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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 December 11, 2024 12/11/2024 Not Discussed and/or Taken Up
except Board listened to Public Comment

Subject AB 1912 Recommendation

Ask of the Board Conclude the Community Engagement Process and Approve your recommendation for AB 1912.

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.

On November 13, 2024, the Board presented their proposal to merge schools located on shared campuses and collected community feedback. Since then, the Board has held Community Meetings to collect additional feedback from school communities proposed to be merged.

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 (Attachment A);
- Community Feedback regarding the proposal to merge schools on shared campuses;
- Communication with 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).

Community Feedback

During the November 13, 2024, Board meeting, Board Directors collected feedback from the community regarding the proposal to merge schools on shared campuses into one school. The full November 13, 2024 Board Meeting video is available publicly on the OUSD Website:

https://https://ousd.granicus.com/player/clip/2624?view_id=4&redirect=true.

Additionally, community meetings were held on the campuses proposed for merging, and additional feedback was collected. The feedback themes are the following:

- Community members disagree about the amount of money that could be saved from merging schools and question the information used in creating the projected amount of savings;
- Although the staff report includes a description of the design process and how the Design Team is to be formed, the community does not believe merging schools with varying educational programs is a good idea because each school has unique programming;
- Additionally, the school communities do not believe that 8 months, the time between January 2025-August 2025, is enough time to redesign the school program into one program.;
- Concerns about the timeline being too short. Some suggested making the decisions about the mergers quickly but then extending the timeline for implementation to engage the school communities around design.
- This included everything from a lack of space to the poor state of the infrastructure.
- Fear of losing programs to support ELLs, students with disabilities, and dual language immersion programs.
- A high number of students impacted by mergers are from non-White communities.
- Some community members appreciated the engagement and transparency, while some said it was not enough, particularly for families for whom English is not their primary language.
- Families articulated the value of small schools and concerns about safety and student outcomes in larger schools with higher student-to-staff ratios.
- Community members are concerned about charter schools negatively impacting enrollment and potentially offering a more attractive alternative in response to turmoil and cuts in the district.
- Build upon past successes and challenges in leading mergers or closures so we don't repeat the same mistakes.
- Some schools are not under-enrolled, so community members wonder why they should bear the burden of these cuts.

Fiscal Impact

The projected savings associated with merging sites located on a shared campus is between \$2 million and \$3 million.

Attachment(s)

- Resolution No. 2425-0020
- 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. 2425-0020
Concluding the AB 1912 Community Engagement Process**

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, pursuant to Education Code section 41329(a)2(C), 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 to this section has been completed; and

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 as required by Education Code 41329 and provided other opportunities for community engagement.

NOW, THEREFORE, BE IT RESOLVED, as required by California Education Code 1329 (a)2(C), the Board hereby adopts this Resolution concluding the AB 1912 community engagement process.

PASSED AND ADOPTED by the Board of Education of the Oakland Unified School District on this 11th day of December 2024, by the following vote:

Passed by the following vote:

PREFERENTIAL AYE:

PREFERENTIAL NOE:

PREFERENTIAL ABSTENTION: 12/11/2024 Not Discussed and/or Taken Up
except Board listened to Public Comment

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 December 11, 2024.

OAKLAND UNIFIED SCHOOL DISTRICT

Benjamin "Sam" Davis

President, Board of Education

Kyla Johnson-Trammell

Secretary, Board of Education

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

Resolution No. 2425-0015

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”;

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; and

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 FURTHER 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.

*Or alternatively 2026-27 Year

PASSED AND ADOPTED by the Board of Education of the Oakland Unified School District this ____ day of _____, 2024, by the following vote:

Passed by the following vote:

PREFERENTIAL AYE:

PREFERENTIAL NOE:

PREFERENTIAL ABSTENTION:

PREFERENTIAL RECUSE: 1

12/11/2024 Not Discussed and/or Taken Up
except Board listened to Public Comment

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 _____.

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 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, 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.

On November 13, 2024, the Board discussed their AB 1912 recommendation. Specifically, the Board presented its recommendations regarding school changes and shared how it prepared its list pursuant to Education Code section 41329 (a)2(A). The final recommendation is planned during 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, was designed so the Board could collect feedback from the community regarding the proposal to merge schools on shared campuses into one school. The schools recommended for merger were:

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 \$2M 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 & Community Feedback

A. Required AB1912 Metrics

The Equity Impact Analysis for each school site is included in *Attachment A* 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-Page. 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.

C. Community Feedback

Exhibit A
Engagement Log

Throughout the fall, Board Directors and District Leaders hosted engagement meetings across the city. These gatherings were part of a broader effort leading up to the November 13, 2024, Board meeting and continued more intensively between November 13 and December 11, 2024. During the November 13 meeting, Board Directors gathered community feedback on the proposal to merge schools sharing campuses into single schools. The full November 13, 2024 Board Meeting video is available publicly on the OUSD Website: https://https://ousd.granicus.com/player/clip/2624?view_id=4&redirect=true. Additionally, community meetings were held at the proposed campuses to collect further input. A list of these engagement efforts is provided in Exhibit A, with a summary of the key feedback themes outlined in Exhibit B.

| Date | Engagement | Quantity |
|-------------------|--|-----------------|
| November 12, 2024 | District 4 Town Hall at Hillcrest (Vice President Hutchinson) | 45 |
| November 13, 2024 | Joint Statement to BOE (OUSD Advisory Committees) | 31 |
| November 18, 2024 | District 5 Informal Community Meeting at Life/UFSA (Director Lerma) | ? |



| | | |
|-------------------|--|----|
| November 19, 2024 | District 5 Town Hall at Fremont HS (Director Lerma) | 75 |
| November 19, 2024 | District 7 Town Hall at REACH Academy (Cliff Thompson) | 50 |
| November 21, 2024 | District 1 Town Hall - Virtual (President Davis) | 30 |
| November 21, 2024 | ICS/TCN School Community Meeting (Director Lerma) | 57 |
| November 21, 2024 | Life/UFSA School Community Meeting (Director Lerma) | 75 |
| December 3, 2024 | District 6 Town Hall at Parker Community Resource Center (Director Bachelor) | 9 |

Exhibit B
Community Feedback

Below is a summary of themes from the input OUSD staff received via engagements, community input sessions, and survey responses. (See Exhibit A.) Each theme is aligned to specific community recommendations and excerpts from what OUSD staff directly heard or read.

| Themes | Specific Suggestions | Community Voice |
|---------------|---|---|
| Timeline | Concerns about the timeline being too short. Some suggested making the decisions about the mergers quickly but then extending the timeline for implementation to engage the school communities around design. | <p>“We should slow things down. This merger is happening too fast. We need years to do this right by our students. - ICS parent”</p> <p>“Sufficient time needs to be given to schools due to impact on students - involve staff in the solutions process”</p> <p>“I was a part of the merger of Castlemont, and what I experienced was that there were many promises made centrally about the supports that would be offered in the merger process... should the merger move forward. I</p> |



would ask for a thoughtful approach and for a slower approach. The timeline for merging within the next few months seems like a surefire way of losing connection and decreasing quality for fiscal and political expediency. For 2 different communities to come together successfully, it takes time, stakeholder engagement, trust building, and program building. At the very least, I would hope that the BOE would consider the lack of realism in a 5-month timeline. Simply the technical aspects such as enrollment and budgeting, this is not a viable timeline.”

Space and Facilities

This included everything from a lack of space to the poor state of the infrastructure.

“We don't have space in our high school. We don't have enough materials.”

“Invest in us! We only have one working water fountain. We have no AC and we can't learn when it is so hot.”

“We have to pay out of pocket to participate in sports and attend games. Our families can't afford to come watch us play.”

“Facilities are terrible. Students need better.”

Access to Programming

Fear of losing programs to support ELLs, students with disabilities, and dual language immersion programs.

“My son has a learning disability. It took me 2 years to find out services for him. What will happen with these resources?”

“What will the combination of the



| | | |
|----------------------------------|--|--|
| | | <p>dual immersion program with an English program look like? It puts my children at risk of losing their education.”</p> |
| Actual Impact on Budget | <p>A desire to understand the true budget impact of mergers. Mergers seemingly represent only a tiny portion of the budget gap - is it worth it?</p> | <p>“Will merging the shared campuses really save money? Nowhere near the 95 million is needed.”</p> <p>“The purpose savings, if they do occur, are negligible against the budget needs, so why do it?”</p> |
| Impact on Black & Brown Families | <p>A high number of students impacted by mergers are from non-White communities.</p> | <p>“See the list and see 10 [potentially merging] schools serving black, Latino schools - 10 majority non-white schools”</p> |
| Community Engagement | <p>Some community members appreciated the amount of engagement and transparency, while some said it was not enough, in particular for families for whom English is not their primary language.</p> | <p>“Concern about how the media has covered the SFUSD school closure process - good to see how focused OUSD is about engaging with community members.”</p> <p>“The board needs to better communicate these town halls to their constituents - parents hardly know what is going on!”</p> <p>“We need to involve more people in the discussion because the school consolidation conversation is so painful, but it also feels necessary, mergers have gone better than closures.”</p> <p>“Timelines for decision-making must be explained well in advance, must make sense to everyone, and must include clear information and time to weigh in.”</p> |



| | | |
|---------------------------|---|---|
| Small Schools | Families articulated the value of small schools and concerns about safety and student outcomes in larger schools with higher student-to-staff ratios. | “How can you ensure the classes won't be overcrowded?” |
| | | “How can a principal manage 2 different programs when she tends to help in the playground, cafeteria, and other things?” |
| | | “If we lose our small school model, then we will lose students and families to charter schools. Merging will decrease the quality of our schools and decrease enrollment.” |
| | | “That UFSA is a school serving a uniquely needful population with specific social supports that can't be easily accommodated in a larger context.” |
| Impact of Charter Schools | Community members are concerned about charter schools negatively impacting enrollment and potentially offering a more attractive alternative in response to turmoil and cuts in the district. | “What studies have been conducted regarding lower enrollment in the district and the impact of charter schools?” |
| | | “The goal is to save money, but what they will achieve is that more students will go to charter schools and other districts, where there is more support and resources for children.” |
| | | “If you merge our school, you will send students to charter schools down the street.” |
| | | “How can we stop the drain from OUSD?” |
| Learn from Past Mergers | Build upon past successes and challenges in leading mergers or closures so we | “We ARE really skeptical about the commitment to dual immersion |



| | | |
|--|---------------------------------|--|
| | don't repeat the same mistakes. | because of conversations we have had with those at Lockwood. A teacher there calls the dual immersion "dual language in name only" since merging with an English-only school." |
| | | "What are the successful examples of mergers, and what was their timeline?" |

| | | |
|-------------------------------|---|---|
| Enrollment as a Consideration | Some schools are not under-enrolled, so community members wonder why they should bear the burden of these cuts. | "Why are the only schools chosen in Oakland flatlands with great enrollment numbers?" |
| | | "Look at schools with lower enrollment rather than mergers" |

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 notifications were sent home to families via U.S. Mail and electronic mail;
2. Written notifications were sent home to families via student backpacks;
3. Audio notifications were sent through the district phone messaging system, and community meetings were led by the 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 Continuous 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, and mission and 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 regularly. 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. In schools that have different instructional program models, the team will take up the work of determining how they may maintain integrity of the two programs now housed under a single administration. 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.

Guidance will be provided in the following areas as shared sites plan for merging:

Process:

- Clarity on the purpose, membership, and context of convening a design team, a diverse group of school constituents tasked with developing a merger plan.
- How to build school community voice and agency into successful merger planning
- Intentional planning and collaboration between communities to ensure a high-quality student experience

Content:

- The design process is grounded in asset mapping and understanding the needs of the school community. Schools that have different instructional models/programming will receive specific support in maintaining instructional best practices.
- School culture, rituals, routines, collaboration, and professional development for the merged school will be intentionally designed and planned
- Specific milestones are designated and aligned to district deadlines.

Instructional Program:

- Clarity on instructional programming in the merged school, specifically how the two distinct programs will operate simultaneously e.g. preserving Dual Language (DL) and Structured English Immersion (SEI) programming while maintaining the integrity of the language acquisition model and theory of action.

Operations:

- Align campus-wide procedures like bell schedules, lunch schedules, arrival/dismissal, minimum day calendar, etc.

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Blank Scenario Template

[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. The rationale to merge schools on shared sites is to create operational and administrative efficiencies. | |
| 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 \$310,000 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 The merged school would maintain Special Education self-contained programming. | Offer Dual Language Program?: No # of Self-Contained Program: 2 Alternative Ed Program?: No The merged school would maintain Special Education self-contained programming. |

| | | |
|---|---|--|
| E-Environmental Factors | CalEnvirons Pollution Burden Index Percentile: 42 | CalEnvirons Pollution Burden Index Percentile: 42 |
| F-Pupil Demographics | <p>African American Students #: 8 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 #: 34 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 | OPD Safety Index: 8 National Walkability Index: Above | OPD Safety Index: 8 National Walkability Index: Above |

| | average walkable | average walkable |
|---|---|--|
| School Provisioning and Student Wellness | Parent Square Contactability: 98% Community School Grant: Yes Community School Manager on Staff: Yes Violence Prevention Program: N/A County Mental Health Services: Yes School Based Health Center: N/A After School Program: Yes Targeted Initiatives: N/A | Parent Square Contactability: 98% Community School Grant: Yes Community School Manager on Staff: Yes Violence Prevention Program: N/A County Mental Health Services: Yes School Based Health Center: N/A After School Program: Yes Targeted Initiatives: PI Lit/LSA Fam Lit |
| Impact on Special Education | Participation in: After school programs ES/MS - Primarily Inclusive Programs: More than Expected Participation After school programs - Self Contained Mild-Moderate Programs: N/A After school programs - Self Contained Moderate-ESN Programs: No Participation Saturday sports- Primarily Inclusive Programs: N/A Saturday sports - Self Contained Mild-Moderate Programs: N/A Saturday sports - Self Contained Moderate-ESN Programs: No Participation | Participation in: After school programs ES/MS - Primarily Inclusive Programs: More than Expected Participation After school programs - Self Contained Mild-Moderate Programs: Less than Expected Participation After school programs - Self Contained Moderate-ESN Programs: No Participation Saturday sports- Primarily Inclusive Programs: No Participation Saturday sports - Self Contained Mild-Moderate Programs: No Participation Saturday sports - Self Contained Moderate-ESN Programs: No Participation |

| | | |
|--|---|---|
| Undue Impact on Families | Data not available, impact on families will be analyzed and monitored through case management process | Data not available, impact on families will be analyzed and monitored through case 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. The rationale to merge schools on shared sites is to create operational and administrative efficiencies. | |
| 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 \$300,000 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 The merged school would maintain Special Education self-contained programming. | Offer Dual Language Program?: Yes # of Self-Contained Program: 2 Alternative Ed Program?: No The merged school would maintain Special Education self-contained programming. |

| | | |
|---|--|---|
| E-Environmental Factors | CalEnvirons Pollution Burden Index Percentile: 28 | CalEnvirons Pollution Burden Index Percentile: 28 |
| F-Pupil Demographics | <p>African American Students #: 75 African American Students %: 22.40%</p> <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>African American Students #: 38 African American Students %: 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 | <p>OPD Safety Index: 5</p> <p>National Walkability Index: Above average walkable</p> | <p>OPD Safety Index: 5</p> <p>National Walkability Index: Above average walkable</p> |

| | | |
|---|---|---|
| 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% Community School Grant: Yes Community School Manager on Staff: Yes Violence Prevention Program: N/A County Mental Health Services: N/A School Based Health Center: N/A After School Program: Yes Targeted Initiatives: AAMA | Parent Square Contactability: 100.00% Community School Grant: Yes Community School Manager on Staff: Yes Violence Prevention Program: N/A County Mental Health Services: Yes School Based Health Center: %School Based Health Center_B% After School Program: Yes Targeted Initiatives: AAMA |
| Impact on Special Education | Participation in: After school programs ES/MS - Primarily Inclusive Programs: More than Expected Participation After school programs - Self Contained Mild-Moderate Programs: Less than Expected Participation After school programs - Self Contained Moderate-ESN Programs: N/A Saturday sports- Primarily Inclusive Programs: N/A Saturday sports - Self Contained Mild-Moderate Programs: More than Expected Participation Saturday sports - Self Contained | Participation in: After school programs ES/MS - Primarily Inclusive Programs: Expected Participation After school programs - Self Contained Mild-Moderate Programs: Less than Expected Participation After school programs - Self Contained Moderate-ESN Programs: N/A Saturday sports- Primarily Inclusive Programs: N/A Saturday sports - Self Contained Mild-Moderate Programs: No Participation Saturday sports - Self Contained |

| | | |
|--|---|---|
| | Moderate-ESN Programs: N/A | Moderate-ESN Programs: N/A |
| Undue Impact on Families | Data not available, impact on families will be analyzed and monitored through case management process | Data not available, impact on families will be analyzed and monitored through case 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. The rationale to merge schools on shared sites is to create operational and administrative efficiencies. | |
| 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 The merged school would maintain Special Education self-contained programming. | Offer Dual Language Program?: No # of Self-Contained Program: 0 Alternative Ed Program?: No The merged school would maintain Special Education self-contained programming. |

| | | |
|---|--|---|
| E-Environmental Factors | CalEnvirons Pollution Burden Index Percentile: 64 | CalEnvirons Pollution Burden Index Percentile: 68 |
| F-Pupil Demographics | <p>African American Students #: 25 African American Students %: 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 #: 32 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% Community School Grant: Yes Community School Manager on Staff: Yes Violence Prevention Program: N/A County Mental Health Services: Yes School Based Health Center: N/A After School Program: Yes Targeted Initiatives: N/A | 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: N/A After School Program: Yes Targeted Initiatives: ELKs |
| Impact on Special Education | Participation in: After school programs ES/MS - Primarily Inclusive Programs: Less than Expected Participation After school programs - Self Contained Mild-Moderate Programs: More than Expected Participation After school programs - Self Contained Moderate-ESN Programs: N/A Saturday sports- Primarily Inclusive Programs: More than Expected Participation Saturday sports - Self Contained Mild-Moderate Programs: No Participation Saturday sports - Self Contained Moderate-ESN Programs: N/A | Participation in: After school programs ES/MS - Primarily Inclusive Programs: N/A After school programs - Self Contained Mild-Moderate Programs: N/A After school programs - Self Contained Moderate-ESN Programs: N/A Saturday sports- Primarily Inclusive Programs: N/A Saturday sports - Self Contained Mild-Moderate Programs: N/A Saturday sports - Self Contained Moderate-ESN Programs: N/A |

| | | |
|--|---|---|
| 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: 1 | # of charter schools within half mile radius: 0 # 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. The rationale to merge schools on shared sites is to create operational and administrative efficiencies. | |
| 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 The merged school would maintain Special Education self-contained programming. | Offer Dual Language Program?: No # of Self-Contained Program: 0 Alternative Ed Program?: No The merged school would maintain Special Education self-contained programming. |
| E-Environmental Factors | CalEnvirons Pollution Burden Index | CalEnvirons Pollution Burden Index |

| | Percentile: 90 | Percentile: 90 |
|---|--|--|
| F-Pupil Demographics | <p>African American Students #: 3 African American Students %: 1.00%</p> <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>African American Students #: 34 African American Students %: 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 | <p>OPD Safety Index: 10</p> <p>National Walkability Index: Most walkable</p> | <p>OPD Safety Index: 10</p> <p>National Walkability Index: Most walkable</p> |
| G-Transportation impacts | Average miles traveled to school: 1.60 | Average miles traveled to school: 1.30 |

| | | |
|--|--|--|
| <p>School Provisioning and Student Wellness</p> | <p>Parent Square Contactability: 100.00%</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: N/A</p> <p>School Based Health Center: N/A</p> <p>After School Program: Yes</p> <p>Targeted Initiatives: N/A</p> | <p>Parent Square Contactability: 96.00%</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: N/A</p> <p>School Based Health Center: N/A</p> <p>After School Program: Yes</p> <p>Targeted Initiatives: Arab Am Lit</p> |
| <p>Impact on Special Education</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> | <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>Undue Impact on Families</p> | <p>N/A</p> | <p>N/A</p> |
| <p>Geographic Analysis</p> | <p># of charter schools within half mile radius: 2</p> <p># of charter schools within one mile</p> | <p># of charter schools within half mile radius: 2</p> <p># of charter schools within one mile</p> |

| | | |
|--|--|---|
| | radius: 5 | radius: 5 |
| Additional Data: | | |
| % students attending this school who live in neighborhood | 55.28% | 55.30% |
| % 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. The rationale to merge schools on shared sites is to create operational and administrative efficiencies.</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 \$3,708,467 | Operating Cost \$4,113,116 |
| | Associated Savings \$720,000 estimated cost avoidance of merger | |
| C-Capacity to Accommodate | UFSA students will stay at the | N/A |

| | | |
|---|--|--|
| <p>additional Pupils (student relocation plan)</p> | <p>Calvin Simmons campus and attend 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> | |
| <p>D-Special Programs at Closure Schools</p> | <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> |
| <p>E-Environmental Factors</p> | <p>CalEnvirons Pollution Burden Index Percentile: 37</p> | <p>CalEnvirons Pollution Burden Index Percentile: 37</p> |
| <p>F-Pupil Demographics</p> | <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 | Average miles traveled to school: 1.20 miles | Average miles traveled to school: 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 |

| | | |
|--|---|--|
| | <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>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: 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% |

Cost Avoidance Updates

Overview

While the estimate of \$2-3 Million of aggregate cost avoidance from the recommended school mergers has not changed, Attachment A to the Staff Report provided for the November 13, 2024 Board meeting has been updated to reflect the changes indicated below, which impact the cost avoidance estimates for 3 of the 5 individual merger scenarios.

| Proposed Campus Merger | November 13th | November 20th | Difference |
|--|----------------------|----------------------|-------------------|
| Manzanita Community School and Manzanita SEED | \$500,000 | \$300,000 | -\$200,000 |
| Acorn Woodland and Encompass | \$490,000 | \$490,000 | \$0 |
| International Community School (ICS) and Think College Now (TCN) | \$650,000 | \$650,000 | \$0 |
| Esperanza and Korematsu | \$440,000 | \$310,000 | -\$130,000 |
| United for Success Academy (UFSA) and LIFE Academy | \$740,000 | \$720,000 | -\$20,000 |

* All estimates rounded to the nearest \$10,000.

Reason for Updates

Assistant Principal Costs Aggregation Error

The initial calculation of Assistant Principal costs did not aggregate all Assistant Principal costs resulting in an understating of Assistant Principal costs within existing operating costs as well as omission of estimated changes to Assistant Principal Costs resulting from the campus mergers.

- a. In the case of Manzanita Community and Manzanita SEED, this resulted in the omission of an additional 1.0 FTE of Assistant Principal costs and therefore overstated estimated cost avoidance.
- b. In the case of United for Success Academy (UFSA) and LIFE Academy, this resulted in omission of the added cost of a High School Assistant Principal vs. Middle School Assistant Principal and therefore overstated estimated cost avoidance. In this case, existing operating costs were also understated as Assistant Principal costs were omitted

Isolation of Merger Scenario

The Cost Avoidance model was designed to estimate the impact on costs to a receiving school based on increased enrollment from one or more restructuring schools. Campus mergers represent an instance where there is only one restructuring school and one receiving school. However, the cost avoidance information for Esperanza and Korematsu included in the November 13th Board memo was inclusive of an additional restructuring school as a part of a larger list of potential restructurings that was ultimately

omitted from consideration. Isolating just Esperanza and Korematsu in the two-school merger scenario currently under consideration reduced the estimated cost avoidance.

Change in Routine Restricted Maintenance Account

The District's required contribution to the Routine Restricted Maintenance Account (RRMA) is based on total expenditures. Cost avoidance toward this contribution was therefore adjusted downward based on the changes indicated above reducing estimated total expenditures.