



DRAFT

SCHOOL CONSOLIDATION ADVISORY COMMITTEE

PREPARED BY BRIANNA GARCÍA, SCHOOL SERVICES OF CALIFORNIA INC.

NOVEMBER 5, 2020
REPORT TO BOARD OF EDUCATION

BOARD OF EDUCATION

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Gilma Guevara, Spanish Translator
Lucia Gutierrez, Executive Assistant to the Superintendent and Board of Education
Paul Rose, Network Manager

Ken Reynolds, President, SchoolWorks
Thang Do, Aedis Architects
Brianna García, Director, Management Consulting Services, School Services of California Inc.

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Executive Summary

The Newark Unified School District (District) serves the city of Newark, which was incorporated in 1955. It is located 35 miles southeast of San Francisco, 25 miles south of Oakland, and 15 miles north of San Jose. The District serves a diverse population of approximately 6,000 students in eight elementary schools, one junior high school, one comprehensive high school, one continuation high school, and one independent study school. In addition, the District offers preschool and adult education programs.

As part of the 2019–20 Budget process, the District found itself with a budget deficit, annual deficit spending, and qualified certifications—meaning that it determined it would be unable to meet its financial obligations for the current or two subsequent fiscal years—for both its First and Second Interim reports. As a requirement for approval of its budget by the Alameda County Office of Education, the District committed to implementing ongoing expenditure reductions in both 2020–21 and 2021–22, including \$1.0 million attributed to the closure and/or consolidation of existing school sites.

Convened at the request of the Board of Education (Board), the School Consolidation Advisory Committee (Committee) held a series of public meetings between August and October 2020, to study and recommend schools for closure and/or consolidation, based on data and established criteria. Over the course of seven meetings, the Committee received and discussed information from architects, demographers, and District staff.

This report provides a summary of the Committee’s meetings, as well as its recommendations. Based on the information provided and discussed, the Committee recommends the following schools for closure:

1. TBD
2. TBD
3. TBD
4. TBD

In addition, the Committee provides the Board with the following additional recommendations:

1. That the Board consider moving all grade 6 students to NJHS and form a middle school campus.
2. TBD

This report will be provided to the Board for its consideration as it moves forward with school closures and/or consolidations.

Background

The Newark Unified School District (District) serves the city of Newark, which is located 35 miles southeast of San Francisco, 25 miles south of Oakland, and 15 miles north of San Jose. Surrounded by the city of Fremont to the north, west and south, and the San Francisco Bay to the west, Newark is centrally located in the heart of the Bay Area and near Silicon Valley and was incorporated as a city in September 1955.

The District serves approximately 6,000 students and is comprised of eight elementary schools (grades TK–6), one junior high school (grades 7–8), one comprehensive high school (grades 9–12), one continuation high school, and one independent study school. In addition, the District offers preschool and adult education programs. The District serves a diverse student population with 55% of its students in at least one of the following categories: low socio-economic status, English Learner, or foster youth. Further, its population of students with disabilities is approximately 12%.

The District's 2019–20 Adopted Budget was conditionally approved by the Alameda County Office of Education (ACOE). ACOE directed the District to develop short- and long-term financial plans and submit supporting documentation showing that it had taken the necessary actions to attain fiscal solvency. In order to meet these requirements, on October 17, 2019, the Board of Education (Board) adopted Resolution No. 2158 committing the District to implementing ongoing expenditure reductions of \$1.85 million for 2020–21 and \$0.68 million for 2021–22, which included \$1.0 million in school closures and/or consolidations. It also committed to implementing additional budget balancing solutions if the fiscal condition continued to deteriorate. On March 5, 2020, the Board approved Resolution No. 2061, committing the District to implementing ongoing budget balancing solutions of \$2.5 million for 2020–21 and \$1.0 million for 2021–22.

As part of the school closure and/or consolidation commitment, at its December 5, 2019, meeting, the Board approved the formation of the School Consolidation Advisory Committee (Committee) to study and recommend schools for closure and/or consolidation. Based on the estimates completed by District staff, two school sites would need to be closed in order to result in the required \$1.0 million in savings (approximately \$500,000 for each site).

On December 19, 2019, the Board assigned two Board members to the Committee to act as chair and vice chair, and on March 19, 2020, the Board appointed the remaining 13 members. The Committee composition was based on the following criteria:

- Community representatives:
 - Parents (1 from each school)

- One representative from each of the following District committees—District English Learner Advisory Committee, English Learner Advisory Committee, Citizen Bond Oversight Committee, special education parents and others as determined by the Board
- Three at-large community members drawn from a senior citizen organization, homeowner or neighborhood associations, the business community, a taxpayer or other organization, or other individuals with relevant experience or expertise, etc.
- Staff representatives
 - Principals
 - One representative from each employee group—NTA, CSEA, and NEWMA
 - Superintendent or designee (ex-officio/non-voting member)

At its April 9, 2020, meeting, the Board approved the following charge for the Committee and established meeting dates:

1. The Committee acts in an advisory capacity to the Board and Superintendent.
2. Become fully informed on the District's current and future financial situation, issues, and challenges and consider strategies to maintain the District in a sound fiscal condition.
3. Become fully informed on the District's current and future demographics as they relate to enrollment.
4. Consider all schools for potential closure or consolidation, considering the positive and negative factors and variables (e.g., location, capacity, programs, community impact, etc.) for each school.
5. Consider the potential of each school site to host educational programs that would maintain or enhance enrollment and provide educational opportunities to meet the diverse needs and interests of students, families, and staff.
6. Develop and utilize criteria and demographic data to base its recommendations on the most appropriate schools for closure or consolidation. Specific criteria to consider may be subject to review and approval by the Board prior to or during the Committee's work.
7. Based on the above criteria and data, provide the Board and administration with recommendations on new school boundary areas, educational programs offered at specific sites, and other factors which could maintain or improve enrollment in the District and its schools.

8. Identify grandfathering conditions for boundary re-assignment.
9. Identify school(s) the Committee will recommend to the Board for potential school closure.
10. Develop specific transition support plans for any schools recommended for closure.
11. Provide recommendations to the Board no later than December 2020.

Summary of Committee Meetings

The District's Board appointed 16 members to the Committee and tasked it with studying and recommending the closure and/or consolidation of school sites. The Committee held seven public meetings to study and recommend schools for closure and/or consolidation, based on data and established criteria. It received and discussed information from architects, demographers, and District staff. All seven Committee meetings were open to the public, noticed at least 72 hours in advance, held in accordance with the Brown Act, and held virtually via Zoom from 6:00 p.m. to 8:00 p.m.

Meeting agendas, minutes, and materials are included in Appendix A and are available on the District's website at

<https://www.newarkunified.org/?s=school+consolidation+advisory+committee>.

Meeting 1: August 27, 2020

This meeting was organizational and introductory in nature. The Committee members were introduced and provided with an overview of the Brown Act and conflict of interest laws by William Tunick, Esq. with DWK Attorneys at Law. The role of the Committee and its members was discussed by Brianna García of School Services of California Inc. (SSC).

Votes for the selection of the chair and vice-chair were taken and unsuccessful. Therefore, the item was postponed to the next meeting, while staff sought clarification regarding the Board's direction for the appointment of the two Board members as chair and vice chair.

An overview of the school sites to be considered for closure was presented, as well as an overview of the Newark Jr. High School (NJHS) and MacGregor Alternative School (MacGregor) sites. An overview of these two school sites was provided so that, in addition to closure and/or consolidation of two elementary schools, the Committee could consider programmatic changes related to 1) the possible conversion of NJHS to a middle school by moving all 6th graders to the campus; and 2) the possible closure of the MacGregor campus by moving its programs to another school site(s). The Committee was to consider one other programmatic change—the consolidation of Birch Grove Primary and Birch Grove Intermediate.

In addition, Ms. García shared the proposed criteria with Committee for their consideration and explained the scoring methodology. The criteria are categorized into four categories (figure 1).

Figure 1: Scoring Criteria

Demographics and Capacity	
1.	School enrollment is low and projected to remain low (enrollment below 70% of capacity)
2.	Demographically diverse population based on the unduplicated pupil percentage (within the range of 40%-60%)
3.	Excess classroom capacity
4.	Proximity to schools with capacity to accommodate incoming students
Facilities	
5.	Facilities are in good condition (based on cost of facility needs and proposed modernization/construction projects)
6.	Modernization, construction or other projects (e.g., technology upgrades) recently completed
7.	Unique facilities (i.e., facilities that could not be readily replicated) not found at other school sites
8.	Support spaces (e.g., cafeteria, multi-purpose room, playgrounds, etc.) have sufficient capacity to meet current and projected enrollment
9.	Environmental factors effect current or future use of property (e.g., earthquake faults, high speed rail, etc.)
Educational/Student Support Services	
10.	District-wide programs would need to be relocated
11.	District-wide programs can be relocated
Business Services and Other/Community Impacts and Considerations	
12.	Safety concerns regarding traffic and safe routes to school if students are relocated
13.	District would benefit from net savings if closed

There are two scores for a number of the criteria. The first score is a relative score based predominantly on yes or no answers whose numeric value depends on the criteria. For example, for school enrollment, yes equals 2 and no equals 1 because the lower the capacity, the less operationally efficient the school and should therefore be placed higher on the list for consideration for closure. Conversely, the scoring for facilities modernization and construction costs recently completed provides a score of 1 for yes and 2 for no because if funds have been expended at a school site, it should be lower on the list so that the investment of those funds is not “lost” due to school closure.

The second score—the weighted score—provides a rank order score dependent on the criteria. For instance, for the criterion regarding the condition of the facilities, the weighted score provides a rank score based on the costs of the facilities projects identified in the District-wide Facilities Master Plan (FMP) with the highest score applied to the school site with the most expensive facilities projects. The weighted score provides additional information and greater differentiation between the schools to serve as a tie breaker when two or more schools have the same relative score.

The Committee discussed the criteria and voted to strike a criterion related to a school's performance on the California School Dashboard (Dashboard). The Committee then voted to adopt the remaining criteria, though it will have the opportunity to propose and adopt additional criteria later in the process. Lastly, a timeline of the upcoming meetings and tentative subject areas was provided prior to adjournment of the meeting.

Meeting 2: September 10, 2020

Clarification was provided by Elisa Martinez regarding the Board's direction to appoint the two Board members as chair and vice chair. Additionally, it was made clear that in their capacity as chair and vice chair, Ms. Martinez and Phuong Nguyen, would not be voting members of the Committee, but would instead assist with the orderly process of the agenda and provide input as needed. Marie dela Cruz, the District's Chief Business Official, shared the timeline of the Board meetings that framed the discussion and approval of the Committee, as well Board documents detailing the Committee's charge and composition. Ms. dela Cruz also explained the need for the Committee's work to be completed in time for a report to be provided to the Board by its November 5, 2020, meeting. This is necessary in order for any fiscal impacts to be incorporated into the development of the 2020–21 First Interim report and the 2021–22 Budget.

Due to the clarification that Ms. Martinez and Ms. Nguyen are non-voting members of the Committee, the votes taken at the August 27, 2020, meeting regarding removal of the Dashboard criterion and approval of the remaining criteria were deemed void. Therefore, the Committee voted again on these two items and, once again, voted to remove the criterion regarding the Dashboard and approve the remaining criteria.

Ken Reynolds, President of SchoolWorks—the District's demographer—provided a presentation on the current and projected demographics and enrollment of the District. As part of his presentation, Mr. Reynold noted:

- For the 2019–20 school year, the District had a total of 5,658 students in grades TK–12 (2,986 in TK–6), inclusive of students in special day classes and alternative programs. The projections estimate that resident enrollment will decrease through 2021–22 and then increase slightly to 5,789 (3,224 in TK–6) in 2025–26—the last year of the projection. These increases consider new housing developments that will be coming online over the next several years. Figure 2 provides a summary of the enrollment projections by school site.

Figure 2: Enrollment Projection Summary by School Site

School	Current Enrollment						
	<u>19/20</u>	<u>20/21</u>	<u>21/22</u>	<u>22/23</u>	<u>23/24</u>	<u>24/25</u>	<u>25/26</u>
Birch Grove Primary	414	423	396	400	423	443	457
Birch Grove Intermediate	463	473	512	528	514	540	528
Graham Elem	363	375	372	373	373	380	385
Kennedy Elem	402	412	415	420	426	428	423
Lincoln Elem	388	380	374	370	376	374	384
Musick Elem	274	267	251	245	230	225	230
Schilling Elem	375	370	401	422	458	489	514
Snow Elem	307	302	296	292	296	302	303
Elementary Totals	2,986	3,002	3,017	3,050	3,096	3,181	3,224
Newark Jr High	894	804	767	811	850	839	849
Middle Totals	894	804	767	811	850	839	849
Newark Memorial High	1,676	1,694	1,691	1,654	1,650	1,617	1,623
High Totals	1,676	1,694	1,691	1,654	1,650	1,617	1,623
Bridgepoint High School	59	58	56	58	61	56	52
Crossroads High School	34	33	34	35	34	32	32
Non Public School for CALPADS	9	9	9	9	9	9	9
Other Totals	102	100	99	102	104	97	93
District Totals	5,658	5,600	5,574	5,617	5,700	5,734	5,789
Annual Change		-58	-26	43	83	34	55

Source: SchoolWorks

- While enrollment is projected to increase slightly, overall, the District's enrollment has decreased. Looking at a 20-year period from 2010–11 to 2029–30, enrollment through 2019–20 is down 14.8% from 2010–11 and is projected to be down in 2029–30 by 10.1% from 2010–11 levels.
- Based on the 2010 Census and enrollment data, District schools are losing approximately 1,003 students, or 13.10%, across grades TK–12 to private and charter schools, parents home schooling, and transfers to other districts. (These figures will be updated upon completion of the 2020 Census.)
- The total enrollment and unduplicated counts as of December 2019, including the unduplicated pupil percentage (UPP).

At the completion of Mr. Reynolds' presentation, Ms. Garcia reviewed the criterion applicable to the data presented—Criterion 2: Demographically diverse population based on the UPP (within a range of 40%-60%)—and worked with the Committee to score the criterion. The Committee determined that those schools with a UPP between 40%–60% were considered to have a

demographically diverse student population and received a score of 1, while those outside of that range received a score of 2 indicating they were not as demographically diverse.

Ms. García further explained how the weighted score would be determined—the highest score (8) would be applied to the school with the least diverse population, placing it higher on the list of potential schools to close, down to a score of 1 for the most diverse school site (i.e., school with a UPP closest to 50%). Figure 3 provides the relevant data, relative score, and weighted score for each school site. (Note that Appendix B includes a copy of the full scoring matrix.)

Figure 3: Criterion 2 Scoring

School Name	UPP	Variance from 50%	Score	Weighted Score
Birch Grove Primary	41%	9%	1	4
Birch Grove Intermediate	43%	7%	1	3
Graham ES ¹	66%	16%	2	7
Kennedy ES	37%	13%	2	5
Lincoln ES	54%	4%	1	2
Musick ES	64%	14%	2	6
Schilling ES	73%	23%	2	8
Snow ES	52%	2%	1	1

¹Elementary School

Meeting 3: September 15, 2020

Mr. Reynolds provided a presentation on the capacity of the facilities at the eight elementary schools, NJHS, and MacGregor. The presentation covered:

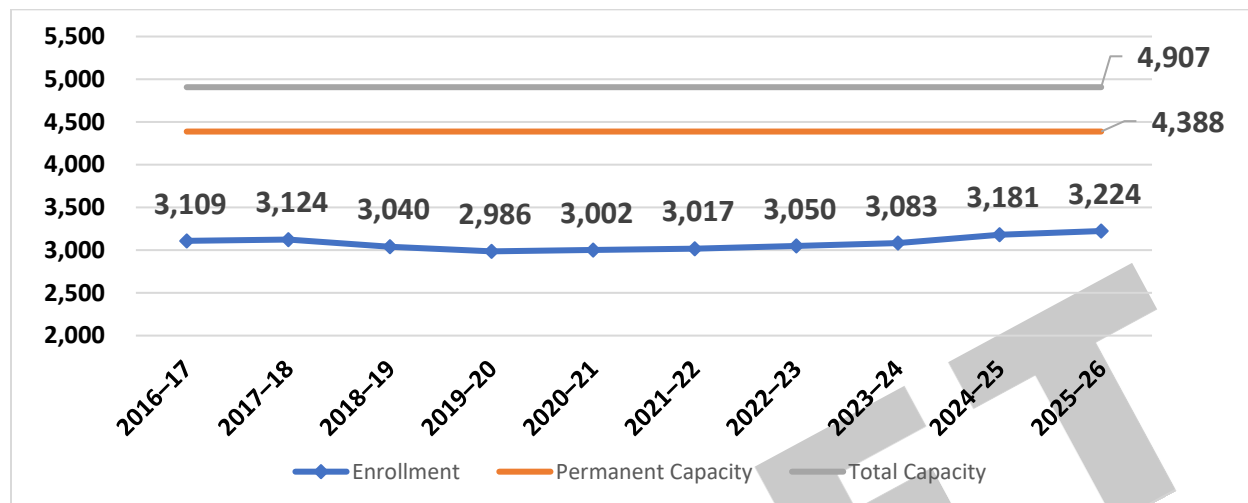
- Existing classroom counts, including a breakdown of the permanent versus portable classrooms
 - Portable classrooms in poor condition and those used for child care were not included in the classroom counts
- The loading standards used to arrive at a capacity
- Capacity calculation for each school site, again including a breakdown of permanent versus portable capacity, as well as total capacity
- Excess capacity and utilization rates—percent of capacity utilized—based on current and projected enrollment (figure 4)

Figure 4: Capacity Analysis by School Site

School Facility Utilization			2025/26		2025/26	2025/26	
	Total	CR	2019/20	Projected	2019/20	Projected	Excess
<u>Elementary Schools</u>	<u>Classrooms</u>	<u>Capacity</u>	<u>Enrollment</u>	<u>Enrollment</u>	<u>Utilization</u>	<u>Utilization</u>	<u>Capacity</u>
Birch Grove Primary	24	576	414	457	71.9%	79.3%	119
Birch Grove Intermediate	24	633	463	528	73.1%	83.4%	105
Graham Elem	30	728	363	385	49.9%	52.9%	343
Kennedy Elem	21	534	402	423	75.3%	79.2%	111
Lincoln Elem	21	504	388	384	77.0%	76.2%	120
Musick Elem	25	587	274	230	46.7%	39.2%	357
Schilling Elem	34	849	375	514	44.2%	60.5%	335
Snow Elem	21	496	307	303	61.9%	61.1%	193
Sub-Totals	200	4,907	2,986	3,224	60.9%	65.7%	1,683
<u>Middle Schools</u>							
Newark Jr High	53	1,366	894	849	65.4%	62.2%	517
Sub-Totals	53	1,366	894	849	65.4%	62.2%	517
MacGregor	23	460	93	84			
Source: SchoolWorks							

Counting only the elementary schools only, total capacity is 4,907 seats—4,388 in permanent classroom and an additional 519 in portable classrooms. The school sites with the most excess capacity are Graham ES (343 seats), Musick ES (357 seats), and Schilling ES (335 seats) with the remaining schools ranging from 105 to 193 excess seats. Figure 5 provides the total capacity for the 10-year period beginning in 2016–17 and shows that even with the projected increase in enrollment, the District will still have a total excess capacity of 1,683 seats—1,164 in permanent classrooms.

Figure 5: Enrollment vs. Capacity



The excess capacity is further expressed in the utilization rates presented, which provides a metric for the amount of the available capacity utilized by the enrolled students. The utilization rates range from a low of 39.2% at Musick ES to a high of 83.4% at Birch Grove Intermediate.

As it pertains to NJHS and its ability to convert to a middle school by absorbing all grade 6 students, NJHS has a total capacity of 1,366 seats and a projected enrollment in 2025–26 of 849 students resulting in 517 seats of excess capacity and a projected utilization rate of 62.2%. Mr. Reynolds’ projections show that there will be 428 grade 6 students in 2025–26, so if the students were to be moved to NJHS, the utilization rate would increase to 93.5%. Furthermore, this would result in an additional 428 seat being made available at the elementary schools.

At the completion of Mr. Reynolds’ presentation, Ms. García reviewed the criteria applicable to the data presented:

- Criterion 1: School enrollment is low and projected to remain low (enrollment below 70% of capacity).** Schools at or above 70% of capacity received a score of 1—indicating that its enrollment was not projected to be low—and those schools with a capacity below 70% received a score of 2—indicating its enrollment is projected to remain low, therefore. The weighted score determination applied the highest score (8) to the school with the lowest enrollment, placing it higher on the list of potential schools to close, down to a score of 1 for the school with the highest enrollment. Figure 6 provides the relevant data, relative scores, and weighted scores by school site.

Figure 6: Criterion 1 Scoring

School Name	Enrollment	Utilization Rate	Score	Weighted Score
Birch Grove Primary	457	79.3%	1	3
Birch Grove Intermediate	528	83.4%	1	1
Graham ES	385	52.9%	2	5
Kennedy ES	423	79.2%	1	4
Lincoln ES	384	76.2%	1	6
Musick ES	230	39.2%	2	8
Schilling ES	514	60.5%	2	2
Snow ES	303	61.1%	2	7

- Criterion 3: Excess classroom capacity.** The scoring methodology would have applied a score of 1 to schools that did not have excess capacity. However, as all schools have excess capacity, all received a score of 2—indicating that a school’s capacity exceeds its projected enrollment and placing it higher on the list of potential schools to close as the school is operating below capacity and is therefore likely to be less operationally efficient. The weighted score determination applied the highest score (8) to the school with the most the most excess capacity, placing it higher on the list of potential schools to close, down to a score of 1 for the school with the least excess capacity. Figure 7 provides the relevant data, relative scores, and weighted scores by school site.

Figure 7: Criterion 3 Scoring

School Name	Excess Capacity	Score	Weighted Score
Birch Grove Primary	119	2	3
Birch Grove Intermediate	105	2	1
Graham ES	343	2	7
Kennedy ES	111	2	2
Lincoln ES	120	2	4
Musick ES	357	2	8
Schilling ES	335	2	6
Snow ES	193	2	5

- Criterion 4: Proximity to schools with capacity to accommodate incoming students.** The scoring methodology would have applied a score of 1 to schools that, if closed, could not be accommodated in the three nearest schools—limiting additional travel time for students from their current school to their newly assigned school. However, given all schools have excess capacity, all received a score of 2—indicating there is sufficient capacity at the three nearest

schools to accommodate additional students. The weighted score determination applied the highest score (8) to the school with the nearest three schools with the highest total available capacity that could accommodate new students, placing it higher on the list of potential schools to close, down to a score of 1 for the school with the least available capacity at the three nearest schools. Figures 8 and 9 provide the relevant data, relative scores, and weighted scores by school site.

Figure 8: Distance Between Schools

School Name	Birch Grove Primary	Birch Grove Intermediate	Graham ES	Kennedy ES	Lincoln ES	Musick ES	Schilling ES	Snow ES
Birch Grove Primary		0.9 miles	2.0 miles	2.8 miles	2.6 miles	1.7 miles	2.2 miles	2.6 miles
Birch Grove Intermediate	0.9 miles		1.7 miles	2.3 miles	2.3 miles	1.3 miles	2.0 miles	2.3 miles
Graham ES	2.0 miles	1.7 miles		1.3 miles	1.1 miles	1.2 miles	1.0 miles	0.7 miles
Kennedy ES	2.8 miles	2.3 miles	1.3 miles		1.8 miles	1.3 miles	2.1 miles	0.9 miles
Lincoln ES	2.6 miles	2.3 miles	1.1 miles	1.8 miles		1.7 miles	0.8 miles	0.8 miles
Musick ES	1.7 miles	1.3 miles	1.2 miles	1.3 miles	1.7 miles		1.7 miles	1.6 miles
Schilling ES	2.2 miles	2.0 miles	1.0 miles	2.1 miles	0.8 miles	1.7 miles		1.5 miles
Snow ES	2.6 miles	2.3 miles	0.7 miles	0.9 miles	0.8 miles	1.6 miles	1.5 miles	

Shaded cells represent the three nearest schools

Source: Distance calculated is the shortest route/distance between the two schools as determined using Google maps

Figure 9: Criterion 4 Scoring

School Name	Total Excess Capacity	Score	Weighted Score
Birch Grove Primary	805	2	4
Birch Grove Intermediate	819	2	6
Graham ES	648	2	2
Kennedy ES	893	2	8
Lincoln ES	871	2	7
Musick ES	559	2	1
Schilling ES	656	2	3
Snow ES	811	2	5

Meeting 4: September 24, 2020

Mr. Reynolds provided a presentation of the facilities and the District-wide FMP developed by Aedis Architects and dated September 18, 2020. Mr. Thang Do of Aedis Architects also attended

the meeting and was available to answer questions. The presentation provided basic facility data (i.e., year built, acres, and building area) and then a snapshot of each campus, which included an aerial photograph with color coded buildings to identify uses and informational call-outs that provided data on some of the conditions of the facilities and grounds.

In addition, the presentation discussed the costs for modernization and construction projects identified in the FMP broken down by signature and long term facilities need projects, including deferred maintenance (figure 10). Signature projects are those “targeted towards making the district’s school more attractive to families” and are identified as “opportunities to create major transformations on each campus.” Long term facilities needs projects are those that include replacement, addition, and modernization projects that are intended to “transform the entire campus to current standards beyond the signature projects.” The deferred maintenance projects were divided into those that would be needed in the immediate, short, and long term—ranging from three to 20 years. Mr. Reynolds also presented the costs associated with completed and/or encumbered projects on each school site, which ranged from \$2.07 million at Snow ES to \$3.7 million at Musick ES.

Figure 10: Facilities Costs

School Name	Signature Projects	Long Term Needs	Subtotal	5 Year DM Costs ¹
Birch Grove Primary	\$6,704,750	\$22,979,312	\$29,684,062	\$2,331,600
Birch Grove Intermediate	\$6,275,750	\$28,206,482	\$34,482,232	\$5,113,500
Graham ES	\$6,201,000	\$25,000,074	\$31,201,074	\$5,056,700
Kennedy ES	\$6,288,750	\$19,726,964	\$26,015,714	\$3,393,400
Lincoln ES	\$4,826,250	\$22,113,178	\$26,939,428	\$4,528,000
Musick ES	\$4,387,500	\$26,679,631	\$31,067,131	\$3,063,200
Schilling ES	\$4,332,250	\$34,064,338	\$38,396,588	\$3,495,500
Snow ES	\$4,582,500	\$22,671,403	\$27,253,903	\$4,843,000
MacGregor	\$5,720,000	\$28,589,276	\$34,309,276	\$7,632,200

¹Included in the “Long Term Needs”—shown separately for illustrative purposes only

In order to address several of the criteria to be reviewed by the Committee, the presentation also included information on unique/special program spaces located on the school sites, support facilities with insufficient capacity, and other environmental factors that might impact the school sites. Though not a consideration for the criteria, the presentation also provided other uses located on the school sites (e.g., child care leases, memorandum of understanding for use of MacGregor fields, etc.).

At the completion of Mr. Reynolds’ presentation, Ms. García reviewed the criteria applicable to the data presented. Note that due to the time remaining for this meeting and in order to provide the Committee with sufficient time to consider the data provided, while applicable to the data presented, consideration of Criterion 5 was postponed to the October 8, 2020, meeting.

- Criterion 6: Modernization, construction or other projects (e.g., technology upgrades) recently completed. The scoring methodology would have applied a score of 2 if a school did not have any recently completed and/or encumbered projects. However, all school have recently completed and/or encumbered projects, so all received a score of 1. The weighted score determination applied the highest score (8) to the school with the least costly completed/encumbered projects, placing it higher on the list of potential schools to close since less money has already been invested on the campus, down to a score of 1 for the school with the most costly completed/encumbered projects. Figure 11 provides the relevant data, relative scores, and weighted scores by school site.

Figure 11: Criterion 6 Scoring

School Name	Completed/Encumbered Project Costs	Score	Weighted Score
Birch Grove Primary	\$ 2,590,913	1	7
Birch Grove Intermediate	\$ 3,402,694	1	2
Graham ES	\$ 3,176,192	1	3
Kennedy ES	\$ 2,759,877	1	6
Lincoln ES	\$ 2,823,946	1	5
Musick ES	\$ 3,660,820	1	1
Schilling ES	\$ 3,052,982	1	4
Snow ES	\$ 2,073,095	1	8

- Criterion 7: Unique facilities (i.e., facilities that could not be readily replicated) not found at other school sites. The scoring methodology applied a score of 1 to those school with unique facilities—indicating that if the school were to be closed, the district would lose those facilities. Therefore, the school site should rank lower on the list of potential schools to close. A score of 2 was applied to those schools without unique facilities as the facilities on the school site also exist elsewhere or could be readily replicated on another school site. No weighted score methodology was utilized for this criterion. Figure 12 provides the relevant data and relative scores by school site.

Figure 12: Criterion 7 Scoring

School Name	Score
Birch Grove Primary	1
Birch Grove Intermediate	2
Graham ES	1
Kennedy ES	2
Lincoln ES	1
Musick ES	1
Schilling ES	1

School Name	Score
Snow ES	2

- Criterion 8: Support spaces (e.g., cafeteria, multi-purpose room, playgrounds, etc.) have sufficient capacity to meet current and projected enrollment.** The scoring methodology applied a score of 1 to those schools whose support spaces have sufficient capacity. A score of 2 was applied if the support spaces did not have sufficient capacity—indicating that the identified support spaces would be insufficient to meet demand were the school at its full capacity. Therefore, the school should rank higher on the list of potential schools to close. No weighted score methodology was utilized for this criterion. Figure 13 provides the relevant data and relative scores by school site.

Figure 13: Criterion 8 Scoring

School Name	Score
Birch Grove Primary	1
Birch Grove Intermediate	2
Graham ES	2
Kennedy ES	1
Lincoln ES	1
Musick ES	1
Schilling ES	1
Snow ES	2

- Criterion 9: Environmental factors effect current or future use of the property (e.g., earthquake faults, high speed rail, etc.).** The scoring methodology applied a score of 2 to any school with existing environmental factors—indicating it should be higher on the list of schools considered for closure as the future development could be impacted. Only one school has an existing environmental factor, so the rest of the schools received a score of 1—indicating there are no currently known environmental factors that could affect the use of the property. No weighted score methodology was utilized for this criterion. Figure 14 provides the relevant data and relative scores by school site.

Figure 14: Criterion 9 Scoring

School Name	Score
Birch Grove Primary	2
Birch Grove Intermediate	1
Graham ES	1
Kennedy ES	1
Lincoln ES	1

School Name	Score
Musick ES	1
Schilling ES	1
Snow ES	1

Meeting 5: October 8, 2020

Two subject areas were presented at the October 8, 2020, meeting, information on: 1) the District's educational and support services; and 2) its fiscal status, the fiscal impacts of school closure, and other community impacts.

While there are only two criteria in the educational and support services category, Superintendent Mark Triplett, Ed.D. provided a broad overview of educational and support services, including a breakdown of the demographics at each school site (i.e., enrollment, and percentages for socio-economically disadvantaged students, English learners, and foster youth). Further, though the Committee voted to remove the criterion related to the Dashboard, it did request that the information be provided. Therefore, Superintendent Triplett included an overview of how the state's accountability system arrives at its color-coded performance levels and each school sites' performance color on the four applicable state performance indicators—chronic absenteeism, suspension rate, and Smarter Balanced assessment results in English language arts (ELA) and mathematics. Blue is the highest performance level and red is the lowest—the order from highest to lowest is blue, green, yellow, orange, and red. Figure 15 provides a color-coded chart showing each school site's performance on each of these indicators.

Figure 15: California School Dashboard Performance Levels

School Name	Chronic Absenteeism	Suspension Rate	ELA	Math
Birch Grove Primary				
Birch Grove Intermediate				
Graham ES				
Kennedy ES				
Lincoln ES				
Musick ES				
Schilling ES				
Snow ES				
Newark Jr. High				

Source: Dashboard

In addition to this academic information, Superintendent Triplett provided data regarding the support services provided by each school site, which have some common student support features,

while also offering unique student support programs. Information regarding the special education and 504 programs was also shared along with unique program offerings for each site. For example, all school sites, with the exception of Lincoln ES, include maker spaces and Resource Specialist Programs. Moreover, each school site provides Positive Behavioral Interventions and Supports, a parent partner, Coordination of Service Team, etc. However, three school sites offer programs exclusively at their school sites (i.e., Kennedy ES has an art room funded by its PTSA, Lincoln ES has a FAME program, and Schilling offers a Ballet Folklorico dance program). In addition, and the only program that meets the stated criteria for this topic area, Birch Grove Intermediate hosts the district-wide band program.

At the completion of Superintendent Triplett's presentation, Ms. dela Cruz provided a fiscal overview of the District. She discussed the basics of the budget and drew a comparison between a school district's budget and budget categories and the personal budget of an individual. Ms. dela Cruz then discussed the District's 2020–21 Adopted Budget utilizing the projections included in the 2020–21 45-day Budget Revision, including the multiyear projection which illustrated the District's current practice of deficit spending and the impacts of this practice on the District's ending fund balance and reserves.

Ms. dela Cruz shared a table that illustrated the current unrestricted budget for each school site, the costs that would remain after a closure (i.e., costs for teacher salaries and benefits, and books and supplies), and the resulting maximum possible net savings for each site (figure 16).

Figure 17 provides a breakdown of the categories that make up the net savings. It should be noted that the net savings may be reduced depending on the need to retain some classified staff positions. However, as the exact number of classified staff positions are not known at this time, District staff conservatively estimated a savings of \$500,000 per school, less than the total net savings for each elementary school—resulting in the proposed \$1 million budget reduction for the closure and/or consolidation of schools.

In response to questions from the Committee at the meeting, on October 16, 2020, figure 18 was provided to the Committee via email. It provides supplemental information regarding the expenditure categories included in figure 17.

Figure 16: Costs by School Site (Unrestricted General Fund Only)

School	Total Unrestricted Budget	Teachers Salaries	Teachers Benefits 22.56%	Books & Supplies	Net Savings
Birch Grove Intermediate	2,736,645	1,727,521	389,729	14,321	605,074
Birch Grove Primary	2,826,040	1,791,296	404,116	12,998	617,630
Graham	2,546,645	1,555,887	351,008	17,370	622,380
Kennedy	2,764,775	1,724,951	389,149	18,369	632,306
Lincoln	2,583,433	1,584,210	357,398	12,297	629,528
Musick	1,944,561	1,130,870	255,124	30,155	528,412
Schilling	2,735,995	1,774,634	400,357	13,721	547,283
Snow	2,199,944	1,366,375	308,254	21,366	503,949
Bridgepoint	787,642	374,786	84,552	18,865	309,439
Crossroads	383,003	200,973	45,340	6,057	130,633
MacGregor	63,219	0	0	0	63,219
Total	21,571,902	13,231,503	2,985,027	165,519	5,189,853
Average Elementary	2,542,255	1,581,968	356,892	17,575	585,820
Total Bridgepoint, Crossroads, MacGregor	1,233,864	575,759	129,891	24,922	503,292
Administrator Salary & Benefits		124,686	28,129		-152,815
Clerical Support		53,901	17,954		-71,855
Net savings- MacGregor					278,621

Figure 17: Detail of Net Savings by School Site (Unrestricted General Fund Only)

NET SAVINGS				
School	Other Salaries*	Benefits	Other Services & Operating Expenditures	Total Potential Net Savings
Birch Grove Intermediate	335,402	161,010	108,662	605,074
Birch Grove Primary	336,679	144,632	136,319	617,630
Graham	317,195	127,044	178,141	622,380
Kennedy	351,992	170,312	110,002	632,306
Lincoln	327,802	147,946	153,780	629,528
Musick	309,811	121,996	96,605	528,412
Schilling	293,838	138,563	114,882	547,283
Snow	304,812	132,732	66,405	503,949
Bridgepoint	164,051	68,796	76,592	309,439
Crossroads	68,512	27,639	34,482	130,633
MacGregor	34,576	22,908	5,735	63,219
Total	2,844,670	1,263,578	1,081,605	5,189,853
Average Elementary	322,191	143,029	120,600	585,820
Projected Savings in Multi-Year Projection Per School Closed				500,000
Total Bridgepoint, Crossroads, MacGregor	267,139	119,344	116,809	503,292
Administrator Salary & Benefits				(152,815)
Clerical Support				(71,855)
Net savings- MacGregor Campus				278,621
*Non-teaching positions				

Figure 18: Net Savings Expenditure Categories (Unrestricted General Fund Only)

SCHOOL CONSOLIDATION ADVISORY COMMITTEE NET SAVINGS EXPENDITURE CATEGORIES (UNRESTRICTED FUNDS ONLY) Supplemental Information for October 8, 2020 Financial Report and Community Impacts Presentation, Slide 11		
Other Salaries*	Benefits	Other Services & Operating Expenditures
Alternative Program Admin Bilingual Aide Campus Monitor Classified Hourly Classified Overtime Classified Substitutes Custodian EL Program Liaison Library Clerk Office Clerk Office Manager Principal Senior Custodian *Non-teaching positions	Health&Welfare-Classified Medicare-Certificated & Classified OASDI (Social Security) PERS Certificated PERS Classified Retiree Benefits STRS Certificated Unemployment Insurance Workers Comp	Dues & Memberships ASL Translation Conference Electricity Field Trip Expense Gas Interprogram-Graphic Arts Interprogram-Postage Leases of Equipment Maintenance Agreement Pest Control/Eradicate Professional Services Sewage Software License Fee System Monitoring Telephone Water

Note: The estimated net savings shown on slide 11 in the October 8, 2020 Financial Report and Community Impacts presentation and actual expenditure categories for each school site will vary depending upon various factors including the size of the school facility which impacts the cost of utilities, specific employees assigned to each school and their salary ranges, specific benefits provided to employees, positions authorized at each school, and site specific programs and services.

Lastly, Ms. dela Cruz shared a few safety and community impacts that affect the school sites, including impacted drop-off and pick-up at Birch Grove Intermediate, and railroad crossings and major thoroughfares that students would need to cross when attending a new school.

At the completion of Superintendent Triplett's and Ms. dela Cruz's presentations, Ms. García reviewed the criteria applicable to the data presented. As previously noted, consideration of criterion 5 was postponed from the October 8, 2020, meeting, so though it is not applicable to the data provided at this meeting, it was reviewed first.

- Criterion 5: Facilities are in good condition (based on cost of facility needs and proposed modernization/construction projects). This criterion utilized a slightly different scoring

methodology. Instead of a yes or no (i.e., score of 1 or 2), the scoring was developed based on whether the school site was in good condition (score of 1), fair condition (score of 2), or poor condition (score of 3) as the poorer the conditions of the facilities, the higher it should be on the list of schools considered for closure. The weighted score determination applied the highest score (8) to the school with the most expenses needs, placing it higher on the list of potential schools to close as more funds need to be spent on the campus, down to a score of 1 for the school with the least expensive needs. Figure 19 provides the relevant data, relative scores, and weighted scores by school site.

Figure 19: Criterion 5 Scoring

School Name	Costs	Score	Weighted Score
Birch Grove Primary	\$29,684,062	1	4
Birch Grove Intermediate	\$34,482,232	1	7
Graham ES	\$31,201,074	1	6
Kennedy ES	\$26,015,714	1	1
Lincoln ES	\$26,939,428	1	2
Musick ES	\$31,067,131	1	5
Schilling ES	\$38,396,588	1	8
Snow ES	\$27,253,903	1	3
MacGregor ¹	\$34,309,276	n/a	

¹Provided for information purposes only

- Criterion 10: District-wide programs would need to be relocated.** The scoring methodology applied a score of 1 for those schools that housed district-wide programs. Only one school houses a district-wide program (i.e., the band program at Birch Grove Intermediate which is open to all District students), therefore, the remaining school sites received the higher score of 2—indicating it should rank higher on the list of school sites considered for closure as no district-wide programs would be impacted or need relocation. No weighted score methodology was utilized for this criterion. Figure 20 provides the relevant data and relative scores by school site.

Figure 20: Criterion 10 Scoring

School Name	Score
Birch Grove Primary	2
Birch Grove Intermediate	1
Graham ES	2
Kennedy ES	2
Lincoln ES	2
Musick ES	2

School Name	Score
Schilling ES	2
Snow ES	2

It should be noted that there are special programs housed at several school sites that are not district-wide programs, but could be impacted should the school close (i.e., Ballet Folklorico at Schilling ES, Art room at Kennedy ES funded by the PTSA, and FAME program at Lincoln ES). The Committee considered whether or not to add these programs to this criterion despite the fact that they are not district-wide programs. After some discussion, the Committee voted to not add these programs.

- Criterion 11: District-wide programs can be relocated. The scoring methodology considers those schools that scored a 1 in criterion 10 and whether the programs identified can be relocated. As only one school site housed a district wide program, it was the only school to receive a score of 2—indicating that the district-wide program could be relocated. The remaining schools received a 0 representing that the criterion was not applicable. No weighted score methodology was utilized for this criterion. Figure 21 provides the relevant data and relative scores by school site.

Figure 21: Criterion 11 Scoring

School Name	Score
Birch Grove Primary	0
Birch Grove Intermediate	2
Graham ES	0
Kennedy ES	0
Lincoln ES	0
Musick ES	0
Schilling ES	0
Snow ES	0

- Criterion 12: Safety concerns regarding traffic and safe routes to school if students are relocated. The scoring methodology would have applied a score of 1 to school sites without safety concerns (e.g., railroad tracks and major thoroughfares). However, after some discussion and identification of other safety concerns by the Committee, all school received a score of 2—indicating there were safety concerns regarding safe routes to school. No weighted score methodology was utilized for this criterion. Figure 22 provides the relevant data and relative scores by school site.

Figure 22: Criterion 12 Scoring

School Name	Score
Birch Grove Primary	2
Birch Grove Intermediate	2
Graham ES	2
Kennedy ES	2
Lincoln ES	2
Musick ES	2
Schilling ES	2
Snow ES	2

- Criterion 13: District would benefit from net savings if closed.** The scoring methodology would have applied a score of 1 to schools that did not result in net savings upon closure. However, as previously shown in figures 13 and 14, all school closures would result in net savings. Therefore, all schools received a score of 2. The weighted score determination applied the highest score (8) to the school with the most savings, placing it higher on the list of potential schools to close as more savings could be accomplished, down to a score of 1 for the school with the least savings. Figure 23 provides the relevant data, relative scores, and weighted scores by school site.

Figure 23: Criterion 13 Scoring

School Name	Net Savings	Score	Weighted Score
Birch Grove Primary	\$ 617,630	2	5
Birch Grove Intermediate	\$ 605,074	2	4
Graham ES	\$ 622,380	2	6
Kennedy ES	\$ 632,306	2	8
Lincoln ES	\$ 629,528	2	7
Musick ES	\$ 528,412	2	2
Schilling ES	\$ 547,283	2	3
Snow ES	\$ 503,949	2	1
MacGregor	\$ 278,621	n/a	

Ms. García also noted that per the Committee’s request, information regarding capacity for permanent facilities only—excluding portable buildings—was added to the scoring matrix for information purposes. Lastly, she reminded the Committee that when they voted to approve the criteria at the beginning of this process, it was made clear that they would be provided with the opportunity to consider the inclusion of additional criteria based on the data presented. Therefore,

she asked the Committee members to submit any proposed additional criteria by the end of the day on Wednesday, October 14, 2020. A reminder email was sent to the Committee on October 13, 2020.

Meeting 6: October 22, 2020

The suggested additional criteria provided by the Committee members were compiled and categorized, and proposed criteria were developed for those for which data had been presented (figure 21). Ms. García provided an overview of the suggested additional criteria as well proposed criteria depending on whether the data had been previously provided. Figure 24 shows the proposed criteria as well as notes indicating the information provided to the Committee.

For those suggestions for which proposed criteria and scoring methodology were developed, the Committee voted whether to include them in the scoring matrix, as follows:

- Recommendation: Change criterion 10 to “District-wide/special programs would need to be relocated” and criterion 11 to “District-wide/special programs can be relocated.” Include grade level split for the Birch Grove campuses as well as Schilling Ballet Folklorico, Kennedy art room (PTSA funded), Lincoln FAME program, and SEAL.

While several Committee members advocated for inclusion of the change to this criterion, the Committee voted not to change it.

- Recommendation: Add a new criterion calculating the per-student operating costs based on total unrestricted budget provided at the October 8, 2020, meeting divided by 2019–20 school site enrollment. No relative score would be included. The weighted score would be determined by providing the highest score (8) to the school with highest per-student operating cost.

One Committee member motioned to add this criterion, but amended the recommendation so that the cost utilized to calculate the per-student cost would not take into consideration any special education or other special program costs. The concern was the inclusion of these costs might significantly impact certain school sites and skew the results. Instead, the Committee member wanted to include site-specific facilities operating costs only. As this information was not data that was presented, the motion was not voted upon.

Figure 24: Proposed Additional Criteria Submitted by Committee Members

Idea	Proposed Criteria/Notes
Demographics and Capacity	
<p>The Birch Grove boundary is huge. One criteria already established is distance from the school to nearby schools. What about distance from the edge of the boundary to the nearest school?</p> <p>For example, we have families that live near Stevenson Blvd and Cedar...basically the southern boundary of Newark. That is far from either BG campus, let alone if kids had to go to a further school. I hope the boundary edge distance to the next closest school is considered.</p>	<p>Data not presented</p> <p>Noted that Birch Grove does appear to have the largest boundary and this might be something the Committee should take into consideration when determining which schools to recommend for closure, but developing a criterion was not recommended given the lack of data.</p>
<p># of intradistrict transfers per school site - in the past the district has denied transfers and had people attending their home school. How would that affect the site capacities if we were to do that? Would it change which schools were at the least capacity?</p>	<p>Data not presented</p> <p>Noted that Student Services did confirm that there were approximately 100 transfer requests approved in 2019–20, which included no more than approximately 20 net transfers for any given site, so the transfers are insignificant compared to total enrollment.</p>
<p>Also, I think looking at schools that have a high transfer rate needs to be acknowledged and possibly rated higher than other criteria. If a large portion of the population is wanting to transfer into a few certain schools, it shows us that the community values those schools and their staff!</p>	<p>Data not presented</p> <p>Noted there are a number of reasons why a parent might request a transfer (e.g., closer to work or staff requests) and not necessarily because of a the value of a specific a school site or its staff.</p>

Idea	Proposed Criteria/Notes
<p>The building plan outlines a new elementary school to be built in the future near the high school - if I'm correct I believe it's on page 6, but I can double check. If that is a certainty or even a possibility, we should also consider that keeping another school open that is nearest to that new location might not be the best idea. If there's a school going in right there, possibly closing a school closest to it would be wise.</p>	<p>n/a</p> <p>Noted that the District currently has no plans to construct a new school, so a criterion was not recommended.</p>
Facilities	
<p>I was wondering if we could take a look at how much each piece of land is worth as an added criteria or at least look at it. I bring that up because it may affect how some people make their opinions on which schools should close. I know that it might take a long time to figure something like that out to the dollar, but I think looking at locations and even recent real estate or looking at which areas are more desirable might be a factor to look at, especially in our city.</p>	<p>Data not presented</p> <p>Noted that to determine value is a longer and more complex process. In addition, the District is not considering the sale or lease of the closed school sites. Should the District decide in the future to sell or lease the sites, consideration of the value and/or potential uses would be the responsibility of a future 7–11 Committee and the District could take a more holistic view and likely review all properties not just the closed schools.</p>
<p>Can we also look at the future plans for these sites? For example, rent-ability of each school site. If one were to close that is on a main street, it would be more likely to be rented for business use in the future.</p>	
<p>Another factor that the district should include in this consideration, perhaps it is just a modification for #10 - this is not a district-wide program, but it is a program that is located at Snow School and one that affects a large number of the district's and community's families and that is the softball fields. If Snow were to close, would those fields still be rented out? Would we make new fields at another school site if Snow property were sold?</p>	<p>Updated criterion 7 to include the softball fields at Snow ES</p>

Idea	Proposed Criteria/Notes
<p>Could I also add that we take a look at the portables? They were taken out of capacity but not out of deferred maintenance and that adds a great deal of cost to refurbish those.</p>	<p>n/a</p> <p>These buildings are still part of the District's total capacity and house existing programs and services, therefore, the District anticipates completing work on these buildings.</p>
<p>Educational/Student Support Services</p>	
<p>I would also like to suggest that "special programs" include the unique smaller grade level spans that we have at the BG campuses. This allows for more focused programming and funding for a smaller span of grades.</p>	<p>While the Committee consider including special programs during the October 8, 2020, and decided not to do so, the recommendation would be to:</p>
<p>I think the SEAL program should be looked into again. It is only at four schools, and the four schools are already in the second year of implementation. If one of those four schools were to be closed, then that would be time and money lost that won't be replaced. Plus there are two SEAL coaches that I think have a 3 year contract. The SEAL program wasn't free, it has cost us about 250k plus the two coaches salaries! That's a lot of time, effort and money that would go to waste! Even if you started over at another school, how do you get that time back? Our kids that are already used to that style would miss out!!</p>	
<p>I'd like to really focus on the success of the schools that we have here in Newark. It seems like it would be a horrible decision to close a school that has a fantastic staff and programs running well with a high success rate with the students. I know the vote did not pass early on in the meetings to include the test scores, etc because we didn't want certain demographics or schools with kids with more disabilities to be targeted - but I think the great schools scores on line deserve a look. Schools that have a high score not only have good scores on tests but also have great parent attention and high rankings in the eyes of the community it serves.</p>	<p>n/a</p> <p>The Great Schools appears to be a national program based on similar data as included in the Dashboard and as the Committee voted to remove that criterion from the scoring matrix, a new criterion was not recommended.</p>

Idea	Proposed Criteria/Notes
Business Services and Other/Community Impacts and Considerations	
Another factor that CDE recommended using and I would like to add is the per-student operating cost at each facility.	Add a new criterion calculating the per-student operating costs based on total unrestricted budget provided at the October 8, 2020, meeting divided by 2019–20 school site enrollment. No relative score would be included. The weighted score would be determined by providing the highest score (8) to the school with highest per-student operating cost.

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As part of the work of the Committee, it was asked to consider three other programmatic scenarios, which, after consideration of the proposed additional criteria, the Committee discussed and voted whether to make a recommendation to the Board.

1. Consolidate Birch Grove Primary and Birch Grove Intermediate into one TK–6 school

A Committee member noted that consolidating the two schools would result in 900 students, which would exceed the capacity of either campus. Another member noted that when the District first split the school, the community was not supportive. However, over time, they have grown to like the split configuration as was noted in some of the public comments received. Several Committee members agreed that the split configuration has been successful and is now endorsed by the community.

When asked, no motion was made for the consolidation of Birch Grove Primary and Birch Grove Intermediate, therefore, no recommendation will be provided to the Board.

2. Move grade 6 students to NJHS and create a middle school campus

The Committee asked for clarity regarding the cost savings and it was clarified that this is a programmatic consideration and not a cost saving measure. Several Committee members believe moving the grade six students would be a good grade span configuration, better prepare students for high school, and allow them to take advantage of college and career programs geared toward grades 6–12. Further, members expressed the thought that kids are resilient and more time in a middle school would help with their maturity. Another member noted that they have worked in a district with a middle school (grades 6–8) configuration and it works.

However, there was some concern with students moving from grade 5 directly to a middle school campus. It was noted that the community had considered this in the past and decided to keep the students in elementary school through grade 6. There was also a question as to why only a configuration with grades 6–8 was being considered and not a configuration with grades 7–9. Another Committee member felt this recommendation is outside the Committee's scope and should be addressed in the future.

Lastly, a Committee member asked Superintendent Triplett for his opinion and he shared that he has had experience with grade 6–8 campuses and has seen it be successful and would support a grade 6–8 configuration. He believes there are ways to support grade 6 students on a middle school campus. Superintendent Triplett also noted that moving the students to NJHS would increase capacity on the elementary school campuses.

The Committee voted to recommend the Board consider moving all grade 6 students to NJHS and form a middle school campus.

3. Close the MacGregor campus and move adult education, Bridgepoint, and Crossroads to Newark Memorial High School

Ms. García made clear that the closure of the MacGregor campus would not be a replacement for closure of an elementary school. Closure of the MacGregor campus could provide additional savings, but would be in addition to the closure of two elementary school sites.

A Committee member noted that the campus is underutilized (only 84 students in two programs) and believes it should either be closed or other students/programs should be moved onto the campus. Ms. dela Cruz reminded the Committee that there is also an adult education program on the campus that supports 500 students and a member noted the independent study program is also housed on the campus. Several members noted that the students on the campus are alternative students that are not located at Newark Memorial High and need a separate place to be educated and receive services. Another Committee member once again noted that they believed this recommendation is outside scope of the Committee and would be better considered by the Board rather than the Committee making a recommendation.

When asked, no motion was made for the closure of the MacGregor campus, therefore, no recommendation will be provided to the Board.

Meeting 7: October 29, 2020

Ms. García presented the final scores and a chart highlighting the criteria that influenced the final scoring and ranking... The Committee voted to recommend the closure of . . .

The Committee then reviewed the draft report prepared by Ms. García and provided feedback and edits.

Appendix A—Meeting Agendas, Minutes, and Materials

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