLVED, the Board hereby approves the full and complete merger of the following schools as indicated below:

1. Merge **International Community School** (CDS: 6118616) and **Think College Now Elementary School** (CDS: 100792) for the start of the 2025-26 year. Pursuant to Board Policy 5116.1, no students will be provided with Opportunity Ticket enrollment preference given that no students are moving to a new location.
2. Merge **Fred T. Korematsu Discovery Academy Elementary** (CDS 112813) and **Esperanza Elementary** (CDS: 6002190) for the start of the 2025-26 year. Pursuant to Board Policy 5116.1, no students will be provided with Opportunity Ticket enrollment preference given that no students are moving to a new location.
3. Merge **Manzanita Community Elementary** (CDS: 6002042) and **Manzanita Seed Elementary** (CDS: 110247) for the start of the 2025-26 year. Pursuant to Board Policy 5116.1, no students will be provided with Opportunity Ticket enrollment preference given that no students are moving to a new location.
4. Merge **Acorn Woodland Elementary** (CDS: 6002273) and **Encompass Elementary** (CDS: 102988) for the start of the 2025-26 year. Pursuant to Board Policy 5116.1, no students will be provided with Opportunity Ticket enrollment preference given that no students are moving to a new location.
5. Merge **United For Success Middle School** (CDS: 112763) into **Life Academy 6-12** (CDS: 130575) for the start of the 2025-26 year.

BE IT FURTHER RESOLVED, the Board hereby empowers the Superintendent to take all necessary action to effectuate the school mergers delineated in this Resolution;

PASSED AND ADOPTED by the Board of Education of the Oakland Unified School District this 13th day of November, 2024, by the following vote:

Passed by the following vote:

PREFERENTIAL AYE:

PREFERENTIAL NOE:

PREFERENTIAL ABSTENTION:

PREFERENTIAL RECUSE:

AYES:

NOES:

ABSTAINED:

RECUSE:

ABSENT:

CERTIFICATION

We hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at a Regular Meeting of the Board of Education of the Oakland Unified School District, held on November 13, 2024.

OAKLAND UNIFIED SCHOOL DISTRICT

Benjamin "Sam" Davis
President, Board of Education

Kyla Johnson-Trammell
Secretary, Board of Education

Staff Report

File ID. 24-2794 AB 1912 Recommendation

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I. AB 1912 Recommendation Overview

Assembly Bill 1912 (AB 1912) is legislation passed in September 2022 applicable to school districts in financial distress considering school closures, mergers, or consolidation as a remedy to their financial problems. OUSD is facing a historic budget deficit causing the Board to direct the identification of potential savings in the following ways:

- A. *Restructuring of Schools Aligned to AB1912 Process;*
- B. *Restructuring of Staff Formula to Schools;*
- C. *Restructuring of Continuous School Improvement (CSI) Division;*
- D. *Restructuring of Business/Operations to Centralize Services and Asset Management; and*
- E. *Restructuring of School Site Allocations to Centralize Key School Investments and Revising Accompanying Board Policies to Move from Results-Based Budgeting to a More Centralized Approach with Clear Criteria for Earned Autonomies.*

The Board is considering the merger of schools co-located on a shared campus into one school, or the implementation of A. Restructuring of Schools Aligned to AB 1912 Process. Implementing remedy A. requires OUSD to follow the steps required under AB 1912. The background described in the next section details the steps taken to implement the required legislation.

II. Background

On January 10, 2024, the board discussed the process directed by Assembly Bill 1912. Between January 10 and March 27, 2024, staff and Board members solicited community input on proposed metrics for the Equity Impact Analysis.

On March 27, 2024, the Board considered metrics for the Equity Impact Analysis. However, the Board did not approve metrics at that time, voting to postpone the vote until June 5th in order to conduct more community engagement.

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At the June 5, 2024 Board meeting, staff provided an update on the formation of the Ad Hoc Committee and the Request for Proposal/Quotes for a consultant to lead the Ad Hoc Committee and community engagement work. Resolution 2324-0020A was amended to say that the Board would review recommendations from the Ad Hoc Committee and take action on any additional metrics on August 28, 2024. On August 28, 2024, the resolution was again amended to extend the timeline until September 25, 2024, to ensure adequate time to complete an engagement process with the Ad Hoc Committee.



On September 25, 2024 the Board voted to approve the recommended metrics proposed by the Ad Hoc Committee. The Board also reaffirmed that staff continue following the process of AB 1912 by December 31, 2024.

The Board discussion planned for November 13, 2024 is the first read of the AB 1912 recommendation. Specifically, the Board will present its recommendations regarding school changes and share how it prepared its list pursuant to Education Code section 41329 (a)2(A). A final recommendation will be discussed at the subsequent regularly scheduled Board meeting on December 11, 2024 consistent with Education Code section 41329 (a)2(C). The first read on November 13, 2024 is designed so the Board can collect feedback from the community regarding the proposal to merge schools on shared campuses into one school. The schools recommended for merger are:

1. International Community School (ICS) and Think College Now (TCN);
2. Manzanita Community School and Manzanita SEED;
3. Acorn Woodland and Encompass;
4. Esperanza and Korematsu Discovery Academy; and
5. United for Success Academy (UFSA) and LIFE Academy.

III. Factors used to identify school changes

The Board is considering the merger of two schools located on a shared site into one school. The rationale to merge schools on shared sites is to create operational and administrative efficiencies. The potential ongoing savings for merging schools on shared campuses is between \$2.5M and \$3M. In the cases where the shared site schools offer dual language and special education programming, the programs would continue. Although schools transitioning into one school increases efficiency and decreases operational costs, there is great care taken into consideration regarding how to merge two school identities and instructional programs that have operated separately. The *Future of OUSD* section at the end of this staff report details the support that will be provided to the merging sites to facilitate the re-envisioning of their combined school, including an emphasis on the design of their instructional programs.

IV. Equity Impact Analysis

A. Required AB1912 Metrics

The Equity Impact Analysis for each school site is included in Attachment B and the metrics used in the Equity Impact Analysis are described below. The Ad Hoc Committee prioritized the nine measures for the Equity Impact Analysis that are required by AB 1912. The committee's recommendation is to prioritize the nine required Equity Impact measures in this order:

1. Special Programs available at closure schools (D):

In the case of a shared site merger, both of the merging schools' special education and dual language programs will be maintained at the merged school.



2. Pupil demographics (F):

Consideration of the 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, to determine if the decision to close or consolidate will have a disproportionate impact on any particular demographic group.

3. Condition of the School Facility (A):

Each of our buildings have been evaluated to determine the cost of the repairs necessary to increase the overall status of the building. Also included is the associated cost for repairing the building and water quality data.

4. Transportation (G):

The current average distance students travel to school is reported to anticipate transportation needs in the event of a school change decision. Safe Routes to school were considered by evaluating major streets, especially when a school change augmented the route to school. While transportation details are provided in each of the individual scenarios, it is important to note that we do not offer transportation to students unless transportation is provided as a service within a special education student's individualized education program.

5. Environmental Factors (E):

The [CalEnvirons Pollution Index](#) is reported. This index measures pollution sources, releases, and environmental concentrations as indicators of potential human exposures to pollutants. Each school was sited in a geographic area where the percentile for a given indicator tells the percentage of areas with lower values of that indicator. Indicators from exposures (ozone, diesel particulate matter, drinking water contaminants, children's lead risk from housing, high-hazard, high volatility pesticides, toxic releases from facilities, and traffic impact); and from environmental effects (toxic cleanup sites, groundwater threats from leaking underground storage sites and cleanups, hazardous waste facilities and generators, impaired water bodies, solid waste sites and facilities) were grouped together to represent **Pollution Burden**.

6. Operating cost & Associated savings (B):

The operating cost and the associated savings if a change were to be implemented was examined. The current operating costs were primarily estimated by applying our existing staffing allocation formulas for each school's base staffing (e.g., teachers, clerical, assistant principals) similar to what is found in a Site's Budget One-Pager. Any cost avoidance (savings) from restructuring was estimated by 1) subtracting the costs avoided by restructuring (e.g., 100% of costs in the case of a closure), and 2) adding back any additional costs for serving students redistributed to other schools using the same staffing allocation formulas and projecting the sites students would choose via open enrollment. The cost avoidance was also reduced by projected lost revenue from expected attrition from the District caused by the restructuring. While changes in staff allocation and expected lost revenue make up over 90% of the analysis, the analysis also estimates small amounts of cost avoidance from a) staffing efficiency for positions not allocated



by formula (e.g., Culture Keepers, Custodians, Counselors), b) facilities costs avoided (e.g., utilities), and c) costs avoided due to student attrition from the District (e.g., books and supplies). It is important to note that while cost avoidance was only estimated for costs paid with Unrestricted Funds, there would be additional cost avoidance and operational efficiencies for items paid with Restricted funds as these funds are pooled together in fewer schools.

7. Capacity to accommodate excess pupils (C):

Seat capacity at nearby schools is identified to accommodate students in the event of a closure decision.

8. Impact on Feeder School Attendance Patterns (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.

9. Aesthetics/Blight (H):

In order to prevent blight, the plan for use of any vacant properties is described. No vacant properties become available after implementing the decision to merge shared site schools. In the attached analysis, NA is indicated because the mergers do not create a vacant property with a potential for neighborhood blight.

B. Adopted Ad Hoc Committee Metrics

In addition to the required metrics under AB 1912, the Ad Hoc Committee suggested the following metrics be added to the Equity Impact Analysis. The additional metrics below were adopted by the OUSD School Board for added analysis.

1. Safety:

Referencing Safety Index data, derived from [Oakland Police Department Calls for Service counts](#) for each neighborhood. The ability to consider neighborhood safety and incidents, student interactions to avoid altercations with networks and groups, look at students' safe routes to school, and ensure that students and families entering a new school would be welcomed and psychologically safe.

2. School Provisioning and Student Wellness:

School site programming and supports include community mental health, health center, community school manager, after-school programming, enrichment, and electives. The Equity Impact Analysis indicates the availability of these services at each site considered for merger.

3. Impact on Special Education:

Data that is examined is after school and sports program participation in extended, mild/mod, inclusive, and self-contained programming. These data help to reflect the scope of services



available to students with disabilities at each of the impacted school sites.

4. Undue Impact on Families:

The intent of the Ad Hoc Committee was to evaluate the extent to which a change impacts caregivers, single parent households, caregivers with multiple children in different grade levels, and whether families had experienced a similar change from a previous school closure. This data is not readily available, but will be considered through a case management process as families are supported with the transition.

5. Geographic Analysis:

Examine data on the closest charter schools within a half mile and mile radius.

We have included additional data to provide a complete picture of the school sites involved in a change. These data are informational only and were not used to make the recommendation.

V. Communication to Families, Reassignment of Students, and Timeline for Students Transitioning to New School

A. Communication to Families Regarding the Decision

If the Board were to decide to merge the schools located on a shared campus, families would be notified of the planned change in their language of choice, using the following strategies:

1. Written notification sent home to families via U.S. Mail and electronic mail;
2. Written notification sent home to families via student backpacks;
3. Audio notification sent through the District phone messaging system; and Community Meeting led by Board director(s).

B. Case Management of Enrollment and the Opportunity Ticket

Since the Board is considering the merger of schools on a shared site, the likelihood of students transitioning to a new school is limited. As in previous shared campus mergers, the Opportunity Ticket priority will not be applied to these students' applications because their campus will remain open without contraction, and all students will continue to have the opportunity to attend school at the same campus as before their merger. While the need to reassign students is not planned, we want to ensure that families understand their options if they request to change schools.

It is always crucial to treat families in a caring and humanizing manner and provide them with all necessary support. This is never more important than in the context of school changes. Any family from a changed school seeking to enroll in a new school may apply to a new school using the Enrollwise system. The enrollment window opens December 4, 2024. Families from changed schools contacting the Student Welcome Center will receive priority in expediting their support requests throughout all three phases of the enrollment process--on-time, late, and summer applications.



VI. Caring for Impacted Staff

A. Caring for District Staff through Transitions

We understand that school changes also impact our staff, who are deeply connected to their school communities. We are committed to supporting impacted staff in a way that respects each individual's journey and future success, demonstrating our appreciation for all they bring to the OUSD community. When faced with changes to their employment, staff need dedicated, compassionate support. The Talent Division is committed to providing this support, ensuring that each employee affected by these transitions can access uninterrupted resources, transparent and timely information, and emotional care.

We will be available on-site for initial, ongoing, and follow-up meetings, addressing individual concerns, answering questions as they arise, and connecting staff with essential assistance. We aim to foster a smooth, informed, and supported transition to new roles or locations, demonstrating our commitment to each team member's well-being and professional future.

The initial meeting is designed to provide foundational support and essential information. During this meeting, a member of the Talent team will:

1. **Outline Rights and Processes:** Staff will receive a detailed overview of their rights and responsibilities in the consolidation process, including any transfer options and information on the classified bumping process.
2. **Provide Information on Resources:** Employees will learn about internal resources, available roles, and how to access additional support, such as career counseling or mental health resources.
3. **Discuss Individual Concerns:** We will address each staff member's unique questions or concerns and offer a safe space for employees to express any apprehensions about their employment future.
4. **Set Up Ongoing Support:** Staff will learn about the ongoing support process, including future meetings and points of contact for continued assistance throughout the transition.

Follow-up meetings are designed to provide continuous, adaptive support as the consolidation process moves forward. These meetings will focus on:

1. **Reviewing Progress and Addressing New Concerns:** We will check in with staff on how they're navigating the transition, addressing any new questions, or assisting with any challenges encountered.
2. **Providing Updates and Clarifying Information:** As decisions are made and plans solidify, we'll provide timely updates on the transition process, helping staff understand any implications for their roles or positions.
3. **Supporting Job Placement and Professional Development:** Staff needing support in identifying new roles within the district will receive assistance with the transfer process, professional development opportunities, and tools for adapting to new environments or responsibilities.
4. **Emotional and Practical Support:** Recognizing the emotional impact of these changes, we'll continue to provide emotional support and connect staff to relevant mental health resources if desired.



Through each phase, we are here to guide our staff, offering steady support as they move through a transition period.

VII. Future of OUSD

The vision below represents the OUSD we are committed to building—a district where every student has access to high-quality, community-centered schools. To achieve this vision, we must make strategic decisions about our resources. Currently, our funds are stretched across too many areas, limiting our ability to invest in essential facilities, programs, and staff to the degree our students deserve.

In the coming months, we will make critical choices that will strengthen our foundation and set us firmly on the path toward a vibrant, well-supported future for all OUSD students. We strive to create a sustainable and impactful model of excellence in every school.

A. Quality Community Schools Vision

Quality Community Schools are:

Anti-racist and inclusive communities that focus on the needs of every student by providing a rigorous educational program that builds on their strengths, draws out their potential, and interrupts predictable cycles of oppression.

Quality Community Schools have:

1. Modernized **facilities** and technology that support 21st-century learning;
2. Engaging, comprehensive, and consistent academic, extracurricular, and social-emotional **programming** at every school; and
3. Well-trained professional **staff** who are committed and caring educators

OUSD students and families deserve:

1. Modern, updated facilities that support their educational needs and inspire growth
2. Rigorous academics that prepare students for postsecondary success
3. Physically, emotionally, and mentally safe school environments
4. Joyful school experiences with expansive electives, including sports, music and arts
5. Wraparound mental health and wellness services, including social-emotional and academic supports as well as access to School-Based Health Centers
6. Great educators and staff who are paid well, retained, and consistently supported.
7. Access to A-G, STEAM, integrated curriculum, and pathways at all high schools
8. A community that engages and supports home/school partnerships
9. Expanded learning opportunities with after-school & summer learning
10. High-quality academic acceleration that brings them on or above grade level



Staffing for Quality Community Schools:

Attendance Improvements

- Case Manager(s) or Outreach Consultants
- Arts & Electives, OAL
- Targeted Student Supports (AAFE, AAMA, LSA, APISA)

After-School Programming

- Expanded Learning Coordinator and Staff
- After School Literacy Support

Academic Support

- Tutors
- Early Literacy/Acceleration Teachers
- Library Services

Community Schools Management/Family Engagement

- Community Schools Manager OR
- Community Assistant / Family Resource Coordinator

Mental Health Services

- On-site staff/services through agency partnerships; OR
- Social worker.
- Behavior Specialists.
- School based health centers & associated staff (Secondary)

Safety

- Noon Supervisors
- Culture Keepers
- Restorative Practices

Pathways in High Schools

Standard Linked Learning Pathway Model

- Pathway Coach
- Dual Enrollment Specialist
- Work-Based Learning Liaison
- Career Transition Specialist
- College and Career Readiness Specialist
- Pathway Director
- Academic Counselor
- Case Manager
- Assistant Principal



B. What Oakland families have told us they want in their schools

We have two primary sources of recent data about what Oakland parents and caregivers are looking for when they choose a school:

1. [Fall 2023 engagements](#) conducted by OUSD School Improvement Team. 705 OUSD community members were engaged:
 - a. District-wide Family Listening Sessions
 - b. District-wide Staff Listening Sessions
 - c. Written Survey
 - d. All City Council Governing Board
 - e. Teaching and Learning Committee
 - f. PSAC
 - g. Interviews with leaders of CAC, PSAC, and community partners
 - h. Individual interviews with students at focus schools
 - i. Individual interviews with parents/caregivers at focus schools
 - j. Staff Focus Groups
 - k. Family Focus Groups
2. [Jan/Feb 2024 survey](#) conducted for the enrollment office by consultant FM3 Research. 2,088 interviews were conducted. Oakland Parents with Children Ages 0-4, Grades 3-4 or Grades 6-7 were engaged.

Both sets of data point to the following priorities for Oakland families, along with our focused investments:

1. Stable Staffing and Talent Development
 - a. Investing in Oakland talent
 - b. Professional growth
 - c. Leadership development
2. Safe Schools
 - a. Facilities
 - b. Site Based Culture & Climate
 - c. Central Support & Response
 - d. Emergency Preparedness
3. Quality Instructional Program
 - a. High quality core Instructional experiences
 - b. Joyful, student-centered learning
 - c. Innovative programs
4. Community Schools Model
 - a. Mental health services
 - b. Restorative justice practices
 - c. Expanded learning opportunities
 - d. Family engagement staff
 - e. College/career readiness supports



C. Merging Schools

When schools merge, they are supported through a process to reimagine their school communities as one. To do this critical work, a Design Team is formed from a diverse group of stakeholders from both school communities. The Design Team supports the school communities in creating a newly formed shared vision and aligned instructional program. The Design Team also leads the school communities to engage in community building opportunities for culture-building, like shared playdates and events.

The Design Team is a cross-constituent team of students, staff, parents, and community members. The central work of the Design Team is to bring both school communities together under a reimagined and collective school vision, values, mission as well as articulate a clear instructional program. A second area of work is streamlining operations across the campus. Communication to and input from the larger school communities on progress made in the design team will happen on a regular basis. Gaining and incorporating feedback from the community is a key role of the design team.

The design process is grounded in asset mapping and understanding the needs of the school community. The team must carefully consider the strengths of each school community as they work together to plan for the merged school. Key milestones and benchmark activities will lead the school community through a process of thoughtful analysis and strategic planning. Some example milestones include a Community Asset Map, School Graduate Profile, Collaboration Framework, and an Implementation Plan.

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[Shared site merger #1](#)

[Shared site merger #2](#)

[Shared site merger #3](#)

[Shared site merger #4](#)

[Shared site merger #5](#)

Blank Scenario template

Scenario number:

Scenario description:

	School 1	School 2	School 3
Narrative & Rationale			
Factors Considered when making Recommendation:			
Distance from Optimal School Location			
Site capacity			
Condition of the School Facility			
Current Enrollment			
Equity Impact Analysis (Metrics Required under AB1912):			
A-Condition of the School Facility			
B-Operating Cost and Associated Savings			
C-Capacity to Accommodate additional Pupils			
D-Special Programs at Closure Schools			

E-Environmental Factors			
F-Pupil Demographics			
G-Transportation impacts			
H-Asset Management Plan to minimize blight			
I-Impact on Feeder Schools			
Ad Hoc Committee Recommended Metrics to Consider for Equity Impact Analysis:			
Safety			
School Provisioning and Student Wellness			
Impact on Special Education			
Undue Impact on Families			
Geographic Analysis			
Additional Data:			
% students attending this school who live in neighborhood			
% students living in neighborhood who attend this school			
SBAC ELA			
SBAC Math			
Graduation Rate			

Shared site merger #1

	Esperanza	Korematsu
Narrative & Rationale	Merge Esperanza and Korematsu Discovery Academy(KDA) schools together to create operational and administrative efficiencies. Dual Language and Special Education programming would continue.	
Factors Considered when making Recommendation:		
Distance from Optimal School Location	0.41 miles	0.41 miles
Site capacity	510	347
Condition of the School Facility	FCI Score: 0.12 FCI Level: Good Deficiency Cost: \$21,992,722 Lead/Water Quality:	FCI Score: 0.12 FCI Level: Good Deficiency Cost: \$21,992,722 Lead/Water Quality: 7.10%
Current Enrollment	418	180
Equity Impact Analysis (Metrics Required under AB1912):		
A-Condition of the School Facility	FCI Score: 0.12 FCI Level: Good Deficiency Cost: \$21,992,722 Water fixtures with lead:	FCI Score: 0.12 FCI Level: Good Deficiency Cost: \$21,992,722 Water fixtures with lead: 7.10%
B-Operating Cost and Associated Savings	Operating Cost \$3,541,339	Operating Cost \$1,679,550
	Associated Savings \$440,000 estimated cost avoidance of merger	
C-Capacity to Accommodate additional Pupils (student relocation plan)	All students will be able to stay on the Stonehurst campus.	All students will be able to stay on the Stonehurst campus.
D-Special Programs at Closure Schools	Offer Dual Language Program?: Yes # of Self-Contained Program: 2 Alternative Ed Program?: No	Offer Dual Language Program?: No # of Self-Contained Program: 2 Alternative Ed Program?: No
E-Environmental Factors	CalEnvirons Pollution Burden Index Percentile: 42	CalEnvirons Pollution Burden Index Percentile: 42
F-Pupil Demographics	African American Students #: 8	African American Students #: 34

	<p>African American Students %: 1.90%</p> <p>Latino Students #: 400 Latino Students %: 95.70%</p> <p>English Learner Students #: 313 English Learner Students %: 74.90%</p> <p>Students with Disabilities #: 61 Students with Disabilities %: 14.60%</p> <p>Unhoused Students #: 0 Unhoused Students %: 0%</p> <p>LCFF Unduplicated Students #: 417 LCFF Unduplicated Students %: 99.80%</p> <p>Students qualified for Free- Reduced Lunch #: 415 Students qualified for Free- Reduced Lunch %: 99.30%</p>	<p>African American Students %: 18.90%</p> <p>Latino Students #: 119 Latino Students %: 66.10%</p> <p>English Learner Students #: 74 English Learner Students %: 41.10%</p> <p>Students with Disabilities #: 52 Students with Disabilities %: 28.90%</p> <p>Unhoused Students #: 0 Unhoused Students %: 0%</p> <p>LCFF Unduplicated Students #: 179 LCFF Unduplicated Students %: 99.40%</p> <p>Students qualified for Free- Reduced Lunch #: 178 Students qualified for Free- Reduced Lunch %: 98.90%</p>
G-Transportation impacts	Average miles traveled to school: 1 miles	Average miles traveled to school: 1 miles
H-Asset Management Plan to minimize blight	N/A	N/A
	N/A	N/A
I-Impact on Feeder Schools	The most common middle school feeder for KDA is Elmhurst, while MPA is the most common feeder school for Esperanza.	
Ad Hoc Committee Recommended Metrics to Consider for Equity Impact Analysis:		
Safety	<p>OPD Safety Index: 8</p> <p>National Walkability Index: Above average walkable</p>	<p>OPD Safety Index: 8</p> <p>National Walkability Index: Above average walkable</p>
School Provisioning and Student Wellness	Parent Square Contactability: 98%	Parent Square Contactability: 98%

	<p>Community School Grant: Yes</p> <p>Community School Manager on Staff: Yes</p> <p>Violence Prevention Program: N/A</p> <p>County Mental Health Services: Yes</p> <p>School Based Health Center: N/A</p> <p>After School Program: Yes</p> <p>Targeted Initiatives: N/A</p>	<p>Community School Grant: Yes</p> <p>Community School Manager on Staff: Yes</p> <p>Violence Prevention Program: N/A</p> <p>County Mental Health Services: Yes</p> <p>School Based Health Center: N/A</p> <p>After School Program: Yes</p> <p>Targeted Initiatives: PI Lit/LSA Fam Lit</p>
Impact on Special Education	<p>Participation in: After school programs ES/MS - Primarily Inclusive Programs: More than Expected Participation</p> <p>After school programs - Self Contained Mild-Moderate Programs: N/A</p> <p>After school programs - Self Contained Moderate-ESN Programs: No Participation</p> <p>Saturday sports- Primarily Inclusive Programs: N/A</p> <p>Saturday sports - Self Contained Mild-Moderate Programs: N/A</p> <p>Saturday sports - Self Contained Moderate-ESN Programs: No Participation</p>	<p>Participation in: After school programs ES/MS - Primarily Inclusive Programs: More than Expected Participation</p> <p>After school programs - Self Contained Mild-Moderate Programs: Less than Expected Participation</p> <p>After school programs - Self Contained Moderate-ESN Programs: No Participation</p> <p>Saturday sports- Primarily Inclusive Programs: No Participation</p> <p>Saturday sports - Self Contained Mild-Moderate Programs: No Participation</p> <p>Saturday sports - Self Contained Moderate-ESN Programs: No Participation</p>
Undue Impact on Families	Data not available, impact on families will be analyzed and monitored through case	Data not available, impact on families will be analyzed and monitored through case

	management process	management process
Geographic Analysis	# of charter schools within half mile radius: 1 # of charter schools within one mile radius: 2	# of charter schools within half mile radius: 2 # of charter schools within one mile radius: 2
Additional Data:		
% students attending this school who live in neighborhood	65.80%	65.83%
% students living in neighborhood who attend this school	44.70%	55.56%
SBAC ELA	23-24 SBAC ELA Distance from Standard: -99.9	23-24 SBAC ELA Distance from Standard: -129.6
SBAC Math	23-24 SBAC Math Distance from Standard: -94.8	23-24 SBAC Math Distance from Standard: -109.3
Graduation Rate	23-24 Four-Year Cohort Graduation Rate: N/A	23-24 Four-Year Cohort Graduation Rate: N/A

Shared site merger #2

	Manzanita	SEED
Narrative & Rationale	Merge Manzanita Community and Manzanita SEED on the same campus to create operational and administrative efficiencies. Dual Language and Special Education programming would continue.	
Factors Considered when making Recommendation:		
Distance from Optimal School Location	0.47 miles	0.47 miles
Site capacity	430	358
Condition of the School Facility	FCI Score: 0.39 FCI Level: Poor Deficiency Cost: \$39,377,558 Water fixtures with lead: 0.00%	FCI Score: 0.39 FCI Level: Poor Deficiency Cost: \$39,377,558 Water fixtures with lead: 0.00%
Current Enrollment	335	437
Equity Impact Analysis (Metrics Required under AB1912):		
A-Condition of the School Facility	FCI Score: 0.39 FCI Level: Poor Deficiency Cost: \$39,377,558	FCI Score: 0.39 FCI Level: Poor Deficiency Cost: \$39,377,558
B-Operating Cost and Associated Savings	Operating Cost \$2,738,306	Operating Cost \$3,467,475
	Associated Savings \$500,000 estimated cost avoidance of merger	
C-Capacity to Accommodate additional Pupils	N/A - All students will be able to stay on the Manzanita campus.	N/A - All students will be able to stay on the Manzanita campus.
D-Special Programs at Closure Schools	Offer Dual Language Program?: No # of Self-Contained Program: 2 Alternative Ed Program?: No	Offer Dual Language Program?: Yes # of Self-Contained Program: 2 Alternative Ed Program?: No
E-Environmental Factors	CalEnvirons Pollution Burden Index Percentile: 28	CalEnvirons Pollution Burden Index Percentile: 28
F-Pupil Demographics	African American Students #: 75 African American Students %: 22.40%	African American Students #: 38 African American Students %:

	<p>Latino Students #: 187 Latino Students %: 55.80%</p> <p>English Learner Students #: 142 English Learner Students %: 42.40%</p> <p>Students with Disabilities #: 64 Students with Disabilities %: 19.10%</p> <p>Unhoused Students #: 4 Unhoused Students %: 1.20%</p> <p>LCFF Unduplicated Students #: 328 LCFF Unduplicated Students %: 97.90%</p> <p>Students qualified for Free-Reduced Lunch #: 326 Students qualified for Free-Reduced Lunch %: 97.30%</p>	<p>8.70%</p> <p>Latino Students #: 290 Latino Students %: 66.40%</p> <p>English Learner Students #: 202 English Learner Students %: 46.20%</p> <p>Students with Disabilities #: 76 Students with Disabilities %: 17.40%</p> <p>Unhoused Students #: 1 Unhoused Students %: 0.20%</p> <p>LCFF Unduplicated Students #: 363 LCFF Unduplicated Students %: 83.10%</p> <p>Students qualified for Free-Reduced Lunch #: 360 Students qualified for Free-Reduced Lunch %: 82.40%</p>
G-Transportation impacts	Average miles traveled to school: 1.30	Average miles traveled to school: 1.60
H-Asset Management Plan to minimize blight	N/A	N/A
I-Impact on Feeder Schools	Most MCS students go to Roosevelt for middle school, while SEED sends the largest group of students to Brewer. Both schools send students to many different middle schools, including UFSA, UPA, and Life.	
Ad Hoc Committee Recommended Metrics to Consider for Equity Impact Analysis:		
Safety	OPD Safety Index: 5 National Walkability Index: Above average walkable	OPD Safety Index: 5 National Walkability Index: Above average walkable
G-Transportation impacts	Average miles traveled to school: 1.30	Average miles traveled to school: 1.60
School Provisioning and Student Wellness	Parent Square Contactability: 97.00%	Parent Square Contactability: 100.00%

	<p>Community School Grant: Yes</p> <p>Community School Manager on Staff: Yes</p> <p>Violence Prevention Program: N/A</p> <p>County Mental Health Services: N/A</p> <p>School Based Health Center: N/A</p> <p>After School Program: Yes</p> <p>Targeted Initiatives: AAMA</p>	<p>Community School Grant: Yes</p> <p>Community School Manager on Staff: Yes</p> <p>Violence Prevention Program: N/A</p> <p>County Mental Health Services: Yes</p> <p>School Based Health Center: %School Based Health Center_B%</p> <p>After School Program: Yes</p> <p>Targeted Initiatives: AAMA</p>
Impact on Special Education	<p>Participation in: After school programs ES/MS - Primarily Inclusive Programs: More than Expected Participation</p> <p>After school programs - Self Contained Mild-Moderate Programs: Less than Expected Participation</p> <p>After school programs - Self Contained Moderate-ESN Programs: N/A</p> <p>Saturday sports- Primarily Inclusive Programs: N/A</p> <p>Saturday sports - Self Contained Mild-Moderate Programs: More than Expected Participation</p> <p>Saturday sports - Self Contained Moderate-ESN Programs: N/A</p>	<p>Participation in: After school programs ES/MS - Primarily Inclusive Programs: Expected Participation</p> <p>After school programs - Self Contained Mild-Moderate Programs: Less than Expected Participation</p> <p>After school programs - Self Contained Moderate-ESN Programs: N/A</p> <p>Saturday sports- Primarily Inclusive Programs: N/A</p> <p>Saturday sports - Self Contained Mild-Moderate Programs: No Participation</p> <p>Saturday sports - Self Contained Moderate-ESN Programs: N/A</p>
Undue Impact on Families	Data not available, impact on families will be analyzed and monitored through case	Data not available, impact on families will be analyzed and monitored through case

	management process	management process
Undue Impact on Families	N/A	N/A
Geographic Analysis	# of charter schools within half mile radius: 0 # of charter schools within one mile radius: 2	# of charter schools within half mile radius: 0 # of charter schools within one mile radius: 3
Additional Data:		
% students attending this school who live in neighborhood	48.81%	48.80%
% students living in neighborhood who attend this school	50.45%	36.60%
SBAC ELA	23-24 SBAC ELA Distance from Standard: -117.6	23-24 SBAC ELA Distance from Standard: -65.9
SBAC Math	23-24 SBAC Math Distance from Standard: -121.4	23-24 SBAC Math Distance from Standard: -60.5
Graduation Rate	23-24 Four-Year Cohort Graduation Rate: N/A	23-24 Four-Year Cohort Graduation Rate: N/A

Shared site merger #3

	Acorn Woodland	Encompass
Narrative & Rationale	Merge Acorn Woodland and EnCompass schools together to create operational and administrative efficiencies. Bilingual and Special Education programming would continue.	
Factors Considered when making Recommendation:		
Distance from Optimal School Location	0.31 miles	0.31 miles
Site capacity	308	385
Condition of the School Facility	FCI Score: 0.11 FCI Level: Good Deficiency Cost: \$33,672,808 Lead/Water Quality:	FCI Score: 0.11 FCI Level: Good Deficiency Cost: \$33,672,808 Lead/Water Quality:
Current Enrollment	291	283
Equity Impact Analysis (Metrics Required under AB1912):		
A-Condition of the School Facility	FCI Score: 0.11 FCI Level: Good Deficiency Cost: \$33,672,808	FCI Score: 0.11 FCI Level: Good Deficiency Cost: \$33,672,808
B-Operating Cost and Associated Savings	Operating Cost \$2,715,729	Operating Cost \$2,613,824
	Associated Savings \$490,000 estimated cost avoidance of merger	
C-Capacity to Accommodate additional Pupils (student relocation plan)	N/A	N/A
D-Special Programs at Closure Schools	Offer Dual Language Program?: No # of Self-Contained Program: 0 Alternative Ed Program?: No	Offer Dual Language Program?: No # of Self-Contained Program: 0 Alternative Ed Program?: No
E-Environmental Factors	CalEnvirons Pollution Burden Index Percentile: 64	CalEnvirons Pollution Burden Index Percentile: 68
F-Pupil Demographics	African American Students #: 25 African American Students %:	African American Students #: 32

	<p>8.60%</p> <p>Latino Students #: 250 Latino Students %: 85.90%</p> <p>English Learner Students #: 197 English Learner Students %: 67.70%</p> <p>Students with Disabilities #: 48 Students with Disabilities %: 16.50%</p> <p>Unhoused Students #: 1 Unhoused Students %: 0.30%</p> <p>LCFF Unduplicated Students #: 288 LCFF Unduplicated Students %: 99%</p> <p>Students qualified for Free-Reduced Lunch #: 282 Students qualified for Free-Reduced Lunch %: 96.90%</p>	<p>African American Students %: 11.30%</p> <p>Latino Students #: 221 Latino Students %: 78.10%</p> <p>English Learner Students #: 143 English Learner Students %: 50.50%</p> <p>Students with Disabilities #: 36 Students with Disabilities %: 12.70%</p> <p>Unhoused Students #: 0 Unhoused Students %: 0%</p> <p>LCFF Unduplicated Students #: 276 LCFF Unduplicated Students %: 97.50%</p> <p>Students qualified for Free-Reduced Lunch #: 276 Students qualified for Free-Reduced Lunch %: 97.50%</p>
G-Transportation impacts	Average miles traveled to school: 1.10	Average miles traveled to school: 0.90
H-Asset Management Plan to minimize blight	N/A	N/A
I-Impact on Feeder Schools	Both schools send the majority of fifth graders to charter middle schools. CCPA is the most common OUSD feeder for both schools.	
Ad Hoc Committee Recommended Metrics to Consider for Equity Impact Analysis:		
Safety	<p>OPD Safety Index: 9</p> <p>National Walkability Index: Most walkable</p>	<p>OPD Safety Index: 9</p> <p>National Walkability Index: Above average walkable</p>
H-Asset Management Plan to minimize blight	N/A	N/A
School Provisioning and Student Wellness	Parent Square Contactability: 99%	Parent Square Contactability: 99%

	<p>Community School Grant: Yes</p> <p>Community School Manager on Staff: Yes</p> <p>Violence Prevention Program: N/A</p> <p>County Mental Health Services: Yes</p> <p>School Based Health Center: N/A</p> <p>After School Program: Yes</p> <p>Targeted Initiatives: N/A</p>	<p>Community School Grant: Yes</p> <p>Community School Manager on Staff: Yes</p> <p>Violence Prevention Program: N/A</p> <p>County Mental Health Services: Yes</p> <p>School Based Health Center: N/A</p> <p>After School Program: Yes</p> <p>Targeted Initiatives: ELKs</p>
Impact on Special Education	<p>Participation in: After school programs ES/MS - Primarily Inclusive Programs: Less than Expected Participation</p> <p>After school programs - Self Contained Mild-Moderate Programs: More than Expected Participation</p> <p>After school programs - Self Contained Moderate-ESN Programs: N/A</p> <p>Saturday sports- Primarily Inclusive Programs: More than Expected Participation</p> <p>Saturday sports - Self Contained Mild-Moderate Programs: No Participation</p> <p>Saturday sports - Self Contained Moderate-ESN Programs: N/A</p>	<p>Participation in: After school programs ES/MS - Primarily Inclusive Programs: N/A</p> <p>After school programs - Self Contained Mild-Moderate Programs: N/A</p> <p>After school programs - Self Contained Moderate-ESN Programs: N/A</p> <p>Saturday sports- Primarily Inclusive Programs: N/A</p> <p>Saturday sports - Self Contained Mild-Moderate Programs: N/A</p> <p>Saturday sports - Self Contained Moderate-ESN Programs: N/A</p>
Undue Impact on Families	N/A	N/A
Geographic Analysis	# of charter schools within half mile radius: 0	# of charter schools within half mile radius: 0

	# of charter schools within one mile radius: 1	# of charter schools within one mile radius: 1
Additional Data:		
% students attending this school who live in neighborhood	70.76%	70.80%
% students living in neighborhood who attend this school	47.42%	39.90%
SBAC ELA	23-24 SBAC ELA Distance from Standard: -66.9	23-24 SBAC ELA Distance from Standard: -82.2
SBAC Math	23-24 SBAC Math Distance from Standard: -51.7	23-24 SBAC Math Distance from Standard: -73.6
Graduation Rate	23-24 Four-Year Cohort Graduation Rate: N/A	23-24 Four-Year Cohort Graduation Rate: N/A

Shared site merger #4

	ICS	TCN
Narrative & Rationale	Merge ICS/TCN schools together to create operational and administrative efficiencies. Dual Language and Special Education programming would continue.	
Factors Considered when making Recommendation:		
Distance from Optimal School Location	0.30 miles	0.30 miles
Site capacity	404	271
Condition of the School Facility	FCI Score: 0.29 FCI Level: Fair Deficiency Cost: \$48,196,180 Lead/Water Quality:	FCI Score: 0.29 FCI Level: Fair Deficiency Cost: \$48,196,180 Lead/Water Quality:
Current Enrollment	302	253
Equity Impact Analysis (Metrics Required under AB1912):		
A-Condition of the School Facility	FCI Score: 0.29 FCI Level: Fair Deficiency Cost: \$48,196,180	FCI Score: 0.29 FCI Level: Fair Deficiency Cost: \$48,196,180
B-Operating Cost and Associated Savings	Operating Cost \$3,183,098	Operating Cost \$2,721,963
	Associated Savings \$650,000 cost avoidance of merger	
C-Capacity to Accommodate additional Pupils	N/A	N/A
D-Special Programs at Closure Schools	Offer Dual Language Program?: Yes # of Self-Contained Program: 0 Alternative Ed Program?: No	Offer Dual Language Program?: No # of Self-Contained Program: 0 Alternative Ed Program?: No
E-Environmental Factors	CalEnvirons Pollution Burden Index Percentile: 90	CalEnvirons Pollution Burden Index Percentile: 90
F-Pupil Demographics	African American Students #: 3 African American Students %: 1.00%	African American Students #: 34 African American Students %:

	<p>Latino Students #: 285 Latino Students %: 94.40%</p> <p>English Learner Students #: 219 English Learner Students %: 72.50%</p> <p>Students with Disabilities #: 42 Students with Disabilities %: 13.90%</p> <p>Unhoused Students #: 0 Unhoused Students %: 0.00%</p> <p>LCFF Unduplicated Students #: 287 LCFF Unduplicated Students %: 95.00%</p> <p>Students qualified for Free-Reduced Lunch #: 283 Students qualified for Free-Reduced Lunch %: 93.70%</p>	<p>13.40%</p> <p>Latino Students #: 153 Latino Students %: 60.50%</p> <p>English Learner Students #: 131 English Learner Students %: 51.80%</p> <p>Students with Disabilities #: 37 Students with Disabilities %: 14.60%</p> <p>Unhoused Students #: 0 Unhoused Students %: 0.00%</p> <p>LCFF Unduplicated Students #: 248 LCFF Unduplicated Students %: 98.00%</p> <p>Students qualified for Free-Reduced Lunch #: 246 Students qualified for Free-Reduced Lunch %: 97.20%</p>
G-Transportation impacts	Average miles traveled to school: 1.60	Average miles traveled to school: 1.30
H-Asset Management Plan to minimize blight	N/A	N/A
I-Impact on Feeder Schools	Both schools send the majority of their fifth graders to UPA.	
Ad Hoc Committee Recommended Metrics to Consider for Equity Impact Analysis:		
Safety	OPD Safety Index: 10 National Walkability Index: Most walkable	OPD Safety Index: 10 National Walkability Index: Most walkable
G-Transportation impacts	Average miles traveled to school: 1.60	Average miles traveled to school: 1.30
School Provisioning and Student Wellness	Parent Square Contactability: 100.00% Community School Grant: Yes	Parent Square Contactability: 96.00% Community School Grant: Yes

	<p>Community School Manager on Staff: Yes</p> <p>Violence Prevention Program: N/A</p> <p>County Mental Health Services: N/A</p> <p>School Based Health Center: N/A</p> <p>After School Program: Yes</p> <p>Targeted Initiatives: N/A</p>	<p>Community School Manager on Staff: Yes</p> <p>Violence Prevention Program: N/A</p> <p>County Mental Health Services: N/A</p> <p>School Based Health Center: N/A</p> <p>After School Program: Yes</p> <p>Targeted Initiatives: Arab Am Lit</p>
Impact on Special Education	<p>Participation in: After school programs ES/MS - Primarily Inclusive Programs: N/A</p> <p>After school programs - Self Contained Mild-Moderate Programs: N/A</p> <p>After school programs - Self Contained Moderate-ESN Programs: N/A</p> <p>Saturday sports- Primarily Inclusive Programs: N/A</p> <p>Saturday sports - Self Contained Mild-Moderate Programs: N/A</p> <p>Saturday sports - Self Contained Moderate-ESN Programs: N/A</p>	<p>Participation in: After school programs ES/MS - Primarily Inclusive Programs: N/A</p> <p>After school programs - Self Contained Mild-Moderate Programs: N/A</p> <p>After school programs - Self Contained Moderate-ESN Programs: N/A</p> <p>Saturday sports- Primarily Inclusive Programs: N/A</p> <p>Saturday sports - Self Contained Mild-Moderate Programs: N/A</p> <p>Saturday sports - Self Contained Moderate-ESN Programs: N/A</p>
Undue Impact on Families	N/A	N/A
Geographic Analysis	<p># of charter schools within half mile radius: 2</p> <p># of charter schools within one mile radius: 5</p>	<p># of charter schools within half mile radius: 2</p> <p># of charter schools within one mile radius: 5</p>
Additional Data:		
% students attending this school	55.28%	55.30%

who live in neighborhood		
% students living in neighborhood who attend this school	37.42%	42.30%
SBAC ELA	23-24 SBAC ELA Distance from Standard: -78.6	23-24 SBAC ELA Distance from Standard: -74.4
SBAC Math	23-24 SBAC Math Distance from Standard: -107.7	23-24 SBAC Math Distance from Standard: -98.3
Graduation Rate	23-24 Four-Year Cohort Graduation Rate: N/A	23-24 Four-Year Cohort Graduation Rate: N/A

Shared site merger #5

	UFSA	Life
Narrative & Rationale	<p>Merge UFSA into Life Academy on the Calvin Simmons campus. UFSA has no self-contained Special Education programs, so the impact on Special Education students would be minimal.</p> <p>Merging UFSA into Life will allow Life to expand its high-quality program on the Calvin Simmons campus, and UFSA middle school students can be accommodated at Life Academy both through their middle school years, and into high school. The Life Academy High School program will grow starting in fall 2024 to accommodate all UFSA 8th graders who choose to stay on the campus for high school at Life. Over time, as these students graduate high school, enrollment will stabilize with four cohorts per grade level, 6th-12th.</p>	
Factors Considered when making Recommendation:		
Distance from Optimal School Location	0.33 miles	0.33 miles
Site capacity	923	923
Condition of the School Facility	FCI Score: 0.46 FCI Level: Poor Deficiency Cost: \$87,691,121 Lead/Water Quality: 15.40%	FCI Score: 0.46 FCI Level: Poor Deficiency Cost: \$18,139,874 Lead/Water Quality:
Current Enrollment	348	436
Equity Impact Analysis (Metrics Required under AB1912):		
A-Condition of the School Facility	FCI Score: 0.46 FCI Level: Poor Deficiency Cost: \$87,691,121 Lead/Water Quality: 15.40%	FCI Score: 0.46 FCI Level: Poor Deficiency Cost: \$18,139,874 Lead/Water Quality:
B-Operating Cost and Associated Savings	Operating Cost \$3,512,051	Operating Cost \$3,901,960
	Associated Savings \$740,000 estimated cost avoidance of merger	
C-Capacity to Accommodate additional Pupils (student	UFSA students will stay at the Calvin Simmons campus and attend	N/A

relocation plan)	<p>Life Academy.</p> <p>The Life Academy High School program will grow starting in fall 2024 to accommodate all UFSA 8th graders who choose to stay on the campus for high school at Life. Over time, as these students graduate high school, enrollment will stabilize with four cohorts per grade level, 6th-12th.</p>	
D-Special Programs at Closure Schools	<p>Offer Dual Language Program?: No # of Self-Contained Program: 0 Alternative Ed Program?: No</p>	<p>Offer Dual Language Program?: No # of Self-Contained Program: #N/A Alternative Ed Program?: #N/A</p>
E-Environmental Factors	<p>CalEnvirons Pollution Burden Index Percentile: 37</p>	<p>CalEnvirons Pollution Burden Index Percentile: 37</p>
F-Pupil Demographics	<p>African American Students #: 34 African American Students %: 9.80%</p> <p>Latino Students #: 272 Latino Students %: 78.20%</p> <p>English Learner Students #: 165 English Learner Students %: 47.40%</p> <p>Students with Disabilities #: 43 Students with Disabilities %: 12.40%</p> <p>Unhoused Students #: 0 Unhoused Students %: 0%</p> <p>LCFF Unduplicated Students #: 344 LCFF Unduplicated Students %: 98.90%</p> <p>Students qualified for Free-Reduced Lunch #: 343 Students qualified for Free-Reduced Lunch %: 98.60%</p>	<p>African American Students #: 8 African American Students %: 4.30%</p> <p>Latino Students #: 169 Latino Students %: 89.90%</p> <p>English Learner Students #: 69 English Learner Students %: 36.70%</p> <p>Students with Disabilities #: 23 Students with Disabilities %: 12.20%</p> <p>Unhoused Students #: 0 Unhoused Students %: 0%</p> <p>LCFF Unduplicated Students #: 185 LCFF Unduplicated Students %: 98.40%</p> <p>Students qualified for Free-Reduced Lunch #: 184 Students qualified for Free-Reduced Lunch %: 97.90%</p>
G-Transportation impacts	<p>Average miles traveled to school:</p>	<p>Average miles traveled to school:</p>

	1.20 miles	1.20 miles
H-Asset Management Plan to minimize blight	N/A	N/A
I-Impact on Feeder Schools	UFSA feeds into Fremont and also sends large numbers of students to Oakland High. The merger of UFSA into Life could negatively impact enrollment at Fremont, as students will stay at Life for HS.	The merger of UFSA into Life could negatively impact enrollment at Fremont, as students will stay at Life for HS.
Ad Hoc Committee Recommended Metrics to Consider for Equity Impact Analysis:		
Safety	OPD Safety Index: 8 National Walkability Index: Most walkable	OPD Safety Index: #N/A National Walkability Index: #N/A
School Provisioning and Student Wellness	Parent Square Contactability: 97% Community School Grant: Yes Community School Manager on Staff: Yes Violence Prevention Program: N/A County Mental Health Services: Yes School Based Health Center: Yes After School Program: Yes Targeted Initiatives: Arab Am Ach/LSA (LMB)	Parent Square Contactability: 99% Community School Grant: Yes Community School Manager on Staff: Yes Violence Prevention Program: N/A County Mental Health Services: Yes School Based Health Center: Yes After School Program: Yes Targeted Initiatives: N/A
Impact on Special Education	Participation in: After school programs ES/MS - Primarily Inclusive Programs: N/A After school programs - Self Contained Mild-Moderate Programs: No Participation	Participation in: After school programs ES/MS - Primarily Inclusive Programs: N/A After school programs - Self Contained Mild-Moderate Programs: Less than Expected Participation

	<p>After school programs - Self Contained Moderate-ESN Programs: No Participation</p> <p>Saturday sports- Primarily Inclusive Programs: More than Expected Participation</p> <p>Saturday sports - Self Contained Mild-Moderate Programs: N/A</p> <p>Saturday sports - Self Contained Moderate-ESN Programs: N/A</p>	<p>After school programs - Self Contained Moderate-ESN Programs: N/A</p> <p>Saturday sports- Primarily Inclusive Programs: N/A</p> <p>Saturday sports - Self Contained Mild-Moderate Programs: N/A</p> <p>Saturday sports - Self Contained Moderate-ESN Programs: N/A</p>
Undue Impact on Families	Data not available	Data not available
Geographic Analysis	<p># of charter schools within half mile radius: 1</p> <p># of charter schools within one mile radius: 4</p>	<p># of charter schools within half mile radius:</p> <p># of charter schools within one mile radius:</p>
Additional Data:		
% students attending this school who live in neighborhood	62.83%	62.80%
% students living in neighborhood who attend this school	55.17%	79.30%
SBAC ELA	23-24 SBAC ELA Distance from Standard: -96.4	23-24 SBAC ELA Distance from Standard: -27.2
SBAC Math	23-24 SBAC Math Distance from Standard: -140.5	23-24 SBAC Math Distance from Standard: -69.4
Graduation Rate	23-24 Four-Year Cohort Graduation Rate: N/A	23-24 Four-Year Cohort Graduation Rate: 95.10%

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Board Cover Memorandum

To Board of Education

From Kyla Johnson-Trammell, Superintendent
Sondra Aguilera, Chief Academic Officer
Monica Thomas, Deputy Chief of Continuous School Improvement

Meeting Date September 25, 2024

Subject Ad Hoc Committee Recommendations for additional Equity Impact Analysis metrics

Ask of the Board Adoption by the Board of Education to amend AB 1912 Equity Impact Analysis Metrics, by adding additional metrics recommended by the ad hoc committee, through the adoption of Board Resolution No. 2324-0020D.

The purpose of the presentation is to share recommended additional metrics selected by the Ad Hoc Committee (beyond the nine metrics required under AB1912) for the Equity Impact Analysis required for any school closures or mergers. The Board will determine whether to add some or all of the recommended additional metrics to OUSD's Equity Impact Analysis for any future closures, mergers or consolidations of schools.

Background On January 10, 2024, the board initiated the process directed by Assembly Bill 1912 to ensure that an Equity Impact Analysis is conducted on any schools recommended for closure or merger. Between January 10 and March 27, 2024, staff and Board members solicited community input on proposed metrics for the Equity Impact Analysis.

On March 27, 2024, the Board considered metrics for the Equity Impact Analysis. However, the Board did not approve metrics at that time, voting to postpone the vote until June 5th in order to conduct more community engagement.

On April 10, 2024, the Board voted to rescind their postponement of the approval of metrics and passed amended resolution 2324-0020A, which (1) approved the use of the nine metrics required under AB1912 for Equity Impact Analysis, and (2) directed the Superintendent or designee to form an ad hoc, time-limited advisory committee of community members to inform the selection of any additional measures for the Equity Impact Analysis. The Board directed a review of the recommendations from the ad hoc committee on June 5, 2024, in order to take action on any additional metrics recommended by the committee.

At the June 5, 2024 Board meeting, staff provided an update on the formation of the ad hoc committee and the Request for Proposal/Quotes for a consultant to lead the ad hoc committee and community engagement work. Resolution 2324-0020A was amended to say that the Board would review recommendations from the ad hoc committee and take action on any additional metrics on August 28, 2024. On August 28, 2024, the resolution was again amended to extend the timeline until September 25, 2024, to ensure adequate time to complete an engagement process with the ad hoc committee.

Discussion

The Ad Hoc committee met for ten hours and included the following members, as directed by Resolution 23-2704:

2 student representatives selected by All City Council (ACC)
one OUSD family representative selected by each of the following groups: <ul style="list-style-type: none">● Parent Student Advisory Committee (PSAC)● Community Advisory Committee (CAC)● District English Language Learners Subcommittee (DELLS)
A representative from the Black Reparations Taskforce (did not participate)
A representative from the George Floyd Resolution Taskforce (attended a session)
A representative from each labor union AFSCME, BCTC, SEIU, Teamsters, UAOS; (OEA did not participate)
2 community members appointed by the Superintendent
4 school site and central District staff appointed by the Superintendent

The committee met three times, on August 26, 2024; September 4, 2024; and September 10, 2024.

At Meeting #1 the group agreed on norms for working together, clarified a definition of equity, and group members shared their “why” for participating in the committee. The committee learned about the nine required AB 1912 measures, discussed them, and voted to weigh them.

At Meeting #2 the group continued to build community and connect with one another. They finalized prioritization of the nine required AB 1912 measures and learned about additional measures in use in other districts. Group members

envisioned possible futures for OUSD and then identified potential additional measures connected to their visions for OUSD.

At Meeting #3, the group again grew relationships and trust. They narrowed a list of proposed additional measures and engaged in a decision-making protocol to surface final recommendations for the Board of Education.

Prioritization of Nine Required Equity Impact Measures

The committee prioritized the 9 measures for the Equity Impact Analysis that are required by AB 1912. The committee's recommendation is to prioritize/weight the nine required Equity Impact measures in this order:

1. Special Programs available at closure schools (D) - 20%
2. Pupil demographics (F) - 20%
3. Condition of the School Facility (A) - 14%
4. Transportation (G) - 14%
5. Environmental Factors (E) - 11%
6. Operating cost & Associated savings (B) - 6%
7. Capacity to accommodate excess pupils (C) - 6%
8. Impact on Feeder School Attendance Patterns (I) - 6%
9. Aesthetics/Blight (H) - 3%

Recommended Additional Measures

In addition to the 9 required measures, the Ad Hoc Committee recommends the following 5 additional measures to best understand the equity impact of any closures or mergers on the Oakland community:

1. Safety: defined as the physical and psychological safety of students, staff and families impacted. Consider in particular:
 - a. Extent to which students from rival gang territories will attend the same school following any closures or mergers.
 - b. Access to safe transportation through the neighborhood for students and staff - taking into account gang territories, encampments, and other safety concerns.
 - c. Extent to which staff and families in the receiving community are prepared to welcome new students and families.
2. School Provisioning & Wellness: defined as impact on student access to the following:
 - Communication** - User friendly, accessible, translation, multimedia, 21st century
 - Facility Resources** - Cafeteria, green space, modern facilities and technology, library, maintenance

Programming - Enrichment, athletics, language, A-G, arts, restorative justice, 21st century skills, newcomer and ELL supports
Community Schools - Access, translation, health, wellness, food and nutrition services, outreach, integration of community/families.

Consider in particular:

- a. Extent to which students will have access to adequate services and facilities that meet physiological needs of the students.
 - b. Extent to which students/staff needs are being met and leaders/adults are attentive to the needs of students/staff. School provides a system that monitors and knows the needs of students.
3. Undue Impact on Families: defined the impact on those students who have an IEP and may or may not be enrolled in a Special Program (considered specifically under AB 1912 Measure (D) *Special programs available at closure schools*). Consider in particular:
- a. Extent to which disabled students are able to be supported and integrated at the school site as measured by meeting IEP goals and participation in extracurriculars.
 - b. How many times a student in a school has already been displaced either by a school closure/merger or by a program change (ie for special education or language access purposes).
4. Impact on Students in Special Education: defined as the impact on those students who have an IEP and may or may not be enrolled in a Special Program (considered specifically under AB 1912 Measure (D) *Special programs available at closure schools*). Consider in particular:
- a. Extent to which disabled students are able to be supported and integrated at the school site as measured by meeting IEP goals and participation in extracurriculars.
 - b. How many times a student in a school has already been displaced either by a school closure/merger or by a program change (ie for sped or language access purposes).
5. Geographic Analysis: defined as significant increase in commute time, physical, emotional and economical effort required to attend school, and disproportionate school destabilization in a particular community. Consider in particular:
- a. Extent to which the change impacts single parent households, caregiver siblings, foster students, families of students w/moderate-severe disabilities & unhoused students
 - b. Extent to which the change impacts families with multiple children in different grade levels

- c. Extent to which the change impacts the same families who were impacted from past closures

Fiscal Impact The projected amount for potential savings for implementing 10 school mergers as described in Attachment B is \$2,477,792.00.

- Attachment(s)**
- Presentation - AB 1912 Equity Impact Analysis Metrics Recommendation
 - Resolution- No. 2324-0020D - Metrics for Initiation of School Changes Per Education Code 41329
 - Ad Hoc Committee Statement
 - Assembly Bill 1912

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

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

Resolution No. 2324-0020D

**Equity Impact Analysis Metrics
for the Initiation of School Changes Per Education Code 41329**

WHEREAS, on March 9, 2023, the Board of Education adopted Resolution No. 2223-0040 Proposed Budget Adjustments for 2023-24 Budget, approving budget adjustments for the 2023-24 fiscal year and beyond;

WHEREAS, on February 28, 2024, the Board of Education adopted 2324-0137 - Proposed Budget Adjustments for Fiscal Year 2024-25 and Restructuring Recommendations for the 2025-26 fiscal year and beyond;

WHEREAS, one of the adopted budget adjustments was “the potential merger of schools effective 2024-25,” but that “[b]efore any closures or consolidations take place, the District will comply with the guidelines set forth in [Assembly Bill No.] 1912 which requires a district, before approving the closure or consolidation of a school, to conduct an equity impact analysis in its consideration of school closures or consolidations”;

WHEREAS, while the specific number or types of mergers was not specified in Resolution No. 2223-0040A, the potential merger of schools did involve shifting 17.70 Full-Time Equivalent positions from the General Fund (Fund 0000) to ESSER funding for 2023-24, for an estimated savings to the General Fund of \$2.48 million;

WHEREAS, Education Code section 41329, added by Assembly Bill No. 1912 (“AB 1912”), requires all school districts in financial distress (such as OUSD) to follow certain procedural steps prior to voting to “clos[e] or consolidat[e] . . . a school of the school district”;

WHEREAS, the first procedural step is for the “governing board of the school district [to] develop a set of metrics for the development of [an] equity impact analysis and make those metrics public

at a regularly scheduled meeting of the governing board of the school district so that the public can provide input regarding the metrics being used to conduct the analysis”;

WHEREAS, the Board held a public meeting on January 10, 2024 to review the recommended AB 1912 equity impact analysis metrics, solicit community input and launch further engagement by means of Town Hall meetings and district-wide surveying on the recommended equity impact analysis metrics; and

WHEREAS, in addition to soliciting feedback in the public meeting held on January 10, 2024, staff and Board members have solicited community input on proposed metrics for the equity impact analysis through town hall meetings, surveys, and community engagement;

WHEREAS, the Board seeks to further engage with the public through an ad hoc, time-limited advisory committee of community collaborators;

WHEREAS, on April 10, 2024, the Board of Education adopted Resolution No. Resolution No. 2324-0020 accepting the AB 1912 metrics as described by the legislation in 41329 (a)(1)(A) through (I).

WHEREAS, the Board recommended that the Superintendent, or designee, consult with an ad hoc group, a time limited advisory committee, comprising of up to 19 individuals as follows:

- A. student representatives selected by All City Council (“ACC”)(2);
- B. one OUSD family representative selected by each of the following groups:
 - i. Parent Student Advisory Committee (“PSAC”)(1);
 - ii. Community Advisory Committee (“CAC”)(1);
 - iii. District English Language Learners Subcommittee (“DELLS”)(1);
- C. a representative from the Black Reparations Taskforce (1);
- D. a representative from the George Floyd Resolution (“GFR”)Taskforce (1);
- E. a representative from each labor union (AFSCME, BCTC, OEA, SEIU, Teamsters, UAOS)(6);
- F. community members appointed by the Superintendent (2);

WHEREAS, on June 5, 2024, the Board of Education adopted Resolution No. 2324-0020-A reaffirming its recommendation to the Superintendent and extended the time period for this engagement with community collaborators to August 28, 2024 then on August 28, 2024 extended the time period to September 25, 2024;

WHEREAS, on August 28, 2024 the Board also directed staff to conduct the equity impact analysis using the approved metrics by December 31, 2024 and continue to follow the AB 1912 process as prescribed in the legislation; and

WHEREAS, as recommended by the Board, the Superintendent has consulted with an ad hoc group, a time limited advisory committee, who recommends five additional metrics.

NOW, THEREFORE, BE IT RESOLVED, in addition to the AB 1912 metrics prescribed by the legislation in 41329 (a)(1)(A) through (I), the Board now directs the Superintendent or designated staff to make every effort to incorporate the following recommended metrics from the AB 1912 Ad Hoc Committee into the Equity Impact Analysis:

1. Safety
2. School Provisioning and Student Wellness
3. Undue Impact on Families
4. Impact on Students in Special Education
5. Geographic Analysis

BE IT FURTHER RESOLVED, the Board hereby reaffirms that it directs staff to conduct the equity impact analysis using the approved metrics by December 31, 2024 and to continue to follow the AB 1912 process as prescribed in the legislation.

PASSED AND ADOPTED by the Board of Education of the Oakland Unified School District this 25th day of September 2024, by the following vote:

PREFERENTIAL AYE: Maximus Simmons (Student Director), Michele Vasquez (Student Director)

PREFERENTIAL NOE: None

PREFERENTIAL ABSTENTION: None

PREFERENTIAL RECUSE: None

AYES: Jennifer Brouhard, VanCedric Williams, Valerie Bachelor, Jorge Lerma, Clifford Thompson, President Benjamin Davis

NOES: Vice President Mike Hutchinson

ABSTAINED: None

RECUSED: None

ABSENT: None

CERTIFICATION

We hereby certify that the foregoing is a full, true and correct copy of a Resolution passed at the Regular Meeting of the Board of Education of the Oakland Unified School District held on September 25, 2024.

Legislative File	
File ID Number:	24-2399
Introduction Date:	9/25/2024
Enactment Number:	24-1692
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By:	os

OAKLAND UNIFIED SCHOOL DISTRICT



Benjamin Davis
President, Board of Education



Kyla Johnson-Trammell
Superintendent and Secretary, Board of Education

TO: The Oakland Unified School District Board of Education

FROM: The AB 1912 Ad Hoc Committee

RE: Statement on our work developing recommendations for Equity Impact Analysis

We'd like to start by thanking the Board of Education for the opportunity to work together to develop recommendations for the district's Equity Impact Analysis. Coming from a diverse set of communities and roles in our city, this was no easy task. Over the last month, the Ad Hoc committee convened for about 10 hours to align our definitions of equity, and understand, elaborate on, and eventually recommend weights for the nine required AB1912 measures. We then grappled with our varying priorities when recommending potential additions to that list of nine. Eventually, we settled on adding five measures for the board's consideration.

Before we go any further, we want to be clear that there were challenges with this process that made it less than ideal.

- Many of us felt the process was too fast given the importance of the analysis in the overall decision frame, making it all feel rushed.
- The committee itself was incomplete, and as such there is rich input missing from those invited to participate who did not - their ideas would have certainly added to and influenced the final set of recommendations.

That said, we did our best to offer recommendations that center the experience of students and families in OUSD and sought to best protect those most vulnerable in our community.

Our focus on families and students should not give the sense that we do not care about teachers and staff. We do. And we are aware that in other districts undertaking challenging reductions, teachers and staff of color have disproportionately borne the burden of the changes. This disproportionate burden must NOT be the case in Oakland.

In addition to the recommendations, we agreed that we also wanted to share this statement with the board because even though we completed the required task, throughout the entire process, members expressed a profound and nagging sense of doubt about the willingness of the board to hear what we have to say, or to make the tough choices that need to be made. Many of our committee members have been part of such community engagement efforts before, where a lot of time was spent, good work was completed and sent forward, only to meet with inaction or outright dismissal, and even reversal on the part of the Board of Education. We couldn't shake the sense that this might yet be another such time.

We recognize that we have no control over what the board does, and our charter was to make recommendations, knowing that some or all might not meet with the board's favor. There were some fundamental principles that specific measures could not capture, but we felt they were important enough for us to put in a statement to you.

No one of us wants school closures. Let me repeat this. None of us want school closures. And through this process, we also understood that the district staff doesn't wish for school closures either. But because of the budget situation that the district finds ourselves in, noted most recently by the superintendent's message on the closing of the books, and projected enrollment challenges, it is clear that we are heading into a challenging set of decisions about what the district needs to do to produce academic excellence for all with fewer and fewer resources. Closing schools isn't something anyone wants to do, but if closing schools is necessary, we are all committed to making recommendations that would lessen the negative impacts on our most vulnerable students and families.

If the district is going to undertake this complex work, we strongly recommend the following.

- 1) Because the AdHoc committee had members who understood the district's financial data and were able to share those insights with the team, we gained some understanding of the need for school reductions, but the broader Oakland community needs to experience such transparent sharing of the underlying why.
- 2) Any school change process should include robust and collaborative engagement from all stakeholders. This is more than just the listening and communication sessions; but real and meaningful collaborative problem-solving that results in all of us owning the challenge and the agreed upon solutions. The Ad Hoc committee meetings were like this, so more engagement like what we experienced is what we recommend, and
- 3) The district should create accountability mechanisms that reinforce the need for those making these tough decisions to be accountable to the community for producing a new normal that better serves Oakland families. A smaller district with the same problems and challenges would not be anyone's measure of success.

Oakland families understand what needs to happen when budgets come up short. Most of us live that truth every day, making tradeoffs that are not ideal but necessary for a brighter future. Don't underestimate our ability to contribute ideas, insights, and suggestions that can minimize harm and maximize the potential for positive overall outcomes.

N.B. The Ad Hoc Committee's recommended measures *are* intended to measure the equity impact of potential school closures or mergers once a scenario is proposed. These *are not* the initial measures that the board will use to inform board decisions about which schools to close or merge. During the Ad Hoc Committee process, we moved from uncertainty to understanding

about this crucial distinction. The OUSD board - and other organizations across the state - have had misconceptions about applying the equity impact measures in the past, so we are noting it here for emphasis.

Assembly Bill No. 1912

CHAPTER 253

An act to add and repeal Section 41329 of the Education Code, relating to emergency apportionments, and declaring the urgency thereof, to take effect immediately.

[Approved by Governor September 6, 2022. Filed with Secretary
of State September 6, 2022.]

legislative counsel's digest

AB 1912, Mia Bonta. Emergency apportionments: closure and consolidation requirements.

Existing law authorizes the governing board of a school district, if it determines during a fiscal year that its revenues are less than the amount necessary to meet its current year expenditure obligations, to request an emergency apportionment through the Superintendent of Public Instruction, as provided. Existing law imposes certain conditions and requirements on a school district that accepts an emergency apportionment, including, among others, that the governing board of the school district prepare a report on the financial condition of the school district. Existing law requires the report to include, among other things, specific actions taken to reduce expenditures or increase income, and the cost savings and increased income resulting from those actions.

This bill would require a school district under financial distress, as defined, before approving the closure or consolidation of a school, to conduct an equity impact analysis in its consideration of school closures or consolidations, as provided. The bill would require the governing board of the school district to develop a set of metrics, as specified, for the development of the equity impact analysis, and to make those metrics public at a regularly scheduled meeting of the governing board of the school district so that the public can provide input regarding the metrics being used to conduct the analysis, as provided. To the extent the bill imposes additional duties on local educational agencies, the bill would impose a state-mandated local program. The bill would provide that its provisions do not apply to a school district's closure of a school due solely to the unsafe condition of the school's facilities. The bill would make these provisions inoperative as of July 1, 2028.

The California Constitution requires the state to reimburse local agencies and school districts for certain costs mandated by the state. Statutory provisions establish procedures for making that reimbursement.

This bill would provide that, if the Commission on State Mandates determines that the bill contains costs mandated by the state, reimbursement

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for those costs shall be made pursuant to the statutory provisions noted above.

This bill would declare that it is to take effect immediately as an urgency statute.

The people of the State of California do enact as follows:

SECTION 1. Section 41329 is added to the Education Code, immediately following Section 41328, to read:

41329. (a) A school district under financial distress, as defined in subdivision (b), shall do all of the following before approving the closure or consolidation of a school of the school district:

(1) In deciding what schools to close or consolidate, the governing board of the school district shall

conduct an equity impact analysis in its consideration of school closures or consolidations. The governing board of the school district shall develop a set of metrics for the development of the equity impact analysis and make those metrics public at a regularly scheduled meeting of the governing board of the school district so that the public can provide input regarding the metrics being used to conduct the analysis. The metrics shall include, but are not limited to, all of the following:

- (A) The condition of a school facility.
 - (B) The operating cost of a school and the associated savings resulting from a closure or consolidation.
 - (C) The capacity of a school to accommodate excess pupils. (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. (E) Environmental factors, including, but not limited to, traffic and proximity to freeway access.
 - (F) 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.
 - (G) Transportation needs of pupils.
 - (H) Aesthetics and the opportunity for blight and negative impact on the surrounding community.
 - (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.
- (2) (A) The governing board of the school district 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 of the following information:
- (i) Factors used to identify the list of school closures or consolidations. 94

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- (ii) Equity impact analysis findings for each school closure or consolidation.
 - (iii) Plan for the use of the schools proposed for closure or consolidation once it becomes a vacated facility.
 - (iv) Criteria used to assign displaced pupils to other schoolsites, or a description of the process of reassignment that will be used by the school district.
 - (v) Options and timeline for transitioning pupils to their new schools, including improving safe routes to schools and home-to-school transportation needs.
- (B) 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.
- (C) 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.
- (D) (i) 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, 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.

(b) For purposes of this section, “financial distress” means a school district with an emergency apportionment pursuant to Article 2 (commencing with Section 41320) or this article, a trustee appointed pursuant to Article 2 (commencing with Section 41320), or an administrator appointed pursuant to this article.

(c) For purposes of this section, “governing board of a school district” includes a trustee appointed pursuant to Article 2 (commencing with Section 41320), or an administrator appointed pursuant to this article.

(d) This section does not apply to a school district’s closure of a school due solely to the unsafe condition of the school’s facilities. (e) The process outlined pursuant to this section shall not take more than 12 months from the initiation of the equity impact analysis pursuant to paragraph (1) of subdivision (a) to the notification to parents of the final

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determination of the governing board of the school district pursuant to subparagraph (D) of paragraph (2) of subdivision (a).

(f) This section shall become inoperative on July 1, 2028, and, as of January 1, 2029, is repealed.

SEC. 2. If the Commission on State Mandates determines that this act contains costs mandated by the state, reimbursement to local agencies and school districts for those costs shall be made pursuant to Part 7 (commencing with Section 17500) of Division 4 of Title 2 of the Government Code.

SEC. 3. This act is an urgency statute necessary for the immediate preservation of the public peace, health, or safety within the meaning of Article IV of the California Constitution and shall go into immediate effect. The facts constituting the necessity are:

In order to mitigate, as soon as possible, the impacts of declining enrollment and chronic absenteeism, due to both long-term demographic trends and the COVID-19 pandemic, which will result in the closure of schools, it is necessary for this act to take effect immediately.