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# Board Cover Memorandum

**To** Board of Education

**From** Dr. Kyla Johnson-Trammell, Superintendent  
Dr. Sondra Aguilera, Chief Academic Officer  
Lisa Grant-Dawson, Chief Business Officer

**Meeting Date** May 12, 2021

**Subject** Resolution 2021-0128: Advancing District's Citywide Plan Work Cohort 1 and 2 Progress

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**Ask of the Board** Review progress update of Cohort 1 and 2 and provide feedback

**Background** On June 27, 2018, the Board of Education ("Board") passed Resolution 18-1594 - Blueprint for Quality Schools Cohort 1, directing: (i) the merger of Elmhurst Community Prep and Alliance Academy, now known as "Elmhurst United"; (ii) the merger of Futures and CUES on the Lockwood campus (to be renamed "Lockwood STEAM Academy" in August 2021); and (iii) the expansion of MetWest.

On January 28, 2019, the Board passed Resolution 1819-0143, approving the closure of Roots Academy and the expansion of Coliseum College Prep Academy.

On September 11, 2019 the Board passed three resolutions comprising Cohort Two of the Blueprint for Quality Schools:

- Resolution No. 1920-0156A - Proposal to Implement a Quality Program Design Year for Fruitvale Elementary School
- Resolution No. 1920-0156B - Proposal To Merge Frick Impact Academy And School Of Language (SOL) On Frick Campus And To Expand Melrose Leadership Academy (MLA) On The Sherman And Maxwell Park Campuses
- Resolution No. 1920-0156C - Proposal To Merge The Kaiser Elementary School And Sankofa Elementary School Programs At The Sankofa Campus

On June 29, 2020, a Memorandum of Understanding between Roses in Concrete and OUSD was approved by the Board in which Roses in Concrete became part of Howard Elementary School. Under the MOU, the Roses program would operate within Howard as an independent program for one year while the two school communities design a merged school to begin implementation in August 2021.

On December 9, 2020, the Board approved Resolution No. 2021-0128 - Advancing District's Citywide Plan Work. The Resolution directed the Superintendent to,

among other things, “present the Board with an analysis of the impact—to school quality and to District finances—of the school expansions, redesigns, mergers, and closure from Cohorts 1 and 2” by April 2021. The Board subsequently extended this deadline to May 15, 2021.

## Discussion

The goal of the Citywide Plan is to create a system of schools that are quality, centered on equity, and sustainable. The following are metrics used to evaluate each of these three areas.

<b>Quality</b>	<ul style="list-style-type: none"><li>● Reading Inventory Rate (due to no SBAC)</li><li>● California Health Kids (CHKS) Data</li><li>● Graduation Rate, A-G Rate, Pathway Participation (HS Only)</li></ul>
<b>Equity</b>	<ul style="list-style-type: none"><li>● Subgroup Growth on Reading Inventory</li><li>● Students that accessed the Opportunity Ticket</li></ul>
<b>Sustainability</b>	<ul style="list-style-type: none"><li>● Demand Rate</li><li>● Teacher Retention Rate</li><li>● Three Year Enrollment Trend</li></ul>
<b>Sustainability/Quality/Equity</b>	<ul style="list-style-type: none"><li>● Chronic Absenteeism Rates</li><li>● Chronic Absenteeism Rates for Subgroups</li></ul>

As staff analyzed Cohort 1 and 2, the analysis snowballed into asking more questions to help understand how OUSD systems and policies impacted and were impacted by the changes set forth to implement through the Citywide Plan. As a result, staff analyzed the following areas further: 1) Enrollment Trends; 2) Feeder Patterns; 3) the Opportunity Ticket; and 4) Academic Data.

### Enrollment Trends

Enrollment trends grew as anticipated at CCPA, Elmhurst United, MetWest and MLA. Enrollment at Sankofa United and Frick United Academy of Language dropped in the first year of merger implementation.

### Feeder Patterns

Analysis of the expansions of CCPA and MetWest was conducted to understand the schools from which newly enrolled students attended to determine if neighboring schools were impacted by a decline in their enrollment as CCPA and MetWest expanded. Also, recent enrollment policies were adopted for CCPA and MetWest. In 20-21, MetWest enrolled significantly more students from La Escuelita and Westlake.

In 20-21, more students from Futures enrolled at CCPA. The policies supported the intended feeder pattern to allow students from surrounding schools to access

MetWest and CCPA. However, ongoing monitoring of the enrollment of neighboring schools must continue to ensure there are no unintended consequences to neighboring high schools through the expansion of MetWest and CCPA.

### **Opportunity Ticket**

Analysis was completed on the matriculation of school sites that experienced a change: Kaiser, Sol, and Roots. The analysis yielded that students did not leave OUSD at high rates as a result of a school closure or merger. The retention of students were the following: 1) Kaiser at 82%; 2) Sol at 85%; and 3) Roots at 91%. Additionally, when a student attends a school that will implement a school change, they can access the Opportunity Ticket. Students used the Opportunity Ticket in the following ways: 1) Kaiser at 66%; 2) Sol at 9%; and 3) Roots closed prior to the Opportunity Ticket policy so this is not an applicable metric for this school change.

### **Academic Data**

Analysis of the metrics, especially our Quality Metrics, proved how important consistent data collection is on reporting our progress. Changes that we make in parts of our overall system impact the ability to show patterns in our data results. We have not consistently implemented assessments due to our context which has been forever changed by the Oakland Education Association Strike in 2019 and by school closures due to the COVID-19 Pandemic. Lastly, in some communities, student assessment is seen as a negative aspect to the education field, however, it is important for us to be able to report out on how our students are doing academically.

### **Financial Information**

It is still too early to draw conclusions regarding the financial sustainability of school changes. Any analysis is further complicated by multiple factors that impact expenditures. For instance,

- Students transferring to other OUSD schools result in a relative loss of enrollment (and possibly FTE and expenditures) but not necessary a loss for the District
- Positions and staffing levels across the District are constantly changing independent of enrollment and need at a particular school site
- Turnover in staff impacts expenditures independent of other factors
- The District sets agreed upon salary increases
- The District has decided to invest in Cohort 1 and 2 schools
- The Opportunity ticket policy has had a clear impact on enrollment

At the same time, it is important to provide basic financial data in order to reflect the actual and projected activity based on the current year budget as 2020-21 is still in progress. There is a summary slide of all of the actual (prior years) and projected (2020-21 budget) financial data for each school (along with changes in enrollment and FTE). The analysis of each school includes additional data unique to that school.

It is also important to note that any financial analyses of the Lockwood STEAM merger and the Fruitvale redesign aren't applicable as Year 1 is next year. Additionally, a financial analysis for Roots is unnecessary as the school has closed.

#### **Lessons Learned**

- This is a progress update - not a final review.
  - There are not enough years to say that the changes took root and that every action led to improvement in Quality, Equity, and Sustainability.
- Where the District sought to expand a school and provide more access to a quality program, it did: MetWest, CCPA, Elmhurst, and MLA.
- As OUSD set out to expand quality programming by increasing the number of seats of a program with a high demand rate, the District needs to ensure there are no unintended consequences of shrinking neighboring schools. High School is a good example of this dilemma.
- Students that attended a school that was going through a change did not leave OUSD at high rates.
- School changes require an extra investment of resources in the initial years of implementation and are a multi-year effort.
  - At the same time, there will not be yield savings if requests and appeals for additional funding are always granted.
- There is an inherent tension between the reinvestments required and fiscal sustainability goals that must be resolved through thoughtful, strategic decisions about resource allocation.
- The District must hold itself to consistent metrics.
  - One decision in another area of the system impacts the outcomes the District is working towards. Are the systems aligned with change efforts?
- The system of support must be refined.
  - Each school is a microcosm, do we expect the same path for every school?
- The impact of these school changes is both financial and emotional and taxes the wellness of our District culture.

It is important to provide the context in which Cohorts 1 and 2 have implemented changes and not explain away areas for improvement. In summary, this item is meant to be a progress update, not a final report on whether or not the CityWide Plan is reaching intended outcomes. We are committed to continuous improvement in our District and this reflection point is important in our journey for improving the Quality, Equity, and Sustainability of our District schools.

#### **Fiscal Impact**

N/A

#### **Attachment(s)**

- May 12, 2021 Presentation
- Attachment 1 - Cohort 1 and 2 Progress Update by School
- Attachment 2 - Financial Impact Summary

**Resolution 2021-0128: Advancing District's Citywide Plan Work**  
**Attachment 1 - Cohort 1 and 2 Progress Update by School**

The following are summaries of how each school has progressed on the metrics: Quality, Equity, and Sustainability.

<b>Cohort 1: MetWest (expansion)</b>	
Leader	Logan Manning
Demographic Information	MetWest continues to serve a similar population prior to expansion although the percent of African American students has increased slightly to 18% in 2020-2021 from 17% in 2019-2020 and Latino students decreased slightly, 66% in 2019-2020 to 63 % in 2020-2021. The percent of Free and Reduced students increased significantly from 80% in 2018 to 85% in 2020. The percent of English Language Learners decreased slightly from 21% to 19% in 2020-2021. Special Education increased slightly from 18% to 22% in 2020-2021.
Quality	<p>In Mid-Year 2019-20, over 88% of students did not take the assessment at MetWest, resulting in the low % of students reading at grade level in the expansion year. Given this, it is not possible to interpret the reading data for this school across years.</p> <ul style="list-style-type: none"> <li>• The California Healthy Kids Survey (CHKS) safety and connectedness metrics both decreased from the year prior to the expansion to the year of the expansion.</li> <li>• Graduation rate remained relatively stable at a high rate around 90%.</li> <li>• A-G completion rate increased in the year of expansion.</li> <li>• Pathway participation fluctuated across years and was above 90% in each.</li> </ul>
Equity	As a result of their growth, MetWest has the ability to accept more students into a high quality OUSD school including students that are traditionally underserved. Part of the expansion is an agreement to prioritize enrollment for students from Westlake and La Escuelita. Ideally the expansion will keep more students in OUSD but it's too early to identify data to support this claim. As a result, our data collection and analysis will grow to be able to report out on a key question- Where are newly admitted MetWest students matriculating from?
Sustainability	<ul style="list-style-type: none"> <li>• MetWest's demand rate has remained very high prior to and following the expansion.</li> <li>• Enrollment increased steadily since the year prior to expansion. The projected enrollment is 294 in 2021-2022.</li> <li>• Retention rates had been declining prior to the expansion, and continued to do so to a similar degree into 2020-21. Regardless of the decline, however, retention rates were relatively high across all years</li> </ul>
Sustainability Quality Equity	<ul style="list-style-type: none"> <li>• Chronic absenteeism overall at MetWest was lower than the district average for high school grades in 2019-20 (25.7%).</li> <li>• Chronic absenteeism for African American students dropped to 0% in the</li> </ul>

	<p>expansion year. The rates for ELs and special education students, however were both relatively high, and higher than the overall school rate, at 12.9% and 10.2%, respectively.</p> <ul style="list-style-type: none"> <li>Comparisons with 2018-19 data are not appropriate given the OEA strike, which pushed many students into chronic absenteeism due to those lost instructional days.</li> </ul>
Design Highlights	<p>During the 18-19 school year, the MetWest principal convened a Design Team to plan for the expansion to a second site. In Fall 2019, the Huggins campus opened in a wing of Westlake Middle School. In 19-20 the Huggins campus served only ninth graders, and a new group of ninth graders will be added each year until the satellite campus is fully grown in 22-23.</p>
Key Accomplishments	<p>MetWest's expansion has resulted in continued enrollment growth, from 160 students in 18-19 to 205 students in 19-20 and 245 students currently.</p>
Supports Provided	<p>In summer 2019, the Westlake campus was prepared for MetWest. The work included painting; replacement of blinds; programming phones, intercoms, and bells; signage; and moving items from the La Escuelita campus.</p> <p>In summer 2020, upgrades were made to the Westlake campus, to create a dedicated outdoor space for MetWest students:</p> <ul style="list-style-type: none"> <li>Basketball pole, backboard, rim</li> <li>6 Yard tables (assembled and secured to asphalt)</li> <li>Painted yard numbers and 1/2 basketball court</li> <li>Storage container for bike program</li> <li>Improvements to Counselor's Office (whiteboard, blind, cabinet around pipes)</li> </ul>
Challenges	<ul style="list-style-type: none"> <li>Inefficient resource allocation across two sites</li> <li>Some staff travel between two sites</li> <li>Facilities challenges as the student population grows</li> <li>Consistent request for additional staffing:  4 more FTEs than what's on the One Pager <ul style="list-style-type: none"> <li>2 advisors</li> <li>1 math</li> <li>1 science</li> </ul> </li> <li>Community Manager (pending)</li> </ul>
Financial Impact	<ul style="list-style-type: none"> <li>Original Projection - \$\$</li> <li>Revised Projection - \$459K Additional Expense</li> </ul>

<b>Cohort 1: Coliseum Community Prep Academy (expansion)</b>	
Leader	Amy Carroza
Demographic Information	The percent of African American students that attend CCPA grew significantly from 11% in 2018 to 16% in 2020-2021. Latino students decreased significantly from 83% in 2018 to 76% in 2020-2021. The percent of Free and Reduced students increased slightly to 95% from 94% in 2018. The percent of English Language Learners increased slightly from 32% to 35% in 2020-2021. Special Education remained about the same at 22% in 2020-2021.
Quality	<ul style="list-style-type: none"> <li>Overall, the percentage of students reading at grade level remained stable at just under 30% in the two years shown.</li> <li>Rates for African American students, ELs and special education students increased slightly in the expansion year.</li> <li>Both the California Healthy Kids Survey (CHKS) safety and connectedness metrics remained stable from the year prior to into the year of the expansion.</li> <li>Graduation rate, A-G completion and pathway participation all increased from the year prior to the year of the expansion.</li> </ul>
Equity	<ul style="list-style-type: none"> <li>The expansion Increased access to a quality program. Students have filled all of the seats we have added at CCPA since expansion began</li> <li>Students from Futures Elementary and those living in HUD housing now receive an enrollment preference for CCPA.</li> <li>More African American students have enrolled at CCPA as a result of expansion</li> </ul>
Sustainability	<ul style="list-style-type: none"> <li>Demand rate for CCPA has remained in the top 20% of the district for 6th grade.</li> <li>Across the years shown, enrollment increased by over 25% (124 students). The projected enrollment is 676 in 2021-2022.</li> <li>Teacher retention rates remained stable around 80% across years.</li> </ul>
Sustainability Quality Equity	<ul style="list-style-type: none"> <li>CCPA's chronic absenteeism rates went down from the year of expansion to this year for all students, as well as for each student group with N&gt;=10 students.</li> <li>Comparisons with 2018-19 data are not appropriate given the OEA strike, which pushed many students into chronic absenteeism due to those lost instructional days.</li> </ul>
Design Highlights	CCPA's expansion began in the Fall of 2019 with an expanded sixth grade cohort. They will add sixth graders each year for seven years, until they are fully grown in 6th-12th grades, in the year 25-26.
Key Accomplish-	<ul style="list-style-type: none"> <li>CCPA's expansion has resulted in continued enrollment growth, from 486 students in 18-19 to 552 students in 19-20 and 596 students currently.</li> </ul>

ments	<ul style="list-style-type: none"> <li>The percentage of African American students at CCPA continues to rise, with a rate of 15.5% on census day of 2020-21, vs rates of 13.9% and 11.5% on census day in 2019-20 and 2018-19, respectively.</li> </ul>
Supports Provided	<p>In summer 2019, the area formerly occupied by Roots was cleaned and repaired for CCPA.</p> <p>New construction for CCPA was included in Measure Y, as additional space will be needed when CCPA reaches full capacity. Planning is underway.</p>
Challenges	<ul style="list-style-type: none"> <li>There is a need to confirm a budget and staffing model that supports growth over several years as CCPA consistently requests additional staffing. The following were requested and granted for 2021-2022 using one-time funds: <ul style="list-style-type: none"> <li>a. 5.21 Teacher FTE <ul style="list-style-type: none"> <li>i. 2.31 (20-21)</li> <li>ii. 2.9 (21-22)</li> </ul> </li> <li>b. 1.0 FTE Community School Manager (pending)</li> </ul> </li> <li>Eventually, capacity will be an issue on the CCPA campus if the Measure Y projects do not move forward because CCPA will reach capacity and need a viable solution in school year 2022-2023 as they reach full capacity.</li> </ul>
Financial Impact	<ul style="list-style-type: none"> <li>Original Projection - \$\$</li> <li>Revised Projection - \$2.1 Additional Expense</li> </ul>



<b>Roots Academy (closure)</b>	
Key Accomplish-ments	The average number of courses with a non-passing grade for the Roots closure cohort students who were enrolled in OUSD as of census day in 2020 decreased slightly from the final marking period of the closure year to the 2020-21 midyear marking period (1.36 in 2018-19 to 1.22 in 2020-21).
Supports Provided	<ul style="list-style-type: none"> <li>● Talent staff met with impacted staff to support their transition to either the merged site or another OUSD school.</li> <li>● Office of Innovation, Office of Equity, and the Oakland Housing Authority partnered in the summer of 2020 to provide incentives to former Roots students and families to attend summer school.</li> </ul>
Challenges	<p>Of the 167 6th and 7th graders enrolled at Roots on census day of 2018, 108 or 64.7% were enrolled in OUSD schools on census day of 2020, limiting our ability to draw conclusions about outcomes for the entire cohort.</p> <p>Attendance rates for Roots closure cohort students this year are lower than for their non-cohort same grade-level peers (78.6% vs. 86.0%). Likewise, chronic absenteeism rates increased by 10.2 percentage points for the closure cohort, vs. an increase of 2.7 percentage points for their same grade non-cohort peers. These results suggest an increased rate of disengagement of Roots' cohort students over the past year during distance learning.</p>
Next Steps	The Attendance Liaisons at Elmhurst United, Frick, and CCPA will be notified to support these schools with direct interaction with students identified to be struggling with attendance.
Financial Impact	<ul style="list-style-type: none"> <li>● Original Projection - \$\$</li> <li>● Revised Projection - \$2.5M Savings</li> </ul>

<b>Cohort 1: Elmhurst United Middle School (merger of ECP and Alliance)</b>	
Leader	Kilian Betlach
Demographic Information	Elmhurst continues to serve a similar population prior to the merger of Elmhurst and Alliance, with African American students and Latino students remaining relatively the same at 22% and 66% respectively. The percent of Free and Reduced students remained consistent over the last 3 years, currently at 92%. The percent of English Language Learners served remains consistent at 41% and the percent of Special Education students remained consistent at 15%.
Quality	<ul style="list-style-type: none"> <li>• The % of students reading at grade level was less than the district average for middle school grades (20%) in the merger year.</li> <li>• Rates for African American students declined into the merger year, however, they remained above the district rate (15.5%) for this group.</li> <li>• Reading proficiency remained relatively stable for English Learners across the year prior to into the merger year and similar to the district average at 0.9%.</li> <li>• Rates for special education students in the merger year fell below the district average for middle school grades (6%).</li> <li>• Both of the California Healthy Kids Survey (CHKS) safety and connectedness metrics remained relatively stable around 50% from the year prior to and the year of the merger.</li> <li>• Elmhurst United has expanded elective offerings for students, and focused on schoolwide alignment of instructional strategies.</li> </ul>
Equity	<ul style="list-style-type: none"> <li>• Special Education and Newcomer programs were a focus of the Elmhurst United design.</li> <li>• Reading proficiency rates for African American students declined into the merger year, however, they remained above the district rate (15.5%) for this group.</li> <li>• Reading proficiency remained relatively stable for English Learners across the year prior to into the merger year and similar to the district average at 0.9%.</li> <li>• Reading proficiency rates for special education students in the merger year fell below the district average for middle school grades (6%).</li> </ul>
Sustainability	<ul style="list-style-type: none"> <li>• Demand rates for the merged school increased relative to the rates for each school before the merger. The demand rate further increased to high in the year following the merger.</li> <li>• Enrollment dipped in the year prior to the merger, but the merged school is now back to the size of the two schools' combined enrollment in 2017-18. The projected enrollment for 2021-2022 is 742 students.</li> <li>• Retention rates dropped slightly for the retention from 2019-20 to 2020-21 but remained moderately high.</li> </ul>
Sustainability Quality	<ul style="list-style-type: none"> <li>• Chronic absenteeism increased from the merger year to the current year for all groups except special education students, where the rate remained very</li> </ul>

Equity	<p>high (around 30%).</p> <ul style="list-style-type: none"> <li>Comparisons with 2018-19 data are not appropriate given the OEA strike, which pushed many students into chronic absenteeism due to those lost instructional days.</li> </ul>
Design Highlights	<p>During the 18-19 school year, the Elmhurst United principal led a Design Team with members from both Alliance Academy and Elmhurst Community Prep. In Fall 2019, the school reopened as Elmhurst United, uniting the two formerly co-located schools.</p>
Key Accomplishments	<ul style="list-style-type: none"> <li>Current enrollment at Elmhurst United is 727, up from 716 in 2019-20 and 658 combined ECP &amp; Alliance enrollment in 2018-19, before the merger.</li> <li>Robust recruitment efforts at all elementary schools in the attendance zone, including talking directly to students, communicating proactively with families, and providing opportunities for early in-person registration, have contributed to continued enrollment growth.</li> <li>Elmhurst United continues to offer students expanded course offerings, including Band, Spanish, Dance, Computer Science, and Oakland Goes Outdoors.</li> </ul>
Supports Provided	<ul style="list-style-type: none"> <li>During summer 2019, the school was painted, new signage was installed, some carpeting was removed and replaced, and classrooms were moved to new locations throughout the building.</li> <li>In its second year of merger implementation, support and coaching are being provided by the Middle School Network.</li> </ul>
Challenges	<ul style="list-style-type: none"> <li>Elmhurst United's first year of implementation of their redesign (19-20) was interrupted by Covid-19 and distance learning.</li> <li>There are some facilities challenges associated with Elmhurst United's merger and growth. For example, the cafeteria is not large enough to accommodate a single grade level.</li> </ul>
Financial Impact	<ul style="list-style-type: none"> <li>Original Projection - \$500K Savings</li> <li>Revised Projection - \$700K Additional Expense</li> </ul>

<b>Cohort 1: Lockwood STEAM Academy (merger of Futures and CUES)</b>	
Leader	Shelley McCray
Design Highlights	These two schools will fully merge in the Fall of 2021. A Design Team including staff and family members from both Futures and CUES has been meeting since 18-19 to bring the two co-located school communities together as one unified school.
Key Accomplishments	<ul style="list-style-type: none"> <li>• The board voted on 12/9/20 to approve the renaming of the merged school as Lockwood STEAM Academy.</li> <li>• The SIG Design Team has developed the mission and vision for the merged school, with a strong focus on Science, Technology, Engineering, Arts, and Mathematics.</li> <li>• PLC teams and teacher coaching are implemented collaboratively across both schools, with teachers from CUES and Futures meeting together regularly.</li> <li>• Task forces have engaged staff and families around school beautification, dual language programming, English Language Development, parent engagement, culture and climate, and academic intervention.</li> <li>• A partnership with Woz Ed is supporting science, technology, and engineering instruction.</li> </ul>
Supports Provided	<ul style="list-style-type: none"> <li>• Full-time SIG Director leads the implementation of the SIG grant and merger.</li> <li>• In summer 2019, the school office and library were upgraded, the building was rekeyed, and the office and auxiliary spaces were moved.</li> </ul>
Challenges	Dual Language- The Design Team has provided 2 recommendations on dual language. There are varying opinions between members on the Design Team: 1) Maintain a dual language pathway in the school and 2) phase-out the dual language program by not accepting a Kinder Cohort and exit students currently in the 2nd grade into an English setting. The Network 4 Superintendent, Executive Director of ELLMA and Chief Academic Officer will be working with the Design Team in April 2021 to support them toward a design of their language program. The dual language readiness document is being used to shape the discussion.
Financial Impact	<ul style="list-style-type: none"> <li>• Original Projection - \$372K</li> <li>• Revised Projection - \$364K Savings</li> </ul>

<b>Cohort 2: Melrose Leadership Academy (expansion)</b>	
Leader	Bri Zika
Demographic Information	MLA continues to serve a similar population as the student population prior to the expansion, with African American students, White students, and Latino students remaining relatively the same at 6%, 16%, and 66% respectively. The percent of Free and Reduced students increased slightly to 44% from 40% the year prior. The percent of English Language Learners served dropped from 35% to 29%. The Special Education population increased slightly from 7% to 9% in 2020-2021.
Quality	<ul style="list-style-type: none"> <li>Students reading at or above grade level on the midyear assessment increased significantly overall as well as for ELs and special education students.</li> <li>Reading levels for African American students declined from 2019-20 to 2020-21, in parallel with the rates of chronic absenteeism for this group.</li> <li>The % of students who felt safe in their school increased slightly in the merger year for students in middle school grades.</li> <li>The % of students who felt connected to their school increased in the merger year for students in middle school grades.</li> <li>MLA did not administer the elementary California Healthy Kids Survey (CHKS) to students in 2019-20 so comparisons with their elementary grade data prior to the merger is not possible.</li> </ul>
Equity	<ul style="list-style-type: none"> <li>English learner and special education students reading at or above grade level on the midyear assessment have increased significantly.</li> <li>The expansion has also allowed MLA to add SDC classes, creating a bilingual SDC continuum from TK to 8th grade.</li> </ul>
Sustainability	<ul style="list-style-type: none"> <li>The demand rate at MLA remained very high (top 20%) for TK across all years shown.</li> <li>Enrollment increased year over year to a high in 2020-21 of 635 students. The projected enrollment for MLA in 2021-2022 is 675.</li> <li>Teacher retention rate remained high in the 80% range into the year of expansion to the 2020-21 school year.</li> </ul>
Sustainability Quality Equity	<ul style="list-style-type: none"> <li>Chronic absenteeism decreased slightly from the expansion year to the current year for all students, ELs and special education students. The rate for African American students, however, increased significantly from the expansion year to this year.</li> <li>Comparisons with 2018-19 rates is not appropriate due to the strike in that year which artificially pushed many students into chronic absenteeism due to the strike days.</li> </ul>
Design Highlights	An expansion Design Team met throughout the 19-20 school year to make decisions about the expansion. The Team solicited input from the school community to make

	the decision about which grade levels would be located at each campus (TK-2 at Sherman and 3-8 at Maxwell Park). The Design Team then focused on how to expand to a second campus while maintaining a consistent academic program and a coherent school climate and culture.
Key Accomplishments	MLA expanded to a second campus, with the Sherman campus now housing all TK-2nd grade students, and 3rd-8th graders located at the Maxwell campus. The additional space added by the expansion to a second campus enabled MLA to add 44 additional students in 20-21, growing from an enrollment of 588 in 19-20 to 632 students in 20-21. When fully grown, in the year 23-24, MLA is projected to serve 725 students. The additional space has also allowed MLA to add SDC classes, creating a bilingual SDC continuum from TK to 8th grade.
Supports Provided	<ul style="list-style-type: none"> <li>• During MLA's Design Year (19-20), the principal participated in professional development with other Blueprint principals and received individualized Design Team support from the Coordinator of Continuous Improvement.</li> <li>• The Sherman portables were updated and exteriors were painted to match the rest of the campus.</li> <li>• The Sherman cafeteria area/multipurpose room was revamped and painted along with new refrigerations and warmers.</li> <li>• New phone systems and clocks were installed in Sherman classrooms, and new signage and keys were provided.</li> <li>• New play structure and pad are in the process of being installed at Sherman.</li> <li>• Tech Services provided significant upgrades to the network at Sherman.</li> <li>• Staff who moved sites or classrooms were compensated for packing and moving.</li> <li>• Contract with National Equity Project has supported coaching for the principal, and equity-focused professional learning for the staff.</li> <li>• Coordinator of Continuous School Improvement provides ongoing support for the principal as needed.</li> <li>• Network 2 provides ongoing support for MLA.</li> <li>• New construction for MLA was included in Measure Y. Planning is underway.</li> </ul>
Challenges	<ul style="list-style-type: none"> <li>• Splitting a TK-8 school into two sites must be done carefully and thoughtfully to maintain school culture, identity, and cohesion.</li> <li>• As a TK-8 school, MLA's middle school doesn't have access to some of the resources allocated to other middle schools (computer science and teacher PD for example), making the model difficult to adequately fund. Since the school participates in Elementary Network 2, there are middle school trainings, announcements, and resources that are missed.</li> <li>• MLA Assistant Principal is tasked with leading a separate site (Sherman) with 275 students, making hiring and retention of a qualified AP challenging. Principal oversees leadership of the entire TK-8 program across two sites, and also instructional leadership of 3-8 program on Maxwell site.</li> <li>• Some central office systems have not yet adjusted to MLA having two sites. For example, deliveries of tech, curriculum, and PPE have been sent to the</li> </ul>

	<p>wrong site.</p> <ul style="list-style-type: none"> <li>• Launching a newly redesigned school during distance learning has been a significant challenge.</li> </ul>
Next Steps	<ul style="list-style-type: none"> <li>• As middle school enrollment at MLA grows to its full enrollment in 23-24, some of the funding challenges will be resolved.</li> <li>• The MLA principal has been attending the Middle School Network Superintendent's office hours, and the Network 2 Superintendent has offered continued flexibility to support information-sharing with K-8 principals.</li> </ul>
Financial Impact	<ul style="list-style-type: none"> <li>• Original Projection - \$\$</li> <li>• Revised Projection - \$168K Additional Expense</li> </ul>

<b>Cohort 2: Sankofa United Elementary School (merger of Sankofa and Kaiser)</b>	
Leader	Dennis Guikema
Demographic Information	Sankofa United continues to serve a population similar to the combined student populations served by Kaiser and Sankofa prior to the merger, with African American students increasing slightly and Latino students decreasing slightly. The percent of Free and Reduced students increased to 70%, in 2018 the rate for Kaiser and Sankofa combined was 53% and in 2019 the rate was 52%. Both the populations of Special Education students and English Language learners increased from the combined populations of Kaiser and Sankofa prior to the merger.
Quality	<ul style="list-style-type: none"> <li>• The % of students reading at grade level on the midyear assessment declined for both Sankofa and Kaiser students leading up to the merger.</li> <li>• About a third of students were reading at or above grade level on this year's midyear assessment (vs. 36.7% district-wide for elementary grades).</li> <li>• The rate for African American students fell to only 12% in the merger year, a rate over 50% lower than the district average for this group (26.4%).</li> <li>• The % of special education students reading at grade level increased in the merger year (vs. 16.9% district average for this group).</li> <li>• The California Healthy Kids Survey (CHKS) measures of safety and connectedness increased for students at Kaiser across the two years prior to the merger. Sankofa students were not surveyed in the year prior to the merger, so no comparisons are available there. Their rates of connectedness and safety were each, however, above 66% in the year before the merger was announced. New data are not yet available for the 2020-21 school year.</li> <li>• Strong PTA, library, arts programming, and afterschool program. Afterschool program staff worked closely with school leadership to offer a learning hub starting in January.</li> </ul>
Equity	<p><u>Opportunity Ticket</u></p> <ul style="list-style-type: none"> <li>• 22.7% (51/225) of displaced students from Kaiser enrolled in the newly merged Sankofa Unified.</li> <li>• Of the displaced cohort, 39.1% (88/225) used an opportunity ticket to enroll in a school for which they did not have sibling priority.</li> </ul> <p>Special Education: Resource teacher providing supports to students with IEPs, strong SDC classes, schoolwide commitment to inclusion. The % of special education students reading at grade level increased to 40% in the merger year (vs. 16.9% district average for this group).</p>
Sustainability	<ul style="list-style-type: none"> <li>• Demand rate for the newly merged school was high this year, vs. very low (Sankofa) and high (Kaiser) for the two schools prior to the merger.</li> <li>• Enrollment declined annually into the merger year, to a level of about half of the enrollment of the two prior schools. The projected enrollment for 2021-</li> </ul>



	<p>2022 is 174 students.</p> <ul style="list-style-type: none"> <li>Systems have been established for recruitment that will support efforts to grow enrollment in upcoming years. Santa Fe neighborhood group (Santa Fe CAN) is partnering with the school to recruit families in the neighborhood. Positive visibility in the press and with yard signs throughout the neighborhood.</li> <li>Teacher retention at Kaiser increased prior to the merger, whereas it declined for Sankofa prior to the merger. New retention data are not yet available for the merged school.</li> </ul>
Sustainability Quality Equity	<ul style="list-style-type: none"> <li>Chronic absenteeism declined at both Sankofa and Kaiser leading up to the merger. The rate in the merged year exceeds the district average to date (14.3%) for elementary grades.</li> <li>Rates for African American students, unhoused students, and special education students each increased in the merger year.</li> </ul>
Design Highlights	<p>Sankofa United resulted from the merger of Kaiser Elementary and Sankofa Elementary on the Sankofa campus, with the Kaiser campus closing at the end of 19-20. A Design Team composed of staff and family members from each site met throughout the 19-20 school year to plan for the merged school. The former principal of Kaiser led the design process and is now the principal of Sankofa United.</p>
Key Accomplish- ments	<ul style="list-style-type: none"> <li>Design Team and school leaders have developed strong systems for supporting students and families, including MTSS, COST, and literacy intervention efforts.</li> <li>Community-building efforts jointly led by Kaiser and Sankofa families during the Design Year have continued, even during shelter-in-place.</li> </ul>
Supports Provided	<ul style="list-style-type: none"> <li>During Sankofa United's Design Year (19-20), the principal participated in professional development with other Blueprint principals and received individualized Design Team support from the Coordinator of Continuous Improvement and Network Superintendent</li> <li>Three new portable classrooms and new signage were installed.</li> <li>Facilities and Innovation Departments facilitated the move of furniture, equipment, and instructional materials from Kaiser to Sankofa.</li> <li>Staff who moved sites or classrooms were compensated for packing and moving.</li> <li>Talent staff met with impacted staff at both sites collectively and individually, to support their transition to either the merged site or another OUSD school.</li> <li>Enrollment Office provided a stipend for a Family Enrollment Lead to support outreach and recruitment in advance of the enrollment lottery for 21-22.</li> <li>Classroom teacher positions were not consolidated, in spite of under-enrollment by 200+ students in 20-21.</li> <li>Contract with Circle Up Education has supported team building and norm-setting for the site leadership team and the staff.</li> <li>Coordinator of Continuous School Improvement provides ongoing coaching and support for the principal.</li> </ul>

Challenges	<ul style="list-style-type: none"> <li>● Current enrollment is 196. Combined Sankofa - Kaiser enrollment in 19-20 was 397. Fifty-one students from Kaiser joined the merged school, out of 220 students in grades K-4 who were eligible to move to Sankofa United.</li> <li>● Bringing together a newly merged staff and school community, and launching a newly redesigned school during distance learning has been a significant challenge.</li> </ul>
Next Steps	<ul style="list-style-type: none"> <li>● Sankofa United is continuing efforts to recruit new families and to confirm enrollment of students who have been assigned to Sankofa United. On-time applications for 21-22 show a 21% increase in the number of families ranking Sankofa United 1st, 2nd, or 3rd on their application (while districtwide Kinder applications are down 10%). Recruitment efforts for 21-22 are resulting in increased demand, but it will take a multi-year effort for Sankofa United to be fully enrolled.</li> <li>● Continued contract with Circle Up in Fall 2021 will support staff team building and norm-setting.</li> </ul>
Financial Impact	<ul style="list-style-type: none"> <li>● Original Projection - \$192K Savings</li> <li>● Revised Projection - \$934K Savings</li> </ul>

<b>Cohort 2: Frick United Academy of Language (merger of Frick and SOL)</b>	
Leader	Amapola Obrera
Demographic Information	Frick United continues to serve a similar population as the student populations served by Frick and SOL prior to the merger, with African American students and Latino students remaining relatively the same at 29% and 63% respectively. The percent of Free and Reduced students increased slightly to 94% from 89% the year prior. There was a significant increase in the percent of English Language Learners served, from 37% to 49%. Special Education increased slightly from 17% to 19% in 2020-2021.
Quality	<ul style="list-style-type: none"> <li>Because midyear assessment data are not available for reading proficiency in the current year, it isn't possible to evaluate whether the merger impacted reading levels.</li> <li>California Healthy Kids Survey (CHKS) data showed that for Frick students the rates of positive feelings of connectedness and safety increased slightly.</li> <li>CHKS survey data were not collected at SOL in the year prior to the merger.</li> </ul>
Equity	<ul style="list-style-type: none"> <li>75.3% (70/93) of displaced students from SOL chose to enroll in the newly merged Frick United.</li> <li>Of the displaced cohort, 8.6% (8/93) used an opportunity ticket to enroll in a school for which they did not have sibling priority.</li> </ul>
Sustainability	<ul style="list-style-type: none"> <li>The demand rates for each school before and after the merger were in the bottom 40% for grade 6 districtwide.</li> <li>Enrollment at the merged school fell by 17.6% relative to that in the two schools combined the year before the merger. The projected enrollment for Frick is 318 students for 2021-2022.</li> <li>Retention rates at Frick and SOL were low in the years prior to the merger, in particular at SOL where the rate fell to 22.2% for 2018-19 to 2019-20.</li> <li>On-time applications for 21-22 show a 22% increase in the number of families ranking FUAL 1st, 2nd, or 3rd on their application (while districtwide sixth grade applications are down 4%). FUAL has had a 37% increase in the percentage of 6th graders students who had accepted their offer by March 30, as compared to this time last year.</li> </ul>
Sustainability Quality Equity	<ul style="list-style-type: none"> <li>Chronic absenteeism fell across years for all students at the two schools prior to and after the merger (21.1% vs. 13.7% for the current year).</li> <li>For African American students, the rates decreased across years to a rate of 31.9% this year to date. Chronic absenteeism is still higher for this group than the district average (25%).</li> <li>Rates for English Learners significantly declined into the current year and are roughly equivalent to the district average for this group (14.2%).</li> <li>Rates for special education students also declined across years into this year,</li> </ul>

	but remain higher than the district average for this group (21.6%).
Design Highlights	Frick United Academy of Language resulted from the merger of Frick Impact Academy and Oakland SOL on the Frick campus, with the SOL campus closing at the end of 19-20. The principals of Frick Impact Academy and Oakland SOL co-led the design process during the 19-20 school year. The Design Team included staff and family members from both schools, as well as community partners. The merged school, Frick United Academy of Language, opened in Fall 2020, led by the former principal of Oakland SOL.
Key Accomplishments	The Design Team developed an innovative Middle School academic program, designed to provide an “early on-ramp” for all students to the Seal of Biliteracy in High School. Program is designed to serve students who are new to learning Spanish, as well as native Spanish speakers (including newcomers) and students who attended dual language elementary schools.
Supports Provided	<ul style="list-style-type: none"> <li>• During FUAL’s Design Year (19-20), the principals participated in professional development with other Blueprint principals and received individualized Design Team support from the Coordinator of Continuous Improvement.</li> <li>• Facilities and Innovation Departments facilitated the move of furniture, equipment, and instructional materials from SOL to Frick. Staff who moved sites or classrooms were compensated for packing and moving.</li> <li>• Talent staff met with impacted staff at both sites to support their transition to either the merged site or another OUSD school.</li> <li>• New signage and minor facility improvements.</li> <li>• Additional Assistant Principal and Community Schools Manager were funded to support implementation of the redesign.</li> <li>• Contract with Circle Up Education has supported team building and norm-setting for the staff.</li> <li>• Coordinator of Continuous School Improvement provides ongoing coaching and support for the principal.</li> <li>• Office of Equity provides ongoing coaching and support for the principal and admin team.</li> <li>• Middle School Network provides support and coaching.</li> </ul>
Challenges	<ul style="list-style-type: none"> <li>• Current enrollment is 339. 19-20 enrollment for the two combined schools was 409. It will take a multi-year effort for FUAL to be fully enrolled. The team at FUAL has visited all nearby 5th grade classes, visited elementary schools’ family meetings, provided information sessions, and directly called families to invite them to FUAL.</li> <li>• The aspirational mission, vision, and academic program model developed by the Design Team have proven difficult to implement within current enrollment and staffing constraints. The team is now engaged in a multi-year effort to build systems and grow enrollment in order to fully implement the redesign.</li> <li>• Bringing together a newly merged staff and school community, and launching a newly redesigned school during distance learning has been a significant</li> </ul>

	challenge.
Next Steps	<ul style="list-style-type: none"> <li>FUAL staff are continuing efforts to recruit students by directly contacting families. They are also contacting all admitted families to welcome them and invite them to accept their assignment to FUAL. FUAL has had a 37% increase in the percentage of 6th graders students who had accepted their offer by March 30, as compared to this time last year.</li> <li>FUAL's Instructional Leadership Team is developing a multi-year plan to align the academic program more closely with mission, vision, and values. In 20-21, the focus is on (1) strengthening Spanish instruction, assessment, and placement procedures, and (2) developing a buddy program to support cross-language relationship building among students. In subsequent years, FUAL plans to begin offering some content courses taught in Spanish.</li> </ul>
Financial Impact	<ul style="list-style-type: none"> <li>Original Projection - \$\$</li> <li>Revised Projection - \$49K Savings</li> </ul>

<b>Cohort 2: Fruitvale Elementary (redesign)</b>	
Leader	Eugene Stovall
Design Highlights	During the 19-20 school year, the Fruitvale principal led a Design Team of staff and family members focused on redesigning Fruitvale Elementary to improve quality and grow enrollment.
Key Accomplishments	Fruitvale's 20-21 Design Team focused on reviewing and revising their schoolwide mission and vision, and developing a new school website to improve and expand family/community engagement and recruitment efforts.
Supports Provided	<ul style="list-style-type: none"> <li>During Fruitvale's Design Year (19-20), the principal participated in professional development with other Blueprint principals and received individualized Design Team support from the Coordinator of Continuous Improvement.</li> <li>In 20-21, supports for Fruitvale have been provided by Network 4.</li> </ul>
Challenges	Fruitvale's enrollment dropped from 324 students in 19-20 to 273 students currently. A particularly large class of fifth graders was promoted to middle school, while a smaller than expected cohort of new kindergartners enrolled. Additionally, redesign efforts were stalled as our District closed to in-person instruction. As a result, we are maintaining Fruitvale as part of a future Cohort so they can complete the design process.
Financial Impact	Revised Projection - \$61K Savings

<b>Charter Closure: Howard/Roses in Concrete merger</b>	
Leaders	Nikki Williams, Howard Principal Carla Davis, Roses in Concrete Principal
Design Highlights	The charter school Roses in Concrete closed in Spring 2020, and entered into an MOU with OUSD to locate at Howard Elementary in 20-21 and participate in a Design Year with Howard. 108 Roses students enrolled at Howard in a separate Roses in Concrete instructional program. Roses and Howard are co-located at Howard this year, while they engage in a design process to plan for a single unified school to open in Fall 2021.
Key Accomplishments	<ul style="list-style-type: none"> <li>• Design Team formed in November 2020. Participants include both the Roses and Howard principals, staff from both sites, and family members from both sites. The team meets weekly.</li> <li>• The team has agreed on the Vision and Mission for the merged school.</li> <li>• The team is in the process of making key decisions aligned to their vision and mission about the Academic Program (curriculum, instruction, assessment), as well as School Culture and Climate.</li> </ul>
Supports Provided	<ul style="list-style-type: none"> <li>• Coordinator of Continuous School Improvement meets weekly with the two principals to support the design process and attends all Design Team meetings.</li> <li>• Staff from the Office of Equity provide coaching and support for the leaders and the Design Team.</li> <li>• Network Superintendent provides coaching and support for the two school leaders.</li> </ul>
Challenges	<ul style="list-style-type: none"> <li>• Building relationships during distance learning has been a challenge for the two school communities.</li> <li>• Merging a charter school with an OUSD school has required additional trust-building.</li> </ul>

## Resolution 2021-0128: Advancing District's Citywide Plan Work

### Attachment 2 - Financial Impact Summary

The summary of financial impact for each school program activity in Cohort 1 and 2 as summarized in the Board Agenda 2021-0128 Resolution and update is attached. Although the summary provides the net cost effect of each merger, re-design, closure, and expansion, it is important to note that each project profile required different strategies and investments unique to support the desired outcomes; thus, the net summary provides the summary of the combined activities, but is not effective and should not be used to draw distinct inferences to the entire program and project plans.

**Summary of the Financial Impact of Cohort 1 and 2 School Expansion, Redesign, Merger, & Closures - Resolution 2021-0218**

Cohort	Name	Type	Net Change in Enrollment	Net Change in Staffing	Net Change in Expenditures	Other Costs - Facilities	Total (Savings)/Expense
1	Elmhurst United	Merger	67	9.1	\$ 647,506.91	\$ 167,700	\$ 815,207.31
1	Futures/Cues	Redesign	-1	2.6	\$ (385,546.94)	\$ 111,204	\$ (274,343.44)
1	MetWEst	Expansion	87	5.5	\$ 434,945.66	\$ 50,060	\$ 485,005.27
	Roots	Closure	-273	-22.42	\$ (2,505,792.21)	\$ 49,159	\$ (2,456,632.91)
	<i>Roots enrollment transfer to 16 OUSD schools</i>		146				
	CCPA	Expansion	113	7.0	\$ 2,132,561.37	\$ -	\$ 2,132,561.37
2	Kaiser/Sankofa	Merger	-205	(3.5)	\$ (909,215.72)	\$ 850,000	\$ (59,215.72)
	<i>Kaiser/Sankofa enrollment transfer to other OUSD schools</i>		133				
2	SOL/Frick	Merger	-52	13.2	\$ (62,073.50)	\$ 13,174	\$ (48,899.95)
2	Melrose Leadership Academy	Expansion	27	2.8	\$ 89,123.08	\$ 79,054	\$ 168,177.29
2	Fruitvale	Redesign	-54	(1.1)	\$ (60,962.89)		\$ (60,962.89)
<b>Net Impact</b>			<b>-12</b>	<b>13.2</b>	<b>\$ (619,454.24)</b>	<b>\$ 1,320,351</b>	<b>\$ 700,896.33</b>



**Cohort 1: Elmhurst United Middle School (merger of ECP and Alliance)**

	2018-19	2020-21	Other Expenditures	Variance
<b>Enrollment</b>				
Alliance Prep	287	-		
Elmhurst Community Prep	372			
Elmhurst United		726		
<b>Total</b>	<b>659</b>	<b>726</b>		<b>67</b>
<b>Staffing</b>				<b>Variance</b>
Alliance Prep	21.3	-		
Elmhurst Community Prep	27.3			
Elmhurst United		57.7		
<b>Total</b>	<b>48.6</b>	<b>57.7</b>		<b>9.10</b>
<b>Expenditures</b>	<b>Site Based Expenditures</b>		<b>Buildings &amp; Grounds</b>	<b>(Savings)/Expense</b>
1 - Certificated Salaries	\$ 2,709,191	\$ 3,359,912		\$ 650,721
2 - Classified Salaries	\$ 452,424	\$ 858,548	\$ 53,976	\$ 460,101
3 - Benefits	\$ 1,474,229	\$ 1,937,446		\$ 463,217
4 - Books & Supplies	\$ 141,330	\$ 301,486		\$ 160,156
5 - Other Services and Operating Exp	\$ 1,621,707	\$ 588,995	\$ 113,724	\$ (918,988)
6 - Capital Outlay	\$ -			\$ -
7 - Other Outgo	\$ -			\$ -
<b>Total</b>	<b>\$ 6,398,880</b>	<b>\$ 7,046,387</b>	<b>\$ 167,700</b>	<b>\$ 815,207</b>

**Cohort 1: Coliseum Community Prep Academy (expansion)**

	2018-19	2020-21	Other Expenditures	Variance
<b>Enrollment</b>				
Coliseum College Prep Academy	486	599		
	-	-		
<b>Total</b>	<b>486</b>	<b>599</b>		<b>113</b>
<b>Staffing</b>				<b>Variance</b>
Coliseum College Prep Academy	61.1	68.1		
	-	-		
<b>Total</b>	<b>61.1</b>	<b>68.1</b>		<b>7.03</b>
<b>Expenditures</b>	<b>Site Based Expenditures</b>		<b>Buildings &amp; Grounds</b>	<b>(Savings)/Expense</b>
1 - Certificated Salaries	\$ 2,281,951	\$ 3,270,370		\$ 988,419
2 - Classified Salaries	\$ 691,803	\$ 1,199,698	\$ -	\$ 507,895
3 - Benefits	\$ 1,307,576	\$ 2,073,380		\$ 765,804
4 - Books & Supplies	\$ 171,286	\$ 331,367		\$ 160,081
5 - Other Services and Operating Exp	\$ 840,252	\$ 550,616	\$ -	\$ (289,637)
6 - Capital Outlay	\$ -	\$ -		\$ -
7 - Other Outgo	\$ -	\$ -		\$ -
<b>Total</b>	<b>\$ 5,292,869</b>	<b>\$ 7,425,430</b>	<b>\$ -</b>	<b>\$ 2,132,561</b>

**Cohort 1: MetWest (expansion)**

	2019-20	2020-21	Other Expenditures	Variance
<b>Enrollment</b>				
Metwest	160	247		
	-	-		
<b>Total</b>	<b>160</b>	<b>247</b>		<b>87</b>
<b>Staffing</b>				<b>Variance</b>
Metwest	17.2	22.7		
	-	-		
<b>Total</b>	<b>17.2</b>	<b>22.7</b>		<b>5.50</b>
<b>Expenditures</b>	<b>Site Based Expenditures</b>		<b>Buildings &amp; Grounds</b>	<b>(Savings)/Expense</b>
1 - Certificated Salaries	\$ 1,019,820	\$ 1,410,143		\$ 390,323
2 - Classified Salaries	\$ 143,358	\$ 229,814	\$ 12,453	\$ 98,909
3 - Benefits	\$ 548,084	\$ 763,826		\$ 215,742
4 - Books & Supplies	\$ 91,323	\$ 136,743		\$ 45,420
5 - Other Services and Operating Exp	\$ 586,556	\$ 283,560	\$ 37,607	\$ (265,389)
6 - Capital Outlay	\$ -	\$ -		\$ -
7 - Other Outgo	\$ -	\$ -		\$ -
<b>Total</b>	<b>\$ 2,389,141</b>	<b>\$ 2,824,087</b>	<b>\$ 50,060</b>	<b>\$ 485,005</b>

**Cohort 2: Sankofa United Elementary School (merger of Sankofa and Kaiser)**

	2019-20	2020-21	Other Expenditures	Variance
<b>Enrollment</b>				
Kaiser	265	-		
Sankofa Academy	132	192		
		-		
<b>Total</b>	<b>397</b>	<b>192</b>		<b>(205)</b>
<b>Staffing</b>				<b>Variance</b>
Kaiser	13.6	-		
Sankofa Academy	17.9	28.00		
		-		
<b>Total</b>	<b>31.5</b>	<b>28.0</b>		<b>(3.50)</b>
<b>Expenditures</b>	<b>Site Based Expenditures</b>		<b>Buildings &amp; Grounds</b>	<b>(Savings)/Expense</b>
1 - Certificated Salaries	\$ 1,786,977	\$ 1,232,152		\$ (554,826)
2 - Classified Salaries	\$ 340,542	\$ 366,481	\$ -	\$ 25,939
3 - Benefits	\$ 1,047,383	\$ 1,000,787		\$ (46,596)
4 - Books & Supplies	\$ 36,544	\$ 48,813		\$ 12,268
5 - Other Services and Operating Exp	\$ 647,016	\$ 301,014	\$ 850,000	\$ 503,998
6 - Capital Outlay	\$ -	\$ -		\$ -
7 - Other Outgo	\$ -	\$ -		\$ -
<b>Total</b>	<b>\$ 3,858,462</b>	<b>\$ 2,949,246</b>	<b>\$ 850,000</b>	<b>\$ (59,216)</b>

Note: 133 students transferred from Kaiser/Sankofa to other OUSD schools

**Cohort 2: Frick United Academy of Language (merger of Frick and SOL)**

	2019-20	2020-21	Other Expenditures	Variance
<b>Enrollment</b>				
Frick Middle	246	337		
Oakland School Of Language	143	-		
<b>Total</b>	<b>389</b>	<b>337</b>		<b>(52)</b>
<b>Staffing</b>				<b>Variance</b>
Frick Middle	14.9			
Oakland School Of Language	9.6	38		
<b>Total</b>	<b>24.5</b>	<b>37.7</b>		<b>13.20</b>
<b>Expenditures</b>	<b>Site Based Expenditures</b>		<b>Buildings &amp; Grounds</b>	<b>(Savings)/Expense</b>
1 - Certificated Salaries	\$ 1,803,528	\$ 1,945,519		\$ 141,991
2 - Classified Salaries	\$ 357,432	\$ 547,669	\$ -	\$ 190,237
3 - Benefits	\$ 841,476	\$ 1,073,551		\$ 232,075
4 - Books & Supplies	\$ 47,412	\$ 209,291		\$ 161,878
5 - Other Services and Operating Exp	\$ 929,146	\$ 140,892	\$ 13,174	\$ (775,081)
6 - Capital Outlay	\$ -	\$ -		\$ -
7 - Other Outgo	\$ -	\$ -		\$ -
<b>Total</b>	<b>\$ 3,978,995</b>	<b>\$ 3,916,921</b>	<b>\$ 13,174</b>	<b>\$ (48,900)</b>

**Cohort 2: Melrose Leadership Academy (expansion)**

	2019-20	2020-21	Other Expenditures	Variance
<b>Enrollment</b>				
Melrose Leadership Acad	588	615		
	-	-		
<b>Total</b>	<b>588</b>	<b>615</b>		<b>27</b>
<b>Staffing</b>				<b>Variance</b>
Melrose Leadership Acad	42.5	45.3		
	-	-		
<b>Total</b>	<b>42.5</b>	<b>45.3</b>		<b>2.80</b>
<b>Expenditures</b>	<b>Site Based Expenditures</b>		<b>Buildings &amp; Grounds</b>	<b>(Savings)/Expense</b>
1 - Certificated Salaries	\$ 2,479,957	\$ 2,576,156		\$ 96,199
2 - Classified Salaries	\$ 252,013	\$ 314,734	\$ 3,516	\$ 66,236
3 - Benefits	\$ 1,244,948	\$ 1,359,505		\$ 114,557
4 - Books & Supplies	\$ 110,697	\$ 130,924		\$ 20,227
5 - Other Services and Operating Exp	\$ 385,233	\$ 180,652	\$ 75,539	\$ (129,042)
6 - Capital Outlay	\$ -	\$ -		\$ -
7 - Other Outgo	\$ -	\$ -		\$ -
<b>Total</b>	<b>\$ 4,472,848</b>	<b>\$ 4,561,971</b>	<b>\$ 79,054</b>	<b>\$ 168,177</b>