

Traducción en español proporcionado por el
Distrito Escolar Unificado de Newark



COMITE ASESOR DE CONSOLIDACIÓN DE ESCUELAS

PREPARADO POR BRIANNA GARCÍA, DIRECTORA, MANAGEMENT CONSULTING SERVICES
SCHOOL SERVICES OF CALIFORNIA INC.

5 DE NOVIEMBRE DEL 2020
INFORME PARA LA JUNTA DE EDUCACIÓN

JUNTA DE EDUCACIÓN

Elisa Martinez, President
Bowen Zhang, Clerk
Phuong Nguyen, Member
Ray J. Rodriguez, Member

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Hamilton Baylon, Padre (Escuela Newark Memorial High) y Consejero (Escuelas Bridgepoint y Crossroads High)
Rachel Bloom, Maestra (NTA)
Janet Crocker, Landowner, Retirada, Grupo Comunitario
Christine Dix, Madre (Escuela Primaria Lincoln)
Susan Eustice, CSEA
Maria Ibarra, Madre (Escuela Primaria Snow)
Cathreene Ingham-Watters, Madre (Birch Grove Intermediate), Administradora, NEWMA Chae Marshall, Padre (Birch Grove Intermediate y Escuela Newark Jr. High)
Veronica Medina, Madre (Escuela Primaria Musick), Educación Especial
Vilma Cristina Mendoza, Empresaria y Madre (Escuela Primaria Graham)
Selena Nevarez, Madre (Escuela Primaria Schilling)
Michelle Padilla, Madre (Birch Grove Primary y Birch Grove Intermediate)
Angela Ringlein, Madre (Escuela Primaria Kennedy y Escuela Newark Jr. High)

Miembros Sin Derecho al Voto

Elisa Martinez, Miembra de la Junta—Presidenta
Phuong Nguyen, Miembra de la Junta—Vice Presidenta

Mark Triplett, EdD, Superintendente—Ex-oficial/Miembro sin derecho al voto

Personal de Apoyo/Consultores

Marie dela Cruz, Jefa de Área de Negocios
Jodi Croce, Asistente Administrativa de Servicios de Negocios
Gilma Guevara, Traductora al Español
Lucia Gutierrez, Asistente Ejecutiva del Superintendente y Junta de Educación
Paul Rose, Gerente de Red

Ken Reynolds, Presidente, SchoolWorks
Thang Do, Aedis Architects
Facilitador—Brianna García, Directora, Management Consulting Services, School Services of
California Inc.

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Resumen Ejecutivo

El Distrito Escolar Unificado de Newark (Distrito) da servicios a la ciudad de Newark la cual fue incorporada en 1955. Se encuentra en el condado de Alameda, 35 millas al sureste de San Francisco, 25 millas al sur de Oakland, y 15 millas al norte de San José. El Distrito da servicios a una población diversa de aproximadamente 6,000 estudiantes en ocho escuelas primarias, una escuela secundaria, una escuela secundaria integral, una escuela secundaria de continuación y un programa de estudio independiente. Además, el Distrito ofrece programas de educación preescolar y para adultos.

Como parte del proceso presupuestario del 2019-20, el Distrito se encontró con un déficit presupuestario, un gasto anual por déficit y certificaciones calificadas, lo que significa que determinó que no podría cumplir con sus obligaciones de finanzas del año actual y los próximos dos años fiscales y tanto para el Primer y Segundo reporte interino. Como requisito para la aprobación de su presupuesto por la Oficina de Educación del Condado de Alameda, el Distrito se comprometió a implementar reducciones de gastos corrientes en el 2020-21 y el 2021-22, incluyendo \$1.0 millón atribuidos al cierre y/o consolidación de las instalaciones escolares existentes.

Convocado a petición de la Junta de Educación (Junta), el Comité Asesor de Consolidación de Escuelas (Comité) celebró una serie de reuniones públicas entre agosto y octubre del 2020, para estudiar y recomendar el cierre y/o consolidación de escuelas, sobre la base de datos y criterios establecidos. En el transcurso de siete reuniones, el Comité recibió y discutió información de arquitectos, demógrafos y personal del Distrito.

Este informe ofrece un resumen de las reuniones del Comité, así como de sus recomendaciones. Basándose en la información proporcionada y debatida, el Comité recomienda que la Junta considere las siguientes escuelas cuando tome su decisión con respecto a los cierres y/o consolidaciones de escuelas:

1. Primaria Graham
2. Primaria Musick
3. Primaria Snow
4. Primaria Lincoln

Además, el Comité clasifica a Graham ES y Musick ES como las dos escuelas en consideración para cerrar.

Además, el Comité proporciona a la Junta la siguiente recomendación:

1. Que la Junta considere trasladar a todos los estudiantes de sexto grado de las escuelas primarias a la Escuela Newark Jr. High para formar una escuela media con grados del 6–8.

Este informe se está proporcionando a la Junta para su consideración a medida que avanza con los cierres y/o consolidaciones de escuelas.

Resumen de Antecedentes

El Distrito Escolar Unificado de Newark da servicios a la ciudad de Newark, incorporada como ciudad en septiembre de 1955, y que se encuentra a 35 millas al sureste de San Francisco, 25 millas al sur de Oakland, y 15 millas al norte de San José. Rodeada por la ciudad de Fremont al norte, oeste y sur, y la bahía de San Francisco al oeste, Newark está ubicada en el corazón del área de la bahía y cerca de Silicon Valley.

El Distrito da servicios a aproximadamente a 6,000 estudiantes y está compuesto por ocho escuelas primarias (grados TK–6), una escuela secundaria (grados 7–8), una escuela secundaria integral (grados 9–12), una escuela secundaria de continuación y una escuela de estudio independiente. Además, el Distrito ofrece programas de educación preescolar y para adultos. El Distrito sirve a una población estudiantil diversa con el 55% de sus estudiantes en al menos una de las siguientes categorías: bajo estatus socioeconómico, estudiante de inglés o jóvenes o hijos acogidos. Además, su población de estudiantes con discapacidad es de aproximadamente el 12%.

El Presupuesto Adoptado para el 2019-20 del Distrito fue aprobado condicionalmente por la Oficina de Educación del Condado de Alameda (ACOE). ACOE ordenó al Distrito que desarrollara planes financieros a corto y largo plazo y presentara documentación de apoyo que demostrara que había tomado las medidas necesarias para lograr la solvencia fiscal. Para cumplir con estos requisitos, el 17 de octubre del 2019, la Junta de Educación (Board) adoptó la Resolución No. 2158 por la que se comprometía al Distrito a implementar reducciones de gastos en curso de \$1.85 millones para el 2020-21 y \$0.68 millones para el 2021–22, que incluía \$1.0 millones en cierres escolares y/o consolidaciones. También se comprometió a implementar soluciones adicionales de equilibrio presupuestario si la condición fiscal seguía deteriorándose. El 5 de marzo del 2020, la Junta aprobó la Resolución No. 2061, comprometiendo al Distrito a implementar soluciones adicionales del equilibrio presupuestario en curso de \$2.5 millones para el 2020-21 y \$1.0 millones para el 2021–22.

Como parte del compromiso de cierre y/o consolidación de escuelas, en su reunión del 5 de diciembre del 2019, la Junta aprobó la formación del Comité Asesor de Consolidación de Escuelas (Comité) para estudiar y recomendar escuelas para el cierre y/o consolidación. De acuerdo con las estimaciones completadas por el personal del Distrito, dos sitios escolares tendrían que ser cerrados con el fin de tener un resultado en el ahorro requerido de \$1.0 millón (aproximadamente \$500,000 por cada plantel).

El 19 de diciembre del 2019, la Junta asignó dos miembros de la Junta al Comité para que actuaran como presidente y vicepresidente, y el 19 de marzo del 2020, la Junta nombró a los 13 miembros restantes. La composición del Comité se basó en los siguientes criterios:

- Representantes de la comunidad:
 - Padres (Uno de cada escuela)
 - Un representante de cada uno de los siguientes comités del Distrito: Comité Asesor de Estudiantes de Inglés del Distrito, Comité Asesor de Estudiantes de Inglés, Comité de Supervisión de Bonos Ciudadanos, padres de educación especial y otros, según lo determine la Junta
 - Tres miembros de la comunidad en general provenientes de una organización de personas de la tercera edad, propietarios de viviendas o asociaciones de vecindad, la comunidad empresarial, un contribuyente u otra organización, u otras personas con experiencia o experiencia relevantes, etc.
- Representantes del personal
 - Directores
 - Un representante de cada grupo de empleados—NTA, CSEA, and NEWMA
 - Superintendente o designado (ex-oficial/miembro sin derecho al voto)

En su reunión del 9 de abril del 2020, la Junta aprobó el siguiente plan para el Comité y estableció las fechas de la reunión:

1. El Comité actúa en calidad de asesor ante la Junta y el Superintendente.
2. Informarse plenamente sobre la situación financiera actual y futura del Distrito, los problemas y los desafíos, y considerar las estrategias para mantener el Distrito en una condición fiscal sólida.
3. Informarse plenamente sobre los datos demográficos actuales y futuros del Distrito en relación con la inscripción.
4. Considerar todas las escuelas para el cierre o consolidación potencial, considerando los factores y variables positivos y negativos (por ejemplo, ubicación, capacidad, programas, impacto comunitario, etc.) para cada escuela.
5. Considerar el potencial de cada escuela para organizar programas educativos que mantengan o mejoren la inscripción y proporcionen oportunidades educativas para satisfacer las diversas necesidades e intereses de los estudiantes, las familias y el personal.

6. Desarrollar y utilizar los criterios y los datos demográficos para basar sus recomendaciones en las escuelas más apropiadas para el cierre o consolidación. Los criterios específicos a considerar pueden estar sujetos a revisión y aprobación por la Junta antes o durante la labor del Comité.
7. De acuerdo a los criterios y datos anteriores, proporcionar a la Junta y a la administración las recomendaciones sobre las nuevas áreas límite escolares, programas educativos en sitios específicos y otros factores que podrían mejorar las inscripciones en el Distrito y sus escuelas.
8. Identificar las condiciones para la reasignación de los límites.
9. Identificar escuelas que el Comité recomendará a la Junta para el posible cierre.
10. Desarrollar planes de apoyo de transición para las escuelas recomendadas para su cierre.
11. Proporcionar recomendaciones a la Junta a más tardar en diciembre del 2020.

Resumen de Reuniones del Comité

La Junta del Distrito nombró a 16 miembros para el Comité y le encargó estudiar y recomendar el cierre y/o consolidación de las escuelas. El Comité celebró siete reuniones públicas para estudiar y recomendar escuelas para el cierre y/o consolidación, analizando datos y criterios. Recibió y discutió información de arquitectos, demógrafos y personal del Distrito. Las siete reuniones del Comité estaban abiertas al público, notificadas con al menos 72 horas de anticipación, de acuerdo con la Ley Brown y programadas por Zoom de 6:00 a 8:00 p.m.

Las agendas, actas y materiales de la reunión se incluyen en el Apéndice A y están disponibles en el sitio web del Distrito en: <https://www.newarkunified.org/departments/business/school-consolidation-advisory-committee-meetings/>.

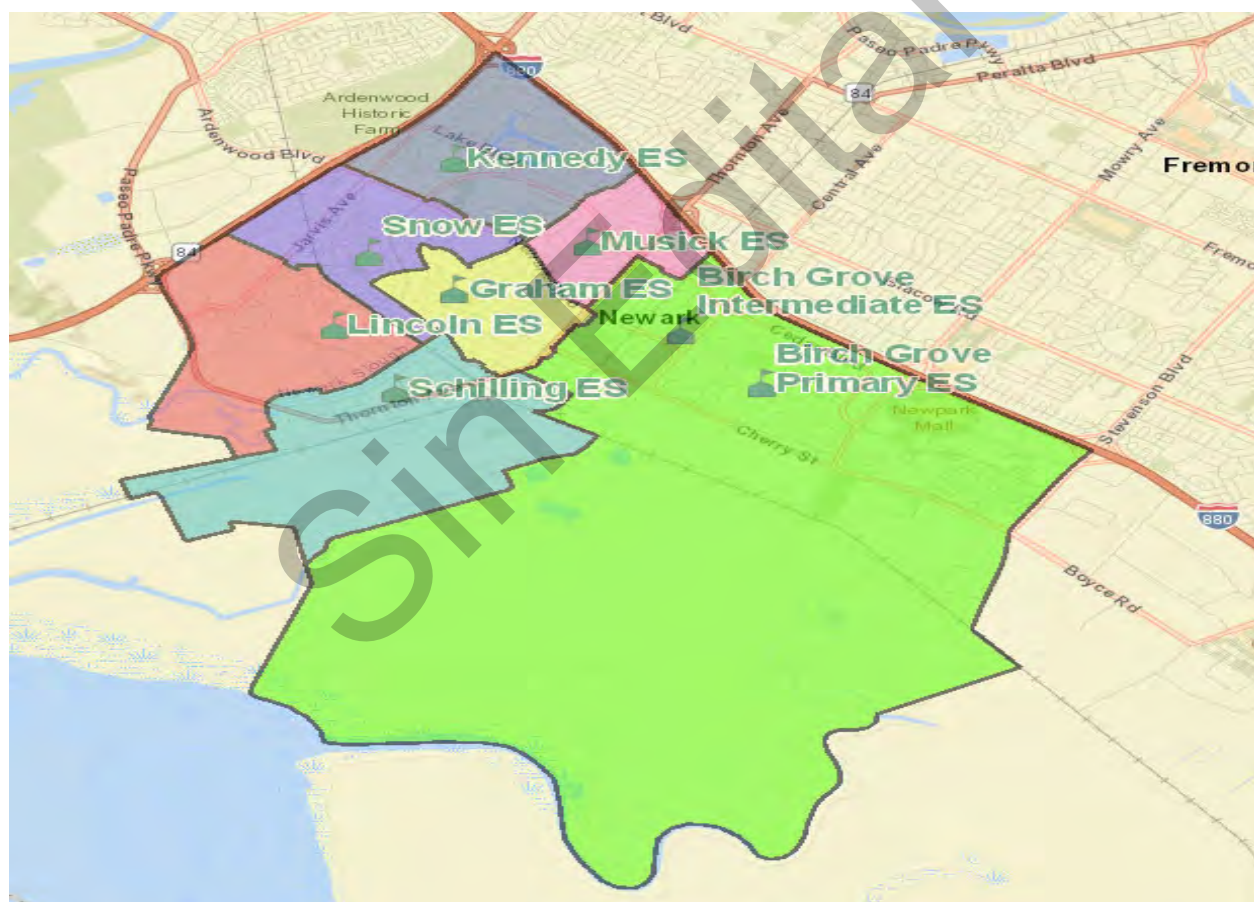
Reunión 1: Del 27 de agosto del 2020

Esta reunión fue de carácter organizativo e introductorio. El abogado William Tunick, Esq. con los abogados de DWK presentaron al Comité una visión general de la Ley Brown y las leyes de conflicto de intereses. Por otro lado, el papel del Comité y sus miembros fue presentado por Brianna García de School Services of California Inc.

Los votos para la selección del presidente y el vicepresidente fueron tomados sin éxito. Pore so este tema se pospuso para la próxima reunión, y el personal pidió que la Junta Escolar aclarara sobre el nombramiento de dos miembros de la Junta Escolar - Elisa Martínez y Phuong Nguyen, como presidenta y vicepresidenta, respectivamente.

Se presentó una visión general de las ocho instalaciones de las escuelas primarias que se consideraron para el cierre (figura 1), así como la visión general de las escuelas de Newark Jr. High (NJHS) y la Escuela MacGregor Alternative. Se proporcionó una visión general de estos dos sitios escolares para que, además del cierre y/o consolidación de dos escuelas primarias, el Comité considere cambios programáticos relacionados con 1) la posible conversión de NJHS a escuela media trasladando a los estudiantes de sexto grado a esta escuela; y 2) el posible cierre de MacGregor moviendo sus programas a otro sitio(s) escolar(es). El Comité debía considerar otro cambio programático: la consolidación de Birch Grove Primary y Birch Grove Intermediate.

Figura 1: Sitios escolares y límites



Además, la Sra. García compartió los criterios propuestos con el Comité para su examen y explicó la metodología de puntuación. Los criterios se clasifican en cuatro categorías (figura 2).

Figura 2: Criterio de Puntuación

Demografía y Capacidad	
1.	La inscripción escolar es baja y se prevé que siga siendo baja (inscripción por debajo del 70% de la capacidad)
2.	Población demográficamente diversa basada en el porcentaje de alumnos no duplicados (dentro del rango de 40%-60%)
3.	Exceso de capacidad en las aulas
4.	Proximidad a escuelas con capacidad para acomodar a los estudiantes entrantes.
Instalaciones	
5.	Las instalaciones están en buenas condiciones (basadas en el costo de las necesidades de las instalaciones y los proyectos de modernización/construcción propuestos)
6.	Modernización, construcción u otros proyectos (por ejemplo, mejoras tecnológicas) recientemente completados
7.	Las instalaciones únicas (es decir, las instalaciones que no se podían replicar fácilmente) no se encuentran en otros sitios escolares
8.	Los espacios de apoyo (por ejemplo, cafetería, sala polivalente, parques infantiles, etc.) tienen capacidad suficiente para satisfacer la matrícula actual y proyectada
9.	Los factores ambientales afectan el uso actual o futuro de la propiedad (por ejemplo, fallas sísmicas, ferrocarril de alta velocidad, etc.)
Servicios de Apoyo Educativo/Estudiante	
10.	Nivel de rendimiento de naranja o rojo en dos o más prioridades estatales¹
11.	Los programas de todo el distrito tendrían que ser reubicados
12.	Los programas de todo el distrito pueden ser reubicados
Servicios empresariales y otros impactos y consideraciones de la comunidad	
13.	Preocupaciones de seguridad con respecto al tráfico y las rutas seguras a la escuela si los estudiantes son reubicados
14.	Beneficios de ahorros netos para el Distrito si se cierra

¹ Criterio eliminado por votación del Comité en la reunión del 10 de septiembre del 2020

Hay dos puntuaciones para un número de los criterios. La primera puntuación es una puntuación relativa basada principalmente en respuestas de sí o no cuyo valor numérico depende de los criterios. Por ejemplo, para la inscripción escolar, sí es igual a 2 y no es igual a 1 porque cuanto menor sea la capacidad, menos eficiente desde el punto de vista operativo de la escuela y, por lo tanto, se debe colocar más alto en la lista para su consideración para el cierre. Por el contrario, la puntuación para la modernización de instalaciones y los costos de construcción recientemente completados proporciona una puntuación de 1 para sí y 2 para no porque si los fondos se han gastado en un plantel escolar, debe ser menor en la lista para que la inversión de esos fondos no se "pierda" debido al cierre de la escuela.

La segunda puntuación, la puntuación ponderada, proporciona una puntuación de orden de clasificación que depende de los criterios. Por ejemplo, para el criterio con respecto a la condición de las instalaciones, la puntuación ponderada proporciona una puntuación de rango basada en el Plan Maestro (FMP) con el puntaje más alto aplicado al sitio de la escuela con los

con los proyectos de instalaciones más costosos. La puntuación ponderada proporciona información adicional y una mayor diferenciación entre las escuelas para servir como desempate cuando dos o más escuelas tienen la misma puntuación relativa. Tanto para el puntaje relativo como para el puntaje ponderado, cuanto mayor sea el puntaje total recibido por un platel escolar, más alto estará en la lista para la consideración de cierre.

El Comité discutió los criterios y consideró si se debe tachar el criterio relacionado con el desempeño de una escuela en el Tablero de Instrumentos Escolares de California (Tablero). Luego, el Comité votó para mantener el criterio del Tablero y adoptar todos los criterios tal como se presentan, aunque tendrá la oportunidad de proponer y adoptar criterios adicionales más adelante en el proceso. Por último, se proporcionó un cronograma de las próximas reuniones y áreas temáticas tentativas antes del cierre de la reunión.

Reunión 2: Del 10 de septiembre del 2020

La miembro de la Junta, Elisa Martínez, aclaró la dirección de la Junta de nombrar a los dos miembros de la Junta como presidente y vicepresidente. Además, se dejó en claro que en su calidad de presidenta y vicepresidenta, la Sra. Martínez y la Sra. Nguyen, no serían miembros con derecho a voto del Comité, sino que ayudarían con el proceso ordenado por la agenda y brindarían información según sea necesario. Marie dela Cruz, directora comercial del distrito, compartió el cronograma de las reuniones de la Junta que enmarcaron la discusión y aprobación del Comité, así como los documentos de la Junta que detallan el cargo y la composición del Comité. La Sra. Dela Cruz también explicó la necesidad de que el trabajo del Comité se complete a tiempo para que se presente un informe a la Junta en su reunión del 5 de noviembre del 2020. Esto es necesario para que cualquier impacto fiscal se incorpore al desarrollo del Primer Informe Interino del 2020-21 y el Presupuesto Aprobado del 2021-22.

Debido a la aclaración de que la Sra. Martínez y la Sra. Nguyen son miembros sin derecho a voto del Comité, los votos tomados en la reunión del 27 de agosto del 2020 con respecto a la eliminación del criterio del Tablero y la aprobación de los criterios restantes se consideraron nulos. Por lo tanto, el Comité votó nuevamente sobre estos dos elementos y votó para eliminar el criterio sobre el Tablero y aprobar los criterios restantes.

Ken Reynolds, presidente de SchoolWorks, demógrafo del distrito, brindó una presentación sobre la demografía actual y proyectada y la inscripción del distrito. Como parte de su presentación, el Sr. Reynolds señaló:

- Para el año escolar 2019-2020, el distrito tuvo un total de 5,658 estudiantes en los grados TK-12 (2,986 en TK-6), incluidos los estudiantes en clases diurnas especiales y programas alternativos. Las proyecciones estiman que la inscripción de residentes disminuirá hasta el 2021-22 y luego aumentará ligeramente a 5,789 (3,224 en TK-6) en el 2025-26, el último año de la proyección.

Estos aumentos tienen en cuenta los nuevos desarrollos de vivienda que estarán disponibles en los próximos años. La Figura 3 proporciona un resumen de las proyecciones de inscripción por escuela.

Figura 3: Resumen de proyección de inscripción por escuela

Distrito Escolar Unificado de Newark							
Resumen de Proyección de Inscripción por Escuela							
	Inscripción Actual						
Escuela	19/20	20/21	21/22	22/23	23/24	24/25	25/26
Primaria BGP	414	423	396	400	423	443	457
Intermedia BGI	463	473	512	528	514	540	528
Primaria Graham	363	375	372	373	373	380	385
Primaria Kennedy	402	412	415	420	426	428	423
Primaria Lincoln	388	380	374	370	376	374	384
Primaria Musick ¹	274	267	251	245	230	225	230
Primaria Schilling	375	370	401	422	458	489	514
Primaria Snow	307	302	296	292	296	302	303
Total en las Primarias	2,986	3,002	3,017	3,050	3,096	3,181	3,224
Newark Jr High	894	804	767	811	850	839	849
Total en la Secundaria	894	804	767	811	850	839	849
Newark Memorial High	1,676	1,694	1,691	1,654	1,650	1,617	1,623
Total en la Preparatoria	1,676	1,694	1,691	1,654	1,650	1,617	1,623
Escuela Bridgepoint High	59	58	56	58	61	56	52
Escuela Crossroads High	34	33	34	35	34	32	32
Escuela No Publica para CALPADS	9	9	9	9	9	9	9
Total en otras escuelas	102	100	99	102	104	97	93
Total en el Distrito	5,658	5,600	5,574	5,617	5,700	5,734	5,789
Cambio Anual		-58	-26	43	83	34	55

Fuente: SchoolWorks

¹ Los estudiantes de preescolar se contabilizaron por separado, por lo tanto, no se incluyen en las inscripciones actuales ni proyectadas.

- Si bien se prevé que la inscripción aumente ligeramente, en general, la inscripción del Distrito ha disminuido. En un período de 20 años desde el 2010-11 hasta el 2029-30, la inscripción hasta el 2019-20 ha disminuido un 14.8% con respecto al 2010-11 y se prevé que disminuirá en el 2029-30 en un 10.1% con respecto a los niveles del 2010-11.
- Según el censo del 2010 y los datos de inscripción, las escuelas del distrito están perdiendo aproximadamente 1,003 estudiantes, o el 13.10%, en los grados TK-12 a escuelas privadas y autónomas, educación en el hogar de los padres y transferencias a otros distritos. (Estas cifras se actualizarán una vez que se complete el censo del 2020).

- La inscripción total (que se muestra en la figura 3) y los recuentos no duplicados a diciembre del 2019, incluido el porcentaje de alumnos no duplicados (UPP) (que se muestra en la figura 4).

Al finalizar la presentación del Sr. Reynolds, la Sra. García revisó el criterio aplicable a los datos presentados —Criterio 2: Población demográficamente diversa según la UPP (dentro de un rango de 40% -60%) - y trabajó con el Comité para puntuar el criterio. El Comité determinó que se consideró que aquellas escuelas con un UPP entre el 40% y el 60% tenían una población estudiantil demográficamente diversa y recibieron una puntuación de 1, mientras que aquellas fuera de ese rango recibieron una puntuación de 2, lo que indica que no eran tan diversas demográficamente.

La Sra. García explicó además cómo se determinaría el puntaje ponderado: el puntaje más alto (8) se aplicaría a la escuela con la población menos diversa, ubicándola más alto en la lista de escuelas potenciales para cerrar, hasta un puntaje de 1 para el sitio escolar más diverso (es decir, la escuela con un UPP más cercano al 50%). La Figura 4 proporciona los datos relevantes, la puntuación relativa y la puntuación ponderada para cada sitio escolar. (Tengan en cuenta que el Apéndice B incluye una copia de la matriz de puntuación completa).

Figura 4: Puntuación del Criterio 2

Nombre de la Escuela	UPP	Variación de 50%	Puntuación	Puntuación Ponderada
Primaria Schilling	73%	23%	2	8
Primaria Graham	66%	16%	2	7
Primaria Musick	64%	14%	2	6
Primaria Kennedy	37%	13%	2	5
Primaria BGP	41%	9%	1	4
Intermedia BGI	43%	7%	1	3
Primaria Lincoln	54%	4%	1	2
Primaria Snow	52%	2%	1	1

¹Escuelas Primarias

Reunión 3: Del 15 de septiembre del 2020

El Sr. Reynolds proporcionó una presentación sobre la capacidad de las instalaciones en las ocho escuelas primarias, NJHS y MacGregor. La presentación cubrió:

- Recuentos de salones existentes, incluyendo un desglose de los salones permanentes comparado a los portátiles
- Los salones portátiles en mal estado y los utilizados para el cuidado de niños no se incluyeron en los recuentos de aulas.
- Los estándares de carga utilizados para llegar a una capacidad
- Cálculo de la capacidad para cada sitio escolar, nuevamente incluyendo un desglose de la capacidad permanente comparado al portátil, así como la capacidad total
- Exceso de capacidad y tasas de utilización (porcentaje de la capacidad utilizada) según la inscripción actual y proyectada (figura 5)

Figura 1: Utilización de las instalaciones escolares por sitio escolar

<u>Escuelas Primarias</u>	<u>Numero De Salones</u>	<u>CR Capacidad</u>	<u>Inscripciones del 2019/20</u>	<u>Inscripciones Proyectada del 2025/26</u>	<u>Utilización del 2019/20</u>	<u>Utilización Proyectada 2025/26</u>	<u>Exceso de capacidad 2025/26</u>
Primaria BGP	24	576	414	457	71.9%	79.3%	119
Intermedia BGI	24	633	463	528	73.1%	83.4%	105
Primaria Graham	30	728	363	385	49.9%	52.9%	343
Primaria Kennedy	21	534	402	423	75.3%	79.2%	111
Primaria Lincoln	21	504	388	384	77.0%	76.2%	120
Primeria Musick ¹	25	587	274	230	46.7%	39.2%	357
Primaria Schilling	34	849	375	514	44.2%	60.5%	335
Primaria Snow	21	496	307	303	61.9%	61.1%	193
Subtotales	200	4,907	2,986	3,224	60.9%	65.7%	1,683
Escuelas Secundarias							
Newark Jr. High	53	1,366	894	849	65.4%	62.2%	517
Subtotales	53	1,366	894	849	65.4%	62.2%	517
MacGregor	23	460	93	84			

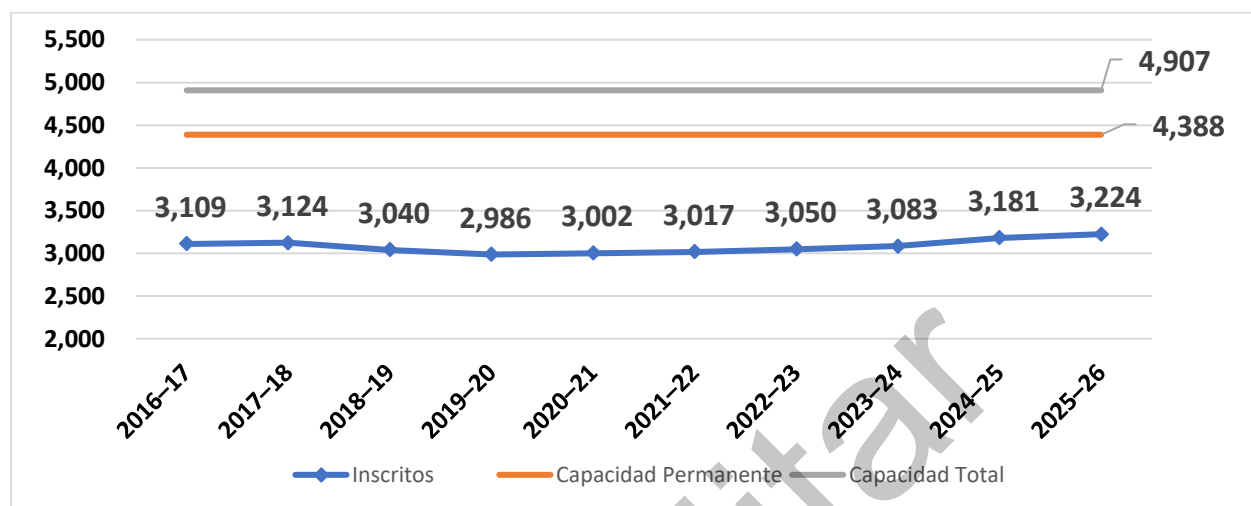
Fuente: SchoolWorks

¹ La matriculación y la capacidad preescolar se contabilizaron por separado y no se muestran en esta tabla

Contando solo las escuelas primarias, la capacidad total es de 4,907 asientos: 4,388 en salones permanentes y 519 adicionales en salones portátiles. Las escuelas con mayor capacidad excedente son Graham (343 asientos), Musick (357 asientos) y Schilling (335 asientos) con las escuelas restantes que van desde 105 a 193 asientos en exceso. La Figura 6 proporciona la capacidad total

para el período de 10 años que comienza el 2016-17 y muestra que incluso con el aumento proyectado en la inscripción, el Distrito aún tendrá un exceso de capacidad total de 1,683 asientos, 1,164 en salones de clases permanentes.

Figura 2: Inscripción frente a capacidad



El exceso de capacidad se expresa además en las tasas de utilización presentadas, que proporcionan una métrica para la cantidad de capacidad disponible utilizada por los estudiantes inscritos. Las tasas de utilización varían desde un mínimo de 39.2% en Musick hasta un máximo de 83.4% en la Escuela Intermedia de Birch Grove.

En lo que respecta a NJHS y su capacidad para convertirse en una escuela intermedia absorbiendo a todos los estudiantes de sexto grado, NJHS tiene una capacidad total de 1366 vacantes y una inscripción proyectada de 849 estudiantes en el 2025-26, lo que da como resultado 517 vacantes de capacidad excedente y una tasa de utilización del 62,2%. Las proyecciones del Sr. Reynolds muestran que habrá 428 estudiantes de sexto grado en el 2025-26, por lo que, si los estudiantes fueran trasladados a NJHS, la tasa de utilización aumentaría al 93.5%. Además, esto resultaría en 428 cupos adicionales disponibles en las escuelas primarias.

Al finalizar la presentación del Sr. Reynolds, la Sra. García revisó los criterios aplicables a los datos presentados:

- Criterio 1: La inscripción escolar es baja y se prevé que seguirá siendo baja (inscripción por debajo del 70% de la capacidad). Las escuelas con un 70% de capacidad o más recibieron una puntuación de 1, lo que indica que no se proyectaba que su inscripción fuera baja, y aquellas escuelas con una capacidad inferior al 70% recibieron una puntuación de 2, lo que indica que se prevé que su inscripción seguirá siendo baja. La determinación de la puntuación ponderada aplicó la puntuación más alta (8) a la escuela con la inscripción más baja, colocándola más alto en la lista de escuelas potenciales para cerrar, hasta una puntuación de 1 para la escuela

con la inscripción más alta. La Figura 7 proporciona los datos relevantes, puntajes relativos y puntajes ponderados por escuela.

Figura 3: Puntuación del criterio 1

Nombre de escuela	Inscripción	Tasa de uso	Puntuación	Puntuación ponderada
Primaria Musick	230	39.2%	2	8
Primaria Snow	303	61.1%	2	7
Primaria Lincoln	384	76.2%	1	6
Primaria Graham	385	52.9%	2	5
Primaria Kennedy	423	79.2%	1	4
Primaria BGP	457	79.3%	1	3
Primaria Schilling	514	60.5%	2	2
Intermedia BGI	528	83.4%	1	1

- **Criterio 3: Exceso de capacidad en el salón.** La metodología de puntuación habría aplicado una puntuación de 1 a las escuelas que no tuvieran un exceso de capacidad. Sin embargo, como todas las escuelas tienen exceso de capacidad, todas recibieron una puntuación de 2, lo que indica que la capacidad de una escuela excede su inscripción proyectada y la coloca en un lugar más alto en la lista de escuelas potenciales para cerrar ya que la escuela está operando por debajo de su capacidad y, por lo tanto, es probable que sea menos eficiente desde el punto de vista operativo. La determinación del puntaje ponderado aplicó el puntaje más alto (8) a la escuela con la mayor capacidad excedente, ubicándola más alto en la lista de escuelas potenciales para cerrar, hasta una puntuación de 1 para la escuela con el menor exceso de capacidad. La Figura 8 proporciona los datos relevantes, puntajes relativos y puntajes ponderados por escuela.

Figura 4: Puntuación del Criterio 3

Nombre de escuela	Exceso de capacidad	Puntuación	Puntuación ponderada
Primaria Musick	357	2	8
Primaria Graham	343	2	7
Primaria Schilling	335	2	6
Primaria Snow	193	2	5
Primaria Lincoln	120	2	4
Primaria BGP	119	2	3
Primaria Kennedy	111	2	2

Intermedia BGI	105	2	1
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- Criterio 4: Proximidad a escuelas con capacidad para acomodar a los estudiantes entrantes.
Proximidad a escuelas con capacidad para acomodar a nuevos alumnos. La metodología de puntuación habría aplicado una puntuación de 1 a las escuelas que, si cerraran, no podrían acomodarse en las tres escuelas más cercanas, lo que limita el tiempo de viaje adicional para los estudiantes de su escuela actual a la nueva escuela asignada. Sin embargo, dado que todas las escuelas tienen exceso de capacidad, todas recibieron una puntuación de 2, lo que indica que hay suficiente capacidad en las tres escuelas más cercanas para albergar a más estudiantes. La determinación de la puntuación ponderada aplicó la puntuación más alta (8) a la escuela con las tres escuelas más cercanas con el exceso de capacidad total disponible más alto que podría acomodar a nuevos estudiantes, colocándola más alto en la lista de escuelas potenciales para cerrar, hasta una puntuación de 1 para la escuela con la menor capacidad disponible en las tres escuelas más cercanas. Las Figuras 9 y 10 proporcionan los datos relevantes, puntajes relativos y puntajes ponderados por escuela.

Figura 5: Distancia entre escuelas

Nombre de la Escuela	Escuela Primaria Birch Grove	Escuela Intermedia Birch Grove	Escuela Primaria Graham	Escuela Primaria Kennedy	Escuela Primaria Lincoln	Escuela Primaria Musick	Escuela Primaria Schilling	Escuela Primaria Snow
Primaria BGP		0.9 millas	2.0 millas	2.8 millas	2.6 millas	1.7 millas	2.2 millas	2.6 millas
Intermedia BGI	0.9 millas		1.7 millas	2.3 millas	2.3 millas	1.3 millas	2.0 millas	2.3 millas
Primaria Graham	2.0 millas	1.7 millas		1.3 millas	1.1 millas	1.2 millas	1.0 millas	0.7 millas
Primaria Kennedy	2.8 millas	2.3 millas	1.3 millas		1.8 millas	1.3 millas	2.1 millas	0.9 millas
Primaria Lincoln	2.6 millas	2.3 millas	1.1 millas	1.8 millas		1.7 millas	0.8 millas	0.8 millas
Primaria Musick	1.7 millas	1.3 millas	1.2 millas	1.3 millas	1.7 millas		1.7 millas	1.6 millas
Primaria Schilling	2.2 millas	2.0 millas	1.0 millas	2.1 millas	0.8 millas	1.7 millas		1.5 millas
Primaria Snow	2.6 millas	2.3 millas	0.7 millas	0.9 millas	0.8 millas	1.6 millas	1.5 millas	

Las celdas sombreadas representan las tres escuelas más cercanas

Fuente: la distancia calculada es la ruta/distancia más corta entre las dos escuelas, determinada con los mapas de Google

Figura 6: Puntuación del Criterio 4

Nombre de la Escuela	Exceso de capacidad total ¹	Puntuación	Puntuación ponderada
Primaria Kennedy	893	2	8
Primaria Lincoln	871	2	7

Nombre de la Escuela	Exceso de capacidad total ¹	Puntuación	Puntuación ponderada
Intermedia BGI	819	2	6
Primaria Snow	811	2	5
Primaria BGP	805	2	4
Primaria Schilling	656	2	3
Primaria Graham	648	2	2
Primaria Musick	559	2	1

¹Exceso de capacidad total para las tres escuelas más cercanas

Reunión 4: Del 24 de septiembre del 2020

El Sr. Reynolds proporcionó una presentación de las instalaciones y el FMP para todo el Distrito desarrollado por *Aedis Architects* y con fecha del 18 de septiembre del 2020. El Sr. Thang Do de *Aedis Architects* también asistió a la reunión y estuvo disponible para responder preguntas. La presentación proporcionó datos básicos de las instalaciones (es decir, año de construcción, acres y área del edificio) y luego una instantánea de cada plantel, que incluyó una fotografía aérea con los edificios codificados por colores para identificar usos y avisos informativos que proporcionaron datos sobre algunas de las condiciones de las instalaciones y los terrenos.

Además, en la presentación se discutieron los costos de los proyectos de modernización y construcción identificados en el PMF desglosados por la firma y los proyectos de instalaciones a largo plazo que requieren mantenimiento, incluyendo el mantenimiento diferido (figura 11). Los proyectos emblemáticos son aquellos "destinados a hacer que la escuela del distrito sea más atractiva para las familias" y se identifican como "oportunidades para crear grandes transformaciones en cada plantel". Los proyectos de necesidades de instalaciones a largo plazo son aquellos que incluyen proyectos de reemplazo, adición y modernización que están destinados a "transformar todo el plantel a los estándares actuales más allá de los proyectos exclusivos". Los proyectos de mantenimiento diferido se dividieron en los que se necesitarían en el plazo inmediato, corto y a largo plazo, que van de 3 a 20 años. El Sr. Reynolds también presentó los costos asociados con proyectos terminados y/o gravados en cada plantel escolar, que oscilaron entre \$2.07 millones en la primaria Snow y \$3.7 millones en la primaria Musick.

Figura 7: Costos de Instalaciones

Nombre de la Escuela	Proyectos de firma	Necesidades a largo plazo	Total parcial	Costos de DM a 5 años ¹
Primaria BGP	\$6,704,750	\$22,979,312	\$29,684,062	\$2,331,600

Nombre de la Escuela	Proyectos de firma	Necesidades a largo plazo	Total parcial	Costos de DM a 5 años ¹
Intermedia BGP	\$6,275,750	\$28,206,482	\$34,482,232	\$5,113,500
Primaria Graham	\$6,201,000	\$25,000,074	\$31,201,074	\$5,056,700
Primaria Kennedy	\$6,288,750	\$19,726,964	\$26,015,714	\$3,393,400
Primaria Lincoln	\$4,826,250	\$22,113,178	\$26,939,428	\$4,528,000
Primaria Musick	\$4,387,500	\$26,679,631	\$31,067,131	\$3,063,200
Primaria Schilling	\$4,332,250	\$34,064,338	\$38,396,588	\$3,495,500
Primaria Snow	\$4,582,500	\$22,671,403	\$27,253,903	\$4,843,000
Escuela MacGregor	\$5,720,000	\$28,589,276	\$34,309,276	\$7,632,200

¹Incluido en las "Necesidades a largo plazo"—se muestra por separado solo con fines ilustrativos

Con el fin de abordar varios de los criterios que el Comité revisará, la presentación también incluyó información sobre espacios de programas únicos o especiales ubicados en los planteles escolares, instalaciones de apoyo con capacidad insuficiente y otros factores ambientales que podrían afectar a los planteles escolares. Aunque no se tuvo en cuenta los criterios, la presentación también proporcionó otros usos ubicados en los planteles de las escuelas (por ejemplo, arrendamientos de guarderías, memorando de entendimiento para el uso de los campos de MacGregor, etc.).

Al finalizar la presentación del Sr. Reynolds, la Sra. García revisó los criterios aplicables a los datos presentados. Tengan en cuenta que debido al tiempo restante para esta reunión y con el fin de proporcionar al Comité el tiempo suficiente para considerar los datos proporcionados, si bien son aplicables a los datos presentados, la consideración del Criterio 5 se pospuso para la reunión del 8 de octubre del 2020.

- Criterio 6: Proyectos de modernización, construcción u otros (por ejemplo, actualizaciones tecnológicas) recientemente completados. La metodología de puntuación habría aplicado una puntuación de 2 si una escuela no hubiera tenido proyectos terminados o gravados recientemente. Sin embargo, todas las escuelas han completado recientemente o han gravado proyectos, por lo que todas recibieron una puntuación de 1. La determinación de la puntuación ponderada aplicó la puntuación más alta (8) a la escuela con los proyectos completados o gravados menos costosos, colocándola más alto en la lista de escuelas potenciales para cerrar debido a que ya se ha invertido menos dinero en el plantel, hasta un puntaje de 1 para la escuela con los proyectos terminados o gravados más costosos. La Figura 12 proporciona los datos relevantes, puntajes relativos y puntajes ponderados por escuela.

Figura 8: Puntuación del Criterio 6

Nombre de la Escuela	Costos de proyectos completados o gravados	Puntuación	Puntuación ponderada
Primaria Snow	\$ 2,073,095	1	8

Nombre de la Escuela	Costos de proyectos completados o gravados	Puntuación	Puntuación ponderada
Primaria BGP	\$ 2,590,913	1	7
Primaria Kennedy	\$ 2,759,877	1	6
Primaria Lincoln	\$ 2,823,946	1	5
Primaria Schilling	\$ 3,052,982	1	4
Primaria Graham	\$ 3,176,192	1	3
Intermedia BGI	\$ 3,402,694	1	2
Primaria Musick	\$ 3,660,820	1	1

- Criterio 7: Instalaciones únicas (es decir, instalaciones que no se pudieron replicar fácilmente) que no se encuentran en otras escuelas.** La metodología de puntuación aplicó una puntuación de 1 a aquellas escuelas con instalaciones únicas, lo que indica que si la escuela fuera cerrada, el distrito perdería esas instalaciones. Por lo tanto, el sitio de la escuela debe clasificarse más abajo en la lista de escuelas potenciales para cerrar. Se aplicó una puntuación de 2 a aquellas escuelas sin instalaciones únicas, ya que las instalaciones en el plantel escolar también existen en otros lugares o podrían reproducirse fácilmente en otro plantel escolar. No se utilizó ninguna metodología de puntuación ponderada para este criterio. La Figura 13 proporciona los datos relevantes y las puntuaciones relativas por escuela.

Figura 9: Puntuación del Criterio 7

Nombre de la Escuela	Puntuación
Primaria BGP	1
Intermedia BGI	2
Primaria Graham	1
Primaria Kennedy	2
Primaria Lincoln	1
Primaria Musick	1
Primaria Schilling	1
Primaria Snow	2

- Criterio 8: Los espacios de apoyo (por ejemplo, cafetería, salón de usos múltiples, patios de recreo, etc.) tienen capacidad suficiente para cumplir con la inscripción actual y proyectada.** La metodología de puntuación aplicó una puntuación de 1 a aquellas escuelas cuyos espacios de apoyo tienen capacidad suficiente. Se aplicó una puntuación de 2 si los espacios de apoyo no tenían suficiente capacidad, lo que indica que los espacios de apoyo identificados serían insuficientes para satisfacer la demanda si la escuela alcanzara su capacidad máxima. Por lo

tanto, la escuela debe tener un lugar más alto en la lista de escuelas potenciales para cerrar. No se utilizó ninguna metodología de puntuación ponderada para este criterio. La Figura 14 proporciona los datos relevantes y las puntuaciones relativas por escuela.

Figura 10: Puntuación del Criterio 8

Nombre de la Escuela	Puntuación
Primaria BGP	1
Intermedia BGI	2
Primaria Graham	2
Primaria Kennedy	1
Primaria Lincoln	1
Primaria Musick	1
Primaria Schilling	1
Primaria Snow	2

- Criterio 9: Los factores ambientales afectan el uso actual o futuro de la propiedad (por ejemplo, fallas sísmicas, tren de alta velocidad, etc.). La metodología de puntuación aplicó una puntuación de 2 a cualquier escuela con factores ambientales existentes, lo que indica que debería estar más arriba en la lista de escuelas consideradas para cierre ya que el desarrollo futuro podría verse afectado. Solo una escuela, la Escuela Primaria de Birch Grove, que tiene un servicio para el acueducto de Hetch Hetchy, tiene un factor ambiental existente, por lo que el resto de las escuelas recibieron una puntuación de 1, lo que indica que actualmente no hay factores ambientales conocidos que puedan afectar el uso de la propiedad. No se utilizó ninguna metodología de puntuación ponderada para este criterio. La Figura 15 proporciona los datos relevantes y las puntuaciones relativas por escuela.

Figura 11: Puntuación del Criterio 9

Nombre de la Escuela	Puntuación
Primaria BGP	2
Intermedia BGI	1
Primaria Graham	1
Primaria Kennedy	1
Primaria Lincoln	1
Primaria Musick	1
Primaria Schilling	1
Primaria Snow	1

Reunión 5: Del 8 de octubre del 2020

Se presentaron dos áreas temáticas en la reunión del 8 de octubre del 2020, información sobre: 1) los servicios educativos y de apoyo del Distrito; y 2) su estado fiscal, los impactos fiscales del cierre de escuelas y otros impactos comunitarios.

Si bien solo hay dos criterios en la categoría de servicios educativos y de apoyo, el superintendente Mark Triplett, Ed.D. brindó una descripción general amplia de los servicios educativos y de apoyo, incluido un desglose de la demografía en cada plantel escolar (es decir, la inscripción y el porcentaje de estudiantes en desventaja socioeconómica, estudiantes aprendiendo el inglés y jóvenes de crianza). Además, aunque el Comité votó para eliminar el criterio relacionado con el Tablero, solicitó que se proporcionara la información. Por lo tanto, el superintendente Triplett incluyó una descripción general de cómo el sistema de rendición de cuentas del estado llega a sus niveles de desempeño codificados por colores y el color de desempeño de cada escuela en los cuatro indicadores de desempeño estatales aplicables: ausentismo crónico, tasa de suspensión y resultados de la evaluación *Smarter Balanced* en inglés (ELA) y matemáticas. El azul es el nivel de rendimiento más alto y el rojo es el más bajo; el orden de mayor a menor es azul, verde, amarillo, naranja y rojo. La Figura 16 proporciona una tabla codificada por colores que muestra el desempeño de cada escuela en cada uno de estos indicadores.

Figura 16: Niveles de rendimiento del panel de control de escuelas de California

Nombre de escuela	Ausentismo Crónico	Tasa de suspensión	ELA (Inglés)	Matemáticas
Primaria BGP				
Intermedia BGI				
Primaria Graham				
Primaria Kennedy				
Primaria Lincoln				
Primaria Musick				
Primaria Schilling				
Primaria Snow				
NJHS				

Fuente: Dashboard

Además de esta información académica, el superintendente Triplett proporcionó datos sobre los servicios de apoyo proporcionados por cada escuela, que tienen algunas características comunes de apoyo a los estudiantes, al mismo tiempo que ofrecen programas únicos de apoyo a los estudiantes. También se compartió información sobre los programas de educación especial y 504 junto con ofertas de programas exclusivos para cada plantel. Por ejemplo, todos los planteles

escolares, con la excepción de la primaria de Lincoln, incluyen espacios para creadores y programas de especialistas en recursos. Incluso, cada plantel escolar proporciona Intervenciones y Apoyos de Conducta Positiva, un padre asociado, Equipo de Coordinación de Servicio, etc. Sin embargo, tres planteles escolares ofrecen programas exclusivos a sus sitios escolares (es decir, la primaria Kennedy tiene un salón de arte financiado por su PTSA, la primaria Lincoln tiene un programa FAME y la primaria Schilling ofrece un programa de danza de Ballet Folklórico); mientras que cuatro escuelas — la primaria Graham, la primaria Musick, la primaria Schilling y la primaria Snow— ofrecen el programa *Sobrato Early Academic Language* (SEAL) o Lenguaje Académico Temprano de Sobrato para los grados TK-3. Además, y es el único programa que cumple con los criterios establecidos para esta área temática, la escuela intermedia de Birch Grove alberga el programa de banda para todo el distrito.

Al finalizar la presentación del Superintendente Triplett, la Sra. Dela Cruz brindó una descripción general fiscal del Distrito. Habló de los conceptos básicos del presupuesto y realizó una comparación entre el presupuesto de un distrito escolar y las categorías presupuestarias y el presupuesto personal de un individuo. La Sra. Dela Cruz luego discutió el Presupuesto Aprobado del Distrito para el 2020-21 utilizando las proyecciones incluidas en la Revisión del Presupuesto de 45 días para el 2020-21, incluida la proyección de varios años que ilustra la práctica actual del Distrito de gasto deficitario y los impactos de esta práctica en el saldo final del fondo y reservas.

La Sra. Dela Cruz compartió una tabla que ilustraba el presupuesto actual sin restricciones para cada escuela, los costos que permanecerían después del cierre (es decir, los costos de los salarios y beneficios de los maestros, y los libros y suministros), y los ahorros netos máximos posibles resultantes para cada plantel (Figura 17).

La Figura 18 proporciona un desglose de las categorías que componen los ahorros netos. Cabe señalar que los ahorros netos pueden reducirse dependiendo de la necesidad de retener algunos puestos de personal clasificados. Sin embargo, como no se conoce el número exacto de puestos de personal clasificados en este momento, el personal del Distrito estimó de manera conservadora un ahorro de \$500,000 por escuela, menos que el ahorro neto total para cada escuela primaria, lo que resultó en la reducción presupuestaria propuesta de \$1 millón para el cierre. y/o consolidación de escuelas.

En respuesta a las preguntas del Comité en la reunión del 16 de octubre del 2020, por correo electrónico se entregó al Comité la Figura 19. Proporciona información complementaria sobre las categorías de gastos incluidas en el gráfico 18.

Figura 17: Costos por sitio escolar (Fondo general sin restricciones únicamente)

Escuela	Presupuesto total sin restricciones	Sueldos de maestros	Beneficios para maestros 22.56%	Libros y suministros	Ahorro neto
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Distrito Escolar Unificado de Newark
Comité Asesor de Consolidación de Escuelas
Informe para la Junta de Educación

5 de noviembre del 2020

Intermedia BGI	\$2,736,645.00	\$1,727,521.00	\$389,728.74	\$14,321.00	\$605,074.26
Primaria BGP	\$2,826,040.00	\$1,791,296.00	\$404,116.38	\$12,998.00	\$617,629.62
Primaria Graham	\$2,546,645.00	\$1,555,887.00	\$351,008.11	\$17,370.00	\$622,379.89
Primaria Kennedy	\$2,764,775.00	\$1,724,951.00	\$389,148.95	\$18,369.00	\$632,306.05
Primaria Lincoln	\$2,583,433.00	\$1,584,210.00	\$357,397.78	\$12,297.00	\$629,528.22
Primaria Musick	\$1,944,561.00	\$1,130,870.00	\$255,124.27	\$30,155.00	\$528,411.73
Primaria Schilling	\$2,735,995.00	\$1,774,634.00	\$400,357.43	\$13,721.00	\$547,282.57
Primaria Snow	\$2,199,944.00	\$1,366,375.00	\$308,254.20	\$21,366.00	\$503,948.80
Preparatoria Bridgepoint	\$787,642.00	\$374,786.00	\$84,551.72	\$18,865.00	\$309,439.28
Preparatoria Crossroads	\$383,003.00	\$200,973.00	\$45,339.51	\$6,057.00	\$130,633.49
MacGregor	\$63,219.00	\$0.00	\$0.00	\$0.00	\$63,219.00
Total	\$21,571,902.00	\$13,231,503.00	\$2,985,027.08	\$165,519.00	\$5,189,852.92
Promedio por Primaria	\$2,542,255	\$1,581,968	\$356,892	\$17,575	\$585,820
Total de Bridgepoint, Crossroads, MacGregor	\$1,233,864	\$575,759	\$129,891	\$24,922	\$503,292
Salario y beneficios del administrador		\$124,686	\$28,129		-\$152,815
Apoyo administrativo		\$53,901	\$17,954		-\$71,855
Ahorro neto - MacGregor					\$278,621

Figura 18: Detalle de los ahorros netos por escuela (solo fondo general sin restricciones)

AHORRO NETO				
Escuela	Otros sueldos*	Beneficios	Otros servicios y gastos operativos	Totales potenciales de ahorros netos
Intermedia BGI	\$335,402	\$161,010	\$108,662	\$605,074
Primaria BGP	\$336,679	\$144,632	\$136,319	\$617,630
Premaria Graham	\$317,195	\$127,044	\$178,141	\$622,380
Premaria Kennedy	\$351,992	\$170,312	\$110,002	\$632,306
Premaria Lincoln	\$327,802	\$147,946	\$153,780	\$629,528
Premaria Musick	\$309,811	\$121,996	\$96,605	\$528,412
Premaria Schilling	\$293,838	\$138,563	\$114,882	\$547,283
Premaria 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
Promedio por Primaria	\$322,191	\$143,029	\$120,600	\$585,820
Ahorros proyectados en proyección plurianual por escuela cerrada				\$500,000
Total de Bridgepoint, Crossroads, MacGregor	\$267,139	\$119,344	\$116,809	\$503,292
Salario y beneficios del administrador				-\$152,815
Apoyo administrativo				-\$71,855
Ahorro neto – Plantel MacGregor				\$278,621
*Puestos no docentes				

Figura 19: Categorías de gastos de ahorro neto (solo fondo general sin restricciones)

COMITE ASESOR DE CONSOLIDACIÓN ESCOLAR CATEGORÍAS DE GASTO DE AHORRO NETO (FONDOS NO RESTRINGIDOS SOLAMENTE) Información complementaria para el 8 de octubre del 2020 Presentación del Informe financiero e impactos en la comunidad, diapositiva 11		
Otros sueldos*	Beneficios	Otros servicios y gastos operativos
Administrador del programa alternativo Asistente bilingüe Monitor del plantel Clasificados por hora Clasificados Horas extras Sustitutos clasificados Conservador Coordinador del programa EL Recepcionista de la biblioteca Empleado de oficina Gerente de oficina Director Conservador Superior * Puestos no docentes	Clasificados de salud y bienestar Medicare- Certificados y clasificados OASDI (Seguro Social) PERS Certificado PERS Clasificado Beneficios para jubilados STRS Certificados Seguro de desempleo Compensación de trabajadores	Cuotas y membresías Traducción de ASL Conferencia Electricidad Gastos de paseos escolares Gasolina Interprograma-Artes Gráficas Interprograma- Gastos de envío Arrendamientos de equipos Acuerdo de mantenimiento Control/Erradicar Plagas Servicios profesionales Aguas residuales Tarifa de licencia de software Monitoreo del sistema Teléfono Agua

Nota: Los ahorros netos estimados que se muestran en la diapositiva 11 en la presentación del Informe financiero e impactos en la comunidad del 8 de octubre del 2020 y las categorías de los gastos reales para cada plantel escolar variarán según varios factores, incluido el tamaño de la instalación escolar que impacta el costo de los servicios públicos, empleados específicos asignados a cada escuela y sus rangos de salario, beneficios específicos proporcionados a los empleados, puestos autorizados en cada escuela y programas y servicios específicos al plantel.

Por último, la Sra. Dela Cruz compartió algunos impactos en la seguridad y la comunidad que afectan los planteles escolares, incluido el abandono y el retiro afectados en la Primaria Intermedia de Birch Grove, y los cruces de ferrocarril y vías principales que los estudiantes tendrían que cruzar al asistir a una nueva escuela.

Al finalizar las presentaciones del Superintendente Triplett y de la Sra. Dela Cruz, la Sra. García revisó los criterios aplicables a los datos presentados. Como se señaló

anteriormente, la consideración del criterio 5 se pospuso desde la reunión del 8 de octubre del 2020, por lo que, aunque no es aplicable a los datos proporcionados en esta reunión, se revisó primero.

- Criterio 5: Las instalaciones están en buenas condiciones (según el costo de las necesidades de las instalaciones y los proyectos de construcción/modernización propuestos). Este criterio utilizó una metodología de puntuación ligeramente diferente. En lugar de un sí o un no (es decir, puntuación de 1 o 2), la puntuación se desarrolló en función de si el plantel escolar estaba en buenas condiciones (puntuación de 1), condición regular (puntuación de 2) o mala condición (puntuación de 3) cuanto más deficientes sean las condiciones de las instalaciones, más alto debería estar en la lista de escuelas que se considera cerrar. La determinación de la puntuación ponderada aplicó la puntuación más alta (8) a la escuela con la mayor cantidad de gastos necesarios, colocándola más alto en la lista de escuelas potenciales para cerrar ya que se deben gastar más fondos en el plantel hasta una puntuación de 1 para la escuela con las necesidades más económicas. La Figura 20 proporciona los datos relevantes, puntajes relativos y puntajes ponderados por escuela.

Figura 20: Puntuación del Criterio 5

Nombre de la Escuela	Costos	Puntuación	Puntuación ponderada
Primaria Schilling	\$38,396,588	1	8
Intermedia BGI	\$34,482,232	1	7
Primaria Graham	\$31,201,074	1	6
Primaria Musick	\$31,067,131	1	5
Primaria BGI	\$29,684,062	1	4
Primaria Snow	\$27,253,903	1	3
Primaria Lincoln	\$26,939,428	1	2
Primaria Kennedy	\$26,015,714	1	1
MacGregor ¹	\$34,309,276	n/a	

¹Proporcionado solo con fines informativos

- Criterio 10: Los programas de todo el distrito deberían reubicarse. La metodología de puntuación aplicó una puntuación de 1 para aquellas escuelas que albergaban programas para todo el distrito. Solo una escuela alberga un programa para todo el distrito (es decir, el programa de banda en la Primaria Intermedia de Birch Grove, que está abierto a todos los estudiantes del distrito), por lo tanto, las escuelas restantes recibieron la puntuación más alta de 2, lo que indica que debería tener una clasificación más alta en la lista de planteamientos escolares considerados para el cierre ya que ningún programa del distrito se vería afectado o necesitaría reubicación. No se utilizó ninguna metodología de puntuación ponderada para este criterio. La Figura 21 proporciona los datos relevantes y las puntuaciones relativas por escuela.

Figura 21: Puntuación del Criterio 10

Nombre de la Escuela	Puntuación
Primaria BGP	2
Intermedia BGI	1
Primaria Graham	2
Primaria Kennedy	2
Primaria Lincoln	2
Primaria Musick	2
Primaria Schilling	2
Primaria Snow	2

Cabe señalar que hay programas especiales ubicados en varios sitios escolares que no son programas para todo el distrito, pero que podrían verse afectados si la escuela cerrara (es decir, Ballet Folklórico en la primaria Schilling, salón de arte en la primaria Kennedy financiado por la PTSA y FAME programa en la primaria Lincoln). El Comité consideró si agregar o no estos programas a este criterio a pesar de que no son programas para todo el Distrito. Después de algunas discusiones, el Comité votó para no agregar estos programas.

- Criterio 11: Los programas de todo el distrito se pueden reubicar. La metodología de puntuación considera aquellas escuelas que obtuvieron un 1 en el criterio 10 y si los programas identificados pueden ser reubicados. Como solo una escuela albergaba un programa para todo el distrito, fue la única escuela que recibió una puntuación de 2, lo que indica que el programa para todo el distrito podría reubicarse. Las escuelas restantes recibieron un 0 que indica que el criterio no era aplicable. No se utilizó ninguna metodología de puntuación ponderada para este criterio. La Figura 22 proporciona los datos relevantes y las puntuaciones relativas por escuela.

Figura 22: Puntuación del Criterio 11

Nombre de escuela	Puntuación
Primaria BGP	0
Intermedia BGI	2
Primaria Graham	0
Primaria Kennedy	0
Primaria Lincoln	0
Primaria Musick	0
Primaria Schilling	0
Primaria Snow	0

- Criterio 12: Problemas de seguridad con respecto al tráfico y rutas seguras a la escuela si los estudiantes son reubicados. La metodología de puntuación habría aplicado una puntuación de

1 a los planteles escolares sin preocupaciones de seguridad (por ejemplo, vías de ferrocarril y vías principales). Sin embargo, después de algunas discusiones e identificación de otras preocupaciones de seguridad por parte del Comité, todas las escuelas recibieron una puntuación de 2, lo que indica que había preocupaciones de seguridad con respecto a las rutas seguras a la escuela. No se utilizó ninguna metodología de puntuación ponderada para este criterio. La Figura 23 proporciona los datos relevantes y las puntuaciones relativas por escuela.

Figura 23: Puntuación del Criterio 12

Nombre de la Escuela	Puntuación
Primaria BGP	2
Intermedia BGI	2
Primaria Graham	2
Primaria Kennedy	2
Primaria Lincoln	2
Primaria Musick	2
Primaria Schilling	2
Primaria Snow	2

- Criterio 13: El distrito se beneficiaría de los ahorros netos si se cerrara. La metodología de puntuación habría aplicado una puntuación de 1 a las escuelas que no generaron ahorros netos al cierre. Sin embargo, como se mostró anteriormente en las Figuras 13 y 14, todos los cierres de escuelas resultarían en ahorros netos. Por lo tanto, todas las escuelas recibieron una puntuación de 2. La determinación de la puntuación ponderada aplicó la puntuación más alta (8) a la escuela con la mayor cantidad de ahorros, colocándola más arriba en la lista de escuelas potenciales para cerrar ya que se podrían lograr más ahorros, hasta una puntuación de 1 para la escuela con menos ahorros. La Figura 24 proporciona los datos relevantes, puntajes relativos y puntajes ponderados por escuela.

Figura 24: Puntuación del Criterio 13

Nombre de escuela	Ahorro neto	Puntuación	Puntuación ponderada
Primaria Kennedy	\$632,306	2	8
Primaria Lincoln	\$629,528	2	7
Primaria Graham	\$622,380	2	6
Primaria BGP	\$617,630	2	5
Intermedia BGI	\$605,074	2	4
Primaria Schilling	\$547,283	2	3
Primaria Musick	\$528,412	2	2

Nombre de escuela	Ahorro neto	Puntuación	Puntuación ponderada
Primaria Snow	\$503,949	2	1
MacGregor	\$278,621	n/a	

La Sra. García también señaló que, de acuerdo con la solicitud del Comité, se agregó a la matriz de puntuación información sobre la capacidad de las instalaciones permanentes únicamente, excluidas las edificaciones portátiles, con fines informativos. Por último, recordó al Comité que cuando votaron para aprobar los criterios al inicio de este proceso, se dejó claro que se les brindará la oportunidad de considerar la inclusión de criterios adicionales en base a los datos presentados. Por lo tanto, pidió a los miembros del Comité que presenten cualquier criterio adicional propuesto antes del final del día del miércoles 14 de octubre del 2020. Se envió un correo electrónico recordatorio al Comité el 13 de octubre del 2020.

Reunión 6: Del 22 de octubre del 2020

Los criterios adicionales propuestos por los miembros del Comité se recopilaron y categorizaron, y se desarrollaron criterios propuestos para aquellos para los que se habían presentado datos. La Sra. García proporcionó una descripción general de los criterios adicionales sugeridos, así como los criterios propuestos, dependiendo de si los datos se habían proporcionado previamente. En la Figura 25 se muestran los criterios propuestos así como las notas indicando la información proporcionada al Comité.

Para aquellas sugerencias para las cuales se desarrollaron los criterios propuestos y la metodología de puntuación, el Comité votó si incluirlos en la matriz de puntuación, de la siguiente manera:

- Recomendación: Cambiar el criterio 10 a "Los programas especiales / para todo el distrito deberían ser reubicados" y el criterio 11 a "Los programas especiales / para todo el distrito pueden reubicarse". Incluir división de nivel de grado para los planteles de Birch Grove, así como Schilling Ballet Folklorico, el salón de arte Kennedy (financiado por PTSA), el programa Lincoln FAME y SEAL. Si bien, varios miembros del Comité abogaron por la inclusión del cambio a este criterio, el Comité votó para no cambiarlo.
- Recomendación: Agregar un nuevo criterio para calcular los costos operativos por estudiante en función del presupuesto total sin restricciones proporcionado en la reunión del 8 de octubre del 2020, dividido por la inscripción en el plantel escolar para el 2019-20. No se incluiría ninguna puntuación relativa. El puntaje ponderado se determinaría proporcionando el puntaje más alto (8) para la escuela con el costo operativo por estudiante más alto. Un miembro del Comité hizo la moción para agregar este criterio pero enmendó la recomendación para que el costo utilizado para calcular el costo por estudiante no tome en consideración ningún costo de educación especial u otro programa especial. La preocupación era que la inclusión de estos costos podría afectar significativamente a ciertas escuelas y sesgar los resultados. En cambio, el miembro del Comité quería incluir solo los costos operativos de las instalaciones específicas del plantel. Como esta información no fue presentada, la moción no fue votada.

Figura 25: Criterios adicionales propuestos presentados por los miembros del Comité

Idea	Notas de Criterios Propuestos
Demografía y Capacidad	
<p>El límite de Birch Grove es enorme. Un criterio ya establecido es la distancia de la escuela a las escuelas cercanas. ¿Qué pasa con la distancia desde el borde del límite hasta la escuela más cercana?</p> <p>Por ejemplo, tenemos familias que viven cerca de Stevenson Blvd y Cedar ... básicamente el límite sur de Newark. Eso está lejos de cualquiera de los campus de BG, y mucho menos si los niños tuvieran que ir a otra escuela. Espero que se considere la distancia del borde del límite a la siguiente escuela más cercana.</p>	<p>Datos no presentados</p> <p>Se señaló que Birch Grove parece tener el límite más grande, y esto podría ser algo que el Comité debería tener en cuenta al determinar qué escuelas recomendar para el cierre, pero no se recomendó desarrollar un criterio dada la falta de datos.</p>
<p># de transferencias dentro del distrito por sitio escolar: en el pasado, el distrito ha negado transferencias y ha tenido personas que asistían a su escuela local. ¿Cómo afectaría eso a las capacidades del sitio si hiciéramos eso? ¿Cambiaría qué escuelas tendrían la menor capacidad?</p>	<p>Datos no presentados</p> <p>Se señaló que Servicios Estudiantiles sí confirmó que se aprobaron aproximadamente 100 solicitudes de transferencia en el 2019-20, que incluían no más de aproximadamente 20 transferencias netas para cualquier sitio determinado, por lo que las transferencias son insignificantes en comparación con la inscripción total.</p>
<p>Además, creo que las escuelas que tienen una alta tasa de transferencia deben ser reconocidas y posiblemente calificadas más altas que otros criterios. Si una gran parte de la población desea transferirse a algunas escuelas determinadas, ¡nos muestra que la comunidad valora esas escuelas y su personal!</p>	<p>Datos no presentados</p> <p>Se señaló que hay una serie de razones por las que un padre puede solicitar una transferencia (por ejemplo, más cerca del trabajo o solicitudes del personal) y no necesariamente por el valor de un sitio escolar específico o su personal.</p>

Idea	Notas de Criterios Propuestos
<p>El plan de construcción describe una nueva escuela primaria que se construirá en el futuro cerca de la escuela secundaria; si estoy en lo cierto, creo que está en la Página 6, pero puedo verificarlo. Si eso es una certeza o incluso una posibilidad, también debemos considerar que mantener abierta otra escuela que esté más cerca de esa nueva ubicación podría no ser la mejor idea. Si hay una escuela entrando allí mismo, posiblemente cerrar una escuela más cercana sería prudente.</p>	<p>n/a</p> <p>Se señaló que el distrito actualmente no tiene planes de construir una nueva escuela, por lo que no se recomendó un criterio.</p>
Instalaciones	
<p>Me preguntaba si podríamos echar un vistazo a cuánto vale cada pedazo de tierra como un criterio adicional o al menos mirarlo. Lo menciono porque puede afectar la forma en que algunas personas opinan sobre qué escuelas deberían cerrar. Sé que puede llevar mucho tiempo calcular algo así con el dólar, pero creo que buscar ubicaciones e incluso bienes raíces recientes o ver qué áreas son más deseables podría ser un factor a considerar, especialmente en nuestra ciudad.</p>	<p>Datos no presentados</p> <p>Se señaló que determinar el valor es un proceso más largo y complejo. Si el Distrito decide en el futuro vender o arrendar los sitios, la consideración del valor y/o usos potenciales sería responsabilidad de un Comité 7-11 futuro y el Distrito podría adoptar una visión más holística y probablemente revisar todas las propiedades, no solo las escuelas cerradas.</p>
<p>¿Podemos también mirar los planes futuros para estos sitios? Por ejemplo, la capacidad de alquiler de cada escuela. Si uno cerrara en una calle principal, sería más probable que se alquilara para uso comercial en el futuro.</p>	
<p>Otro factor que el distrito debería incluir en esta consideración, tal vez sea solo una modificación para el # 10; este no es un programa para todo el distrito, pero es un programa que se encuentra en la Escuela Snow y que afecta a una gran cantidad de las familias del distrito y de la comunidad y esos son los campos de softbol. Si Snow cerrara, ¿se seguirían alquilando esos campos? ¿Haríamos nuevos campos en otra escuela si se vendieran las propiedades de Snow?</p>	<p>Criterio 7 actualizado para incluir los campos de softbol en Snow ES</p>

Idea	Notas de Criterios Propuestos
¿Podría agregar también que echemos un vistazo a los portátiles? Se sacaron de su capacidad, pero no de mantenimiento diferido y eso agrega un gran costo para restaurarlos.	n/a Estos edificios todavía son parte de la capacidad total del Distrito y albergan programas y servicios existentes, por lo tanto, el Distrito anticipa completar el trabajo en estos edificios.
Servicios de apoyo educativo / estudiantil	
También me gustaría sugerir que los “programas especiales” incluyan los niveles de grado más pequeños que tenemos en los planteles de BG. Esto permite una programación y financiamiento más enfocados para un rango más pequeño de grados.	Si bien el Comité consideró incluir programas especiales durante el 8 de octubre del 2020 y decidió no hacerlo, la recomendación sería:
Creo que el programa SEAL debería examinarse de nuevo. Está solo en cuatro escuelas, y las cuatro escuelas ya están en el segundo año de implementación. Si una de esas cuatro escuelas se cerrara, entonces sería una pérdida de tiempo y dinero que no se reemplazaría. Además, hay dos entrenadores SEAL que creo que tienen un contrato de 3 años. El programa SEAL no fue gratuito, ¡nos ha costado alrededor de 250k más los salarios de los dos entrenadores! ¡Eso es mucho tiempo, esfuerzo y dinero que se desperdiciaría! Incluso si comenzara de nuevo en otra escuela, ¿cómo recuperar ese tiempo? ¡Nuestros niños que ya están acostumbrados a ese estilo se lo perderían!	Cambiar el criterio 10 a "Los programas especiales / para todo el distrito deberían ser reubicados" y el criterio 11 por "Los programas especiales / para todo el distrito pueden reubicarse" e incluir la división por nivel de grado para los planteles de Birch Grover y Schilling Ballet Folklorico, Kennedy salón de arte (financiado por PTSA), programa Lincoln FAME y SEAL.
Me gustaría realmente centrarme en el éxito de las escuelas que tenemos aquí en Newark. Parece que sería una decisión horrible cerrar una escuela que tiene un personal fantástico y programas que funcionan bien con una alta tasa de éxito con los estudiantes. Sé que la votación no se aprobó al principio de las reuniones para incluir los puntajes de las pruebas, etc., porque no queríamos que se apuntaran ciertos datos demográficos o escuelas con niños con más discapacidades, pero creo que los excelentes puntajes de las escuelas en línea merecen un vistazo. Las escuelas que tienen una puntuación alta no solo tienen buenas puntuaciones en los exámenes, sino que también tienen una gran atención de los padres y una alta clasificación en los ojos de la comunidad que sirven.	n/a The Great Schools parece ser un programa nacional basado en datos similares a los incluidos en el Tablero y, dado que el Comité votó para eliminar ese criterio de la matriz de puntuación, no se recomendó un nuevo criterio.

Idea	Notas de Criterios Propuestos
Servicios comerciales y otros impactos y consideraciones en la comunidad	
Otro factor que el CDE recomendó usar y me gustaría agregar es el costo operativo por estudiante en cada instalación.	Agregar un nuevo criterio que calcule los costos operativos por estudiante en función del presupuesto total sin restricciones proporcionado en la reunión del 8 de octubre del 2020 dividido por la inscripción del sitio escolar 2019-20. No se incluiría ninguna puntuación relativa. La puntuación ponderada se determinaría proporcionando la puntuación más alta (8) a la escuela con el costo operativo más alto por estudiante.

Como parte del trabajo del Comité, se solicitó considerar otros tres escenarios programáticos, los cuales, luego de considerar los criterios adicionales propuestos, el Comité discutió y votó si hacer una recomendación a la Junta.

1. Consolidar Birch Grove Primary y Birch Grove Intermediate en una sola escuela TK-6
Un miembro del Comité señaló que la consolidación de las dos escuelas resultaría en 900 estudiantes, lo que excedería la capacidad de cualquiera de los planteles. Otro miembro señaló que cuando el Distrito dividió la escuela por primera vez, la comunidad no lo apoyó. Sin embargo, con el tiempo, les ha gustado la configuración dividida, como se señaló en algunos de los comentarios públicos recibidos. Varios miembros del Comité estuvieron de acuerdo en que la configuración dividida ha tenido éxito y ahora cuenta con el respaldo de la comunidad. Cuando se le preguntó, no se hizo ninguna moción para la consolidación de Birch Grove Primary y Birch Grove Intermediate, por lo tanto, no se proporcionará ninguna recomendación a la Junta.
2. Mover a los estudiantes de sexto grado a NJHS y crear un campus de escuela intermedia
El Comité pidió claridad con respecto al ahorro de costos y se aclaró que se trata de una consideración programática y no una medida de ahorro de costos. Varios miembros del Comité creen que trasladar a los estudiantes de sexto grado sería una buena configuración de rango de grados, prepararía mejor a los estudiantes para la escuela secundaria y les permitiría aprovechar los programas universitarios y profesionales orientados a los grados 6-12. Además, los miembros expresaron la idea de que los niños son resistentes y que pasar más tiempo en una escuela intermedia ayudaría con su madurez. Otro miembro señaló que han trabajado en un distrito con una configuración de escuela intermedia (grados 6 a 8) y funciona. Sin embargo, existía cierta preocupación con los estudiantes que pasaban del quinto grado directamente al campus de la escuela secundaria. Se señaló que la comunidad había considerado esto en el pasado y decidió mantener a los estudiantes en la escuela primaria hasta el grado 6. También se planteó la pregunta de por qué solo se estaba considerando una configuración con los grados 6 a 8 y no una configuración con grados 7-9. Otro miembro del Comité consideró que esta recomendación está fuera del alcance del Comité y debería abordarse en el futuro. Por último, un miembro del Comité le pidió al Superintendente Triplett su opinión y él compartió que ha tenido experiencia con los campus de 6° a 8° grado y ha visto que tiene éxito y que apoyaría una configuración del 6° al 8° grado. Él cree que hay formas de apoyar a los estudiantes de sexto grado en el plantel de una escuela intermedia. El superintendente Triplett también señaló que trasladar a los estudiantes a NJHS aumentaría la capacidad en los planteles de las escuelas primarias. El Comité votó para recomendar que la Mesa Directiva considere trasladar a todos los estudiantes de sexto grado de las escuelas primarias a NJHS para formar una escuela intermedia de sexto a octavo grado. Para fines informativos: Como parte de la presentación del demógrafo el 10 de septiembre del 2020, la figura 26 se compartió con el Comité para proporcionar datos sobre el número actual y proyectado de estudiantes de sexto grado que se trasladarían de las escuelas primarias a NJHS si la Junta avanza con la creación de un plantel de secundaria.

Figura 26: Resumen de proyección de inscripción por grado

Distrito Escolar Unificado de Newark							
Resumen de Proyección de Inscripción por Grado							
Grado	Inscripción Actual	Proyección de Inscripción					
	19/20	20/21	21/22	22/23	23/24	24/25	25/26
TK	111	100	102	107	113	113	113
K	422	385	399	418	438	446	453
1	432	432	398	411	435	454	461
2	376	421	423	388	403	426	445
3	409	363	409	413	381	397	418
4	385	410	366	411	417	383	399
5	377	381	407	361	410	415	381
6	350	386	391	417	375	423	428
7	421	347	385	390	420	380	430
8	443	430	357	394	402	431	391
9	437	467	454	380	421	430	459
10	399	415	448	435	363	404	413
11	460	416	434	469	459	381	424
12	437	451	409	427	467	455	376
SDC	199	196	192	196	196	196	198
Total K-6	2,862	2,878	2,895	2,926	2,972	3,057	3,098
Total 7-8	864	777	742	784	822	811	821
Total 9-12	1,733	1,749	1,745	1,711	1,710	1,670	1,672
Total SDC	199	196	192	196	196	196	198
Distrito Totals	5,658	5,600	5,574	5,617	5,700	5,734	5,789

Fuente: SchoolWorks

3. Cerrar el plantel MacGregor y trasladar la educación para adultos, Bridgepoint y Crossroads a la Escuela Newark Memorial High

La Sra. García dejó en claro que el cierre del plantel MacGregor no reemplazaría el cierre de una escuela primaria. El cierre del plantel MacGregor podría proporcionar ahorros adicionales, pero sería un cierre adicional al de dos escuelas primarias.

Un miembro del Comité señaló que el plantel está subutilizado (solo 84 estudiantes en dos programas) y cree que debería cerrarse o que otros estudiantes/programas deberían trasladarse al plantel. La Sra. Dela Cruz le recordó al Comité que también hay un programa de educación para adultos en el plantel que apoya a 500 estudiantes y un miembro señaló que el programa de estudio independiente también se encuentra en el plantel.

Varios miembros señalaron que los estudiantes en el plantel son estudiantes alternativos que no se encuentran en Newark Memorial High y necesitan un lugar separado para recibir educación y servicios. Otro miembro del Comité señaló una vez más que creían que esta recomendación estaba fuera del alcance del Comité y sería mejor considerada por la Junta en lugar de que el Comité hiciera una recomendación.

Cuando se preguntó, no se hizo ninguna moción para el cierre del plantel MacGregor, por lo tanto, no se proporcionará ninguna recomendación a la Junta.

Reunión 7: Del 29 de octubre del 2020

La Sra. García presentó los puntajes finales y un cuadro que destaca los criterios que influyeron en el puntaje final y la clasificación (figura 27). Además, después de la reunión del 22 de octubre del 2020, se le pidió al Comité por correo electrónico que presentara un "pro" adicional a favor y/ o "con" en contra del cierre de cada escuela, si así lo deseaba. Esta información también fue presentada y también se incluye en la Figura 27. Luego se le brindó al Comité la oportunidad de compartir cualquier comentario adicional, al final de lo cual la Sra. García recomendó que el Comité votara por cuatro planteles escolares. Aclaró que la intención no era que el Comité recomendara el cierre de cuatro escuelas, sino proporcionar a la Junta una recomendación para las cuatro mejores escuelas. Esto le daría a la Junta la oportunidad de revisar todos los datos compartidos con el Comité, además de otras consideraciones más amplias al hacer su selección final, sin dejar de reconocer la recomendación del Comité.

Se pidió al Comité que escribiera sus cuatro escuelas principales en una hoja de papel y la mostrara a la cámara para que se pudieran registrar sus selecciones. Un miembro del Comité se negó a nombrar cuatro escuelas y solo mostró el nombre de su primera opción. Al final del recuento, el Comité, por consenso, solicitó que el miembro del Comité que se negó a nombrar cuatro escuelas identificara otras tres escuelas o se abstuviera de participar en la actividad de selección. El miembro del Comité decidió abstenerse y su selección fue eliminada del conteo final.

Se mostró el recuento final y se pidió a todos los miembros del Comité que revisaran sus selecciones y confirmaran que eran precisas. Un miembro del Comité señaló una corrección. Sin el conocimiento del personal, como consecuencia de un error al registrar las selecciones de los miembros del Comité, esta corrección resultó inadvertidamente en la inclusión de Kennedy ES entre las cuatro mejores escuelas, ya que empató en el cuarto lugar con Musick ES. Se recomendó que los cinco nombres se proporcionen a la Junta con una nota de que Musick ES y Kennedy ES estaban empatados. Por lo tanto, el Comité votó para recomendar las cuatro escuelas a la Mesa Directiva reconociendo que se incluiría una quinta debido al empate: Graham ES, Lincoln ES y Snow ES, con un empate entre Musick ES y Kennedy ES.

Esta votación, sin embargo, terminó con seis miembros del Comité a favor, tres en contra y cuatro abstenciones. La Sra. Gutiérrez revisó las reglas parlamentarias y determinó que la moción no se aprobó ya que se requerirían al menos siete votos a favor para un Comité compuesto por 13 miembros. Como la votación tuvo que ser retomada, el Comité solicitó la posibilidad de clasificar sus dos mejores escuelas de las cuatro seleccionadas previamente. Una vez más, el Comité escribió los nombres de las escuelas seleccionadas en una hoja de papel y la mostró a la cámara para que pudieran grabar sus selecciones. Todos los miembros del Comité participaron y el recuento final reflejó las dos mejores escuelas como Graham ES y Musick ES.

Luego, el Comité votó nuevamente para recomendar las cuatro escuelas a la Junta, reconociendo que se incluiría una quinta debido al empate: Graham ES, Lincoln ES y Snow ES, con un empate entre Kennedy ES y Musick ES, con la clasificación más alta de estas escuelas como Graham ES y Musick ES.

Cabe señalar que a pedido del Vicepresidente Nguyen después de completar la primera votación, el día después de la reunión del Comité, el personal del Distrito verificó las selecciones del Comité contra la grabación de la reunión y señaló que era necesaria una corrección en el recuento final de los cuatro primeros sitios escolares. La corrección resultó en una puntuación más alta para Musick ES; por lo tanto, no hubo empate por el cuarto lugar entre Kennedy ES y Musick ES. Como tal, solo se recomiendan cuatro escuelas a la Junta para un posible cierre de acuerdo con la intención del Comité. La Figura 28 proporciona el recuento final tanto de las cuatro mejores escuelas como de las dos escuelas mejor clasificadas.

Por último, algunos miembros del Comité deseaban tener la oportunidad de compartir comentarios adicionales con la Junta. Se determinó que se agregaría un apéndice (Apéndice C) a este informe para incluir cualquier presentación proporcionada por los miembros del Comité.

Figure 27: Comparación final de puntuación

	Puntuación	Puntuación Ponderada	Criterio*	Pros (para el cierre)	Cons (contra el cierre)
Intermedia de BGI	20	24	<p>Criterio 4: las tres escuelas más cercanas tienen la tercera capacidad más disponible para acomodar a los estudiantes si están cerradas</p> <p>Criterio 5: 2° necesidades más caras según los costos de las instalaciones</p> <p>Criterio 7 - Sin instalaciones únicas</p> <p>Criterio 8: las instalaciones de apoyo no tienen capacidad suficiente</p> <p>Criterio 11: programas para todo el distrito que se pueden reubicar</p> <p>Criterio 12 - Problemas de seguridad</p>	Tráfico / entrada y salida deficientes. Cathreene Ingham-Watters	Debido a la combinación única de Birch Grove Intermediate y Birch Grove Primary, estas familias ya se han recuperado; no se puede cerrar una y fusionarla con otra debido al tamaño. <i>Angela Ringlein</i>
					Puntaje ponderado más bajo de TODAS las escuelas; la configuración del rango de grados es beneficiosa para los estudiantes; escuela hermana de BGP. <i>Cathreene Ingham-Watters</i>
					La implementación exitosa de 2 escuelas en 1 plantel realmente ha pagado dividendos para la comunidad de Birch Grove y ha sido elogiada como un éxito tanto por los padres como por los maestros. Los enormes esfuerzos y recursos del distrito y la comunidad para combinar estas escuelas se desperdiciarían. (a) Los maestros han comentado una y otra vez sobre los aspectos positivos de poder colaborar y compartir con maestros en su mismo grado. (b) El cierre de BGI o BGP resultaría en que los estudiantes de 6 a 12 años cruzaran las vías del tren para llegar a su escuela primaria. (Newark ya ha tenido niños atropellados por el tren que atraviesa la ciudad). (c) ¿Realmente vamos a asignar 1 escuela primaria para todos los hogares al sur de Thornton Avenue? Esto no tiene sentido. Por favor, véalo a continuación. (d) Un cambio en cualquiera de las escuelas BG resultaría en un impacto de aprox. 900 estudiantes más los 200-400 estudiantes de otra escuela. <i>Michelle Padilla</i>
					Hay demasiadas casas nuevas que necesitan que esas escuelas permanezcan abiertas para que no terminen yendo a una escuela privada, o que estén lo suficientemente cerca para ir. <i>Maria Ibarra</i>
					Las distancias desde la frontera SE son mayores en la ciudad. Es una de las dos escuelas que dan servicio a esa parte de Newark. <i>Janet Crocker</i>

	Puntuación	Puntuación Ponderada	Criterio*	Pros (para el cierre)	Cons (contra el cierre)
Primaria Graham	20	36	<ul style="list-style-type: none"> ■ Criterio 1 - 4ta inscripción más baja ■ Criterio 2 - Diversidad demográfica superior al 60% (segunda escuela menos diversa) ■ Criterio 3 - 2a con mayor exceso de capacidad ■ Criterio 5 - Tercera necesidad más cara según los costos de las instalaciones ■ Criterio 8 - las facilidades de apoyo no tienen la capacidad suficiente ■ Criterio 10 - No hay programas de todo el distrito para reubicarse ■ Criterio 12 - Problemas de seguridad ■ Criterio 13: tercer mayor ahorro neto 	Puntaje ponderado más alto de todas las escuelas. <i>Cathreene Ingham-Watters</i>	Esta propiedad tiene una gran cantidad de exceso de capacidad permanente que tiene una mayor oportunidad de longevidad que las instalaciones portátiles. <i>Angela Ringlein</i>
				Mala distribución del edificio. El edificio de usos múltiples esconde la pequeña oficina de la calle. Janet Crocker	
				Graham es la escuela más cercana a todas las escuelas primarias. Incluso si los niños tuvieran que caminar, hay escuelas cercanas donde la caminata no sería larga, en comparación con otras escuelas. Graham tiene la tercera mayor cantidad de ahorros netos de todas las escuelas, lo que significa que debido a que son más de \$500k, no todos tienen que perder su trabajo. Debido a los altos ahorros netos, también debe señalarse que tienen el segundo exceso de capacidad más alto. Sé que hay muchos EL y UPP en Graham. ¡Serían bienvenidos en cualquier escuela! Seamos honestos, cuantos más estudiantes con necesidades, más fondos puede obtener una escuela donde pueden beneficiarse, aprender y prosperar. Las escuelas cercanas pueden recibir los fondos que todos necesitan para ayudar y concentrarse en esos estudiantes. Habría menos tráfico en esa área y menos riesgo para los niños que tienen que caminar. <i>María Ibarra</i>	
				Como la escuela con la cuarta inscripción más baja y la tercera con las necesidades más caras según los costos de las instalaciones, tiene sentido que Graham se combine con la escuela primaria Snow. (a) Snow tiene el cuarto exceso de capacidad más alto y esta combinación también reservaría los campos de softbol que Newark Girls Softball League ha llamado hogar durante décadas. <i>Michelle Padilla</i>	

	Puntuación	Puntuación Ponderada	Criterio*	Pros (para el cierre)	Cons (contra el cierre)
Primaria Kennedy	19	34	<ul style="list-style-type: none"> ▪ Criterio 2: diversidad demográfica por debajo del 40% (cuarta escuela menos diversa) ▪ Criterio 4: las tres escuelas más cercanas tienen la mayor capacidad disponible para alojar a los estudiantes si está cierra ▪ Criterio 6 - 3er monto mínimo invertido en proyectos terminados / gravados ▪ Criterio 7 - Sin instalaciones únicas ▪ Criterio 10 - No hay programas en todo el distrito para reubicar Criterio 13 - Mayor ahorro neto 	<p>¡Es la escuela más cara! Nuestro presupuesto pide un ahorro de \$1 millón. Debido a que supera los \$500,000, en mi opinión eso significa que a) nuestro distrito puede ahorrar más dinero o b) no todos tienen que perder su trabajo en ese sitio. Para mí eso es muy importante, especialmente en los tiempos que vivimos. ¡Esta escuela tiene buenas calificaciones y la familia Kennedy prosperará sin importar adónde vayan! Están acostumbrados a una gran educación a la que tendrán acceso dondequiera que vayan. ¡Seamos honestos! De todas nuestras escuelas, Kennedy está en la parte más rica de la ciudad. No es pecado tener dinero, así que no lo tomen de esa manera. Pienso en la demografía de todas las demás escuelas. Kennedy tiene solo un 37% de UPP, el número más bajo de todas las escuelas. Para mí, eso significa que no hay muchas familias con algún tipo de necesidad, como ser EL o joven de crianza, o que califiquen como de bajos ingresos. Es posible que tampoco tengan muchos estudiantes que necesiten caminar a la escuela porque no tienen otra opción. Musick y Snow pueden acoger a los estudiantes entrantes y, francamente, cualquier escuela tendría suerte de tenerlos. Hablando del 37% mencionado anteriormente, en nuestro clima político, ¡no estaría de más que los hijos de Kennedy fueran más diversos! Los padres de Kennedy pueden ser un gran activo dondequiera que lleven a sus hijos. Están comprometidos y tienen los medios para ayudar dondequiera que vayan.</p>	<p>Esta área tiene uno de los propietarios de impuestos a la propiedad más altos en Newark, no recomendaría quitarle la escuela de su vecindario; supongo que estos propietarios pagarían un impuesto a las parcelas solo para mantener su escuela (podría aprobar un impuesto a las parcelas con un bajo -exención de ingresos y senior). El programa de arte dirigido por los padres y la inversión se perderían si Kennedy fuera cerrada y se dividida entre otras escuelas. Esta escuela está prosperando con la satisfacción y el éxito de la comunidad, los padres y los estudiantes. ¿Por qué cambiar lo que no está roto? <i>Angela Ringlein</i></p>
					<p>Tienen excelentes puntajes en el sitio web de excelentes escuelas. Esto significa que tienen un gran apoyo de los padres y también buenos puntajes en los exámenes, lo que significa que los maestros están trabajando duro y teniendo un buen progreso con los niños. ¡Esto debería ocupar un lugar destacado en nuestra lista de prioridades para mantener abierta una escuela! Ambas escuelas también tienen una alta tasa de transferencia de estudiantes. Lo que significa que, sea cual sea el motivo de su transferencia, les gusta tener a sus hijos en estas escuelas. Creo que es importante escuchar a la comunidad y ver qué escuelas les gustan para sus estudiantes. <i>Christine Dix</i></p>
					<p>La ubicación es excelente para la esquina NE de Newark. <i>Janet Crocker</i></p>
					<p>La mayoría de las escuelas del noreste del distrito / necesarias para el área. <i>Cathreene Ingham-Watters</i></p>
					<p>La sala de arte que han creado tendría que ser reubicada en otro lugar. Tienen un programa de arte próspero y se necesitó mucha recaudación de fondos para crear ese programa y sala de arte. <i>Christine Dix</i></p>

	Puntuación	Puntuación Ponderada	Criterio*	Pros (para el cierre)	Cons (contra el cierre)
				¡Están tan comprometidos que se juntaron para pagar de sus bolsillos el salario de uno de sus profesores! Ninguna otra escuela tiene los medios para hacer eso. Serían padres muy involucrados dondequiera que vayan. ¡Todas nuestras escuelas pueden crecer juntas! No tienen ningún SDC en su escuela, nuevamente, no es muy diversa. No hay vías de tren ni puentes que cruzar para llegar a las escuelas vecinas. Algunos argumentan que son una de las mejores escuelas. Pero tengan en cuenta que la ayuda se pide a los enfermos y no a los sanos. Lo que quiero decir es que todas las demás escuelas tienen muchas necesidades y sufrirán aún más si las trasladan. ¡Los estudiantes de Kennedy prosperarán en cualquier lugar! <i>María Ibarra</i>	
Primaria Schilling	19	34	<ul style="list-style-type: none"> ▪ Criterio 2: diversidad demográfica superior al 60% (escuela menos diversa) ▪ Criterio 3 - 3er exceso de capacidad ▪ Criterio 5: necesidades más caras según los costos de las instalaciones ▪ Criterio 10: no hay programas para todo el distrito ▪ Criterio 12 - Problemas de seguridad 	Necesidades más costosas. <i>Cathreene Ingham-Watters</i>	El más cercano al crecimiento de nuevas viviendas, fácil acceso a las aulas principales. Más cercano al crecimiento de nuevas viviendas, fácil acceso a las principales aulas en el edificio original. Janet Crocker
					Inscripción anticipada de nuevos desarrollos habitacionales. <i>Cathreene Ingham-Watters</i>
					Hay demasiadas casas nuevas que necesitan que la escuela permanezca abierta para que no terminen yendo a una escuela privada, o que estén lo suficientemente cerca como para ir. Es la escuela menos diversa, pero porque hay muchas familias necesitadas que solo sufrirían más si tuvieran que cubrir en una nueva escuela. Nuestra ciudad ha hablado sobre la necesidad de una escuela bilingüe desde que tengo uso de razón. Con el programa de inmersión dual, finalmente lo tendríamos. <i>María Ibarra</i>
					Esta escuela alberga a muchas de las familias de bajos ingresos de nuestro distrito. Caminar a la escuela es la forma en que muchas familias llegan a la escuela; debido a su ubicación, sería mejor mantener esta escuela para facilitar el acceso de estas familias. <i>Angela Ringlein</i>

	Puntuación	Puntuación Ponderada	Criterio*	Pros (para el cierre)	Cons (contra el cierre)
Primaria Musick	19	31	<ul style="list-style-type: none"> ▪ Criterio 1: inscripción más baja ▪ Criterio 2 - Diversidad demográfica por encima del 60% (tercera escuela menos diversa) ▪ Criterio 3: mayor capacidad excedente ▪ Criterio 5: la cuarta necesidad más cara según los costos de las instalaciones ▪ Criterio 10: no hay programas para todo el distrito ▪ Criterio 12 - Problemas de seguridad 	Como la escuela con la inscripción más baja, la cuarta con las necesidades más caras según los costos de las instalaciones, tiene sentido que la ubicación de Musick cierre y se combine con la primaria Kennedy. <i>Michelle Padilla</i>	Esta escuela alberga el programa de educación especial y los programas preescolares de nuestro distrito. Sé que los estudiantes y los niños son adaptables en su conjunto, pero considerando esta población, creo que lo mejor para el distrito es ser coherente con estos estudiantes y familias. <i>Angela Ringlein</i>
				Inscripción más baja. <i>Cathreene Ingham-Watters</i>	Preescolar establecido con instalaciones adecuadas. <i>Cathreene Ingham-Watters</i>
				El límite es pequeño. <i>Veronica Medina</i>	La reubicación de todos los programas de educación especial: 4 clases de preescolar, 3 clases de SDC, numerosos estudiantes y personal de RSP, sin mencionar los problemas de accesibilidad en baños, cafeterías y hacer que las áreas de juego sean seguras para los estudiantes con problemas de movilidad. <i>Veronica Medina</i>
				Edificio más antiguo, adyacente a la antigua oficina del distrito. <i>Janet Crocker</i>	

	Puntuación	Puntuación Ponderada	Criterio*	Pros (para el cierre)	Cons (contra el cierre)
Primaria Snow	19	30	<ul style="list-style-type: none"> ▪ Criterio 1: segunda inscripción más baja ▪ Criterio 3 - 4o mayor exceso de capacidad ▪ Criterio 4: las tres escuelas más cercanas tienen la cuarta capacidad más disponible para acomodar a los estudiantes si está cerrada ▪ Criterio 6: Cantidad mínima invertida en proyectos terminados / gravados ▪ Criterio 8: las instalaciones de apoyo no tienen capacidad suficiente ▪ Criterio 10 - No hay programas de todo el distrito para reubicarse ▪ Criterio 12 - Problemas de seguridad 	Baja matriculación. <i>Cathreene Ingham-Watters</i>	<p>Cuando miramos el cuadro que muestra cuántos estudiantes viven en el área y cuántos niños van realmente a Snow, se ve que casi todos los estudiantes del área van allí. Hay otras escuelas con una gran brecha entre esos números, pero Snow es más valiosa abierta a su vecindario que cerrada. Los ahorros netos apenas alcanzan los \$500 mil que el distrito necesita para que los cierres tengan sentido. Tiene que haber personal que continúe en otros lugares y con un margen tan pequeño que, en última instancia, el distrito no podrá ahorrar los 500k que necesita. Una vez más, es más valiosa como escuela de lo que sería de otra manera. Los jardines de Snow proporcionan una forma para que nuestra comunidad se conecte con nuestro sistema escolar. Muchos han regresado para ayudar y retribuir e incluso ha habido estudiantes que han pedido que sea un jardín comunitario abierto para los necesitados debido a todos los árboles frutales y el potencial que hay allí. Hay suficiente espacio para que Snow reciba a los estudiantes entrantes de otras escuelas. ¡También existe un gran sistema de apoyo para cualquier estudiante que necesite ayuda! Nuestros sistemas de apoyo ya existen, ¡solo sería cuestión de recibir nueva familia! ¡Hubo mucho apoyo de la comunidad y eso es importante! ¡No se debe ignorar a la comunidad! Muchos, muchos niños caminan a la escuela y no tienen transporte para ir a ningún lado. Se levantan y van a la escuela. Hay preocupaciones de seguridad si tuvieran que ir a otra parte. <i>María Ibarra</i></p>
				Snow podría ser absorbida completamente por Graham, con su alto exceso de capacidad. Ya son escuelas vecinas, por lo que la distancia es muy pequeña y las familias ya se conocen entre sí debido a la proximidad. Allí, al menos, los niños de Snow estarían entre amigos cuando se trasladaran a una nueva escuela, y la transición sería menos difícil para los niños. <i>Christine Dix</i>	
				La proximidad de esta ubicación a la escuela Graham y el exceso de capacidad en la escuela Graham hace que esta escuela sea ideal para fusionarse como un todo. Recomendaría fusionar a toda la población de Snow con la escuela Graham, permitiendo que las familias y los estudiantes estén con amigos durante la transición. Además, recomendaría cambiar el nombre de la escuela fusionada, permitiéndoles tener una nueva identidad juntos, en lugar de una división de una identidad anterior. Las preocupaciones de seguridad para Snow no estarían presentes si se fusionaran con Graham. Debido a la demografía estudiantil similar, sería práctico implementar los programas que a los padres de Snow les preocupa perder. <i>Angela Ringlein</i>	

	Puntuación	Puntuación Ponderada	Criterio*	Pros (para el cierre)	Cons (contra el cierre)
Primaria BGP	18	30	<ul style="list-style-type: none"> ▪ Criterio 6 - 2do monto mínimo invertido en ▪ proyectos terminados / gravados ▪ Criterio 9: única escuela con un factor ambiental que podría afectar el uso futuro de la propiedad ▪ Criterio 10 - No hay programas de todo el distrito para reubicarse ▪ Criterio 12 - Problemas de seguridad ▪ Criterio 13: cuarto mayor ahorro neto 	El Hetch Hetchy no afecta a la escuela, por lo que no debería ser una estafa. Hay mucho espacio para la huella del edificio. El uso de la tierra brinda más área de campo para actividades al aire libre. <i>Janet Crocker</i>	Las distancias desde la frontera SE es la segunda más grande en la ciudad. Es una de las dos escuelas que dan servicio a esa parte de Newark. <i>Janet Crocker</i>
				Hetch Hetchy corre a través del plantel (factor medioambiental). <i>Cathreene Ingham-Watters</i>	La configuración del rango de grados es beneficiosa para los estudiantes; escuela hermana de BGI. <i>Cathreene Ingham-Watters</i>
					La implementación exitosa de 2 escuelas en 1 plantel realmente ha pagado dividendos para la comunidad de Birch Grove y ha sido elogiada como un éxito tanto por los padres como por los maestros. Los enormes esfuerzos y recursos del distrito y la comunidad para combinar estas escuelas se desperdiciarían. (a) Los maestros han comentado una y otra vez sobre los aspectos positivos de poder colaborar y compartir con maestros en su mismo grado. (b) El cierre de BGI o BGP resultaría en que los estudiantes de 6 a 12 años cruzaran las vías del tren para llegar a su escuela primaria. (Newark ya ha tenido niños atropellados por el tren que atraviesa la ciudad). (c) ¿Realmente vamos a asignar 1 escuela primaria para todos los hogares al sur de Thornton Avenue? Esto no tiene sentido. Por favor, véalo a continuación. (d) Un cambio en cualquiera de las escuelas BG resultaría en un impacto de aprox. 900 estudiantes más los 200-400 estudiantes de otra escuela. <i>Michelle Padilla</i>
					Hay demasiadas casas nuevas que necesitan que esas escuelas permanezcan abiertas para que no terminen yendo a una escuela privada, o que estén lo suficientemente cerca para ir. <i>Maria Ibarra</i> Debido al acueducto Hetch Hetchy, si se estuvieran considerando posibilidades futuras para esta propiedad, no parece valioso para el distrito venderla. <i>Angela Ringlein</i>

	Puntuación	Puntuación Ponderada	Criterio*	Pros (para el cierre)	Cons (contra el cierre)
Primaria Lincoln	17	33	<ul style="list-style-type: none"> ▪ Criterio 1 - 3a matriculación más baja ▪ Criterio 4: las tres escuelas más cercanas tienen la segunda capacidad más disponible para acomodar a los estudiantes si esta cerrara ▪ Criterio 6 - Cuarta cantidad mínima invertida en proyectos terminados / gravados ▪ Criterio 10 - No hay programas de todo el distrito para reubicarse ▪ Criterio 12 - Problemas de seguridad ▪ Criterio 13: segundo mayor ahorro neto 	Las escuelas cercanas pueden adaptarse a la inscripción actual. <i>Cathreene Ingham-Watters</i>	<p>Tienen excelentes puntajes en el sitio web de excelentes escuelas. Esto significa que tienen un gran apoyo de los padres y también buenos puntajes en los exámenes, lo que significa que los maestros están trabajando duro y teniendo un buen progreso con los niños. ¡Esto debería ocupar un lugar destacado en nuestra lista de prioridades para mantener abierta una escuela! Ambas escuelas también tienen una alta tasa de transferencia de estudiantes. Lo que significa que, sea cual sea el motivo de su transferencia, les gusta tener a sus hijos en estas escuelas. Creo que es importante escuchar a la comunidad y ver qué escuelas les gustan para sus estudiantes. <i>Christine Dix</i></p> <p>Esta escuela está prosperando con la satisfacción y el éxito de la comunidad, los padres y los estudiantes. ¿Por qué cambiar lo que no está roto? <i>Angela Ringlein</i></p> <p>Hay demasiadas casas nuevas que necesitan que esas escuelas permanezcan abiertas para que no terminen yendo a una escuela privada, o que estén lo suficientemente cerca para ir. <i>Maria Ibarra</i></p> <p>Podría asociarse con Schilling para esa área de la ciudad si decide reconfigurar los niveles de grado de la escuela como en las escuelas de BG. <i>Janet Crocker</i></p> <p>Su programa de música. Han tenido un gran coro en los últimos años que está financiado en gran parte por el programa PALS y sería difícil encontrar los fondos para ello en otra escuela. Las artes son muy importantes para el buen equilibrio de todo el niño. <i>Christine Dix</i></p>

*Criterios que impactaron en la clasificación; si se considera la puntuación ponderada, solo se indicará si una de las 4 mejores escuelas en los criterios respectivos

Figura 28: Selección de escuelas por el Comité

Las cuatro mejores escuelas														
Plantel Escolar	Total Votos	Angela Ringlein	Cathreene Ingham-Watters	Chae Marshall	Christine Dix	Christina Vilma Mendoza	Hamilton Baylon	Janet Crocker	Maria Ibarra	Michelle Padilla	Rachel Bloom	Selene Nevarez	Sue Eustice	Veronica Medina
Intermedia BGI	1											1		
Primaria BGP	0													
Primaria Graham	10		1	1	1		1	1	1	1	1		1	1
Primaria Kennedy	7			1		1	1		1		1	1		1
Primaria Lincoln	9		1	1		1	1	1	1	1		1	1	
Primaria Musick	8				1	1	1	1	1	1	1		1	
Primaria Schilling	3		1		1									1
Primaria Snow	10		1	1	1	1		1		1	1	1	1	1
		0	4	4	4	4	4	4	4	4	4	4	4	4

Las dos mejores escuelas														
Plantel Escolar	Total Votos	Angela Ringlein	Cathreene Ingham-Watters	Chae Marshall	Christine Dix	Christina Vilma Mendoza	Hamilton Baylon	Janet Crocker	Maria Ibarra	Michelle Padilla	Rachel Bloom	Selene Nevarez	Sue Eustice	Veronica Medina
Intermedia BGI	0													
Primaria BGP	0													
Primaria Graham	9		1	1			1	1	1	1	1		1	1
Primaria Kennedy	2								1			1		
Primaria Lincoln	4		1	1								1	1	
Primaria Musick	5	1				1	1	1		1				
Primaria Schilling	2				1									1
Primaria Snow	4	1			1	1					1			
		2	2	2	2	2	2	2	2	2	2	2	2	2

Para concluir la reunión, la Sra. García revisó el borrador del informe y explicó las distintas secciones y datos incluidos. El Comité solicitó algunas correcciones y aclaraciones, que la Sra. García señaló. El Comité luego votó para otorgarle a la Sra. García la autoridad delegada para editar el borrador del informe como se discutió, completar el resumen de la reunión final y finalizar el informe para presentarlo a la Junta.

También señaló que el informe se publicará como parte de la agenda de la Junta el lunes 2 de noviembre del 2020 y que se enviará una copia por correo electrónico al Comité.

Sin Editar

Appendix A—Meeting Agendas, Minutes, and Materials

Apendice A no esta traducido

Sin Editor

Meeting 1: August 27, 2020

Sin Editor

NEWARK UNIFIED SCHOOL DISTRICT
SCHOOL CONSOLIDATION ADVISORY COMMITTEE



Thursday, August 27, 2020

6:00 PM

Join Zoom Meeting

<https://us02web.zoom.us/j/84270040647>

Webinar ID: 842 7004 0647

iPhone one-tap: US: +16699006833,84270040647# or +13462487799,84270040647#

Telephone: US: +1 669 900 6833 or +1 346 248 7799 or +1 253 215 8782 or
+1 301 715 8592 or +1 312 626 6799 or +1 929 205 6099

AGENDA

A. Call to Order

B. Roll Call

- Introductions
- Establishment of Quorum

C. Visitor/Public Comments

How to Submit Comments for Zoom Meeting:

- In order to be read aloud to the Board Appointed School Consolidation Advisory Committee (SCAC) panel during the meeting, comments must be received by 4:00 PM the day before the scheduled SCAC Meeting.
- Email comment items to jcroce@newarkunified.org. Please put in the subject line: SCAC PUBLIC COMMENT AUGUST 27, 2020
- During the meeting, comments will be read aloud by Jodi Croce, NUSD Administrative Assistant and they will be added to the meeting minutes. All comments will be limited and timed to three minutes.
- As with in-person meetings, the Committee respects the right of the public to comment on Committee matters. The content of messages should be civil and appropriate for a public meeting of a school district governing board committee.
- State law prohibits Committee members from taking any action on or discussing items that are not on the posted agenda.

D. Introduction and Role of School Services of California (5 minutes)

E. Overview of Committee Responsibilities (5 minutes)

F. Brown Act and Conflict of Interest Presentation District Legal Counsel, William Tunick,

Esq of Dannis Woliver Kelley Law firm will be presenting (15 minutes)

G. Appointment of Chairperson and Vice Chairperson of Committee (15 minutes/Action Item)

H. Overview of School Sites Under Consideration (15 minutes)

I. Presentation of Proposed Criteria/Scoring Methodology (45 minutes/Action Item)

J. Proposed Timeline and Next Steps

- Schedule and Topics of Next Meetings (5 minutes)

K. Adjournment

Sin Editor

**MINUTES OF THE
SCHOOL CONSOLIDATION ADVISORY COMMITTEE (SCAC)**
Newark Unified School District

August 27, 2020-6:00 PM held virtually via Zoom
Amended and Approved September 10, 2020

A. Call to Order	The meeting was called to order at 6:03 pm.
B. Roll Call	<p>Members of the Committee Attendees Chae Marshall, Rachel Bloom, Sue Eustice, Hamilton Baylon, Veronica Medina, Selene Nevarez, Angela Ringlein, Maria Ibarra, Cathreene Ingham-Watters, Christine Dix, Michelle Padilla</p> <p>Elisa Martinez, President NUSD School Board Phuong Nguyen, Member NUSD School Board</p> <p>Absent Vilma Cristina Mendoza, Janet Crocker</p>
Introductions	<p>During the roll call, members of the committee introduced themselves. During the introductions there were technical difficulties in hearing all members and the translator was unable to provide translation. The meeting was stopped and a new invitation was sent out to members and the community through Facebook, Twitter, email, texting and on the District website.</p> <p>The meeting was called back to order at 6:40 pm. 13 members present, quorum established</p>
C. Visitor/Public Comment	<p>Three speakers addressed the committee. Statements included at the end of the minutes.</p>
D. Introduction and Role of School Services of California	<p>Brianna García, Director, School Services of California</p> <p>Role: to facilitate the topics of the meetings and to make sure that the information the committee needs is provided in order for the committee to make an informed recommendation.</p> <p>At the end of this process a recommendation from the committee will be presented to the School Board.</p>
E. Overview of Committee Responsibilities	This is a Board appointed committee
F. Brown Act and Conflict of Interest Presentation	<p>Presenter: William Tunick, Esq DWK Attorneys at Law</p> <p>Brown Act prohibits the majority of committee members to discuss, deliberate or take action on any item of business that is within the subject matter jurisdiction of the body.</p>

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	<p>This includes serial communications either directly or through intermediaries.</p> <p>Brown Act allows committee members to listen to community comments outside of the meetings, but members should not share how they feel about the topics of the meetings or how they are going to vote.</p> <p>Brown Act allows committee members to request information and clarification from district staff. These questions/requests should be sent to Jodi Croce. The information will be collected and shared with all committee members.</p>
G. Appointment of Chairperson and Vice Chairperson of Committee (Action Item)	<p>Motion made to vote for President Martinez to Chair to the committee: Motion: Padilla Second: Ingham-Watters Committee discussion Yes: 4 (Marshall, Ingham-Watters, Padilla, Martinez) No: 8 (Bloom, Eustice, Baylon, Medina, Ringline, Ibarra, Dix, Nguyen)</p> <p>Motion made to vote for Member Nguyen to be Vice Chair to the committee: Motion: Martinez Second: Ingham-Watters Committee discussion Yes: 6 (Marshall, Bloom, Ibarra, Ingham-Watters, Padilla, Martinez) No: 7 (Eustice, Baylon, Medina, Nevarez, Ringline, Dix, Nguyen)</p> <p>This item tabled to the next meeting by Board President Martinez for further discussion with the Board of Education. The Board directive is that the Chair and Vice Chair of this committee be the Board subcommittee members.</p>
7:45 pm	<p>Motion to extend the meeting to 8:30 pm by Rachel Bloom Motion amended to extend the meeting to 9:00 pm Motion: Bloom Second: Martinez Yes: 11 (Marshall, Bloom, Eustice, Baylon, Medina, Ringline, Ibarra, Dix, Padilla, Martinez, Nguyen) No: (Ingham-Watters)</p>
H. Overview of School Sites Under Consideration	<p>All elementary schools Newark Jr High - possible reconfiguration to Middle School (Grade 6 - Grade 8) MacGregor</p>
I. Presentation of	<ul style="list-style-type: none"> The goal is to have an objective list of criteria to score sites against

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<p>Proposed Criteria/Scoring Methodology</p> <p>(Action Item)</p>	<ul style="list-style-type: none"> • Need to agree on criteria before talking about individual schools • CDE list of considerations were used to create this list of criteria • Subject areas are meeting topics • The committee can submit criteria, but it must be objective and the committee must take a vote to add it to the list <p>Committee voiced concerns with criteria #10</p> <ul style="list-style-type: none"> • California Dashboard was created by the state of California and is where they publish state reported data • School performance is only one of the markers • The committee will discuss school performance individually <p>Committee voiced concerns with #1 - #4 related data that was presented in the individual school slides</p> <p>The criteria is an overview of the topics to be presented. There will be more detailed information presented at each of the meetings.</p> <p>Motion to look at criteria #10 to see if it should stay on the list of proposed criteria/scoring methodology</p> <p style="padding-left: 40px;">Motion: Ibarra Second: Nguyen Committee Discussion - clarification Yes vote is to eliminate #10 from the list, a No vote is to leave #10 Yes: 6 (Marshall, Eustice, Ringline, Ibarra, Ingham-Watters, Padilla) No: 7 (Bloom, Baylon, Medina, Nevarez, Dix, Martinez, Nguyen)</p> <p>Motion to approve the criteria as presented</p> <p style="padding-left: 40px;">Motion: Nguyen Second: Bloom Yes 12 (Marshall, Bloom Eustice, Baylon, Medina, Nevarez, Ringline, Ingham-Watters, Dix, Padilla, Martinez, Nguyen) No 1 (Ibarra)</p>
<p>Proposed Timeline and Next Steps</p>	<p>Next meetings</p> <p style="padding-left: 40px;">September 10, 2020 September 15, 2020 September 24, 2020 October 8, 2020 October 22, 2020 October 29, 2020</p> <p>The committee will be presenting their recommendations, in the form of a report, at the November 5, 2020 Board meeting.</p>

**MINUTES OF THE
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Newark Unified School District

August 27, 2020-6:00 PM held virtually via Zoom
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Adjournment	9:00 pm
Other Attendees	<p>District Personnel Attendees</p> <p>Mark Triplett, Ed.D., Superintendent of Schools NUSD</p> <p>Marie dela Cruz, Chief Business Official NUSD</p> <p>Lucia Gutierrez, Executive Assistant to Superintendent</p> <p>Paul Rose, Network Manager NUSD</p> <p>Jodi Croce, Business Services Administrative Assistant</p> <p>Other Attendees</p> <p>Facilitator: Brianna García, Director, School Services of California</p> <p>William Tunick, Esq, DWK Attorneys at Law</p> <p>Gilma Guevara, Spanish Translator</p>
Visitor/Public Comment	<p>I am Terrence Grindall, former Newark Assistant City Manager and presently a School Board Candidate.</p> <p>First and foremost, I would like to commend this committee for taking on this important work. I encourage you to be careful and deliberate in addressing the sensitive issues before you. I would like to point out two issues:</p> <p>1) Please take the major maintenance needs of schools into account when considering which campus may be consolidated. Other things being equal, consider retaining campuses that do not require major capital repairs.</p> <p>2) Please be aware that the school site in Area 3 that the City required to be donated to the District, requires the construction of at least a part of a school to secure the 6 acre site. School construction must begin within 5 years to receive this site at no cost to the District.</p> <p>Thank you for your consideration please feel free to contact me if I can be of assistance.</p> <p>Terrance Grindall</p>
Visitor/Public Comment	<p>Good Evening Committee Members:</p> <p>The reason this committee has been formed is due to the district's budgetary issues. Each time there was a board agenda item for this committee, the agenda stated there was no fiscal impact. I hope you will join with me and ask how much School Services is being paid for their role.</p> <p>Item E. - Overview of Committee Responsibilities. I assume will address the committee's Purpose and Composition document approved by the board on April 9, 2020. Why isn't that document included with the agenda for your review prior to the</p>

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meeting? Also, there's a typographical error on page 2 of the document which needs to be corrected.

Item H. - Overview of School Sites Under Consideration. I'm glad you will receive a Brown Act presentation. The Brown Act states: ... the legislative body (the district) shall post an agenda containing a brief general description of each item of business to be transacted or discussed at the meeting. Why aren't the school sites under consideration listed on the agenda?

I'd like to make the same observation about agenda Item I. - Presentation of Proposed Criteria/Scoring Methodology. This item says it's an action item, yet there isn't a brief general description of the item, nor documentation for the public to preview and make comment on prior to the committee casting their vote.

Finally, in the spirit of transparency, the committee's responsibility document continually says potential school closures. Yet, an excerpt from the Alameda County Office of Education's April 13, 2020 letter to the district states: "...the expenditure reductions include school closures and require additional oversight by a committee. ACOE encourages the district to work with its stakeholders with urgency to ensure that the expenditure reductions materialize as scheduled." The following excerpt is from their April 29, 2020 letter states: ACOE encourages the District to work with its stakeholders with urgency to ensure that the expenditure reductions materialize as scheduled. The closures don't sound "potential" to me.

The committee's charge entails being fully informed of the district's finances, enrollment, and other relevant data, which prompts this committee's independent recommendation. Your work should not be guided or influenced by district staff, board members, or the ACOE letters. Since those letters were drafted, the district's revenue has significantly increased, therefore, their situation isn't as dire as the ACOE letters and 2020/2021 Budget indicates.

Please insist on facts and data concerning cost savings, not conjecture. The recommendation from this committee has the potential to cause significant changes to the school district and the City of Newark as a whole.

Thank you for your attention to my comments.

Cindy Parks

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Newark Unified School District

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Visitor/Public Comment	<p>Dear School Closure Advisory Committee,</p> <p>First of all, I want to wish this committee a lot of wisdom in providing advice to the NUSD School Board on the school closure matter.</p> <p>I want to question why a committee created by the school board in order to obtain independent advice should have school board members as its members. It clearly dilutes giving independent advice with decision making. Hopefully the committee would not make any of the board members the committee chair or vice-chair.</p> <p>The Brown Act is a great legal tool, it is not designed to stifle communications between its members it is designed to enforce transparency to the public. All materials distributed to committee members must be included in the agenda packet so that the public has the same information as the committee members not 24 hours later. Also, the agenda items must contain a description detailed enough for the public to understand what is going to be discussed and acted upon.</p> <p>I hope this committee obtains and interprets data and facts in order to independently make its findings and recommendations. The last thing Newark needs is a committee that simply takes the findings from the district and signs at the dotted line.</p> <p>It is great to have a facilitator but I sincerely hope that the sole role of School Services of California will be to facilitate the process instead of becoming a spokesperson for the administration's wishes or becoming a voice for the school board. School Services of California should not engage in private discussions between the administration and school board members related to school closure they should only communicate with respect to matters of facilitation.</p> <p>This committee will not provide any added value if it does not independently make its own conclusions and findings. That requires a lot of work. The committee should require the district to provide the information it needs, financial data for the next few years, demographics, school site information, traffic patterns and feedback from parents, teachers and staff, either directly or through the unions. It should also obtain information on the financial, employment and student impact on closing a school site. Clearly the financial impact is only one element of the decision-making process,</p>

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	<p>please do not forget the other elements as well!</p> <p>I strongly recommend a non-quorum ad-hoc subcommittee consisting of a few committee members from different stakeholder groups doing a lot of the groundwork collecting and summarizing the required information to eventually help the committee do its independent findings.</p> <p>Thank you for your attention.</p> <p>Cary Knoop</p>
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Sin Editor



School Consolidation Advisory Committee

AUGUST 27, 2020

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Role of School Services of California Inc.




Brianna has twenty years of full-time, professional experience with responsibility for planning, design, funding, management, and development of major public facilities, more than fourteen of which have been in public K–12 education, including eight years as a Facilities Development Manager for the Los Angeles Unified School District. She also has extensive experience related to planning and development of charter school facilities, including Proposition 39 (2000). Brianna was actively involved in hundreds of hours of negotiations for the acquisition and relocation of property and the development of leases and agreements for various public projects.

Brianna García
Director, Management Consulting Services

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Virtual Meeting Protocols




Join
Using the link provided to you, please join the meeting on time. When you enter the meeting make sure you are in a quiet place without distractions.

Mute
As soon as you enter the meeting, please mute your microphone. If you are called on to answer a question, you may unmute yourself and then hit the mute button again when you are finished.

Come Prepared
Come to the meeting prepared with questions you have about the meeting topics. You may also want to have a pencil/paper handy to take notes.

Question/Comment
If you have a question/comment during the meeting, please “raise your hand” and wait to be called on. Then unmute and share with the committee.



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Committee Responsibilities

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About the Committee

The Board of Trustees (Board) appointed all members of the Committee, including:

- Two members of the Board acting as a subcommittee of the Board, serving as the Chairperson and Vice Chairperson of the Committee
- Community representatives
 - Parents (1 from each school)
 - One representative from each of the following District committees—DELAC, ELAC, Citizen Bond Oversight Committee (CBOC), 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)

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Committee Members

<ul style="list-style-type: none">Hamilton Baylon, Parent (NMHS)Rachel Bloom, Teacher (NTA)Janet Crocker, Landowner, Retiree, Community GroupsChristine Dix, Parent (Lincoln)Susan Eustice, CSEAMaria Ibarra, Parent (Snow)Cathreene Ingham-Watters, Parent (BGI) and Administrator (NEWMA)Chae Marshall, Parent (BGP & NJHS)	<ul style="list-style-type: none">Elisa Martinez, Board MemberVeronica Medina, Parent (Musick & Special Ed)Vilma Cristina Mendoza, Business Owner & Parent (Graham)Selene Nevarez, Parent (Schilling)Phuong Nguyen, Board MemberMichelle Padilla, Parent (BGP & BGI)Angela Ringlein, Parent (Kennedy & NJHS)
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Committee Charge

1. The School Consolidation Advisory 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 (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.

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Committee Charge

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.

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DWK

DANNIS WOLIVER KELLEY

Attorneys at Law

Brown Act and Conflicts of Interest

William B. Tunick
Attorney at Law
DANNIS WOLIVER KELLEY



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Brown Act

- Purpose:
 - To keep the public informed of the actions, debates and views of local representatives; and,
 - To provide the procedural framework for local legislators to meet, debate, act and listen collectively to their constituents.
- Committees created by the Board are subject to the Brown Act.
- Requirements:
 - Open and noticed meetings
 - Agenda
 - Public comment
- Prohibition on serial communications:
 - A serial of communications directly or through intermediaries
 - To discuss, deliberate, or take action
 - On any item of business that is within the subject matter jurisdiction of the body

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Public Records & Conflicts

- California Public Records Act
 - May require public disclosure
 - Any writing containing information relating to the conduct of the public’s business prepared, owned, used, or retained by the District
 - May include personal email and text accounts
- Conflicts of Interest
 - Avoid appearance of impropriety
 - Conduct Code

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SCHOOL CONSOLIDATION ADVISORY COMMITTEE CODE OF CONDUCT

This Code of Conduct (“Code”) provides general guidelines for School Consolidation Advisory Committee (“Committee”) members to follow in carrying out their roles. Not all questions that Committee members face are covered in this Code. However, it captures some of the critical areas that help define ethical and professional conduct for Committee members. The provisions of this Code were developed from existing laws, rules, policies and procedures as well as from concepts that define generally accepted good business practices. Committee members are expected to strictly adhere to the provisions of this Code.

The following is expected of every member of the Committee:

1. Regularly attend all Committee meetings. Call in advance if you cannot attend.
2. Be prepared. Always read your meeting packets in advance of meetings.
3. Stay focused on the purposes of the Committee.
4. Be courteous and respectful during all Committee meetings.
5. Faithfully observe the Brown Act, District policies, all applicable laws and this Code of Conduct.
6. Always direct questions of District staff through the Committee Chair or their designees.
7. Avoid any financial conflicts of interest. A Committee member shall not make or influence a District decision related to any contract which will benefit the Committee member’s outside employment, business or personal financial interests, that of an immediate family member, such as a spouse, child or parent.
8. A Committee member shall place their duty to the Committee above any personal or business interest in fulfilling their role as a Committee member.

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Overview of School Sites Under Consideration

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School Data Source

Enrollment Data

CALPADS report dated 12/3/2019

Student Capacity Data

Total number of classrooms and portables—Facilities Master Plan

OPSC Loading Standards were used to calculate student capacity

K–6	25 students per classroom
7–12	27 students per classroom
Special Education (nonsevere)	13 students per classroom
Special Education (severe)	9 students per classroom

Other

Includes some of the programs and services offered at the respective school site

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Birch Grove Primary

Address: 6071 Smith Avenue

Grade Span: Grades TK–2

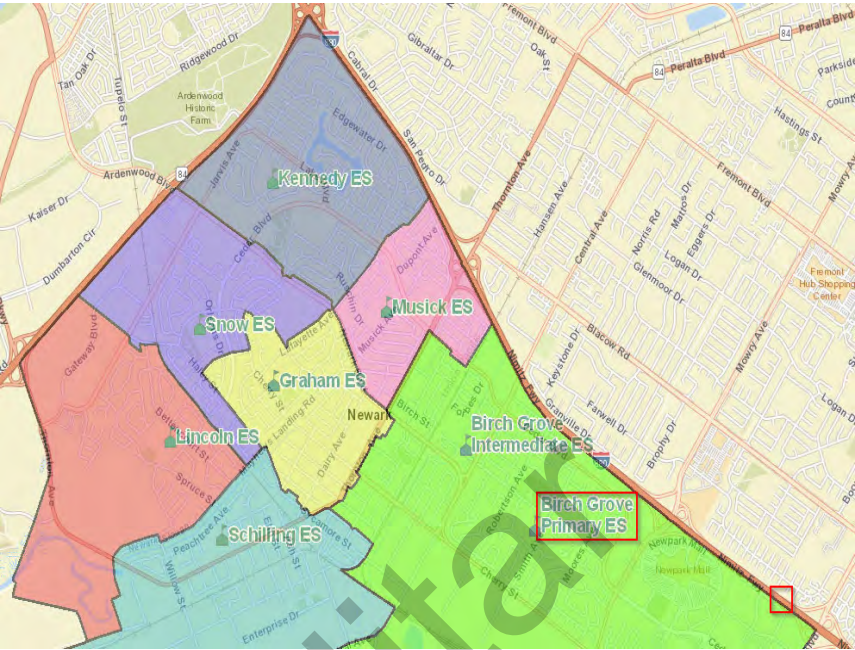
2019–20 Enrollment: 402

Student Capacity:

- 19 Classrooms: 475
- 19 Classrooms & 6 Portables: 625

Other:

- Child Care Center



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Birch Grove Intermediate

Address: 37490 Birch Street

Grade Span: Grades 3–6

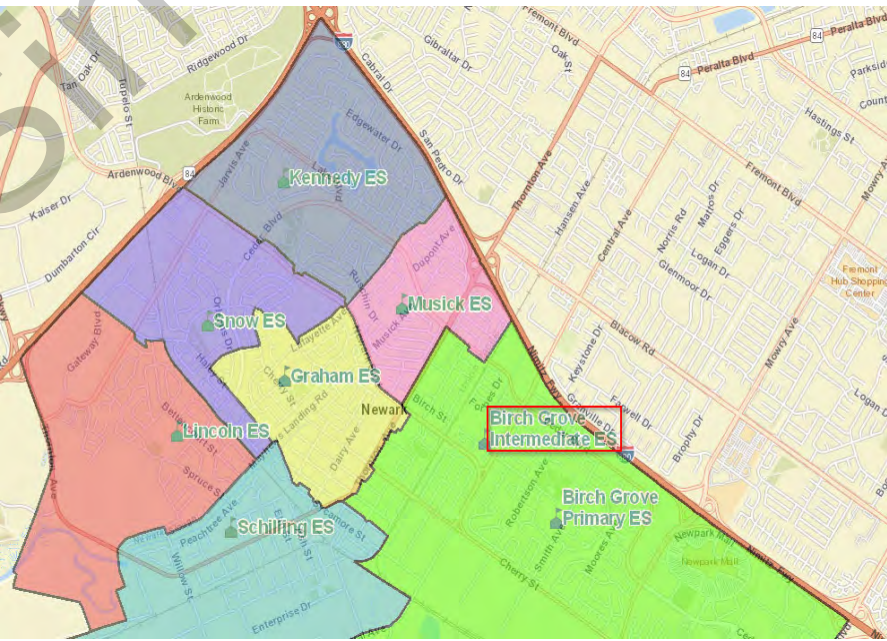
2019–20 Enrollment: 463

Student Capacity:

- 29 Classrooms: 725
- 29 Classrooms & 8 Portables: 925

Other:

- Child Care Center
- Special Education Program



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Graham Elementary

Address: 36270 Cherry Street

Grade Span: Grades K–6

2019–20 Enrollment: 363

Student Capacity:

- 34 Classrooms: 850
- 34 Classrooms & 5 Portables: 975

Other:

- Think Together After School Program
- Special Education Program

A map of the Newark Unified School District showing various elementary school boundaries. The schools are color-coded: Kennedy ES (blue), Snow ES (purple), Lincoln ES (red), Schilling ES (teal), Musick ES (pink), Birch Grove Intermediate ES (green), and Birch Grove Primary ES (light green). Graham ES is highlighted in yellow and outlined with a red border. The map includes major roads like Peralta Blvd, Fremont Blvd, and various local streets.

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17

Kennedy Elementary

Address: 35450 Blackburn Drive

Grade Span: Grades TK–6

2019–20 Enrollment: 397

Student Capacity:

- 24 Classrooms: 600
- 24 Classrooms & 5 Portables: 725

Other:

- Child Care Center

A map of the Newark Unified School District showing various elementary school boundaries. The schools are color-coded: Kennedy ES (blue), Snow ES (purple), Lincoln ES (red), Schilling ES (teal), Musick ES (pink), Birch Grove Intermediate ES (green), and Birch Grove Primary ES (light green). Kennedy ES is highlighted in blue and outlined with a red border. The map includes major roads like Peralta Blvd, Fremont Blvd, and various local streets.

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18

Lincoln Elementary

Address: 36111 Bettencourt Street

Grade Span: Grades TK–6

2019–20 Enrollment: 379

Student Capacity:

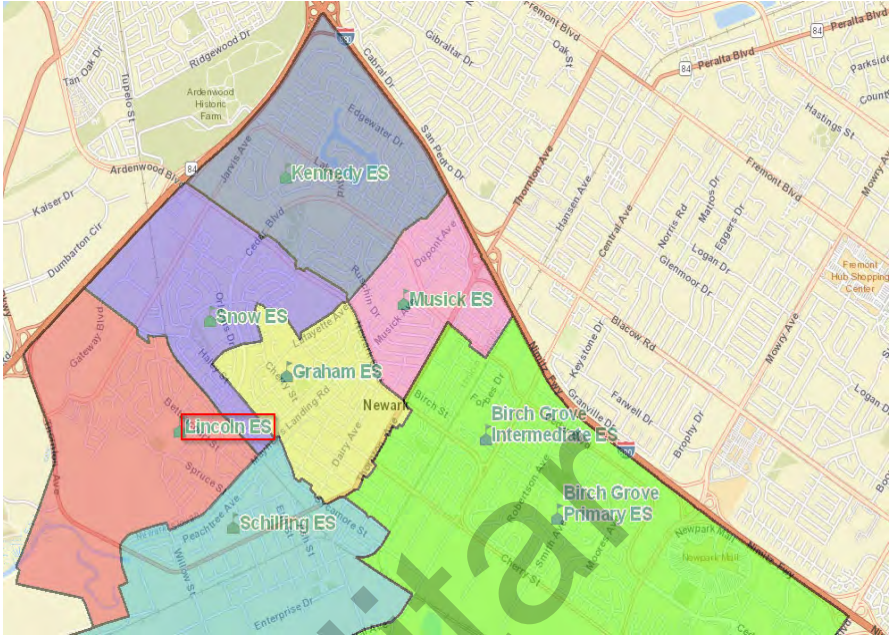
21 Classrooms: 525

21 Classrooms & 3 Portables: 600

Other:

Child Care Center

Special Education Program



A map showing the service area for Lincoln Elementary, which is highlighted in red. The map includes surrounding areas with other schools like Kennedy ES, Snow ES, Musick ES, Graham ES, Schilling ES, Birch Grove Intermediate ES, and Birch Grove Primary ES. Major roads like Peralta Blvd and Fremont Blvd are visible.

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19

Musick Elementary

Address: 5735 Musick Avenue

Grade Span: Grades TK–6

2019–20 Enrollment: 269

Student Capacity:

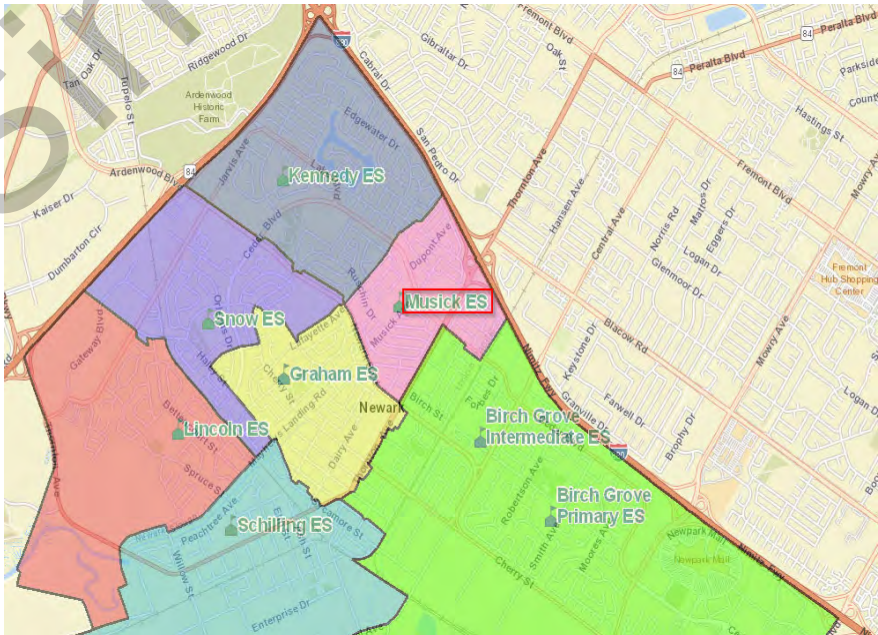
24 Classrooms: 600

24 Classrooms & 10 Portables: 850

Other:

Child Care Center

Special Education Program



A map showing the service area for Musick Elementary, which is highlighted in red. The map includes surrounding areas with other schools like Kennedy ES, Snow ES, Graham ES, Lincoln ES, Schilling ES, Birch Grove Intermediate ES, and Birch Grove Primary ES. Major roads like Peralta Blvd and Fremont Blvd are visible.

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20

Schilling Elementary

Address: 36901 Spruce Street

Grade Span: Grades TK–6

2019–20 Enrollment: 368

Student Capacity:

- 26 Classrooms: 650
- 26 Classrooms & 11 Portables: 925

Other:

- Think Together After School Program
- Dual Language Immersion 2021–2022
- Special Education Program

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21

Snow Elementary

Address: 6580 Mirabeau Drive

Grade Span: Grades K–6

2019–20 Enrollment: 307

Student Capacity:

- 22 Classrooms: 550
- 22 Classrooms & 3 Portables: 625

Other:

- Child Care Center
- Special Education Program

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22

Newark Jr High

Address: 6201 Lafayette Avenue

Grade Span: Grades 7–8

2019–20 Enrollment: 893

Student Capacity:

- 52 Classrooms: 1,404
- 52 Classrooms & 4 Portables: 1,512

Other:

- Think Together After School Program
- Special Education Program
- Possible reconfiguration to a middle school (Grades 6–8)



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23

MacGregor Alternative

Address: 35753 Cedar Blvd

Student Capacity:

- 22 Classrooms: 594
- 22 Classrooms & 1 Portable: 621

Bridgepoint High

Grade Span: Grades 9–12

2019–20 Enrollment: 75

Crossroads IS

Grade Span: Kindergarten – Grade 12

2019–20 Enrollment: 37

Newark Adult School

2019–20 Enrollment: 552



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24

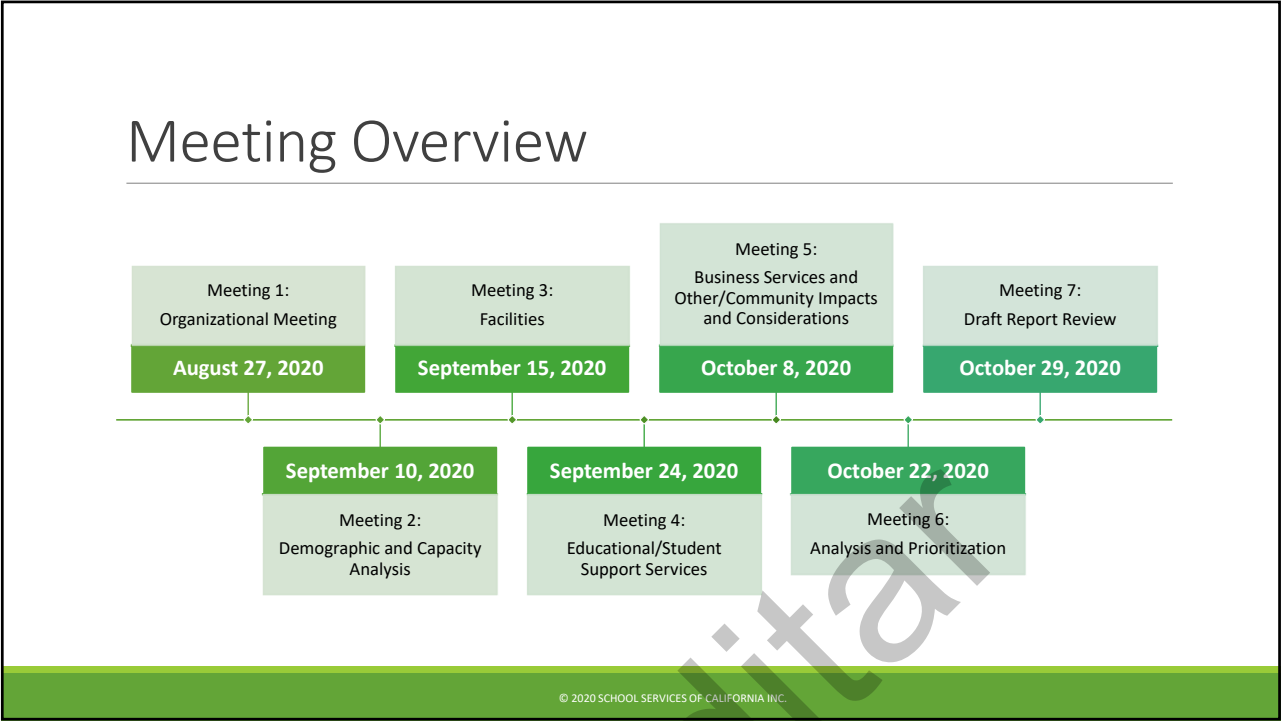
Proposed Criteria/ Scoring Methodology

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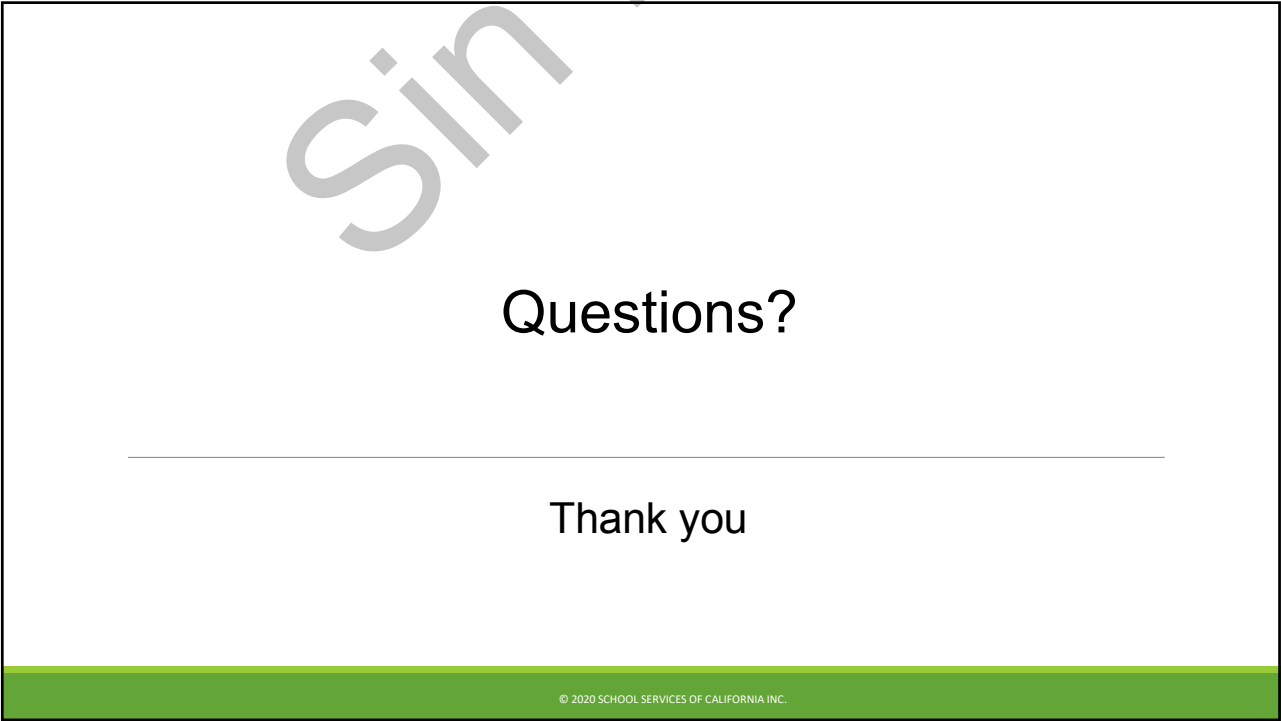
25

CRITERIA	
Demographics and Capacity	Educational/Student Support Services
1.School enrollment is low and projected to remain low (enrollment at least 70% of capacity)	10.Performance level of orange or red in two or more state priorities
2.Demographically diverse population based on the unduplicated pupil percentage	11.District-wide programs would need to be relocated
3.Excess classroom capacity	12.District-wide programs can be relocated
4.Proximity to schools with capacity to accommodate incoming students	
Facilities	Business Services and Other/Community Impacts and Considerations
5.Facilities are in good condition (based on cost of facility needs and proposed modernization/construction projects)	13.Safety concerns regarding traffic and safe routes to school if students are relocated
6.Modernization, construction or other projects (e.g., technology upgrades) recently completed	14.District would benefit from net savings if closed
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.)	
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27



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**Newark Unified School District
School Consolidation Advisory Committee**

Criteria		Scoring methodology	Weighted methodology
Demographics and Capacity			
1.	School enrollment is low and projected to remain low (enrollment at least 70% of capacity)	Yes=2; No=1	Highest score (8) goes to school with lowest enrollment-rank down
2.	Demographically diverse population based on the unduplicated pupil percentage	Yes=1; No=2	Highest score (8) goes to school with least diverse population-rank down
3.	Excess classroom capacity	Yes=2; No=1	Highest score (8) goes to school with most excess capacity-rank down
4.	Proximity to schools with capacity to accommodate incoming students	Yes=2; No=1	Highest score (8) goes to school with the closest three schools with the highest total available capacity-rank down
Facilities			
5.	Facilities are in good condition (based on cost of facility needs and proposed modernization/construction projects)	Good=1; Fair=2; Poor=3	Highest score (8) goes to school with most expensive needs
6.	Modernization, construction or other projects (e.g., technology upgrades) recently completed	Yes=1; No=2	Highest score (dependent on number of applicable schools) goes to school with least expensive projects
7.	Unique facilities (i.e., facilities that could not be readily replicated) not found at other school sites	Yes=1; No=2	
8.	Support spaces (e.g., cafeteria, multi-purpose room, playgrounds, etc.) have sufficient capacity to meet current and projected enrollment	Yes=1; No=2	
9.	Environmental factors effect current or future use of property (e.g., earthquake faults, high speed rail, etc.)	Yes=2; No=1	
Educational/Student Support Services			
10.	Performance level of orange or red in two or more state priorities	Yes=2; No=1	1 point for each indicator with an orange or red performance level
11.	District-wide programs would need to be relocated	Yes=1; No=2	
12.	District-wide programs can be relocated	Yes=2; No=1; N/A=0	
Business Services and Other/Community Impacts and Considerations			
13.	Safety concerns regarding traffic and safe routes to school if students are relocated	Yes=2; No=1	
14.	District would benefit from net savings if closed	Yes=2; No=1	Highest score (8) goes to school with most savings

Meeting 2: September 10, 2020

Sin Editar

NEWARK UNIFIED SCHOOL DISTRICT
SCHOOL CONSOLIDATION ADVISORY COMMITTEE



Thursday, September 10, 2020

6:00 PM

Join Zoom Webinar

https://us02web.zoom.us/webinar/register/WN_zj5d8lT4R8Gw-Gk02jli9Q

AGENDA

A. Call to Order

B. Roll Call

C. Welcome from Dr. Mark Triplett, Ed.D., Superintendent

D. Visitor/Public Comments

How to Submit Comments for Zoom Meeting:

- In order to be read aloud to the Board Appointed School Consolidation Advisory Committee (SCAC) panel during the meeting, comments must be received by 1:00 PM the day of the scheduled SCAC Meeting.
- Email comment items to jcroce@newarkunified.org. Please put in the subject line: SCAC PUBLIC COMMENT SEPTEMBER 10, 2020
- During the meeting, comments will be read aloud by Jodi Croce, NUSD Administrative Assistant and they will be added to the meeting minutes. All comments will be limited and timed to two minutes. Public comments will be read, in the order received, for a maximum of 20 minutes. All comments will be added to the minutes.
- As with in-person meetings, the Committee respects the right of the public to comment on Committee matters. The content of messages should be civil and appropriate for a public meeting of a school district governing board committee.
- State law prohibits Committee members from taking any action on or discussing items that are not on the posted agenda.

E. Approval of August 27, 2020 minutes

(Action)

F. Review committee charge document

(Information)

- Review of the committee charge document.
- This item is being brought back from the August 27 meeting for clarification.

G. Proposed criteria/scoring methodology

(Action)

- Revote due to exclusion of the Chair and Vice Chair.

H. Presentation of district demographic data

(Information)

- Schoolworks, the district demographics consultant, will present demographic data, including current enrollment and projections for the district and by school site.

I. Site Analysis

- Committee will score school sites against adopted criteria.

J. Next Meeting

- September 15, 2020

J. Adjournment

(Action)

Sin Editor

**MINUTES OF THE
SCHOOL CONSOLIDATION ADVISORY COMMITTEE (SCAC)**
Newark Unified School District

September 10, 2020-6:00 PM held virtually via Zoom
Amended and Approved September 15, 2020

A. Call to Order	The meeting was called to order at 6:01 pm by Chair Martinez.
B. Roll Call	<p>Board Member Elisa Martinez addressed that at the last meeting there was a vote for Chair and Vice Chair. At that time she explained that the outcome was against the Board's directive and she would bring it back to the attention of the Board.</p> <p>The committee charge, as specified by the Board in April 2020, was that a Board Member would serve as Chair and Vice Chair of the School Consolidation Advisory Committee.</p> <p>She brought the matter to the attention of the Board during Committee Reports. She shared the concerns of the committee to have Board members serve as Chair and Vice Chair. A majority of the Board members agreed to keep the committee charge as is. Therefore, she will serve as Chair and Member Phuong Nguyen will serve as Vice Chair.</p> <p>Members of the Committee Attendees Chae Marshall, Rachel Bloom, Sue Eustice, Hamilton Baylon, Veronica Medina, Selene Nevarez, Angela Ringlein, Maria Ibarra, Cathreene Ingham-Watters, Christine Dix, Michelle Padilla, Janet Crocker</p> <p>Mark Triplett, Ed.D., Superintendent Elisa Martinez, President NUSD School Board Phuong Nguyen, Member NUSD School Board</p> <p>Absent Vilma Cristina Mendoza</p> <p>Clarification was made of Non-Voting Committee Members Mark Triplett, Ed.D., Superintendent Elisa Martinez, President NUSD School Board Phuong Nguyen, Member NUSD School Board</p>
C. Welcome from Dr. Mark Triplett, Ed.D., Superintendent	Dr. Triplett welcomed the committee.
D. Visitor/Public Comment	<p>Chair Martinez reviewed with the committee that comments are reduced to two (2) minutes, with a maximum of 20 minutes to read them aloud. All comments will be attached to the minutes of the meeting and become a part of the record.</p> <p>The reduction in the time limit is to respect the time of the committee members and still</p>

**MINUTES OF THE
SCHOOL CONSOLIDATION ADVISORY COMMITTEE (SCAC)**
Newark Unified School District

September 10, 2020-6:00 PM held virtually via Zoom
Amended and Approved September 15, 2020

	<p>allow comments to be read aloud. By limiting each comment to two minutes, more comments can be heard.</p> <p style="text-align: center;">Committee Discussion</p> <p>Informal poll of committee members to confirm that they would like to keep the time to three (3) minutes per comment, total reading time 20 minutes.</p> <p>Two speakers addressed the committee. Statements included at the end of the minutes.</p>
E. Approval of Minutes	<p>Motion to approve minutes with two (2) edits:</p> <ol style="list-style-type: none"> 1. Correct meeting date from October 8, 2002 to October 8, 2020 2. Correct November 7, 2020 Board meeting date to November 5, 2020 <p>Motion: Ingham-Watters Second: Marshall Yes: Marshall, Bloom, Eustice, Crocker, Baylon, Medina, Nevarez, Ringlein, Ibarra, Ingham-Watters, Dix, Padilla No: 0</p>
F. Review of Committee Charge Documents	<p>Marie dela Cruz, Chief Business Official, NUSD</p> <ul style="list-style-type: none"> • Shared the timeline of Board meetings where the forming of the committee was discussed and approved • Shared the committee charge and composition • The reason the recommendation needs to go before the Board by November 5, 2020 is because the financial impact changes need to be reflected on the first interim report and for 2021-22 budget development.
G. Proposed criteria/scoring methodology	<p>Chair Martinez and Vice Chair Nguyen voted on August 27, 2020 items. These items are being brought back to the committee for a new vote, to be taken without the Chair and Vice Chair.</p> <p>Motion made to remove criteria #10 from the criteria Motion: Ibarra Second: Ingham-Watters Committee Discussion Votes Yes: Ingham-Watters, Ibarra, Eustice, Marshall, Ringlein, Nevarez, Padilla No; Crocker, Medina, Bloom, Dix, Baylon</p> <p>Motion to approve proposed criteria without item #10 Motion: Dix Second: Padilla</p>

**MINUTES OF THE
SCHOOL CONSOLIDATION ADVISORY COMMITTEE (SCAC)**
Newark Unified School District

September 10, 2020-6:00 PM held virtually via Zoom
Amended and Approved September 15, 2020

	<p>No Committee Discussion</p> <p>Votes</p> <p>Yes: Marshall, Eustice, Crocker, Baylon, Ringlein, Ibarra, Ingham-Watters, Dix, Padilla</p> <p>No: Bloom, Medina, Nevarez</p>
H. Presentation of district demographic data	<p>Ken Reynolds, President SchoolWorks</p> <p>Presentation of school demographic projections</p> <ul style="list-style-type: none"> • 10 Year Enrollment History and 10 Year Enrollment Projection • December 2019 enrollment data • Birth rates 2008 - 2023 • 6 Year Projection by School • 6 Year Projection by Grade • New Developments • Students Not Enrolled in Newark Schools • School Demographics as of December 2019 • Enrollment Projections by School Site • 1 Year Projection by Grade • Next meeting will present capacity <p>Committee discussion</p> <ul style="list-style-type: none"> • SpEd preschool data needs to be included in the enrollment data • We are looking at 2019 data, how has the new developments impacted schools? The next data collection will be in October, too late for this committee. • Alternative school data? The numbers for this program are calculated to serve a percentage of the population, so no hard numbers for them.
I. Site Analysis	<p>Brianna García, Director, School Services of California</p> <p>The intent is to have criteria that can be scored as objectively as possible, while still being open to information that is important, but cannot necessarily be scored.</p> <p>The committee agreed that 40% - 60% is the ideal range for scoring diversity. So schools within that range are scored lower (better) than schools above or below that range.</p> <p><u>Scoring</u></p> <p>Yes means the school fits within the 40%-60% range and is considered diverse = 1 point</p> <p>No means the school was outside the range and is considered to have less diversity = 2 points</p>
7:55 pm	Motion to extend the meeting for 30 minutes

**MINUTES OF THE
SCHOOL CONSOLIDATION ADVISORY COMMITTEE (SCAC)**
Newark Unified School District

September 10, 2020-6:00 PM held virtually via Zoom
Amended and Approved September 15, 2020

	<p>Motion: Bloom Second: Crocker Votes Yes: Marshall, Bloom, Eustice, Crocker, Medina, Neverez, Ringlein, Ibarra, Ingham-Watters, Dix, Padilla No: Baylon</p>
J. Next Meeting	<p>Next meetings September 15, 2020 (Capacity and Facilities) September 24, 2020 October 8, 2020 October 22, 2020 October 29, 2020 The committee will be presenting their report and recommendations to the Board at the November 5, 2020 Board meeting.</p>
K. Adjournment	<p>Motion to adjourn 8:12 pm Motion: Dix Second: Padilla Yes: Marshall, Bloom, Eustice, Crocker, Baylon, Medina, Neverez, Ringlein, Ibarra, Ingham-Watters, Dix, Padilla No: 0</p>
Other Attendees	<p>District Personnel Attendees Marie dela Cruz, Chief Business Official Jessica Saavedra, Executive Director of Human Resources Lucia Gutierrez, Executive Assistant to Superintendent Paul Rose, Network Manager Jodi Croce, Business Services Administrative Assistant</p> <p>Other Attendees Facilitator: Brianna García, Director, School Services of California Demographer: Ken Reynolds, SchoolWorks Gilma Guevara, Spanish Translator</p>
Visitor/Public Comment	<p>Can we trust our representatives if they first say they are fine having a non-board member as chair of the SCAC provided the full board approves the change and then do not bring it back to the full board as an action item?</p> <p>Can we trust our representatives if they, without proper process, unilaterally reduce the public speaking time from 3 to 2 minutes without having the full board and the SCAC involved? The standard of 3 minutes is across the board appointed committees, whether an LCAP or a CBOC committee.</p> <p>Why would our representatives unilaterally limit the meeting time to two hours and call</p>

**MINUTES OF THE
SCHOOL CONSOLIDATION ADVISORY COMMITTEE (SCAC)**
Newark Unified School District

September 10, 2020-6:00 PM held virtually via Zoom
Amended and Approved September 15, 2020

	<p>on a board bylaw, which only applies to the general board meeting, limiting any extensions without involving the full board and the SCAC?</p> <p>Why are our representatives trying to rush this committee into making a recommendation within two months on such an important matter? The purpose document lists a time frame which could be 6 to 12 months.</p> <p>How can you possibly analyze the closure of one or two schools, the impact to special ed students and services and a move towards a middle school model in only 9 weeks?</p> <p>While we should take a serious look at closing one or two schools, there is absolutely no reason to rush things. Given our improved financial situation we do not have to force a decision for the 2021-22 school year.</p> <p>A committee this large needs time and a lot of discussion to evaluate the merits as well as the consequences for each school it considers for closure.</p> <p>Don't be used as a scapegoat, if you don't feel confident in making a recommendation due to time-pressure or lack of proper evaluation and discussion, make no recommendation at all.</p> <p>The school board cannot force you to make a recommendation!</p> <p>Cary Knoop</p>
<p>Visitor/Public Comment</p>	<p>Good Evening Committee Members,</p> <p>I would like to summarize the introduction of the Closing a School Best Practice Guide from the California Department of Education – last reviewed February 2020: It is a legislative intent, but not a mandate, for a district to have and use a District Advisory Committee before decisions are made about school closure. But whether an intent or a mandate, the advice is good. It is best to have a membership mostly of volunteers (although a paid chairperson or facilitator is useful).</p> <p>The job of the superintendent and board members is to evaluate facts, not gather them. And the process of gathering the facts must be as credible, transparent and non-political as possible. The superintendent and school board members should not be included on the District Advisory Committee.</p> <p>Why isn't Newark Unified following this recommended Best Practice?</p> <p>The decision to close a school must be based upon hard, empirical evidence that leads to a broadly supported, unquestionable conclusion-the district cannot afford to keep a particular school open without cuts elsewhere. This conclusion must be program-based</p>

**MINUTES OF THE
SCHOOL CONSOLIDATION ADVISORY COMMITTEE (SCAC)**
Newark Unified School District

September 10, 2020-6:00 PM held virtually via Zoom
Amended and Approved September 15, 2020

	<p>upon such factors as projections of declining enrollment, critical district financial circumstances, facility conditions, educational program quality, costs of keeping underutilized facilities open, feasible options to closing a school, anticipated fiscal relief from a school closure.</p> <p>Two of the four board members sit on this board advisory committee. You are being forced to accept the two board members as your chair & vice-chair, public comment has been reduced to two minutes, Birch Grove schools are over represented and you are given 9 weeks to make a critical decision that will impact this district and city for years to come. If the board wants to convey that much influence over the process, why don't they spare all of you the work this will entail and make the decision themselves?</p> <p>I have more to say but my two minutes are up.</p> <p>Signed, Cindy Parks</p>
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Newark Unified School District

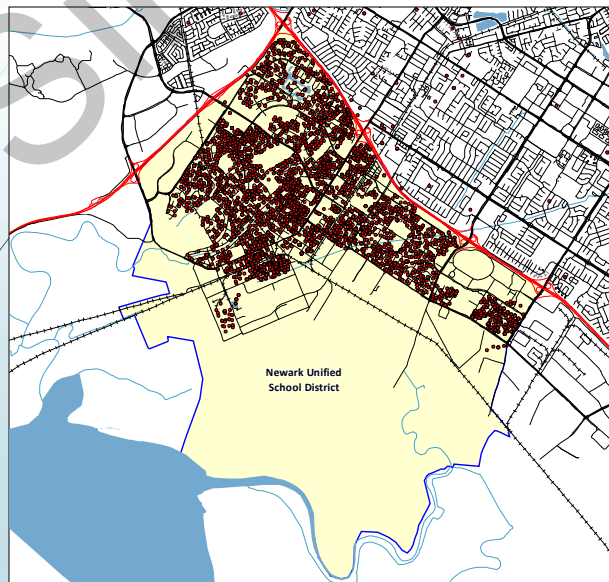


Enrollment
Analysis
9/10/2020

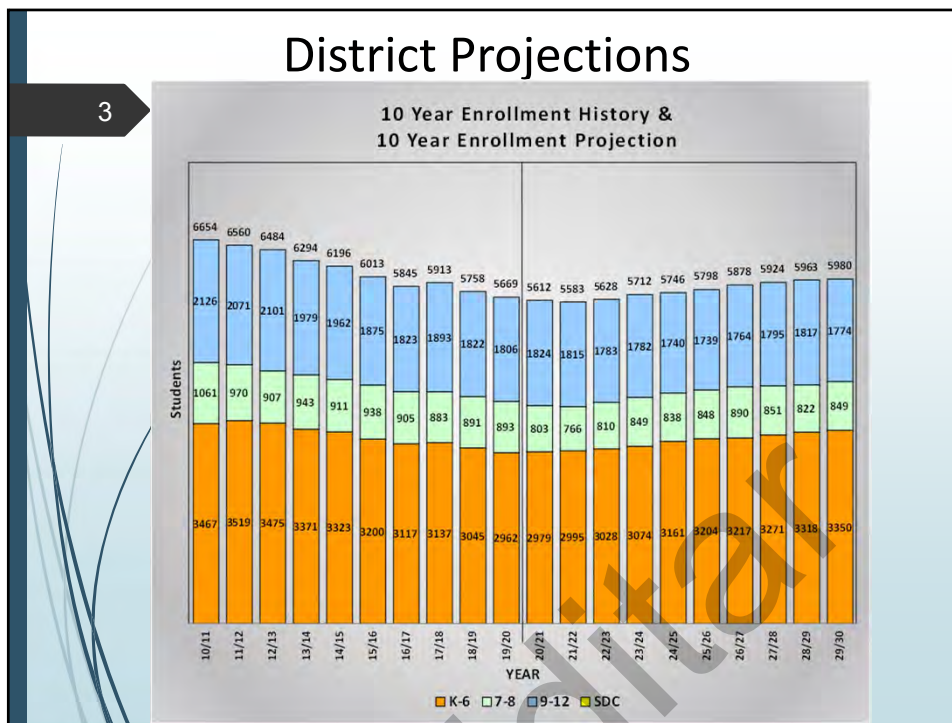
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District Map



2



3

December 2019 Enrollment

School Code	School Name	Total Enrollment
6001440	August Schilling Elementary	368
6001531	Birch Grove Intermediate	463
6001499	Birch Grove Primary	402
0135426	Bridgepoint High (Continuation)	75
0130484	Crossroads High (Alternative)	37
6001457	E. L. Musick Elementary	269
6001473	H. A. Snow Elementary	307
6001481	James A. Graham Elementary	363
6001507	John F. Kennedy Elementary	397
6001523	Lincoln Elementary	379
6102917	Newark Junior High	893
0130054	Newark Memorial High	1669
0000001	NPS School Group for Newark Unified	10
TOTAL - Selected Schools		5632

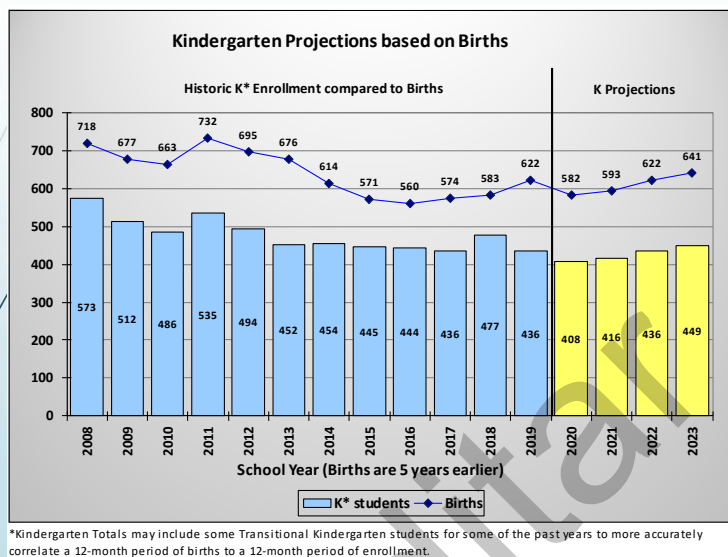
Varies only slightly from the October enrollment of 5,669.

December enrollment was 37 students lower than the October number.

4

5

Historic Birth Rates



5

6

6 Year Projection by School

Newark Unified School District							
Enrollment Projection Summary by School							
School	Current Enrollment						
	19/20	20/21	21/22	22/23	23/24	24/25	25/26
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

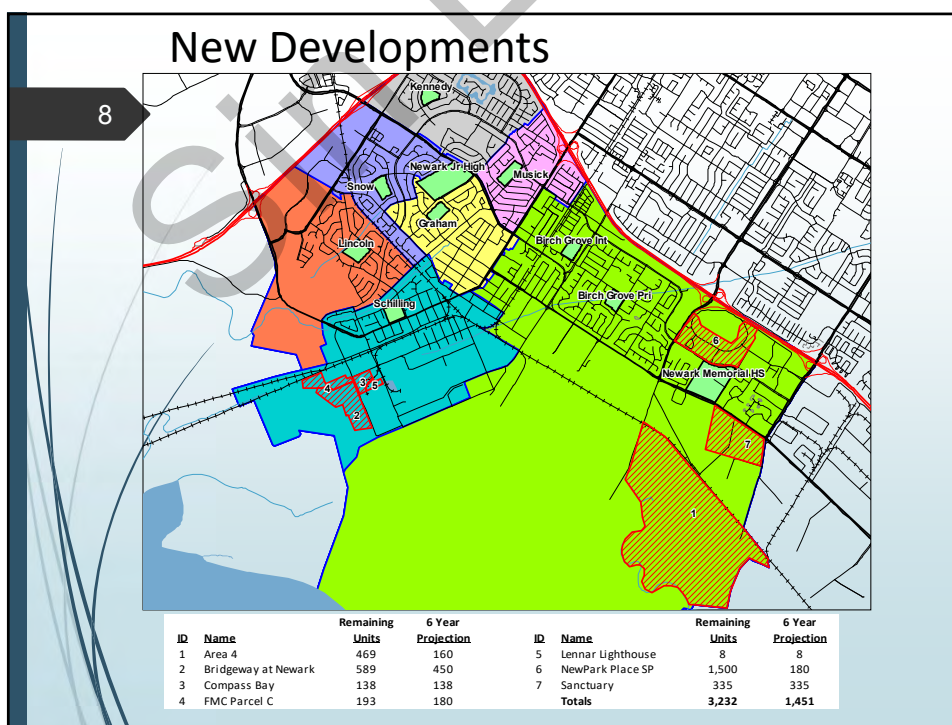
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6 Year Projection by Grade

Newark Unified School District
Enrollment Projection Summary by Grade

Grade	Current Enrollment	Projected Enrollment					
	19/20	20/21	21/22	22/23	23/24	24/25	25/26
TK	111	100	102	107	113	113	113
K	422	385	399	418	438	446	453
1	432	432	398	411	435	454	461
2	376	421	423	388	403	426	445
3	409	363	409	413	381	397	418
4	385	410	366	411	417	383	399
5	377	381	407	361	410	415	381
6	350	386	391	417	375	423	428
7	421	347	385	390	420	380	430
8	443	430	357	394	402	431	391
9	437	467	454	380	421	430	459
10	399	415	448	435	363	404	413
11	460	416	434	469	459	381	424
12	437	451	409	427	467	455	376
SDC	199	196	192	196	196	196	198
Total K-6	2,862	2,878	2,895	2,926	2,972	3,057	3,098
Total 7-8	864	777	742	784	822	811	821
Total 9-12	1,733	1,749	1,745	1,711	1,710	1,670	1,672
Total SDC	199	196	192	196	196	196	198
District Totals	5,658	5,600	5,574	5,617	5,700	5,734	5,789

7



8

9

New Developments

Newark Unified School District New Development Construction							
Housing Units per Year							
School	20/21 Year 1	21/22 Year 2	22/23 Year 3	23/24 Year 4	24/25 Year 5	25/26 Year 6	Totals
Birch Grove Primary	75	75	75	135	155	160	675
Birch Grove Intermediate	75	75	75	135	155	160	675
Graham Elem	0	0	0	0	0	0	0
Kennedy Elem	0	0	0	0	0	0	0
Lincoln Elem	0	0	0	0	0	0	0
Musick Elem	0	0	0	0	0	0	0
Schilling Elem	75	125	133	173	135	135	776
Snow Elem	0	0	0	0	0	0	0
Elementary Totals	150	200	208	308	290	295	1,451
Newark Jr High	150	200	208	308	290	295	1,451
Middle Totals	150	200	208	308	290	295	1,451
Newark Memorial High	150	200	208	308	290	295	1,451
High Totals	150	200	208	308	290	295	1,451

9

10

Students Not Enrolled in Newark Schools

Newark Unified Students Transferring Out				
	Population	Enrollment	Attendance Ratio	Students Not Enrolled
Elem	4058	3467	85.44%	14.56%
Jr High	1191	1061	89.08%	10.92%
High	2408	2126	88.29%	11.71%
Total	7657	6654	86.90%	13.10%

The Students not enrolled are either in Private, Charter, Home School, or transfers out to other school districts.

This data was based on the 2010 Census counts in comparison to the 2010 enrollment. An updated analysis will be completed with the 2020 Census.

10

11

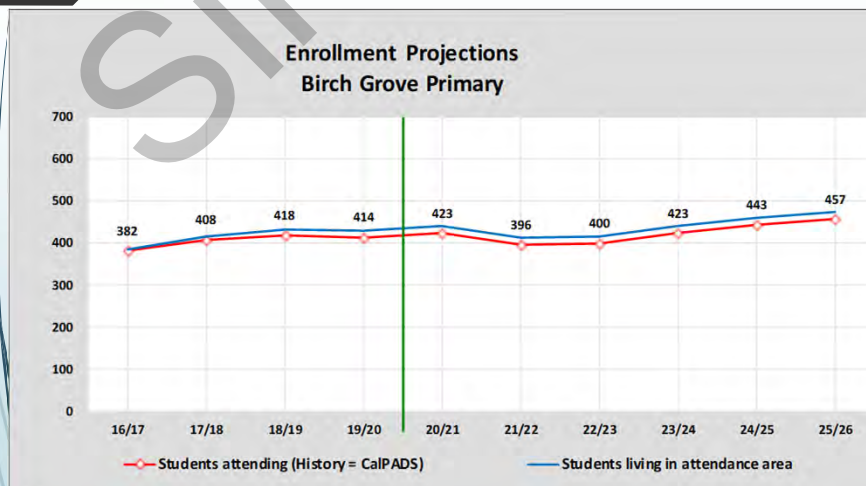
School Demographics as of December 2019

Elementary Schools	Enrollment	Unduplicated	
		Count	Ratio
Birch Grove Primary	402	163	41%
Birch Grove Intermediate	463	197	43%
Graham Elem	363	238	66%
Kennedy Elem	397	147	37%
Lincoln Elem	379	206	54%
Musick Elem	269	173	64%
Schilling Elem	368	269	73%
Snow Elem	307	159	52%
Totals	2,948	1,552	53%

This table shows the ratio of the unduplicated counts for each school which includes Free/Reduced Lunch, English Language Learner, and Foster youth.

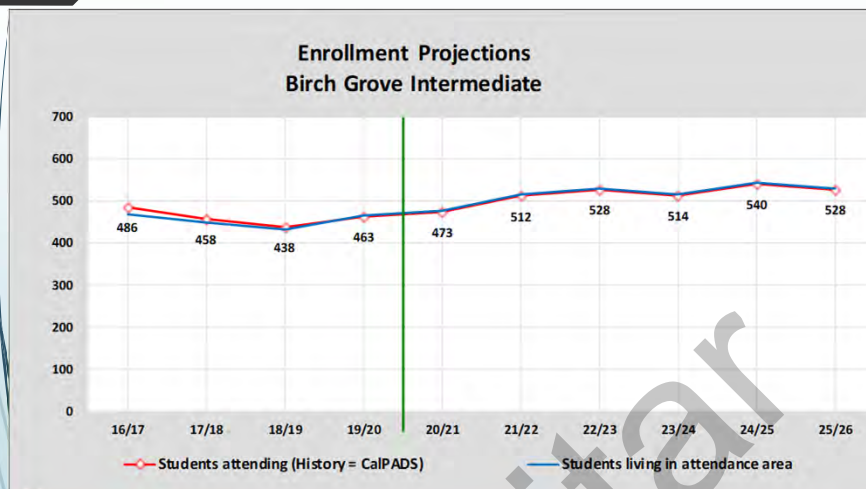
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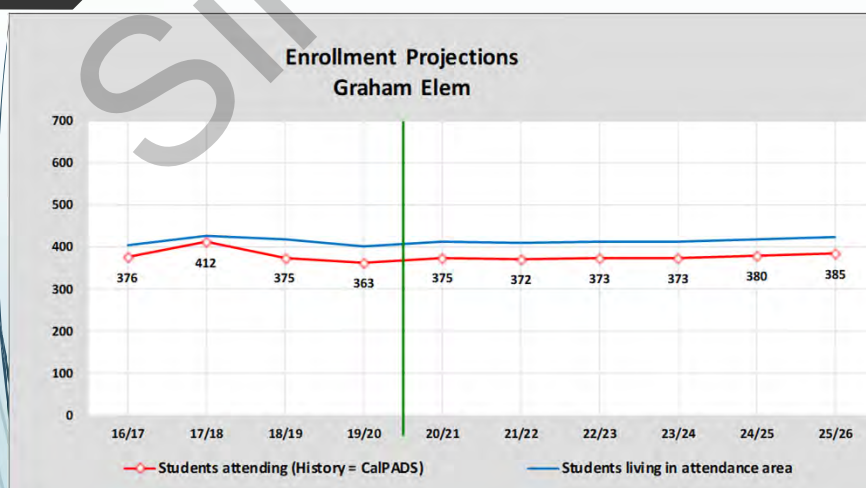
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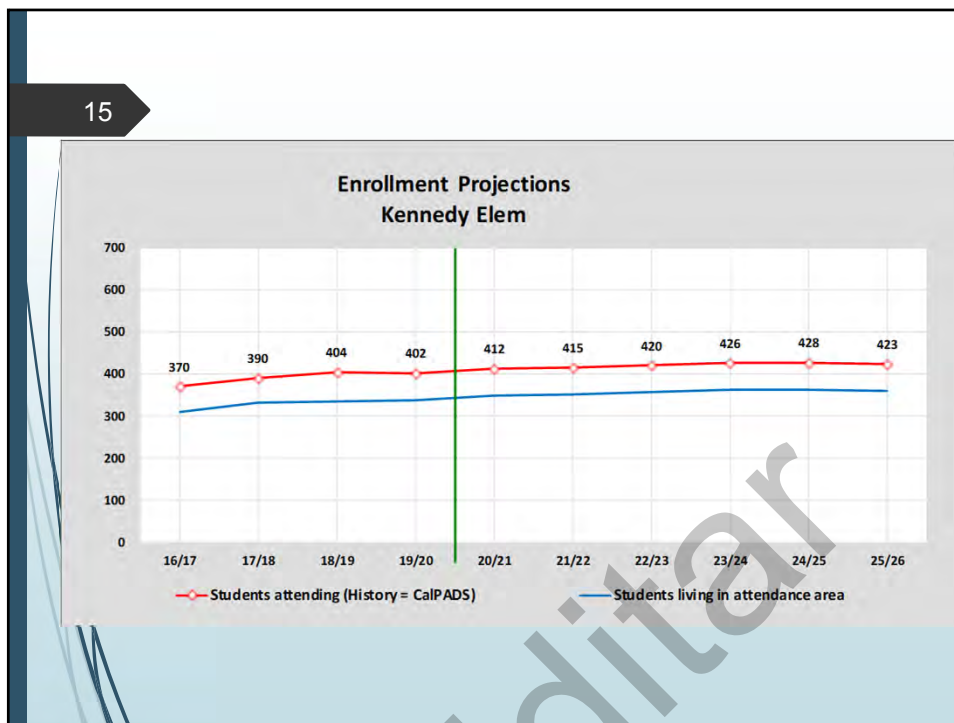


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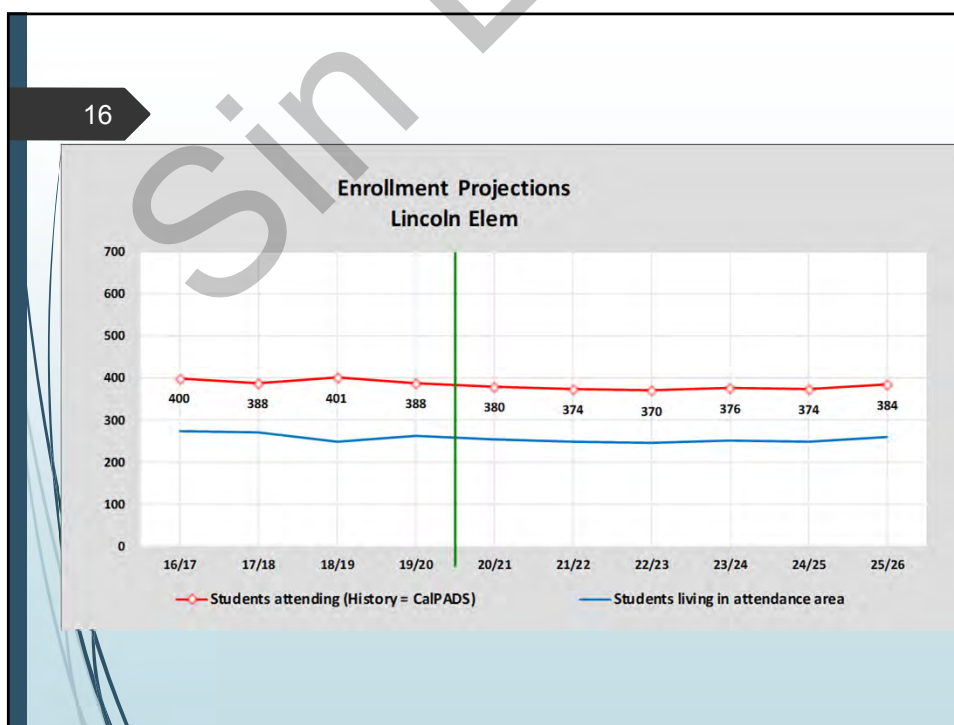
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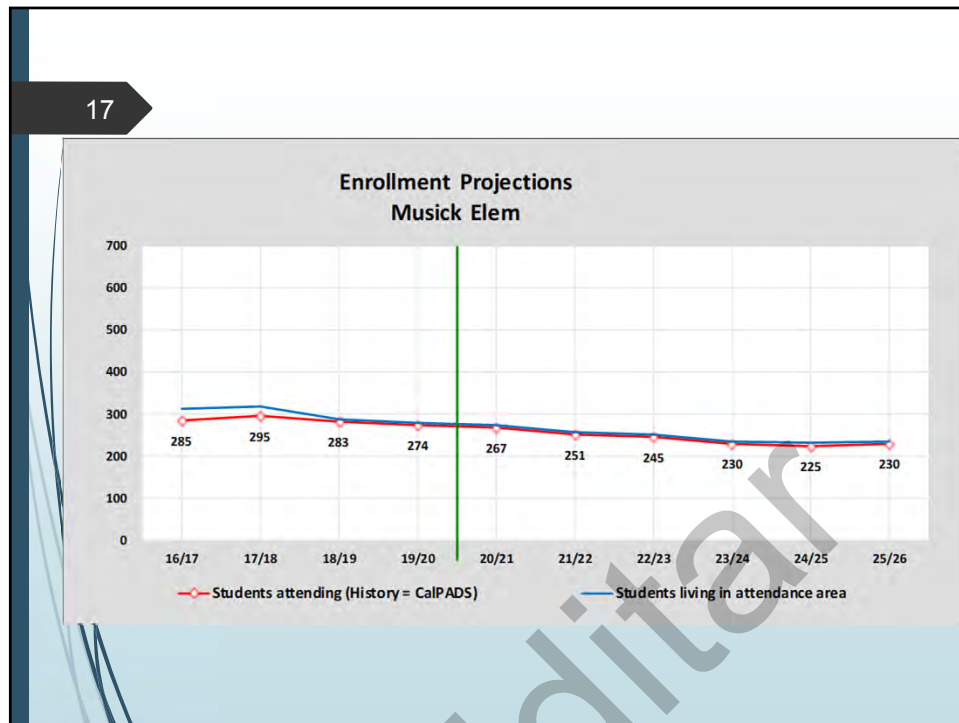
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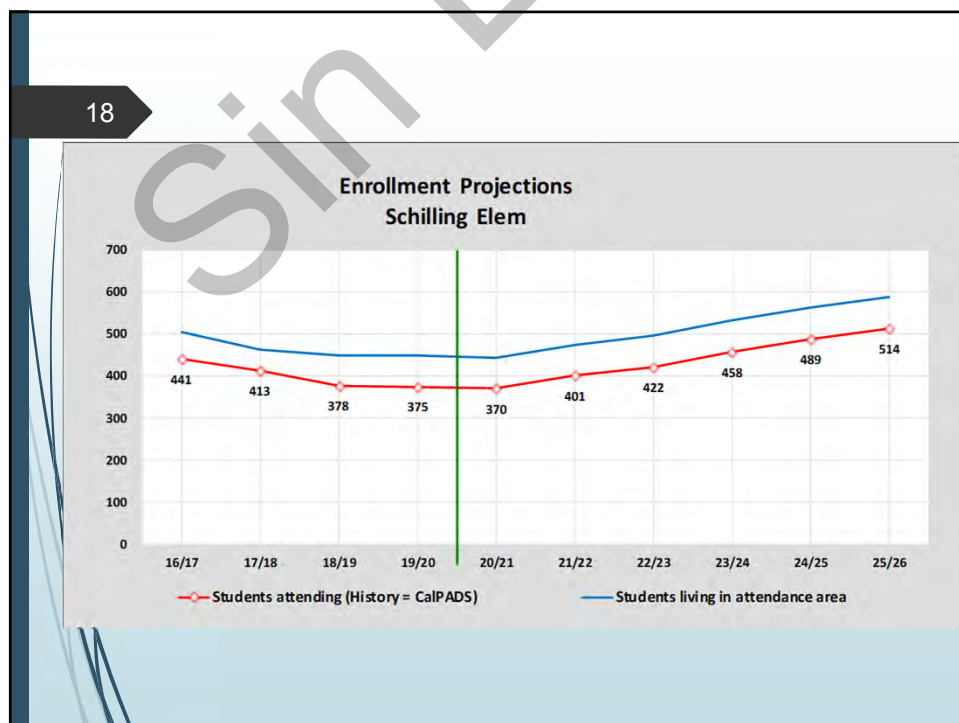
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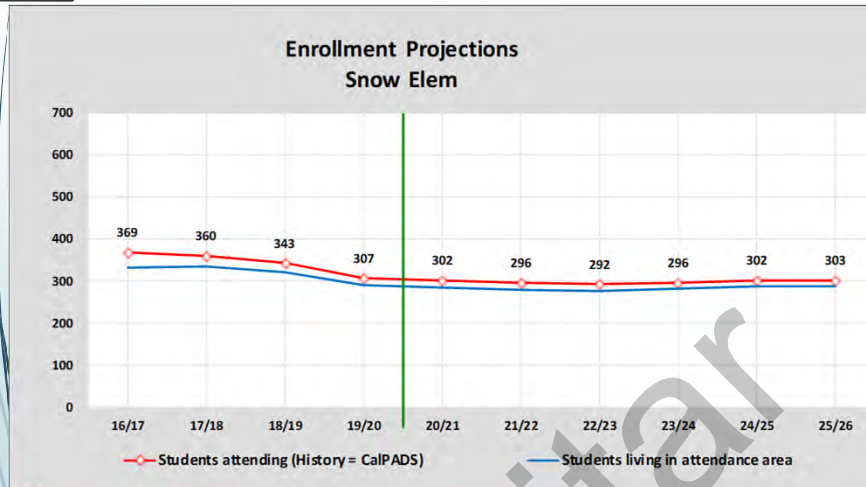


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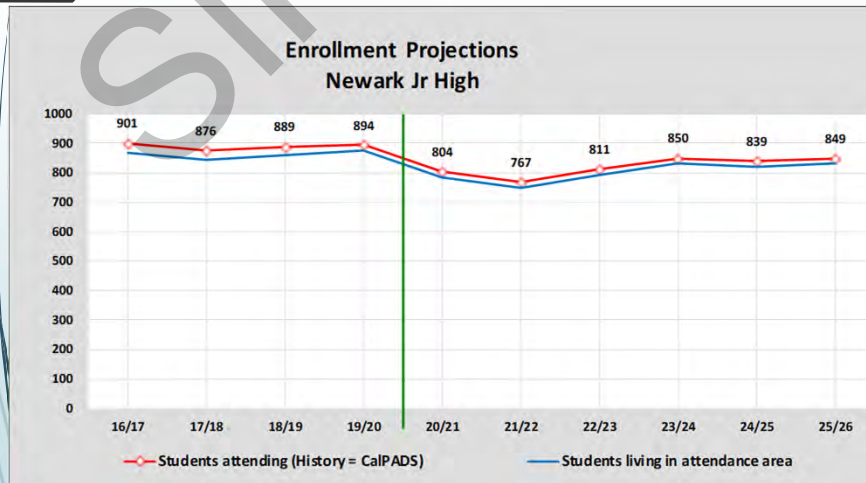
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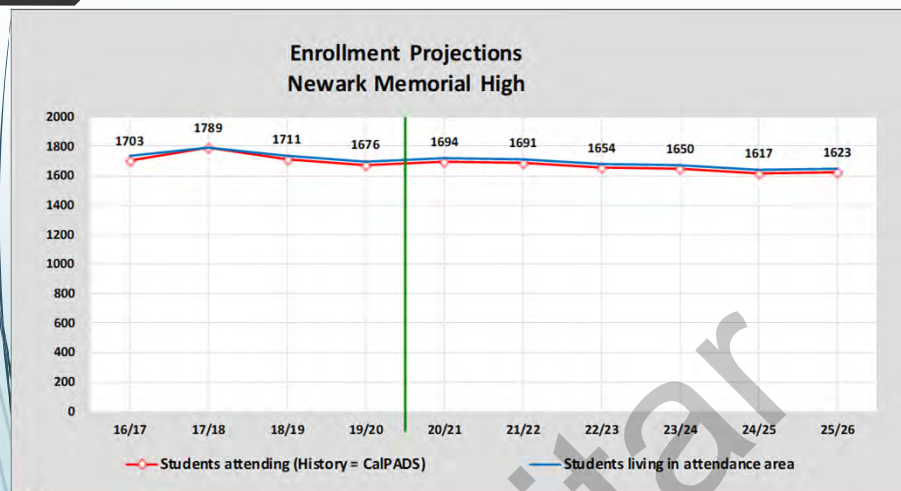
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1 Year Projection by Grade

Newark Unified School District										
Enrollment Projections										
YEAR 20/21, 1 Year Proj.										
School	T K	K	1	2	3	4	5	6	SDC	TOTAL
Birch Grove Primary	36	115	117	155	0	0	0	0	0	423
Birch Grove Intermediate	0	0	0	0	99	134	110	116	14	473
Graham Elem	0	47	54	50	38	64	45	59	18	375
Kennedy Elem	17	53	60	58	64	48	57	55	0	412
Lincoln Elem	17	39	73	36	51	43	50	46	25	380
Musick Elem	13	38	31	24	26	41	23	37	34	267
Schilling Elem	17	48	64	54	43	45	53	33	13	370
Snow Elem	0	45	33	44	41	35	42	39	23	302
Totals	100	385	432	421	362	410	380	385	127	3,002

22

23

Next Meeting: School Capacity

The School Capacities will be verified and calculated.

The classrooms will be identified by permanent and portable classifications.

The number of classrooms for each school are then multiplied by the loading factors based on the grade levels.

23

NEWARK UNIFIED SCHOOL DISTRICT

COMMITTEE OF THE BOARD OF TRUSTEES SCHOOL CONSOLIDATION ADVISORY COMMITTEE

TIMELINE

December 5, 2019	Board approves formation of School Consolidation Advisory Committee (SCAC)
December 19, 2019	Board assigns two (2) Board members to the SCAC
January 16, 2020	Board considers hiring of facilitator(s) for SCAC meetings and selection process for committee members
March 19, 2020	Board appoints committee members
April 9, 2020	Board approves the charge of the committee and establishes meeting dates
May 27, 2020	First meeting of SCAC

BROWN ACT

The Board of Trustees determined that it is in the District's best interest to ensure all stakeholders have a voice in the recommendations being developed, considered, and ultimately presented to the Board. As such, the Board established a Board appointed community based advisory committee focused on potential school consolidations and related issues. It was a further interest of the Board to establish an open and transparent process with a high level of stakeholder participation, community engagement, and input. All meetings held by the School Consolidation Advisory Committee will be convened under provisions of The Brown Act, California's open meeting law (Gov. Code, §§5490 et seq.) which requires 72 hour (Regular Meeting) and 24 hour (Special Meeting) public notice of meetings and the availability of all materials shared at meetings to be made available to the public. All agendas, work products, documents, informational data and materials, and presentations will be posted for public access on the Newark Unified School District website.

COMMITTEE COMPOSITION

The Board will appoint all members of the Committee, which include the following:

- Two members of the Board acting as a subcommittee of the Board, serving as the Chair and Vice-Chair of the Committee.
- Community representatives
 - Parents (1 from each school)
 - One representative from each of the following District committees – DELAC, ELAC, Citizen Bond Oversight Committee (CBOC), 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)

In addition, the District's consulting demographer, Executive Cabinet Team members, and other key District staff members will be asked to serve as resources to the Committee, as well as one to two (1-2) facilitators.

The composition of the Committee will be approved by the Board at the December 19, 2020 Board meeting.

Committee Members will be appointed at the March 19, 2020 Board meeting.

- Appointed committee members must accept and commit to attending all scheduled SCAC meetings. The committed time could be six to twelve months.
- SCAC member applicants who were not appointed, will be placed in a pool for alternates. If an appointed committee member is unable to accept and/or fulfill their duties, an alternate will be selected by the Board sub-committee from the pool.
- If an appointed committee member is unable to fulfill their duties after the second SCAC meeting has convened, then there will be no alternate.

COMMITTEE CHARGE

1. The School Consolidation Advisory 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 (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 ____(*TBD*)____

mdc 3/23/20

Sin Editor

Meeting 3: September 15, 2020

Sin Editar

NEWARK UNIFIED SCHOOL DISTRICT
SCHOOL CONSOLIDATION ADVISORY COMMITTEE



Tuesday, September 15, 2020
6:00 PM

Register in advance for this webinar

https://us02web.zoom.us/webinar/register/WN_8mClwXxRR46hkricQz07mQ

Join Zoom Webinar (translation available) or [Watch Live via You Tube](#)

AGENDA

- A. Call to Order**
- B. Roll Call**
- C. Superintendent's Welcome**
- D. Visitor/Public Comments**

How to Submit Comments for Zoom Meeting:

- In order to be read aloud to the Board Appointed School Consolidation Advisory Committee (SCAC) panel during the meeting, comments must be received by 1:00 PM the day of the scheduled SCAC Meeting.
- Email comment items to jcroce@newarkunified.org. Please put in the subject line: SCAC PUBLIC COMMENT SEPTEMBER 15, 2020
- During the meeting, comments will be read aloud by Jodi Croce, NUSD Administrative Assistant and they will be added to the meeting minutes. All comments will be limited and timed to three (3) minutes. Public comments will be read, in the order received, for a maximum of 20 minutes. All comments will be added to the minutes.
- As with in-person meetings, the Committee respects the right of the public to comment on Committee matters. The content of messages should be civil and appropriate for a public meeting of a school district governing board committee.
- State law prohibits Committee members from taking any action on or discussing items that are not on the posted agenda.

- E. Approval of September 10, 2020 minutes**
- F. Presentation of Capacity Information**

- Staff and consultants will present facilities capacity information to the committee including number of classrooms and portables by site.

G. Site Analysis

- Committee will score school sites against adopted criteria.

H. Next Meeting

- September 24, 2020

I. Adjournment

Sin Editor

**MINUTES OF THE
SCHOOL CONSOLIDATION ADVISORY COMMITTEE (SCAC)**
Newark Unified School District

September 15, 2020-6:00 PM held virtually via Zoom
Approved September 24, 2020

A. Call to Order	The meeting was called to order at 6:01 PM by Chair Martinez.
B. Roll Call	<p>Members of the Committee Attendees</p> <p>Chae Marshall, Rachel Bloom, Sue Eustice, Hamilton Baylon, Veronica Medina, Angela Ringlein, Maria Ibarra, Cathreene Ingham-Watters, Christine Dix, Michelle Padilla, Janet Crocker</p> <p>Mark Triplett, Ed.D., Superintendent Elisa Martinez, President NUSD School Board Phuong Nguyen, Member NUSD School Board</p> <p>Absent Vilma Cristina Mendoza, Selena Nevarez</p>
C. Superintendent's Welcome	Dr. Triplett welcomed the committee.
D. Visitor/Public Comment	<p>All speakers addressed the committee.</p> <p>Statements included at the end of the minutes.</p>
E. Approval of September 10, 2020 Minutes	<p>Motion to approve minutes with changes:</p> <ul style="list-style-type: none"> • Baylon voted no on extension of the meeting • Item F: change to 2021-2022 <p>Vote Motion: Crocker Second: Medina Yes: Marshall, Eustice, Crocker, Medina, Ringlein, Ibarra, Ingham-Watters, Dix, Padilla No: 0 Abstain: Bloom, Hamilton</p>
F. Presentation of Capacity Information	Ken Reynolds, President Schoolworks
G. Site Analysis	Brianna García, Director, School Services of California
H. Next Meeting	<p>Next meetings</p> <p>September 24, 2020 - Facilities October 8, 2020 October 22, 2020 October 29, 2020</p> <p>The committee will be presenting their report and recommendations to the Board at</p>

**MINUTES OF THE
SCHOOL CONSOLIDATION ADVISORY COMMITTEE (SCAC)**
Newark Unified School District

September 15, 2020-6:00 PM held virtually via Zoom
Approved September 24, 2020

	the November 5, 2020 Board meeting.
7:59 PM	<p>Motion to extend the meeting 10 minutes Motion: Bloom Second: Ingham-Watters Vote Yes: Eustice, Crocker, Bloom, Ingham-Watters, Padilla, Marshall, Ringlein, Dix, Ibarra, Medina No: Baylon Abstain: 0</p>
I. Adjournment	<p>Motion to adjourn 8:05 PM Motion: Baylon Second: Padilla Vote Yes: Marshall, Eustice, Crocker, Baylon, Medina, Nevez, Ringlein, Ibarra, Ingham-Watters, Dix, Padilla No: Bloom Abstain: 0</p>
Other Attendees	<p>District Personnel Attendees Marie dela Cruz, Chief Business Official Jessica Saavedra, Executive Director of Human Resources Lucia Gutierrez, Executive Assistant to Superintendent Paul Rose, Network Manager Jodi Croce, Business Services Administrative Assistant</p> <p>Other Attendees Facilitator: Brianna Garcia, Director, School Services of California Demographer: Ken Reynolds, SchoolWorks Gilma Guevara, Spanish Translator</p>
Visitor/Public Comment	<p>Hello I am a part of the Musick Elementary School family. All three of my children are currently enrolled in this school. One of my children is special needs and change would not be a good fit. He has a 504 plan currently and speech. Consolidation is NOT an option for us. By doing this would be terrible for these children!</p> <p>Sincerely,</p> <p>Sabrina Dalton</p>
Visitor/Public Comment	<p>Musick school should not close! We love our school! My daughter is a second generation Leopard! I went there when I was a kid and now my daughter is there. I have another child that will be starting school next school year and I want her to attend Musick. It is such a great school! The staff is fantastic and we have such a</p>

**MINUTES OF THE
SCHOOL CONSOLIDATION ADVISORY COMMITTEE (SCAC)**
Newark Unified School District

September 15, 2020-6:00 PM held virtually via Zoom
Approved September 24, 2020

	<p>great school experience and want that to continue!</p> <p>Keep Musick school open!</p> <p>Sincerely, Claudia T</p>
Visitor/Public Comment	<p>I am writing in regards to Musick. We just heard sad news that one elementary school has to close in the district. I really hope that you guys consider keeping music elementary open. They do have smaller class sizes but it's for what the children need. My daughter has suffered from major anxiety and the amount of attentiveness, discipline and follow through that the school has exhibited to help her through this process has been outstanding. Communication and overall professionalism of the staff there speaks volumes to what our children need. Musick is a very special school with special children that need that type of love and attention they they give us! Please consider them as being a school that will remain open and not one that you would consider closing.</p> <p>We love Musick!!!!</p> <p>Ashley Cowan-Wolcott</p>
Visitor/Public Comment	<p>Dear Committee Members,</p> <p>It is clear this committee is an instrument to rush the closure of Newark schools around the election timeframe. By forcing the chair and co-chair positions, the board and administration has total control over the number of meetings, the agenda, what material is presented, what can and cannot be voted on.</p> <p>Last time this committee rightfully complained about not getting information with enough time to properly review, but again the information for this meeting was provided less than 24 hours in advance. It demonstrates a lack of respect for your needs and validates the whole process is being rushed; the administration is not even capable of providing documents as you have requested.</p> <p>The bias is clear, look at the observation page in the slide presentation. What does the writer mean 2 or 3 schools could be closed? Why did they even appoint an advisory committee, if they are already telling you what could be done under their provided scenario?</p> <p>I would strongly suggest this committee put the brakes on the forward motion the district is pushing this committee towards. Restart and slow down the pace, allowing for a reasonable timeframe. I am certain the chair and vice-chair will strongly resist because their agenda is clear.</p>

**MINUTES OF THE
SCHOOL CONSOLIDATION ADVISORY COMMITTEE (SCAC)**
Newark Unified School District

September 15, 2020-6:00 PM held virtually via Zoom
Approved September 24, 2020

	<p>If you don't, I fear, you will be used as a scapegoat for other people's political goals.</p> <p>Signed, Kelly Hopkins</p>
Visitor/Public Comment	<p>I am disappointed that the slide presentation in regards to the school closure study was distributed so late. It did not provide a reasonable amount of time for evaluation nor an appropriate response.</p> <p>Noel Doot</p>
Visitor/Public Comment	<p>Good Morning Jody, I believe you are the contact for public comment and or questions for the school consolidation committee. I am not sure if some of these questions have been asked or addressed but here goes.</p> <ol style="list-style-type: none"> 1. With closures, will the district be realigned and if so what are the guides lines for realignment (high density housing developments vs single home areas) ? 2. When addressing student placement what are the guidelines, exactly how far are we asking will students to travel to their new school. Many students currently walk to school with an older adult. 3. How will the district maintain class size when combining schools? Will trailer be brought in to handle the overflow? 4. Will there be more combination classes and if so what are the guideline for forming those classes. 5. Will the district consider forming more BGI/BGP partnerships (primary and intermediate sites) <p>Thank You,</p> <p>Ramonia Polillo</p>
Visitor/Public Comment	<p>I have seen during the previous meetings and on the presentation for this week's meetings, that the idea of 2 or 3 elementary schools might be closing. I understand the need to close schools to save money, however, why can't you start with closing only 1 school with the agreement that the topic will be revisited in a few years to see how the community, students, parents, teachers, etc are doing after 1 closure. The impact to students, families and teachers of just 1 school closing is going to be large and jumping to 2 schools will only double that impact. Impacts such as increased traffic at remaining school sites (resulting in less road safety), overcrowding of</p>

**MINUTES OF THE
SCHOOL CONSOLIDATION ADVISORY COMMITTEE (SCAC)**
Newark Unified School District

September 15, 2020-6:00 PM held virtually via Zoom

Approved September 24, 2020

	<p>cafeterias and lunch service, gym capacity for events, children not being able to walk to school, just to name a few. Many families have purchased homes near a school that we wanted our children to attend, so the thought of any of them closing is distressing. But at the very least, shouldn't more of an effort be made to close only 1 to have the least impact on the community as possible while still obtaining the fiscal results desired?</p> <p>Thank you, Sarah Guerra</p>
Visitor/Public Comment	<p>The following comments came from Kennedy PTA email address:</p> <ol style="list-style-type: none">1. Why is the focus on merging elementary schools when we have a large site McGregor with very little use?2. Has the data from the school site visits been reviewed and corrected? If so please share the updated data.3. Why is the district even considering closing elementary schools when we are trying to increase enrollment?4. Has a developer approached the district about purchasing any school sites?5. Do we have any data on how many new students Shilling has based on the sale of the new homes?6. Why is the district rushing this process? Was it not supposed to be a 9 month process now rushed into 2?7. It seems heartless to even discuss moving the 6 graders to the junior high next year. Those children will have walked out of elementary school after two quarters in 4th grade and then walk into middle school. <p>Kennedy Community</p>

Newark Unified School District



Capacity
Analysis
9/15/2020

1

2

Classroom Inventory

Newark Unified School District Classroom Count Summary

<u>Elementary Schools</u>	<u>Perm CR</u>	<u>Port CR</u>	<u>Total CR</u>
Birch Grove Primary	20	4	24
Birch Grove Intermediate	22	2	24
Graham Elem	29	1	30
Kennedy Elem	17	4	21
Lincoln Elem	18	3	21
Musick Elem	23	2	25
Schilling Elem	29	5	34
Snow Elem	21	0	21
Sub-Totals	179	21	200
<u>Middle Schools</u>			
Newark Jr High	49	4	53
Sub-Totals	49	4	53
MacGregor	23	0	23

Note: 4 CR at Musick used for Preschool are included in this count.
The portable counts do not include those in poor condition or those used for childcare.

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Loading Standards

Grades TK-3	24 students per classroom
Grades 4-6	28 students per classroom
Grades 7-8	27 students per classroom
Special Day Class (SDC)	12 students per classroom

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School Capacity Calculations

	<u>Grade</u>	<u>CR</u>	<u>Loading</u>	<u>Capacity</u>
Birch Grove Primary	K-3	20	24	480
	SDC	0	12	0
	Perm Total:	20		480
	Port:	4	24	96
	Total	24		576
Birch Grove Intermediate	K-3	5	24	120
	4-6	16	28	448
	SDC	1	12	12
	Perm Total:	22		580
	Port:	2	26.5	53
	Total	24		633
Graham Elem	K-3	15	24	360
	4-6	11	28	308
	SDC	3	12	36
	Perm Total:	29		704
	Port:	1	24	24
	Total	30		728
Kennedy Elem	K-3	11	24	264
	4-6	6	28	168
	SDC	0	12	0
	Perm Total:	17		432
	Port:	4	25.5	102
	Total	21		534

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School Capacity Calculations

	<u>Grade</u>	<u>CR</u>	<u>Loading</u>	<u>Capacity</u>
Lincoln Elem	K-3	10	24	240
	4-6	6	28	168
	SDC	2	12	24
	Perm Total:	18		432
	Port:	3	24	72
	Total	21		504
Musick Elem	K-3	10	24	240
	4-6	9	28	252
	SDC	4	12	48
	Perm Total:	23		540
	Port:	2	23.5	47
	Total	25		587
Schilling Elem	K-3	18	24	432
	4-6	10	28	280
	SDC	1	12	12
	Perm Total:	29		724
	Port:	5	25	125
	Total	34		849
Snow Elem	K-3	11	24	264
	4-6	7	28	196
	SDC	3	12	36
	Perm Total:	21		496
	Port:	0		0
	Total	21		496

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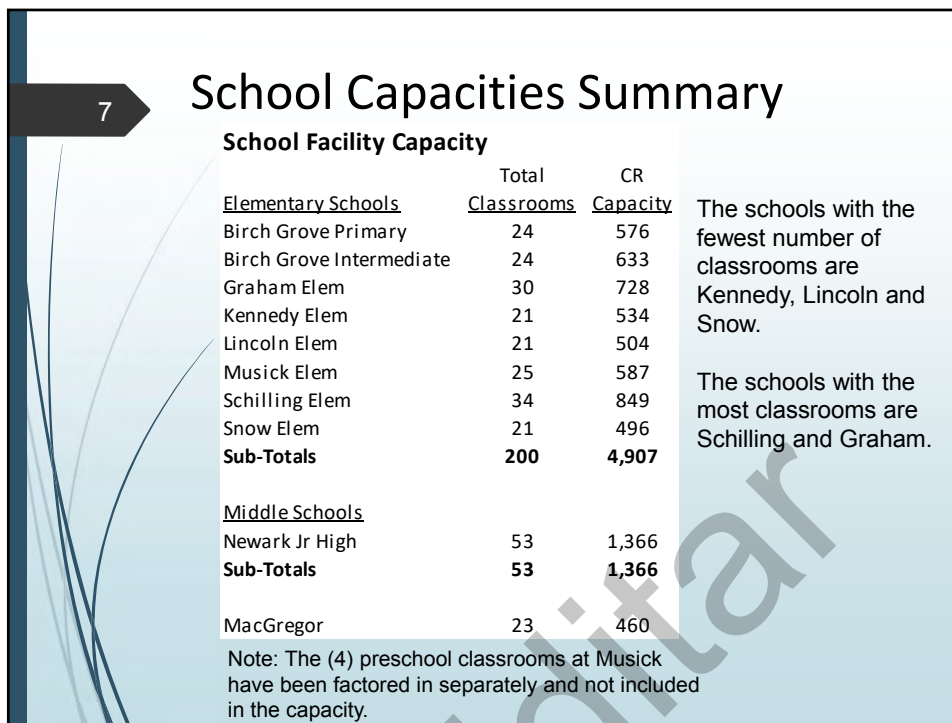
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Capacity Calculations

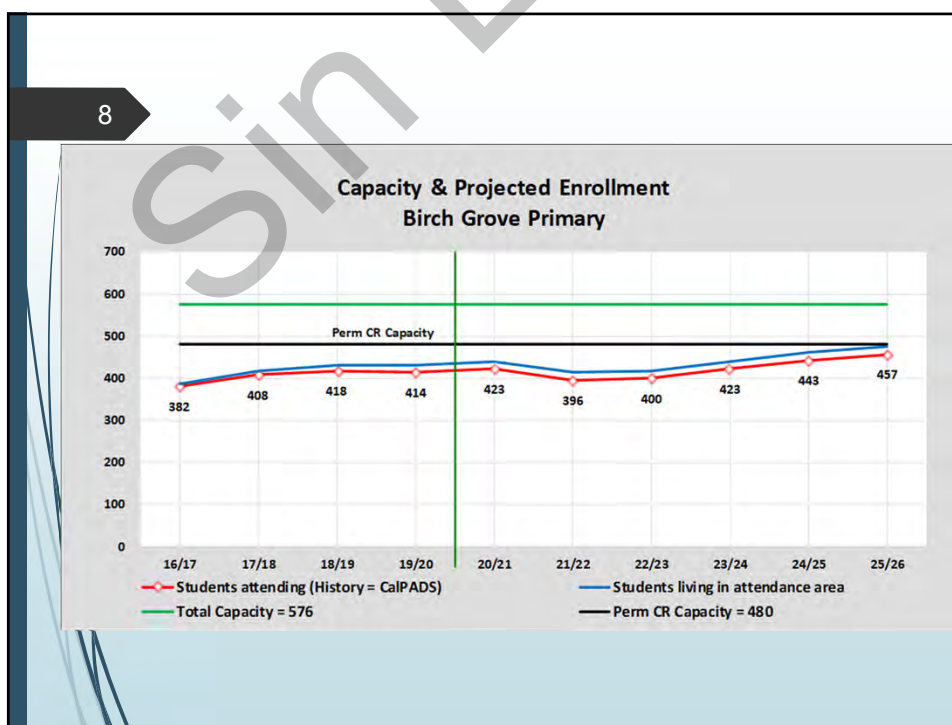
School Capacity Calculations

	<u>Grade</u>	<u>CR</u>	<u>Loading</u>	<u>Capacity</u>
Newark Jr High	7-8	45	27	1215
	SDC	4	12	48
	Perm Total:	49		1263
	Port:	4	25.75	103
	Total	53		1366

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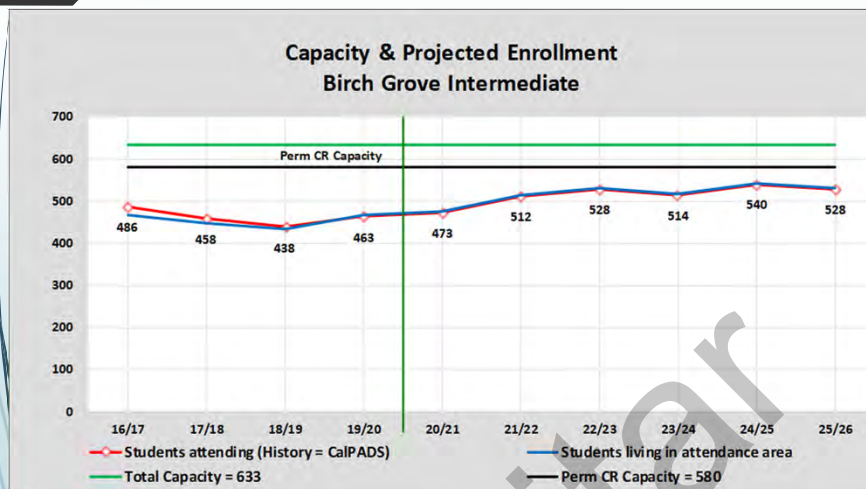


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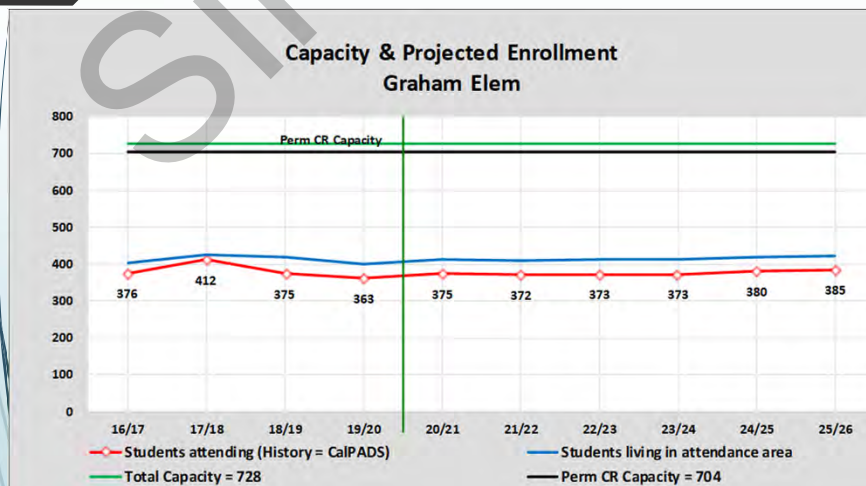
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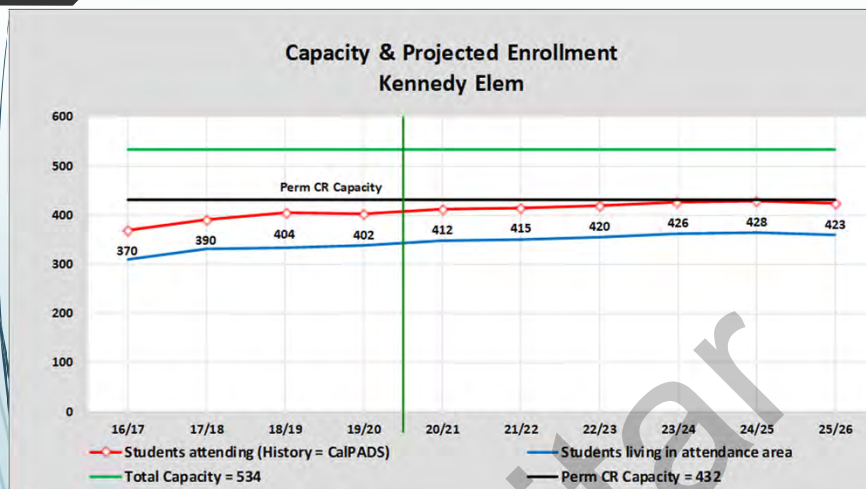
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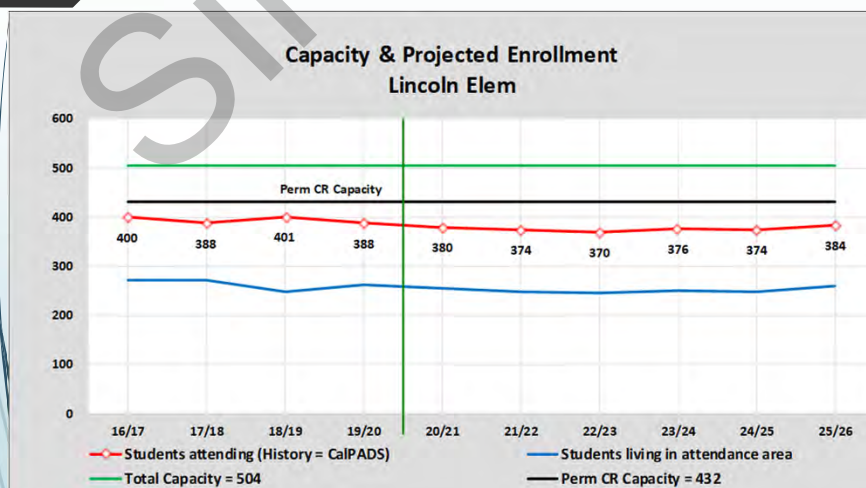
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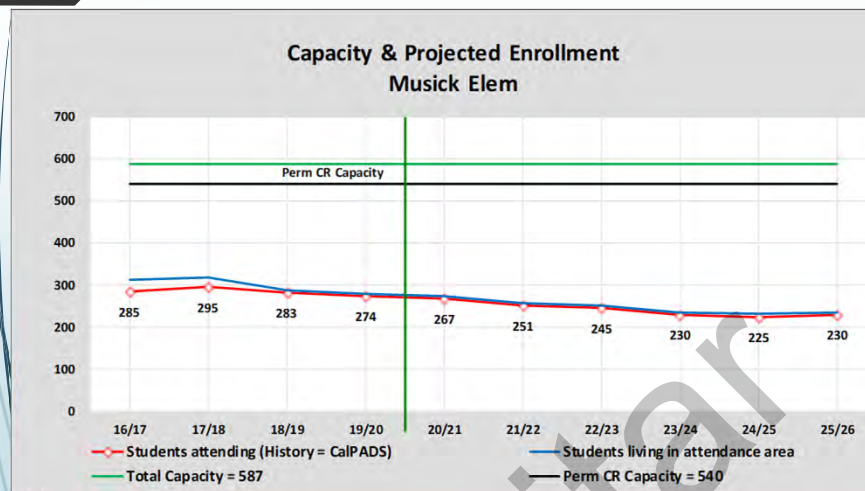
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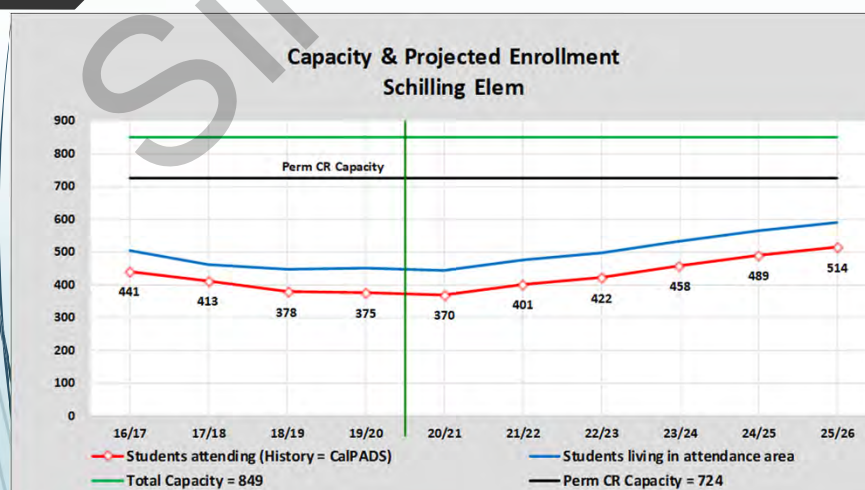
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Note: The 4 CR used for Preschool are accounted for separately and not included in the capacity. The 26 students enrolled in Preschool are not included in the enrollment.

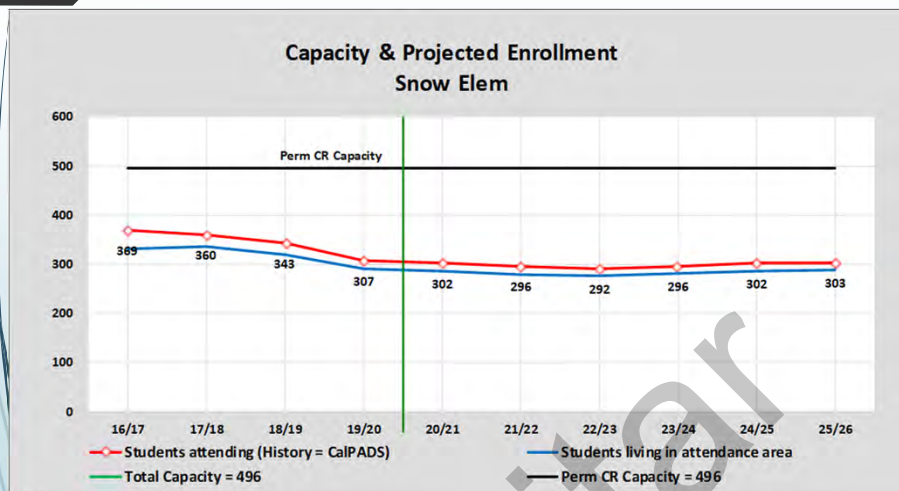
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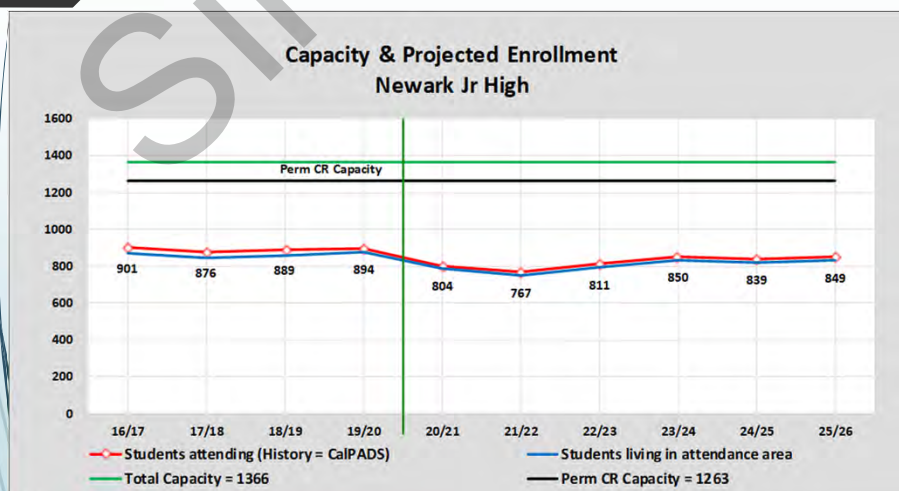
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Utilization Rates

School Facility Utilization

	Total	CR	2019/20	2025/26	2019/20	2025/26	2025/26
	Classrooms	Capacity	Enrollment	Enrollment	Utilization	Utilization	Excess Capacity
Elementary Schools							
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
Middle Schools							
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			

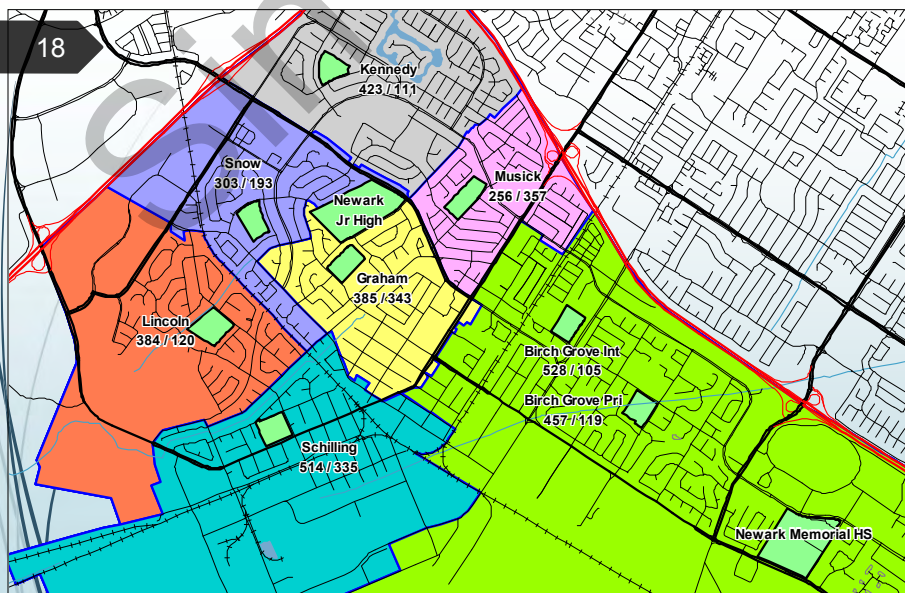
The schools with the most excess capacity are Graham, Musick, and Schilling.

Notes: The Preschool capacity and enrollment at Musick are factored in separately and not included in this table. MacGregor enrollment includes Crossroads and Bridgepoint.

17

School Boundaries and Locations

18



This map shows the "projected enrollment / excess capacity" for each school for 2025/26.

18

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Observations / Summary

- The capacity at the elementary schools is 4,907. There is a total capacity of 519 seats in portable classrooms.
- The projected TK-6 enrollment in 2025/26 is 3,224 students.
- In 2025/26 the excess elementary capacity is projected to be 1,683.
- Assuming a goal of 90% utilization rate, there would be a total capacity of 3,582 needed. This leaves 1,325 elementary seats (2 schools) that could be closed. Since the elementary portables are equivalent to the capacity of 1 school, if they are not used then 1 less school could be closed.
- There are 428 6th grade students projected in 2025/26.
- If the 6th grade is moved to the junior high, the projected utilization rate would be 93.5% in 2025/26.
- If the 6th grade is moved, there are an extra 428 seats at the elementary schools. In this case, a total of 1,800 seats (3 schools) could be closed.

19

Meeting 4: September 24, 2020

Sin Editar

NEWARK UNIFIED SCHOOL DISTRICT
SCHOOL CONSOLIDATION ADVISORY COMMITTEE



Thursday, September 24, 2020
6:00 PM

Please click the link below to join the webinar:
<https://us02web.zoom.us/j/85416929220>

Join Zoom Webinar (translation available) or [Watch Live via You Tube](#)

AGENDA

- A. Call to Order**
- B. Roll Call**
- C. Superintendent's Welcome**
- D. Visitor/Public Comments**

How to Submit Comments for Zoom Meeting:

- In order to be read aloud to the Board Appointed School Consolidation Advisory Committee (SCAC) panel during the meeting, comments must be received by 1:00 PM the day of the scheduled SCAC Meeting.
- Email comment items to jcroce@newarkunified.org. Please put in the subject line: SCAC PUBLIC COMMENT SEPTEMBER 24, 2020
- During the meeting, comments will be read aloud by Jodi Croce, NUSD Administrative Assistant and they will be added to the meeting minutes. All comments will be limited and timed to three (3) minutes. Public comments will be read, in the order received, for a maximum of 20 minutes. All comments will be added to the minutes.
- As with in-person meetings, the Committee respects the right of the public to comment on Committee matters. The content of messages should be civil and appropriate for a public meeting of a school district governing board committee.
- State law prohibits Committee members from taking any action on or discussing items that are not on the posted agenda.

E. Approval of September 15, 2020 minutes

(Action Item)

F. Presentation of facilities information

(Information)

- Staff and district consultant will present facilities information

G. Site Analysis

(Discussion)

- Committee will score school sites against adopted criteria.

H. Next Meeting

(Information)

- October 8, 2020

I. Adjournment

(Action Item)

Sin Editor

**MINUTES OF THE
SCHOOL CONSOLIDATION ADVISORY COMMITTEE (SCAC)**
Newark Unified School District

September 24, 2020-6:00 PM held virtually via Zoom
Approved October 8, 2020

A. Call to Order	The meeting was called to order at 6:00 pm by Chair Martinez.
B. Roll Call	<p>Members of the Committee Attendees Chae Marshall, Rachel Bloom, Sue Eustice, Janet Crocker, Hamilton Baylon, Veronica Medina, Angela Ringlein, Maria Ibarra, Cathreene Ingham-Watters, Christine Dix, Michelle Padilla</p> <p>Mark Triplett, Ed.D., Superintendent Elisa Martinez, President NUSD School Board Phuong Nguyen, Member NUSD School Board</p> <p>Absent Vilma Cristina Mendoza, Selene Nevarez</p>
C. Superintendent's Welcome	Dr. Triplett welcomed the committee.
D. Visitor/Public Comment	Most of the public comments received via email were read aloud. (All public comments are included below as part of the minutes.)
E. Approval of September 15, 2020 Minutes	<p>Motion to approve minutes as presented.</p> <p>Motion: Padilla Second: Marshall Vote Yes: Marshall, Bloom, Crocker, Baylon, Medina, Ringlein, Ibarra, Ingham-Watters, Dix, Padilla No: Eustice Abstain: 0</p>
F. Presentation of Facilities Information	Ken Reynolds, President Schoolworks Thang Do, Aedis Architects
G. Site Analysis	Brianna Garcia, Director, School Services of California
H. Next Meeting	Next meeting: October 8, 2020 - Complete Facilities Scoring for condition of schools (rating good, fair or poor), and present Educational Services and District's financial information
I. Adjournment	Motion to adjourn 7:57 PM

**MINUTES OF THE
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Newark Unified School District

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	<p>Motion: Medina Second: Baylon Vote Yes: Marshall, Bloom, Eustice, Crocker, Baylon, Medina, Ringlein, Ibarra, Ingham-Watters, Dix, Padilla No: 0 Abstain: 0</p>
Other Attendees	<p>District Personnel Attendees Marie dela Cruz, Chief Business Official Jessica Saavedra, Executive Director of Human Resources Lucia Gutierrez, Executive Assistant to Superintendent Paul Rose, Network Manager Jodi Croce, Business Services Administrative Assistant</p> <p>Other Attendees Facilitator: Brianna García, Director, School Services of California Demographer: Ken Reynolds, SchoolWorks Thang Do, Aedis Architects Gilma Guevara, Spanish Translator</p>
Visitor/Public Comment	<p>Hello I am writing to voice my concern for the children and families of Musick Elementary School. These children have been through so many stresses this year not being able to go to school physically and play with their friends and it is taking a toll on these children. To close a place they can call home is inexcusable for Newark Unified. We are family at Musick. One of my children has special needs and change has a drastic affect on him. This should not be happening. As a school district this shows a negative effect on how Newark unified can't get their selves together and is a disgrace. Do not close Musick Elementary not only for the families but for the kids!</p> <p>Sabrina Dalton</p>
Visitor/Public Comment	<p>Email received from Rick Dominguez</p> <p>Hello, back in May of 2015 when the council planned on the merger of Bunker and Milani, all we heard from the council was " all the new students from the new developments"</p> <p>We told them there were few new students. Will this council ever listen to the ones who are paying the taxes?</p> <p>Where is the money that is being saved from the schools not open now?</p> <p>When will the junior high be made to look decent?</p>
Visitor/Public Comment	<p>I have followed NUSD board activity for over 30 years. I can appreciate the current financial situation as accumulative and dire. The Newark community has made clear their priorities which include the small-town feel with smaller elementary communities.</p>

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	<p>Closing a school and/or moving the sixth graders is by no means easy nor desirable. I do however understand the approach and resolutions that could be incurred. We have many new administrators and almost a completely new board. I would therefore encourage moving forward by keeping closure to one school only at this time. This decision would allow for the least disruption and go a long way to build trust and transparency It would also allow the district to learn about what works and what improvements can be made. Thank you for your consideration.</p> <p>Noel Doot</p>
<p>Visitor/Public Comment</p>	<p>My name is Tony Doot.</p> <p>I have lived in Newark for 42 years. I am a parent, grandparent, school volunteer and currently serve on the CBOC.</p> <p>There is been a continuous financial down slide by the School Board for decades culminating in yet another bailout by closing another school.</p> <p>The closing of Russian was to be the fix all and we know how that went. Mismanagement seems to be the strong suit.</p> <p>As a member of the CBOC, I have been able to tour the school sites and see the deplorable conditions our teachers and children have to deal with. Yes we need to do something but quick fixes do not work. Closing a school – as in ONE school - will probably have to happen but only after the entire board looks at EVERY SCHOOL ... AND PORTABLE to determine which one needs the most expensive repair's or elimination. The quick fix seems to be using the existing portables that have rats, mice, and snakes and I have literally put my fist almost 3 inches into rotten wood. I put a basket ball on the floor and watched it roll from one wall to the other. The list goes on. My point is that if you think that you can go for the quick fix it is NOT going to happen.</p> <p>If or when we sell a school site it should go to a developer who can build some condos with a focus on incentives for teachers to live and work IN NEWARK instead of watching them drive across the freeway.</p> <p>As far as a bond or parcel tax in the future- please notice the number of people who are moving to Newark that are NOT putting their kids in our school system and rather registering them into private school. As a realtor I have talked with many buyers who are doing EXACTLY THAT. How many of those families would vote for a bond? Do Not Waste The Money on something that would clearly not pass .</p> <p>Pretend it is YOUR money instead of wanting more from the tax payers.</p>

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<p>Visitor/Public Comment</p>	<p>Dear SCAC Committee Members,</p> <p>As a parent of a student who currently attends Musick Elementary School, I strongly disagree that closing any of our schools is the solution. As a community and a district, we need to focus on our students and their best interests, and closing schools is not the answer.</p> <p>By closing any of our elementary schools it will only result to over crowded classrooms, teachers unable to assist students adequately, more traffic problems, and it will have a negative impact on our students, teachers and community. Moving our students away from their teachers - the ones that they have grown up to love and friends they have created over the years, is not an acceptable way to make up for the districts inability to manage their finances.</p> <p>The year 2020 has already been a tough year for our children with distant learning, why would the district want to take away one of the things that are consistent in their lives? Why do our children's education need to suffer? Our children shouldn't have to worry or stress about their school closing or going to a new school. It is not good for their well being or their mental health.</p> <p>Instead of making the decision to close down schools, the district should be thinking of different ways to save. The district should look at the overall picture before making drastic measures such as closing a school. A decision like this will only further affect the children.</p> <p>As a concerned parent, I ask that you please reconsider other viable options opposed to the one at hand.</p> <p>Concerned Parent - Nick V.</p>
<p>Visitor/Public Comment</p>	<p>I want to thank those individuals who applied to be part of this committee. You applied knowing this committee was going to require a lot of work and the conclusion probably wouldn't be popular with many within the community.</p> <p>From the first meeting you fought to be an independent body. Yet the district flexed their muscle, reining you all in.</p> <p>As I watch the meetings I'm disappointed, not in all of you but in the way you're being treated. You are force feed information and driven to an outcome not your own.</p> <p>This committee was charged to "Develop and utilize criteria and demographic data to base its recommendations on." Instead the facilitator provided the criteria document with the scoring scale. Furthermore, you have been given only nine week for this process, when you were told the committed time "could be 6-12 months."</p>

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	<p>The district's manipulation of this committee has culminated with the facility portion of the criteria sheet already being completed, before you have even met to discuss facility conditions.</p> <p>At the last meeting many members asked questions concerning the age and condition of the portables. They were told it would be a discussion for this week's facility meeting. Now that you've had an opportunity to look at the Aedis Facility Master Plan and the report from EMG, I hope you will revisit the exclusion of all portables & adjust the impact they have on capacity scoring.</p> <p>And speaking of capacity numbers, the numbers assigned to Musick & Lincoln are based on certain programs currently held at those sites. That methodology is not an accurate depiction of the over-all capacity levels of those two sites and perhaps there are other sites as well.</p> <p>Even though the AEDIS Facility Master Plan cover is dated September 18, 2020, the plan and the EMG report are based on information gathered two years ago. So keep that in mind when looking at the Deferred Maintenance timelines.</p> <p>One issue not captured in the reports is the condition of wing three at Snow Elementary. It was noted when the Bond Oversight Committee toured two of the affected classrooms. There appears to be foundation issues. Literally, a ball when placed on the floor will roll from one end of the room to the other. When the committee members discussed the situation with the construction management team from Vanir, they mentioned the water table issue that arose during the hard court replacement. At this point it is unknown what is causing the current sloping in the classrooms. This project is mentioned on the Measure G & Ruschin project list with an estimated \$1 million price tag but no current funding source.</p> <p>Finally, please confirm the list of programs at school sites. BGP does not offer Think Together. I believe the program is offered at Graham and Schilling. Ms. Ingham-Watters can confirm whether BGI offers music. BGP offers Music For Minors, but that's not a district sponsored program, it's paid for by the PTA like other programs offered at others sites.</p> <p>Thank you for your time.</p> <p>Cindy Parks</p>
Visitor/Public Comment	<p>Dear Consolidation Committee,</p> <p>My children are students at Musick Elementary School. We love our school and community. We do NOT want our school to be closed or consolidated with another</p>

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	<p>school.</p> <p>Please consider the best interests of the students in our school district. The children need the elementary schools in their neighborhoods. Many kids walk and bike to school. There are dangerous intersections they'd have to cross if they had to commute farther. There would also be more traffic during drop off and pick up times.</p> <p>More and more new housing are being built. How does closing schools make sense? We do not want over crowding at the schools. Smaller class sizes are better for the students and teachers. Are developers interested in the land? Our students learning is more important than those developer's interests!</p> <p>Please listen to the community's concerns and take them into consideration. Please save our neighborhood schools!</p> <p>Best Regards, Jesselee Garcia</p>
Visitor/Public Comment	<p>To Whom It May Concern:</p> <p>PLEASE DO NOT CLOSE SCHILLING! Closing our schools will be detrimental to our community. This school has 70-85% of families who are low income. If this school is closed then that would increase expenses for these families that are already struggling to keep food on the table, gas in their cars (increase travel to go to another school) and more. This school is in close proximity to where these families live and if this school is closed then there's a risk that many of these families may leave Newark. What other options have you all considered or thought about? Are there any "out of the box" ideas that SOMEONE can try to come up with? Closing schools will increase classroom size and how is that fair to the students who are trying to learn and teachers who are trying to teach? How will that learning be effective? Where will our amazing teachers and staff go? Either way closing schools will lose many of the Newark community. Newark will not be a place where families want to live. Please reconsider and DO NO CLOSE SCHILLING!</p> <p>Thank you,</p> <p>Michelle Gapuz</p>
Visitor/Public Comment	<p>Dear Members and Community,</p> <p>This Dog and Pony show needs to end, it is an embarrassment to the community! I have never seen board members acting with such disregard for the rules and the democratic process. President Martinez is literally making up rules on the spot and ruling as if she is a sovereign. There is no such thing as a 30-minute maximum</p>

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	<p>discussion allowance, neither is there a rule that a chairperson can unilaterally change public comment time, or that a committee's meeting time can only be extended once. But it does not stop there, requests from members to agendaize an item are ignored and members are wrongly told they cannot communicate about a request to put an item on the agenda. The Brown Act clearly allows such communications. The Brown Act, by the way, which President Martinez believes merely provides guidance. One wonders what a Grand Jury would find about public officials calling the Brown Act simply guidance.</p> <p>Every time we believe the low has been seen it goes even lower. It is outrageous that the facility ranking has already been entered in the spreadsheet, the facility ranking is supposed to be discussed in this meeting! It shows the contempt the board has for this committee and the community.</p> <p>Once wonders what the source is of the rumors that the state will take over the district if we don't close schools next year. This is simply scaremongering; it is not true. The community should keep a keen eye on whether the presentation of the district's financial condition later on is not understated.</p> <p>I believe there are people in our town who want to close multiple schools, sell the land and then use the money to build a new school in the new development at Cherry and Stevenson.</p> <p>So here you are told we need to close schools because we have too many of them and we can't afford it while later on you will be told we need to build a new school. How morally corrupt is that?</p> <p>Cary Knoop</p>
Visitor/Public Comment	<p>Dear Committee Members and members of the community watching this streamed meeting,</p> <p>I want to bring up a few things:</p> <p>First, at the last meeting some people kept saying "I know this is an emotional issue" and I know "emotions can run high" after people shared their opinion or spoke out. That has to stop. Claiming someone is being emotional in a meeting is what sexist people have been doing to women ever since women entered the workplace.</p> <p>When you label something that is said as emotional, you invalidate what the person says, whether that is your intention or not. Women should support each other and not engage in actions that perpetuate sexism or be used to undermine other member's contributions, questions, and statements.</p>

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	<p>Second, a petition has been circulating online with the goal to get the board to not close schools. I hate to be the bearer of bad news, but that petition is too little, too late. For years the state has been underfunding schools. For years, the Newark community has not passed a parcel tax to help bridge the gap between what the state provides and what the district needs to be the high achieving, high functioning district the students and our community deserve.</p> <p>In my opinion, elected district leadership and high ranking district office employees took an easy way out. They should have worked to pass taxes to support the city's schools years ago. Elected officials probably didn't want to have uncomfortable conversations with the community encouraging them to vote to help support the schools, thereby increasing their taxes.</p> <p>So, now people are sending around a petition. That will not put an end to this process. There is simply not enough money to continue the way we have been.</p> <p>If you want to save the district you must ACT. You must, literally, put your money where your mouth is. In addition to signing the petition, I encourage you to start a group that will work to help get taxes passed to support the School District. The District needs more money if it is going to transform into the high achieving and high functioning school district we know our community and students deserve.</p> <p>Sincerely, Rachel Bloom, the same Rachel Bloom that is on this committee, waving at the camera right now, and, after sharing this strongly worded message, quite possibly, the most despised teacher in NUSD</p>
Visitor/Public Comment	<p>To Whom this may concern, Hope this email finds you well.</p> <p>I am writing to you as one of the parents of two children currently attending Musick. We understand the reason why the school may be closing, but it is very hard to explain this to our children. The reason why I am writing to you is to petition for the school to remain open. Please note some of this children have been attending Musick since they were in Kindergarten. It is their home away from home! We understand the challenges you are facing, but you also need to understand the challenges the children and staff will be facing if you decide to close them down.</p> <p>We are currently facing a pandemic that has created a lot of anxiety, stress and even depression to some of our staff, parents and student's. The last thing we want is more changes for our Musick community. If you can find in your hear to be able to keep Musick open we would deeply appreciated it.</p> <p>Please let us know how we can support you at this time.</p>

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	<p>Thank you for your time and consideration.</p> <p>Sincerely,</p> <p>Lorena Lovrin</p>
Visitor/Public Comment	<p>Hi there,</p> <p>I wanted to reach out to you today in regards to the school closure issue. I have heard from many people on the subject and was saddened to hear that one of the school's being considered is Musick.</p> <p>For years Musick has been not only a wonderful educational experience for both of our children but the staff cannot be beat. Although our son will be enjoying his final year there as he is in 6th grade and our daughter is attending college.</p> <p>I couldn't help but to think of all of the kids that this will have an effect on. I will say that my husband and I looked into sending our son to a different school in the area twice and both times in our humble opinions the staff fell short of not only our expectations but our son's as well. This was due to his specific needs at the time. Nothing Musick did but looking for a smaller learning group for him.</p> <p>To close a school like this would have such a huge impact on the kids not to mention the staff. You would be taking away what I consider to be comfortable and familiar to these kids all for what the bottom line?</p> <p>Not sure when it became more about the bottom line than the children. They are the ones that truly matter in this decision. I implore you to really think before you act in such haste and truly realize what this will do to the kids their Musick home and families.</p> <p>Keep Musick open because it is the right thing to do. It is the thing that needs to be done for this community and the children.</p> <p>Respectfully, Kathleen Dominguez</p>
Visitor/Public Comment	<p>To whom it may concern,</p> <p>I am a parent of 2 students at Musick elementary school. Please don't close the school. It has a great principle teachers and staff that help the students and parents a lot. They are a great team together. They have a lot of programs for the students . Specially Tk not a lot of schools here in Newark have that and that helps out a lot and</p>

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	<p>being next to the district that a plus. Musick Elementary school is the best one in Newark! I hope we can keep it for many more years!</p> <p>Thank you, Norma Carranza</p>
Visitor/Public Comment	<p>Email received from: F Franky</p> <p>I would not want Musick nor any school to close since this Covid 19 pandemic we don't benefit of overcrowding schools by compiling them together for higher exposure. The schools are part of the community growth and excellence. Musick has come a long way in excelling in more programs offered these past 2 years. The staff has known us for 24 years, my children and grandchildren, currently attend. Overcrowding the schools will deplete quality of learning for the kids. I don't see any benefit at all in any school closing. Thanks for giving me an opportunity to comment. A concerned grandma.</p>

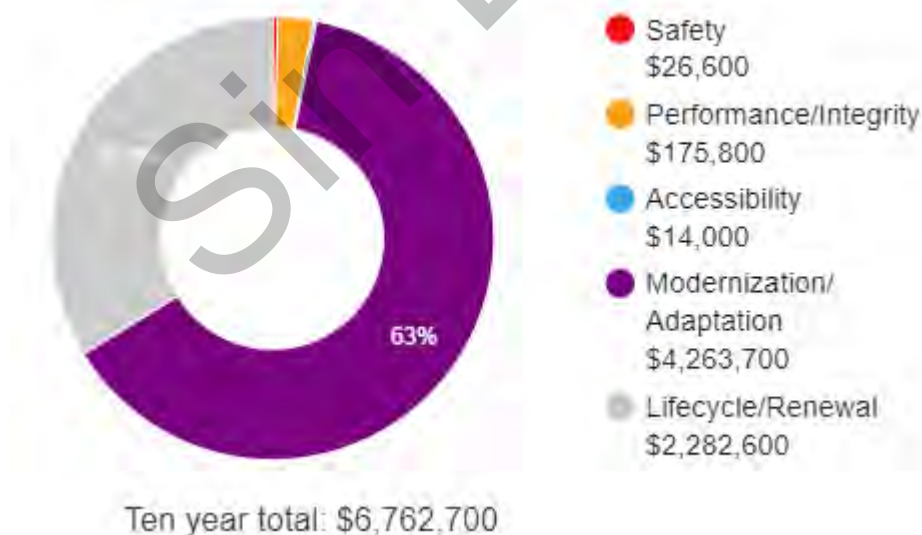
Plan Types

Each line item in the cost database is assigned a Plan Type, which is the primary reason or rationale for the recommended replacement, repair, or other corrective action. This is the “why” part of the equation. A cost or line item may commonly have more than one applicable Plan Type; however, only one Plan Type will be assigned based on the “best” fit, typically the one with the greatest significance.

Plan Type Descriptions

Safety	■ An observed or reported unsafe condition that if left unaddressed could result in injury; a system or component that presents potential liability risk.
Performance/Integrity	■ Component or system has failed, is almost failing, performs unreliably, does not perform as intended, and/or poses risk to overall system stability.
Accessibility	■ Does not meet ADA, UFAS, and/or other handicap accessibility requirements.
Environmental	■ Improvements to air or water quality, including removal of hazardous materials from the building or site.
Retrofit/Adaptation	■ Components, systems, or spaces recommended for upgrades in in order to meet current standards, facility usage, or client/occupant needs.
Lifecycle/Renewal	■ Any component or system that is not currently deficient or problematic but for which future replacement or repair is anticipated and budgeted.

Plan Type Distribution (by Cost)



Systems Expenditure Forecast

System	Immediate	Short Term (3 yr)	Near Term (5 yr)	Med Term (10 yr)	Long Term (20 yr)	TOTAL
Facade	\$27,100	\$86,700	\$89,700	\$60,400	\$287,200	\$551,200
Roofing	-	-	\$29,300	\$60,400	\$543,300	\$633,000
Interiors	\$18,900	\$124,600	\$170,800	\$200,700	\$763,400	\$1,278,300
Elevators	-	-	-	\$24,700	-	\$24,700
Plumbing	-	\$820,200	\$449,300	\$30,000	\$39,200	\$1,338,700
Fire Suppression	-	-	-	\$352,400	-	\$352,400
HVAC	-	\$31,200	\$15,200	\$28,000	\$601,900	\$676,300
Electrical	\$9,300	\$564,500	\$1,474,200	\$816,200	\$1,530,700	\$4,394,800
Fire Alarm & Comm	-	\$457,400	\$72,300	\$48,200	\$42,900	\$620,900
Equipment/Special	-	\$26,300	\$15,400	\$24,700	\$56,900	\$123,400
Site Development	-	\$48,200	\$114,400	\$4,600	\$696,400	\$863,500
Site Lighting	-	-	-	-	\$11,200	\$11,200
Pavement	-	\$254,500	-	-	-	\$254,500
Landscaping	\$8,700	\$190,400	-	-	\$15,700	\$214,800
Accessibility	\$14,900	-	-	-	-	\$14,900
TOTALS	\$78,900	\$2,604,000	\$2,430,600	\$1,650,300	\$4,588,800	\$11,352,600

The ability of the existing buildings to resist lateral (seismic) forces is unknown. Based on the original construction date, seismic bracing may be needed if bracing was not accomplished as part of the 1991 renovations. To determine if bracing is needed a professional engineer should be retained to analyze the existing conditions, provide recommendations and, if necessary, estimate the scope and cost of any required upgrades. The cost of this study is not included in the cost tables. Due to the ambiguity of any upgrade scope at the time of this assessment, the cost for any possible subsequent repairs is not included.

Facility Condition Index (FCI)

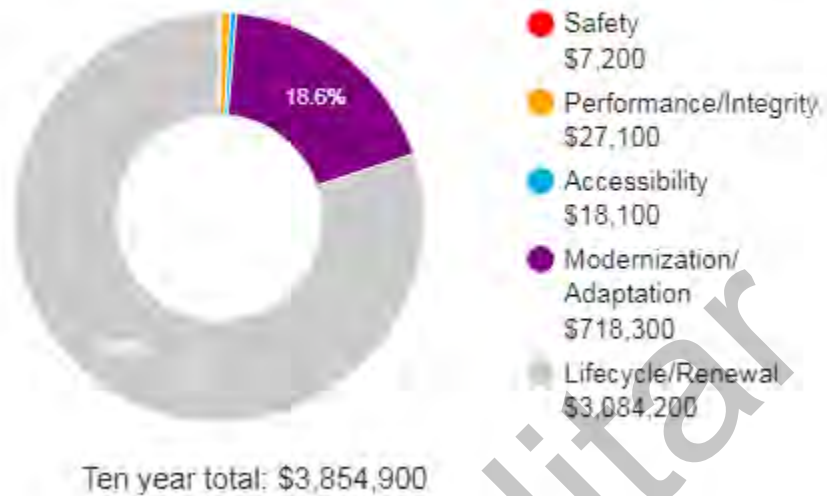
One of the major goals of the FCA is to calculate each building's Facility Condition Index (FCI), which provides a theoretical objective indication of a building's overall condition. By definition, the FCI is defined as the ratio of the cost of current needs divided by current replacement value (CRV) of the facility. The chart below presents the industry standard ranges and cut-off points.

FCI Ranges and Description	
0 – 5%	In new or well-maintained condition, with little or no visual evidence of wear or other deficiencies.
5 – 10%	Subjected to wear but is still in a serviceable and functioning condition.
10 – 30%	Subjected to hard or long-term wear. Nearing the end of its useful or serviceable life.
30% and above	Has reached the end of its useful or serviceable life. Renewal is now necessary.

The deficiencies and lifecycle needs identified in this assessment provide the basis for a portfolio-wide capital improvement funding strategy. In addition to the current FCI, extended FCI's have been developed to provide owners the intelligence needed to plan and budget for the "keep-up costs" for their facilities. As such the 3-year, 5-year, and 10-year FCI's are calculated by dividing the anticipated needs of those respective time periods by current replacement value. As a final point, the FCI's ultimately provide more value when used to relatively compare facilities across a portfolio instead of being over-analyzed and scrutinized as stand-alone values. The table below summarizes the individual findings for this FCA:

Facility (year built)	Cost/SF	Total SF	Replacement Value	Current	3-Year	5-Year	10-Year
Birch Grove Primary	\$503	35,660	\$17,936,980	2.0%	4.0%	9.0%	19.0%
Birch Grove Primary / Portables	\$284	6,700	\$1,902,800	3.0%	4.0%	7.0%	20.0%
Birch Grove Primary / Unit 1	\$503	3,600	\$1,810,800	2.0%	3.0%	8.0%	12.0%
Birch Grove Primary / Unit 2	\$503	9,700	\$4,879,100	1.0%	5.0%	9.0%	10.0%
Birch Grove Primary / Unit 3	\$503	8,100	\$4,074,300	1.0%	4.0%	9.0%	11.0%
Birch Grove Primary / Unit 4	\$503	2,900	\$1,458,700	1.0%	4.0%	11.0%	19.0%
Birch Grove Primary / Unit 5, Multipurpose	\$364	8,700	\$3,166,800	2.0%	2.0%	7.0%	25.0%
Birch Grove Primary / Unit 6, Modulares	\$284	5,100	\$1,448,400	3.0%	3.0%	6.0%	17.0%

Plan Type Distribution (By Cost)



Systems Expenditure Forecast

System	Immediate	Short Term (3 yr)	Near Term (5 yr)	Med Term (10 yr)	Long Term (20 yr)	TOTAL
Facade	\$2,100	\$86,200	\$78,300	\$19,300	\$420,400	\$606,200
Roofing	-	\$12,800	\$5,900	\$238,000	\$945,800	\$1,202,500
Interiors	\$3,400	\$163,000	\$102,600	\$253,700	\$736,700	\$1,259,400
Elevators	-	-	\$21,900	-	-	\$21,900
Plumbing	\$1,200	\$193,500	\$4,900	\$18,700	\$145,300	\$363,600
Fire Suppression	\$327,700	\$182,600	-	\$12,300	-	\$522,700
HVAC	-	\$348,000	\$30,400	\$215,500	\$596,700	\$1,190,500
Electrical	-	\$113,000	\$311,500	\$428,800	\$739,400	\$1,592,600
Fire Alarm & Comm	-	\$58,200	\$107,500	\$62,200	\$42,900	\$270,800
Equipment/Special	-	\$11,000	\$26,700	\$22,600	\$50,700	\$111,000
Site Development	-	\$100,600	-	\$87,500	\$432,600	\$620,800
Pavement	\$6,700	\$14,400	-	\$156,400	\$41,700	\$219,200
Landscaping	-	\$7,800	-	-	-	\$7,800
Site Lighting	-	-	-	-	\$33,000	\$33,000
Accessibility	\$9,700	-	-	-	-	\$9,700
TOTALS	\$350,800	\$1,291,100	\$689,700	\$1,515,000	\$4,185,200	\$8,031,700

Facility Condition Index (FCI)

One of the major goals of the FCA is to calculate each building's Facility Condition Index (FCI), which provides a theoretical objective indication of a building's overall condition. By definition, the FCI is defined as the ratio of the cost of current needs divided by current replacement value (CRV) of the facility. The chart below presents the industry standard ranges and cut-off points.

FCI Ranges and Description	
0 – 5%	In new or well-maintained condition, with little or no visual evidence of wear or other deficiencies.
5 – 10%	Subjected to wear but is still in a serviceable and functioning condition.
10 – 30%	Subjected to hard or long-term wear. Nearing the end of its useful or serviceable life.
30% and above	Has reached the end of its useful or serviceable life. Renewal is now necessary.

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Facility (year built)	Cost/SF	Total SF	Replacement Value	Current	3-Year	5-Year	10-Year
Graham Elementary School / Building 1	\$503	7,600	\$3,822,800	0.0%	15.0%	16.0%	20.0%
Graham Elementary School / Building 2	\$503	7,595	\$3,820,285	0.0%	14.0%	15.0%	20.0%
Graham Elementary School / Building 3	\$503	7,600	\$3,822,800	0.0%	14.0%	15.0%	19.0%
Graham Elementary School / Building 4	\$503	7,600	\$3,822,800	0.0%	14.0%	15.0%	18.0%
Graham Elementary School / Building 5	\$503	3,800	\$1,911,400	0.0%	14.0%	15.0%	18.0%
Graham Elementary School / Building 6	\$503	2,400	\$1,207,200	0.0%	16.0%	18.0%	21.0%
Graham Elementary School / Building 7	\$503	9,600	\$4,828,800	0.0%	12.0%	14.0%	20.0%
Graham Elementary School / Building 8	\$503	2,600	\$1,307,800	0.0%	4.0%	8.0%	15.0%
Graham Elementary School / Portables	\$284	4,540	\$1,289,360	0.0%	21.0%	25.0%	30.0%

Systems Expenditure Forecast

System	Immediate	Short Term (3 yr)	Near Term (5 yr)	Med Term (10 yr)	Long Term (20 yr)	TOTAL
Structure	-	-	-	-	-	-
Facade	\$9,500	\$162,600	-	\$301,900	\$276,000	\$749,900
Roofing	-	\$59,600	-	-	\$774,100	\$833,700
Interiors	-	\$376,000	\$450,100	\$290,400	\$620,000	\$1,736,400
Elevators	-	\$20,700	-	-	-	\$20,700
Plumbing	-	\$2,289,800	\$87,600	\$29,800	\$83,700	\$2,491,000
Fire Suppression	-	-	-	-	\$10,800	\$10,800
HVAC	-	\$444,100	-	\$141,400	\$785,800	\$1,371,300
Electrical	-	\$96,900	\$34,400	\$91,400	\$1,703,900	\$1,926,500
Fire Alarm & Comm	-	\$37,100	\$18,300	\$229,800	\$61,700	\$346,800
Equipment/Special	-	\$49,900	\$29,200	\$5,300	\$111,400	\$195,900
Site Lighting	-	-	-	-	\$6,000	\$6,000
Site Development	\$1,400	\$205,400	\$561,600	\$5,000	\$195,300	\$968,700
Pavement	\$8,900	\$18,900	\$94,700	\$248,400	\$55,000	\$425,900
TOTALS	\$19,800	\$3,761,000	\$1,275,900	\$1,343,400	\$4,683,700	\$11,083,600

Facility Condition Index (FCI)

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FCI Ranges and Description	
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5 – 10%	Subjected to wear but is still in a serviceable and functioning condition.
10 – 30%	Subjected to hard or long-term wear. Nearing the end of its useful or serviceable life.
30% and above	Has reached the end of its useful or serviceable life. Renewal is now necessary.

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Facility (year built)	Cost/SF	Total SF	Replacement Value	Current	3-Year	5-Year	10-Year
Kennedy Elementary School / Building 1	\$503	8,100	\$4,074,300	0.0%	1.0%	9.0%	13.0%
Kennedy Elementary School / Building 2	\$503	8,100	\$4,074,300	0.0%	1.0%	8.0%	14.0%
Kennedy Elementary School / Building 3	\$503	8,100	\$4,074,300	0.0%	0.0%	8.0%	12.0%
Kennedy Elementary School / Building 4	\$503	9,600	\$4,828,800	0.0%	0.0%	3.0%	8.0%
Kennedy Elementary School / Building 5	\$503	3,600	\$1,810,800	0.0%	0.0%	5.0%	5.0%
Kennedy Elementary School / Portables	\$268	5,600	\$1,500,800	0.0%	0.0%	12.0%	20.0%
Kennedy Elementary School / Site	\$0	0	\$1	0.0%	0.0%	0.0%	0.0%

Systems Expenditure Forecast

System	Immediate	Short Term (3 yr)	Near Term (5 yr)	Med Term (10 yr)	Long Term (20 yr)	TOTAL
Facade	\$77,700	\$84,500	-	\$119,200	\$111,000	\$392,300
Roofing	\$2,800	\$20,400	-	\$3,800	\$1,315,400	\$1,342,400
Interiors	\$800	\$464,200	\$199,700	\$162,700	\$576,300	\$1,403,700
Elevators	-	-	-	\$24,000	-	\$24,000
Plumbing	-	\$155,900	-	\$27,200	\$72,400	\$255,600
Fire Suppression	-	-	-	-	\$10,800	\$10,800
HVAC	-	\$153,000	-	\$369,800	\$332,200	\$855,000
Electrical	-	\$478,100	\$139,900	\$1,518,200	\$1,420,100	\$3,556,400
Fire Alarm & Comm	-	\$273,100	-	\$29,200	\$367,000	\$669,300
Equipment/Special	-	\$48,000	\$20,000	\$7,700	\$96,300	\$171,900
Site Development	-	\$11,000	\$357,600	\$55,600	\$156,900	\$581,100
Pavement	-	\$58,600	\$244,100	\$11,400	\$25,000	\$339,200
Landscaping	-	\$604,000	-	-	-	\$604,000
TOTALS	\$81,300	\$2,350,800	\$961,300	\$2,328,800	\$4,483,400	\$10,205,700

Facility Condition Index (FCI)

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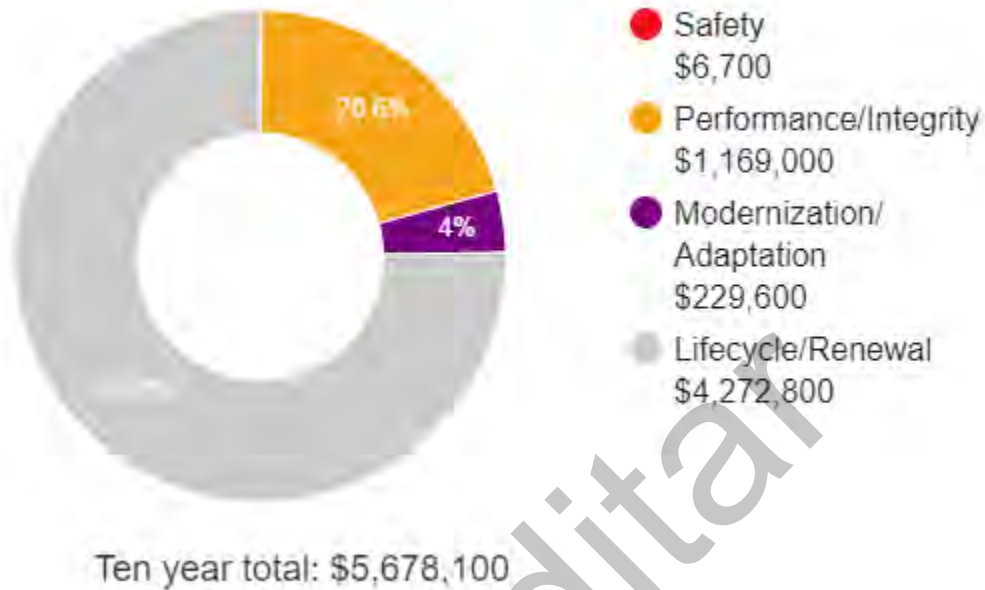
FCI Ranges & Description

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Facility (year built)	Cost/SF	Total SF	Replacement Value	Current	3-Year	5-Year	10-Year
Lincoln Elementary School / Building 1	\$503	8,100	\$4,074,300	1.0%	6.0%	17.0%	21.0%
Lincoln Elementary School / Building 2	\$503	5,600	\$2,816,800	1.0%	6.0%	18.0%	22.0%
Lincoln Elementary School / Building 3	\$503	8,100	\$4,074,300	1.0%	4.0%	16.0%	20.0%
Lincoln Elementary School / Multi-Purpose	\$364	9,600	\$3,494,400	2.0%	20.0%	22.0%	32.0%
Lincoln Elementary School / Portable	\$289	3,360	\$971,040	8.0%	33.0%	33.0%	39.0%
Lincoln Elementary School / Site	\$0	0	\$1	0.0%	0.0%	0.0%	0.0%

Plan Type Distribution (by Cost)



Systems Expenditure Forecast

System	Immediate	Short Term (3 yr)	Near Term (5 yr)	Med Term (10 yr)	Long Term (20 yr)	TOTAL
Structure	-	-	-	-	-	-
Facade	\$4,000	\$67,600	-	\$180,600	\$208,100	\$460,300
Roofing	\$53,000	\$18,700	-	\$71,200	\$482,400	\$625,400
Interiors	\$21,400	\$262,100	\$276,100	\$356,000	\$479,900	\$1,395,400
Elevators	-	\$20,700	-	-	-	\$20,700
Plumbing	\$2,200	\$1,668,700	-	\$27,800	\$60,800	\$1,759,500
Fire Suppression	\$229,600	\$1,400	\$9,700	-	\$15,100	\$255,700
HVAC	-	\$193,900	-	\$294,700	\$395,900	\$884,600
Electrical	-	\$103,800	-	\$29,800	\$2,921,900	\$3,055,500
Fire Alarm & Comm	-	\$133,000	-	\$169,200	\$194,900	\$497,000
Equipment/Special	\$1,100	\$78,300	\$12,700	\$3,700	\$133,900	\$229,700
Pavement	\$6,700	\$274,500	-	\$17,200	\$43,000	\$341,300
Site Development	\$3,700	\$101,600	-	-	\$851,100	\$956,400
Landscaping	\$983,500	-	-	-	-	\$983,500
TOTALS	\$1,305,200	\$2,924,300	\$298,500	\$1,150,200	\$5,787,000	\$11,465,000

Facility Condition Index (FCI)

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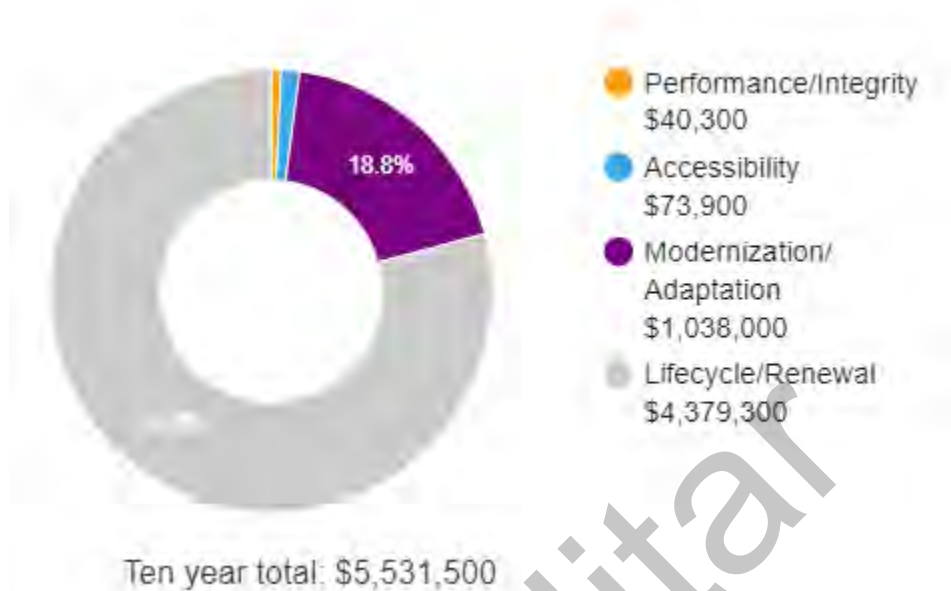
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Facility (year built)	Cost/SF	Total SF	Replacement Value	Current	3-Year	5-Year	10-Year
Musick Elementary School / Building 1	\$503	5,200	\$2,615,600	2.0%	11.0%	14.0%	17.0%
Musick Elementary School / Building 1A	\$503	3,700	\$1,861,100	1.0%	12.0%	13.0%	17.0%
Musick Elementary School / Building 2	\$503	3,600	\$1,810,800	2.0%	2.0%	19.0%	23.0%
Musick Elementary School / Building 2A	\$503	3,900	\$1,961,700	1.0%	1.0%	15.0%	17.0%
Musick Elementary School / Building 3	\$503	3,400	\$1,710,200	0.0%	1.0%	12.0%	23.0%
Musick Elementary School / Building 3A	\$503	3,200	\$1,609,600	1.0%	1.0%	15.0%	17.0%
Musick Elementary School / Building 4, Multipurpose	\$364	7,700	\$2,802,800	2.0%	2.0%	21.0%	33.0%
Musick Elementary School / Building 5 Library, Classrooms	\$503	7,000	\$3,521,000	1.0%	1.0%	2.0%	6.0%
Musick Elementary School / Building 6, Portables	\$289	4,800	\$1,387,200	2.0%	5.0%	15.0%	21.0%
Musick Elementary School / Building 7, Modular Classrooms	\$289	3,800	\$1,098,200	3.0%	3.0%	4.0%	12.0%
Musick Elementary School / Site	\$0	0	\$1	0.0%	0.0%	0.0%	0.0%

Plan Type Distribution (by Cost)



Systems Expenditure Forecast

System	Immediate	Short Term (3 yr)	Near Term (5 yr)	Med Term (10 yr)	Long Term (20 yr)	TOTAL
Facade	-	\$43,300	\$58,400	\$164,900	\$800,800	\$1,067,500
Roofing	-	-	\$65,600	\$4,400	\$298,000	\$368,000
Interiors	-	\$110,400	\$190,300	\$373,300	\$575,600	\$1,249,700
Elevators	-	-	-	\$24,700	-	\$24,700
Plumbing	-	\$433,200	\$1,195,300	\$72,400	\$69,900	\$1,770,800
Fire Suppression	\$309,300	-	-	\$21,700	\$1,800	\$332,800
HVAC	-	\$69,800	\$114,900	-	\$1,055,400	\$1,240,100
Electrical	-	\$39,300	\$33,500	\$1,314,000	\$1,272,600	\$2,659,400
Fire Alarm & Comm	-	\$54,000	\$153,900	\$91,700	\$195,900	\$495,500
Equipment/Special	-	\$57,400	\$28,000	\$47,100	\$76,000	\$208,500
Site Lighting	-	-	-	-	\$79,600	\$79,600
Site Development	-	\$20,400	-	\$275,700	\$271,600	\$567,700
Pavement	-	\$72,400	-	\$79,200	\$21,100	\$172,800
Accessibility	\$9,700	-	-	-	-	\$9,700
Follow-up Studies	\$4,100	-	-	-	-	\$4,100
TOTALS	\$323,100	\$900,200	\$1,839,900	\$2,469,100	\$4,718,300	\$10,250,900

Facility Condition Index (FCI)

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Facility (year built)	Cost/SF	Total SF	Replacement Value	Current	3-Year	5-Year	10-Year
Schilling Elementary School / Modular 1A / 1B	\$289	1,800	\$520,200	0.0%	0.0%	24.0%	31.0%
Schilling Elementary School / modular 29 / 30	\$289	1,800	\$520,200	0.0%	3.0%	20.0%	26.0%
Schilling Elementary School / Modular 31 / 32 / 33	\$289	2,700	\$780,300	0.0%	3.0%	13.0%	26.0%
Schilling Elementary School / Modular Restroom	\$289	450	\$130,050	0.0%	4.0%	6.0%	15.0%
Schilling Elementary School / Site	\$0	0	\$1	0.0%	0.0%	0.0%	0.0%
Schilling Elementary School / Unit 1	\$503	6,620	\$3,329,860	0.0%	0.0%	20.0%	28.0%
Schilling Elementary School / Unit 2	\$503	5,319	\$2,675,457	0.0%	0.0%	28.0%	37.0%
Schilling Elementary School / Unit 3	\$503	5,319	\$2,675,457	0.0%	0.0%	20.0%	28.0%
Schilling Elementary School / Unit 4	\$503	13,701	\$6,891,603	0.0%	0.0%	7.0%	20.0%
Schilling Elementary School / Unit 5	\$364	9,378	\$3,413,592	0.0%	0.0%	6.0%	20.0%
Schilling Elementary School / Unit 6	\$503	6,940	\$3,490,820	0.0%	0.0%	3.0%	9.0%

Immediate Needs

Facility/Building	Total Cost	Total Items
Schilling Elementary School	\$0	0
Total :	\$0	0

Schilling Elementary School

ID	Location	UF Code	Description	Condition	Plan Type	Cost
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Systems Expenditure Forecast

System	Immediate	Short Term (3 yr)	Near Term (5 yr)	Med Term (10 yr)	Long Term (20 yr)	TOTAL
Structure	\$1,200	\$3,600	-	-	-	\$4,800
Facade	-	\$120,700	\$15,300	\$293,800	\$380,100	\$809,900
Roofing	\$2,200	-	-	\$312,400	\$699,800	\$1,014,300
Interiors	\$22,900	\$553,400	\$203,800	\$116,400	\$984,500	\$1,881,000
Elevators	-	-	-	\$24,700	-	\$24,700
Plumbing	\$1,200	\$137,700	\$35,300	\$16,100	\$60,300	\$250,600
Fire Suppression	-	\$15,200	-	\$460,900	\$22,500	\$498,700
HVAC	-	\$530,400	\$14,000	\$121,600	\$848,200	\$1,514,300
Electrical	-	\$1,358,000	\$33,600	\$1,142,500	\$1,806,700	\$4,340,800
Fire Alarm & Comm	-	\$191,100	\$28,600	\$2,100	\$8,300	\$230,100
Equipment/Special	-	\$62,800	-	\$72,800	\$182,300	\$317,900
Site Development	-	\$125,700	-	\$61,400	\$348,300	\$535,400
Pavement	\$9,500	\$19,600	-	\$225,100	\$281,400	\$535,500
Site	-	-	-	\$1,031,200	-	\$1,031,200
Accessibility	\$9,700	-	-	-	-	\$9,700
TOTALS	\$46,700	\$3,118,200	\$330,600	\$3,881,000	\$5,622,400	\$12,998,900

Facility Condition Index (FCI)

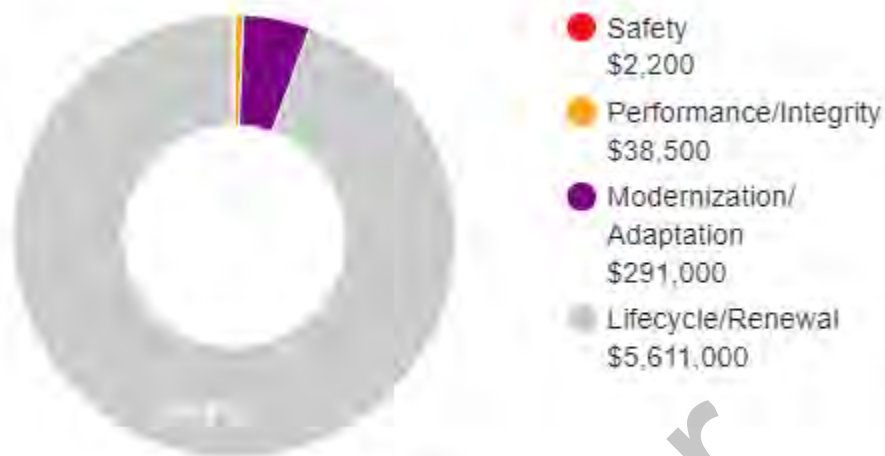
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Facility (year built)	Cost/SF	Total SF	Replacement Value	Current	3-Year	5-Year	10-Year
Snow Elementary School / Building 1	\$503	7,600	\$3,822,800	1.0%	16.0%	17.0%	22.0%
Snow Elementary School / Building 2	\$503	7,600	\$3,822,800	1.0%	13.0%	14.0%	19.0%
Snow Elementary School / Building 3	\$503	7,600	\$3,822,800	1.0%	15.0%	16.0%	19.0%
Snow Elementary School / Building 4	\$503	4,700	\$2,364,100	2.0%	14.0%	15.0%	18.0%
Snow Elementary School / Building 5	\$503	2,400	\$1,207,200	1.0%	18.0%	19.0%	23.0%
Snow Elementary School / Multi-Purpose	\$503	9,900	\$4,979,700	2.0%	19.0%	20.0%	25.0%
Snow Elementary School / Portable	\$289	3,600	\$1,040,400	0.0%	7.0%	7.0%	9.0%
Snow Elementary School / Site	\$0	0	\$1	0.0%	0.0%	0.0%	0.0%



Ten year total: \$5,942,700

Systems Expenditure Forecast

System	Immediate	Short Term (3 yr)	Near Term (5 yr)	Med Term (10 yr)	Long Term (20 yr)	TOTAL
Structure	-	-	-	-	-	-
Facade	\$12,200	\$141,800	-	\$236,200	\$118,600	\$508,700
Roofing	-	\$16,500	-	\$25,400	\$377,700	\$419,600
Interiors	-	\$248,600	\$283,500	\$126,500	\$386,100	\$1,044,700
Elevators	-	\$20,700	-	-	-	\$20,700
Plumbing	-	\$1,982,800	\$73,400	\$2,900	\$49,500	\$2,108,600
Fire Suppression	\$291,000	\$1,400	-	-	-	\$292,400
HVAC	-	\$406,000	-	\$263,200	\$739,200	\$1,408,400
Electrical	-	\$36,600	-	\$104,200	\$1,081,900	\$1,222,700
Fire Alarm & Comm	-	\$33,800	\$207,900	\$196,900	\$324,800	\$763,400
Equipment/Special	\$2,900	\$75,700	\$3,300	-	\$123,200	\$205,200
Site Development	-	\$5,000	-	\$18,900	\$317,600	\$341,400
Pavement	\$25,500	\$47,200	-	\$125,400	\$515,100	\$713,300
Site Lighting	-	\$5,700	-	-	-	\$5,700
Landscaping	-	-	\$921,500	-	-	\$921,500
TOTALS	\$331,600	\$3,021,800	\$1,489,600	\$1,099,600	\$4,033,700	\$9,976,300

The deficiencies and lifecycle needs identified in this assessment provide the basis for a portfolio-wide capital improvement funding strategy. In addition to the current FCI, extended FCI's have been developed to provide owners the intelligence needed to plan and budget for the "keep-up costs" for their facilities. As such the 3-year, 5-year, and 10-year FCI's are calculated by dividing the anticipated needs of those respective time periods by current replacement value. As a final point, the FCI's ultimately provide more value when used to relatively compare facilities across a portfolio instead of being over-analyzed and scrutinized as stand-alone values. The table below summarizes the individual findings for this FCA:

Facility	Cost/SF	Total SF	Replacement Value	Current	3-Year	5-Year	10-Year
MacGregor Campus / Modular	\$284	960	\$272,640	0.0%	0.0%	13.0%	21.0%
MacGregor Campus / Site	\$0	0	\$1	0.0%	0.0%	0.0%	0.0%
MacGregor Campus / Unit 1 Crossroads School	\$503	5,640	\$2,836,920	1.0%	1.0%	18.0%	27.0%
MacGregor Campus / Unit 10 Storage	\$304	6,400	\$1,945,600	0.0%	0.0%	32.0%	46.0%
MacGregor Campus / Unit 2 Bridgeport High School Classrooms	\$503	5,860	\$2,947,580	2.0%	2.0%	17.0%	25.0%
MacGregor Campus / Unit 3 Newark Adult Classes Restroom and Storage	\$384	3,792	\$1,456,128	0.0%	1.0%	27.0%	47.0%
MacGregor Campus / Unit 4 Newark Adult Classes	\$503	6,026	\$3,031,078	0.0%	1.0%	17.0%	25.0%
MacGregor Campus / Unit 5 Bridgeport High School Office	\$503	5,302	\$2,666,906	0.0%	1.0%	17.0%	21.0%
MacGregor Campus / Unit 6 Bridgeport High School	\$503	5,910	\$2,972,730	0.0%	1.0%	14.0%	22.0%
MacGregor Campus / Unit 7 Bridgeport High School Restrooms and Storage	\$384	3,792	\$1,456,128	0.0%	1.0%	19.0%	34.0%
MacGregor Campus / Unit 8 Multi-purpose and Kitchen	\$364	10,381	\$3,778,684	0.0%	2.0%	26.0%	38.0%
MacGregor Campus / Unit 9 Newark Adult Classes	\$503	4,640	\$2,333,920	0.0%	1.0%	20.0%	27.0%
MacGregor Campus / Whiteford Pre-school	\$503	11,032	\$5,549,096	0.0%	0.0%	21.0%	30.0%

Immediate Needs

Facility/Building	Total Cost	Total Items
MacGregor Campus	\$0	0
Modular	\$0	0
Site	\$0	0
Unit 1 Crossroads School	\$0	0
Unit 10 Storage	\$0	0
Unit 2 Bridgeport High School Classrooms	\$0	0
Unit 3 Newark Adult Classes Restroom and Storage	\$0	0
Unit 4 Newark Adult Classes	\$0	0
Unit 5 Bridgeport High School Office	\$0	0
Unit 6 Bridgeport High School	\$0	0
Unit 7 Bridgeport High School Restrooms and Storage	\$0	0
Unit 8 Multi-purpose and Kitchen	\$0	0
Unit 9 Newark Adult Classes	\$0	0
Whiteford Pre-school	\$0	0
Total :	\$0	0

Systems Expenditure Forecast

System	Immediate	Short Term (3 yr)	Near Term (5 yr)	Med Term (10 yr)	Long Term (20 yr)	TOTAL
Facade	\$21,800	\$319,300	-	\$155,100	\$274,400	\$770,700
Roofing	-	-	-	-	\$2,437,900	\$2,437,900
Interiors	\$69,700	\$845,200	\$164,400	\$409,500	\$1,358,400	\$2,847,200
Plumbing	-	\$175,300	\$30,400	\$27,300	\$62,600	\$295,600
Fire Suppression	-	-	-	\$613,500	-	\$613,500
HVAC	-	\$16,000	-	\$86,700	\$888,800	\$991,500
Electrical	-	\$4,354,300	\$65,200	\$1,422,500	\$80,000	\$5,922,100
Fire Alarm & Comm	-	\$283,800	-	\$25,800	\$74,600	\$384,200
Equipment/Special	\$59,200	-	\$68,600	\$79,600	\$199,200	\$406,600
Pavement	-	\$556,000	\$509,600	\$91,000	\$145,100	\$1,301,700
Site Development	-	\$77,800	-	\$11,800	\$29,600	\$119,200
Follow-up Studies	\$5,900	-	-	-	-	\$5,900
Accessibility	\$9,700	-	-	-	-	\$9,700
TOTALS	\$166,300	\$6,627,700	\$838,200	\$2,922,800	\$5,550,600	\$16,105,800

Facility Condition Index (FCI)

One of the major goals of the FCA is to calculate each building's Facility Condition Index (FCI), which provides a theoretical objective indication of a building's overall condition. By definition, the FCI is defined as the ratio of the cost of current needs divided by current replacement value (CRV) of the facility. The chart below presents the industry standard ranges and cut-off points.

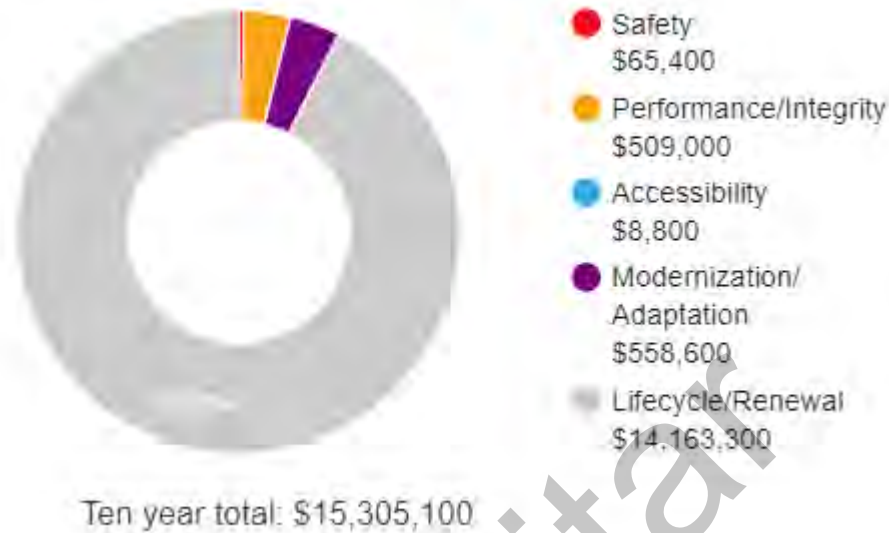
FCI Ranges and Description

0 – 5%	In new or well-maintained condition, with little or no visual evidence of wear or other deficiencies.
5 – 10%	Subjected to wear but is still in a serviceable and functioning condition.
10 – 30%	Subjected to hard or long-term wear. Nearing the end of its useful or serviceable life.
30% and above	Has reached the end of its useful or serviceable life. Renewal is now necessary.

The deficiencies and lifecycle needs identified in this assessment provide the basis for a portfolio-wide capital improvement funding strategy. In addition to the current FCI, extended FCI's have been developed to provide owners the intelligence needed to plan and budget for the "keep-up costs" for their facilities. As such the 3-year, 5-year, and 10-year FCI's are calculated by dividing the anticipated needs of those respective time periods by current replacement value. As a final point, the FCI's ultimately provide more value when used to relatively compare facilities across a portfolio instead of being over-analyzed and scrutinized as stand-alone values. The table below summarizes the individual findings for this FCA:

Facility (year built)	Cost/SF	Total SF	Replacement Value	Current	3-Year	5-Year	10-Year
Newark Junior High School / Boys and Girls PE/Gym	\$364	30,000	\$10,920,000	0.0%	1.0%	4.0%	12.0%
Newark Junior High School / Building C (1961)	\$503	7,625	\$3,835,375	0.0%	0.0%	4.0%	9.0%
Newark Junior High School / Building D	\$503	7,625	\$3,835,375	0.0%	0.0%	3.0%	9.0%
Newark Junior High School / Building E (1961)	\$503	4,700	\$2,364,100	0.0%	0.0%	5.0%	14.0%
Newark Junior High School / Building F	\$503	4,700	\$2,364,100	0.0%	1.0%	6.0%	11.0%
Newark Junior High School / Building G	\$503	16,000	\$8,048,000	0.0%	0.0%	3.0%	7.0%
Newark Junior High School / Building J1-J2	\$503	2,500	\$1,257,500	0.0%	0.0%	4.0%	9.0%
Newark Junior High School / Building K (1961)	\$503	4,700	\$2,364,100	0.0%	0.0%	5.0%	10.0%
Newark Junior High School / Building L	\$503	7,625	\$3,835,375	0.0%	0.0%	4.0%	10.0%
Newark Junior High School / Building M (1961)	\$503	7,625	\$3,835,375	0.0%	0.0%	4.0%	9.0%
Newark Junior High School / Library/Office	\$503	7,570	\$3,807,710	0.0%	0.0%	5.0%	11.0%
Newark Junior High School / Multipurpose/Kitchen/J3/I4	\$364	14,000	\$5,096,000	0.0%	1.0%	4.0%	11.0%
Newark Junior High School / Portables	\$284	3,600	\$1,022,400	0.0%	0.0%	9.0%	21.0%
Newark Junior High School / Site	\$0	0	\$1	0.0%	0.0%	0.0%	0.0%

Plan Type Distribution (by Cost)



Systems Expenditure Forecast

System	Immediate	Short Term (3 yr)	Near Term (5 yr)	Med Term (10 yr)	Long Term (20 yr)	TOTAL
Structure	\$44,100	-	\$50,500	-	-	\$94,600
Facade	-	\$17,200	\$180,900	\$236,500	\$1,307,800	\$1,742,500
Roofing	-	\$3,400	-	\$3,500	\$4,327,900	\$4,334,800
Interiors	\$9,100	\$193,200	\$428,800	\$832,600	\$2,112,700	\$3,576,300
Elevators	-	-	-	-	\$29,500	\$29,500
Plumbing	\$2,900	\$72,800	\$89,000	\$6,948,300	\$149,100	\$7,262,200
Fire Suppression	-	-	\$5,900	-	\$9,100	\$15,000
HVAC	-	\$1,033,200	\$808,000	\$132,600	\$1,812,200	\$3,786,100
Electrical	-	\$78,800	\$5,300	\$333,300	\$12,991,800	\$13,409,200
Fire Alarm & Comm	-	\$657,700	\$514,200	\$68,200	\$925,600	\$2,165,800
Equipment/Special	\$329,800	\$73,300	\$165,400	\$54,400	\$656,700	\$1,279,600
Site Lighting	-	\$2,900	\$89,800	-	\$59,300	\$152,000
Pavement	\$86,200	\$44,100	\$61,900	\$644,900	\$279,600	\$1,116,600
Site Development	-	\$288,200	\$398,300	\$216,900	\$714,100	\$1,617,500
Landscaping	-	\$78,400	-	-	-	\$78,400
Follow-up Studies	\$11,700	-	-	-	-	\$11,700
Accessibility	\$9,700	-	-	-	-	\$9,700
TOTALS	\$493,500	\$2,543,200	\$2,798,000	\$9,471,200	\$25,375,400	\$40,681,500

Newark Unified School District



Facility & Master Plan Summary 9/24/2020

1

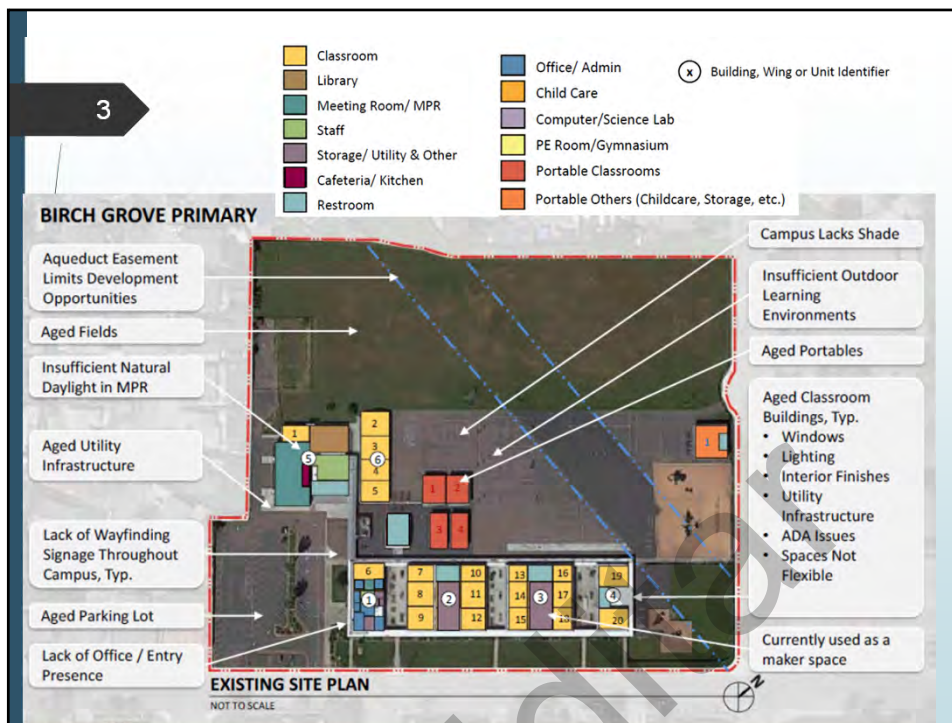
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Basic Facility Data

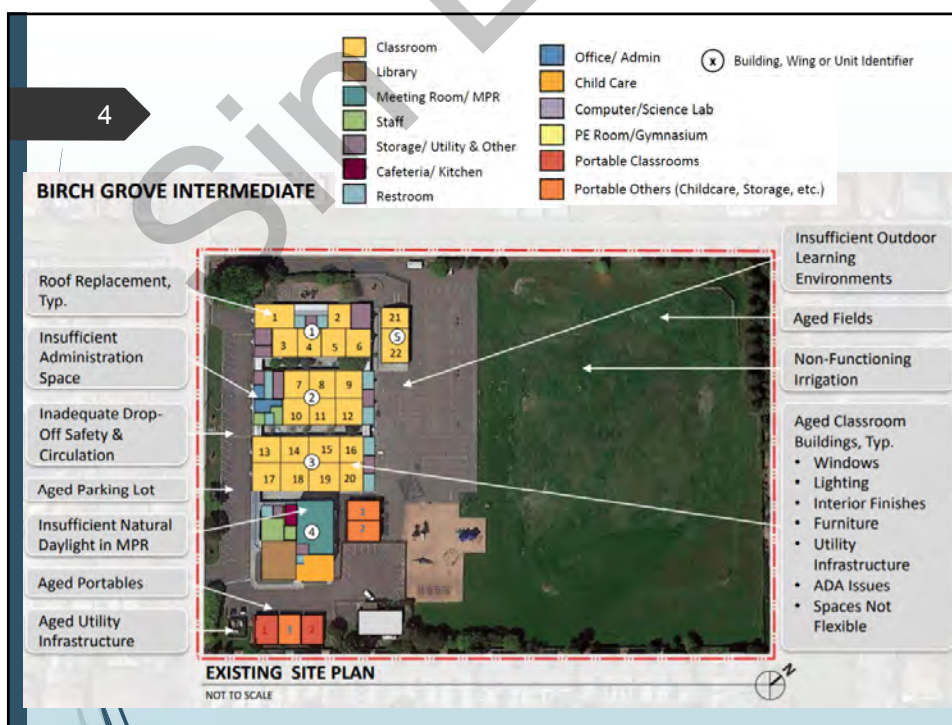
<u>Site</u>	<u>Year Built</u>	<u>Acres</u>	<u>Building Area</u>
Birch Grove Primary	1966	9	42,000
Birch Grove Intermediate	1961	9.5	43,500
Graham Elem	1960	10	51,900
Kennedy Elem	1963	9	34,500
Lincoln Elem	1965	13	38,000
Musick Elem	1955	9.4	51,000
Schilling Elem	1959	11	52,000
Snow Elem	1960	10	41,500
Newark Jr High	1962	44	139,000
MacGregor	1960	6.9	58,000

Source: Draft Facilities Master Plan Document, Section 5

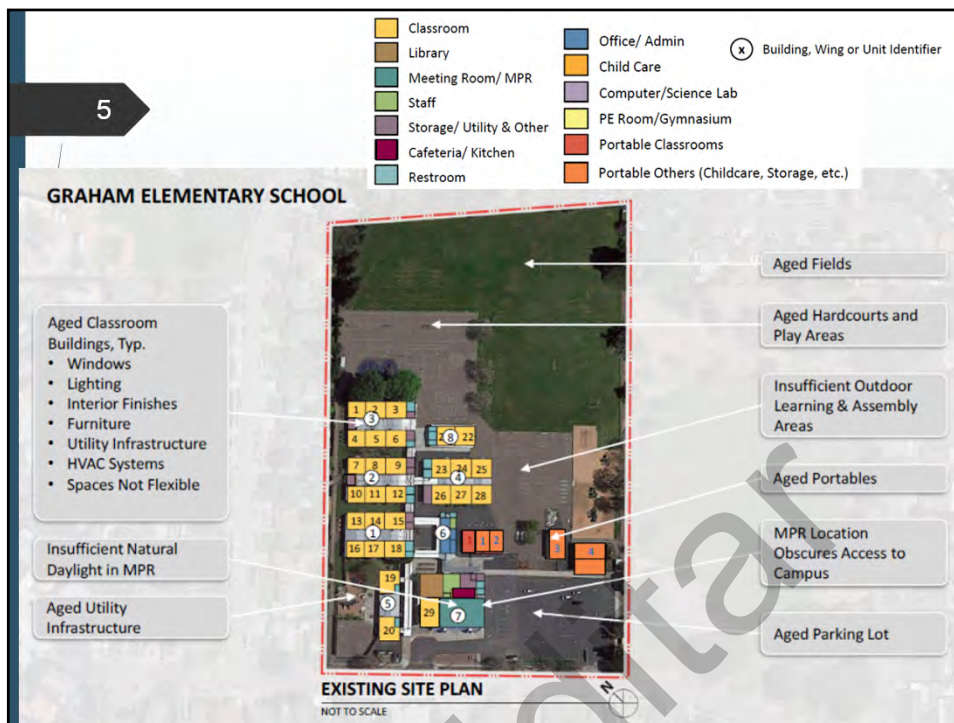
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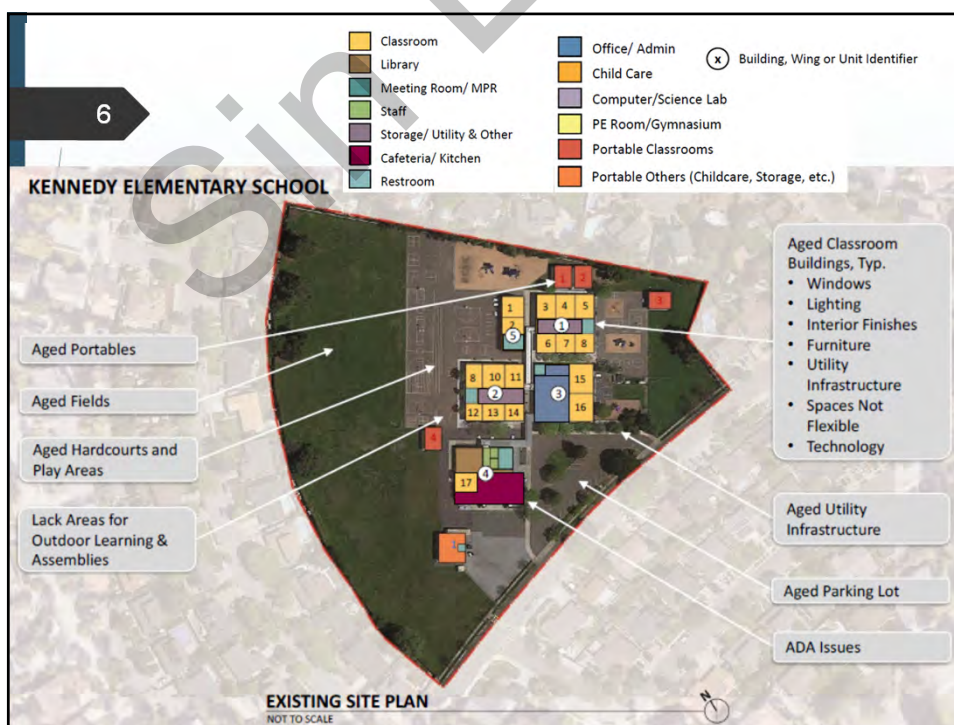
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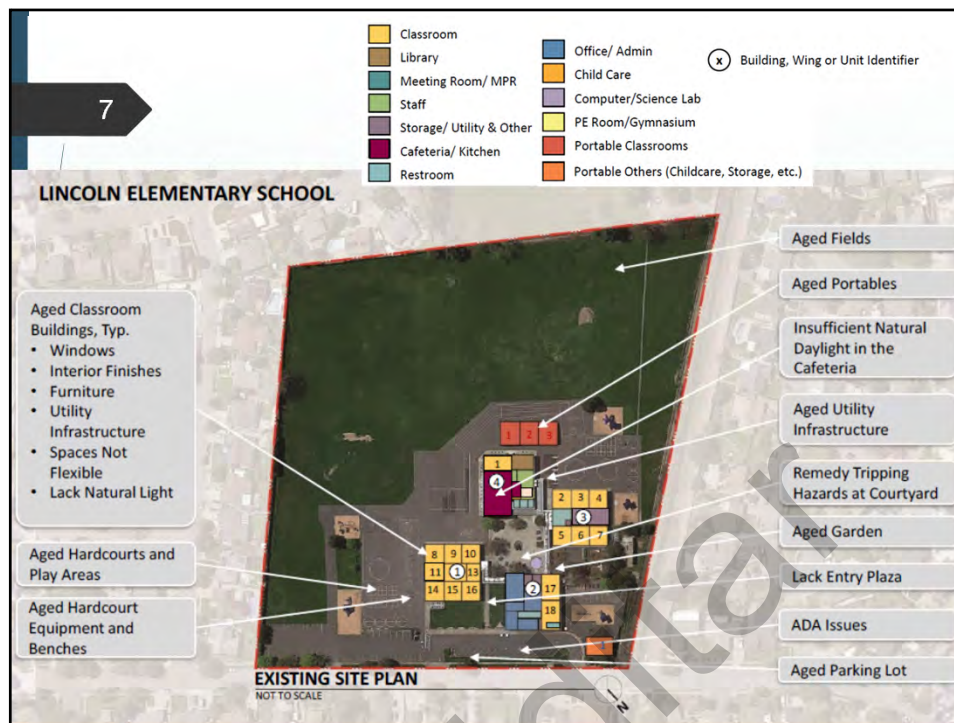
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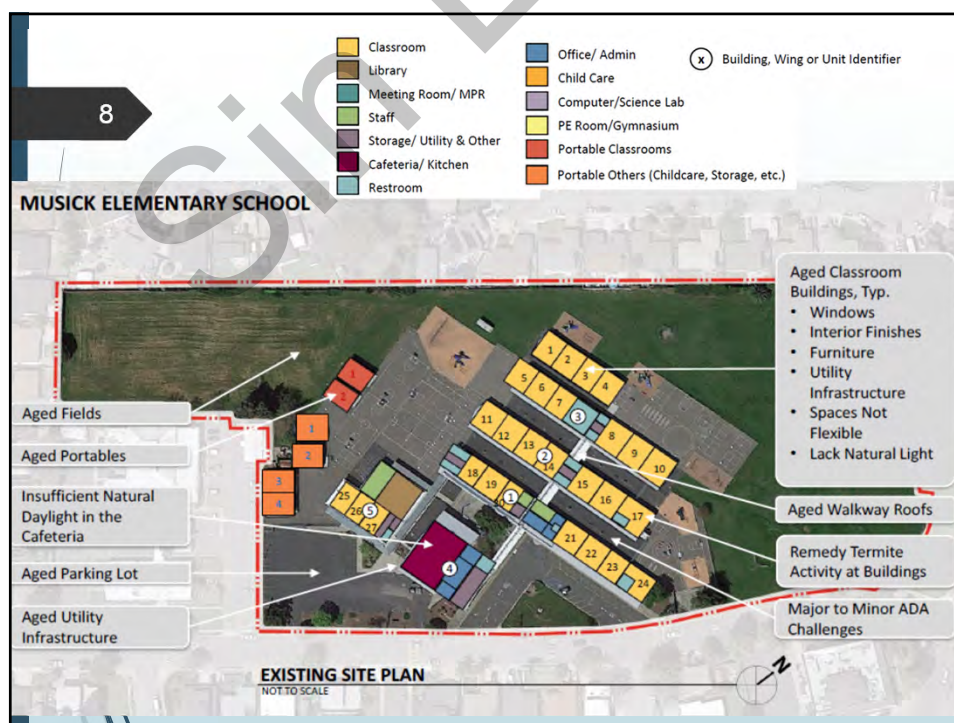
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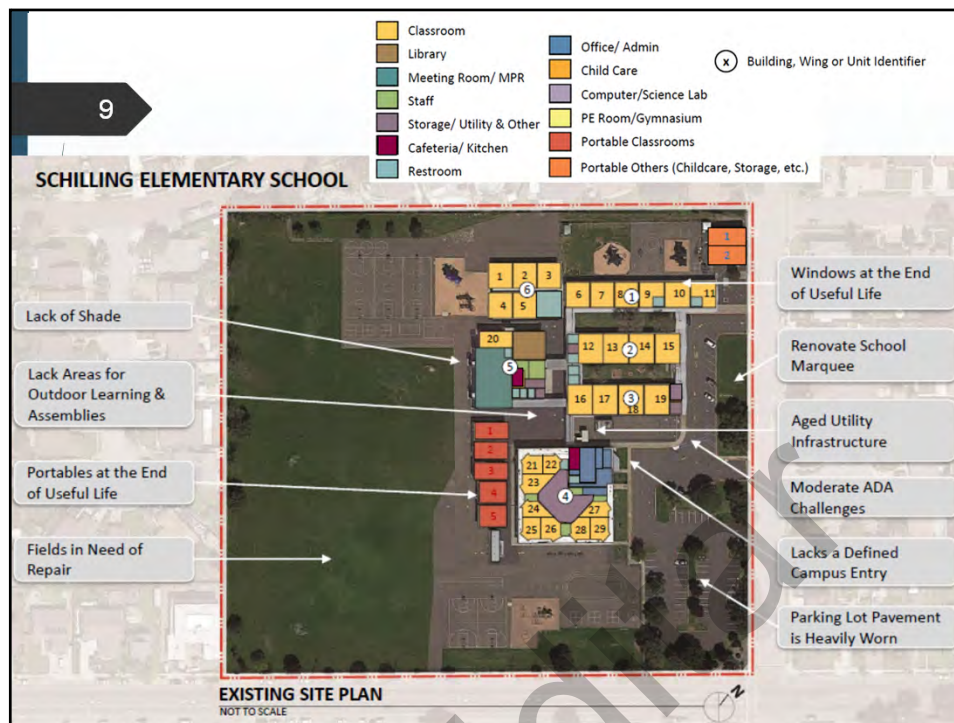
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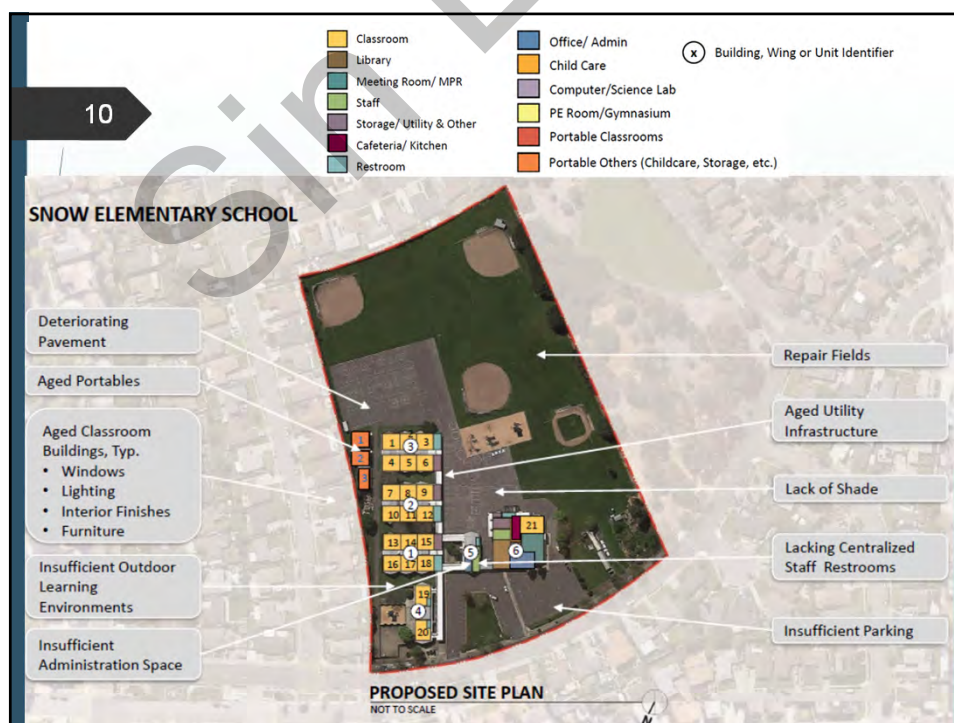
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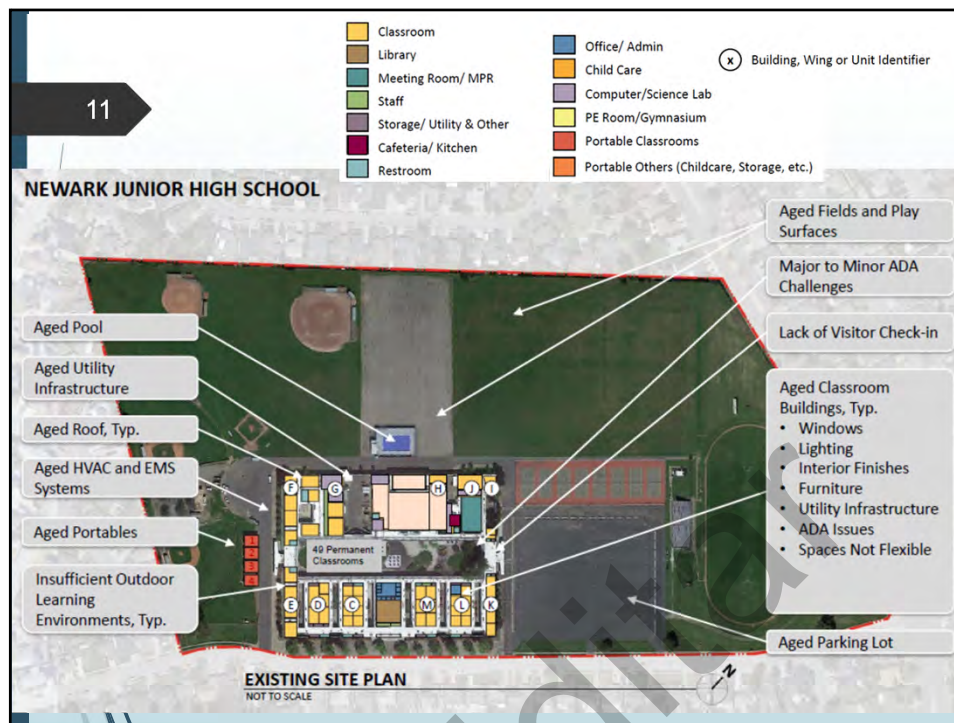
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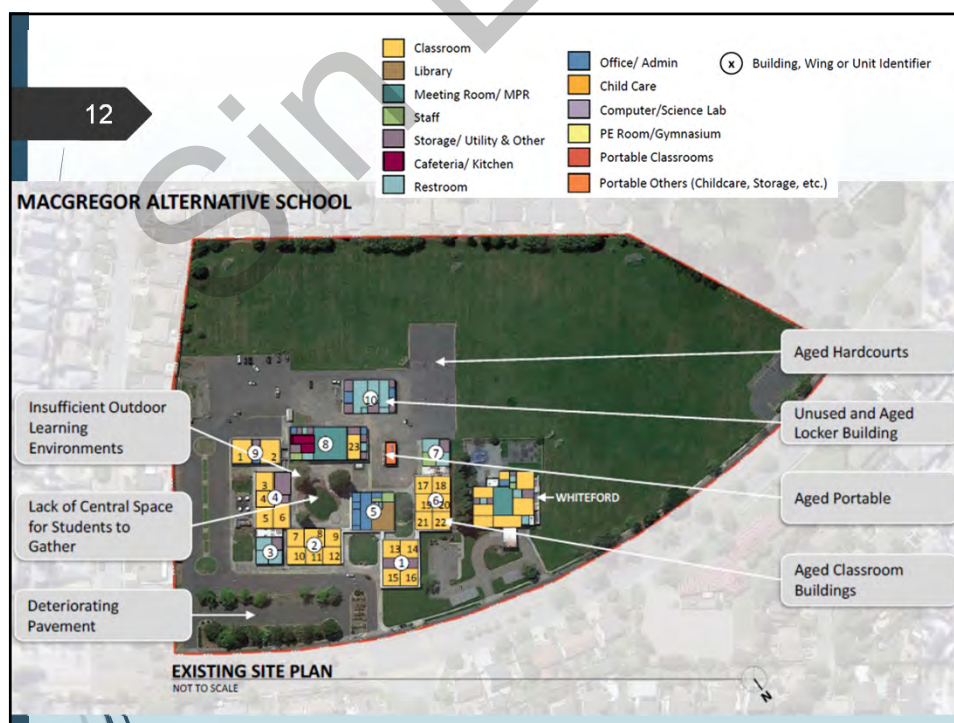
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Master Plan Project Costs

<u>Site</u>	<u>Signature Projects</u>	<u>Long Term Needs</u>	<u>Total Cost</u>	<u>5 Year DM Costs</u>
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 Elem	\$6,201,000	\$25,000,074	\$31,201,074	\$5,056,700
Kennedy Elem	\$6,288,750	\$19,726,964	\$26,015,714	\$3,393,400
Lincoln Elem	\$4,826,250	\$22,113,178	\$26,939,428	\$4,528,000
Musick Elem	\$4,387,500	\$26,679,631	\$31,067,131	\$3,063,200
Schilling Elem	\$4,332,250	\$34,064,338	\$38,396,588	\$3,495,500
Snow Elem	\$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

The sites with the most Master Plan needs identified are Schilling, Birch Grove Intermediate and MacGregor.

The sites with the largest 5 year Deferred Maintenance Needs are MacGregor, Birch Grove Intermediate and Graham. These costs are included in the "Long Term Needs".

Source: Draft Facilities Master Plan Document, Section 6

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Deferred Maintenance Costs

<u>Site</u>	<u>Immediate</u>	<u>3 Years</u>	<u>5 Years</u>	<u>10 Years</u>	<u>20 Years</u>	<u>Total DM Costs</u>
Birch Grove Primary	\$350,800	\$1,291,100	\$689,700	\$1,515,000	\$4,185,200	\$8,031,800
Birch Grove Intermediate	\$78,900	\$2,604,000	\$2,430,600	\$1,650,300	\$4,588,800	\$11,352,600
Graham Elem	\$19,800	\$3,761,000	\$1,275,900	\$1,343,400	\$4,683,700	\$11,083,800
Kennedy Elem	\$81,300	\$2,350,800	\$961,300	\$2,328,800	\$4,483,400	\$10,205,600
Lincoln Elem	\$1,305,200	\$2,924,300	\$298,500	\$1,150,200	\$5,787,000	\$11,465,200
Musick Elem	\$323,100	\$900,200	\$1,839,900	\$2,469,100	\$4,718,300	\$10,250,600
Schilling Elem	\$46,700	\$3,118,200	\$330,600	\$3,881,000	\$5,622,400	\$12,998,900
Snow Elem	\$331,600	\$3,021,800	\$1,489,600	\$1,099,600	\$4,033,700	\$9,976,300
MacGregor	\$166,300	\$6,627,700	\$838,200	\$2,922,800	\$5,550,600	\$16,105,600

The sites with the largest total 20 year Deferred Maintenance Needs are MacGregor and Schilling. Those with the lowest needs are Birch Grove Primary and Snow.

Source: Draft Facilities Master Plan Document, Section 6

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Completed/Encumbered Bond Projects

<u>Site</u>	<u>Bond Projects</u>
Birch Grove Primary	\$2,590,913
Birch Grove Intermediate	\$3,402,694
Graham Elem	\$3,176,192
Kennedy Elem	\$2,759,877
Lincoln Elem	\$2,823,946
Musick Elem	\$3,660,820
Schilling Elem	\$3,052,982
Snow Elem	\$2,073,095
MacGregor	\$6,699,785

The sites with the largest capital investments have been MacGregor, Musick and Birch Grove Intermediate

Source: Bond Funds Budget Report

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Unique & Special Program Spaces

School	Unique	Special Program Spaces
Birch Grove Primary	Flexible Classroom Spaces (Building 2)	Maker Space
Birch Grove Int.		Maker Space, Science, Music
Graham	Soccer Mini Pitch	Maker Space, Science
Kennedy		Maker Space/Computer Lab, Science, Art
Lincoln	Primary Pod	Computer Lab
Musick	Preschool Play Structures	STEAM Lab, Preschool Adaptive PE
Schilling	Classroom Pod, Soccer Mini Pitch	Maker Space
Snow		Maker Space, Science, Computer Lab
MacGregor	Culinary Arts	Taiko Drum Room

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Support Facility Needs

Birch Grove Primary	None identified
Birch Grove Int.	Larger Office
Graham	Larger Office
Kennedy	None identified
Lincoln	None identified
Musick	None identified
Schilling	None identified
Snow	Larger Office
MacGregor	None identified

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Environmental Factors

Birch Grove Primary	Easement for Hetch Hetchy aqueduct
Birch Grove Int.	None
Graham	None
Kennedy	None
Lincoln	None
Musick	None
Schilling	None
Snow	None
MacGregor	None

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19	Other Uses of Site/Facilities
Birch Grove Primary Birch Grove Intermediate Graham	Child Care Vandal Watch, Child Care Kidango Child Care (annual lease) Think Together/ASES Program
Kennedy Lincoln Musick Schilling	Child Care Child Care Child Care, Vandal Watch Kidango Child Care (annual lease), Think Together/ASES Program
Snow MacGregor	Fields-Newark Girls Softball League Fields-MOU with City of Newark (July 2020 thru January 1, 2024)

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Newark Unified School District
School Consolidation Advisory Committee

Criteria		Scoring methodology	Weighted methodology
Demographics and Capacity			
1.	School enrollment is low and projected to remain low (enrollment below 70% of capacity)	Yes=2; No=1	Highest score (8) goes to school with lowest enrollment-rank down
2.	Demographically diverse population based on the unduplicated pupil percentage	Yes=1; No=2	Highest score (8) goes to school with least diverse population-rank down
3.	Excess classroom capacity	Yes=2; No=1	Highest score (8) goes to school with most excess capacity-rank down
4.	Proximity to schools with capacity to accommodate incoming students	Yes=2; No=1	Highest score (8) goes to school with the closest three schools with the highest total available capacity-rank down
Facilities			
5.	Facilities are in good condition (based on cost of facility needs and proposed modernization/ construction projects)	Good=1; Fair=2; Poor=3	Highest score (8) goes to school with most expensive needs
6.	Modernization, construction or other projects (e.g., technology upgrades) recently completed	Yes=1; No=2	Highest score (dependent on number of applicable schools) goes to school with least expensive projects
7.	Unique facilities (i.e., facilities that could not be readily replicated) not found at other school sites	Yes=1; No=2	
8.	Support spaces (e.g., cafeteria, multi-purpose room, playgrounds, etc.) have sufficient capacity to meet current and projected enrollment	Yes=1; No=2	
9.	Environmental factors effect current or future use of property (e.g., earthquake faults, high speed rail, etc.)	Yes=2; No=1	
Educational/Student Support Services			
10.	District-wide programs would need to be relocated	Yes=1; No=2	
11.	District-wide programs can be relocated	Yes=2; No=1; N/A=0	
Business Services and Other/Community Impacts and Considerations			
12.	Safety concerns regarding traffic and safe routes to school if students are relocated	Yes=2; No=1	
13.	District would benefit from net savings if closed	Yes=2; No=1	Highest score (8) goes to school with most savings

		Birch Grove Primary			Birch Grove Intermediate				
		Data	Score	Weighted	Data	Score	Weighted		
(a)	2025/26 Enrollment:	457	1	1	528	1	3		
(b)	Capacity:	576			633				
(a)/(b)	Ratio:	79.3%			83.4%				
UPP:		41%	1	4	43%	1	3		
(b)-(a)	Excess Capacity:	119	2	1	105	2	3		
School 1:		BG Inter.	105	348	56.8%	BG Pri.	119	291	64.5%
School 2:		Graham ES	343			Graham ES	343		
School 3:		Musick ES	357			Musick ES	357		
Total:		805	2	4		819	2	6	
Year built:		1966		3	1961		7		
Mod/Maint. Costs:		\$32,015,662			\$39,595,732				
Completed/ Encumbered Bond Projects:		\$2,590,913	1	2	\$3,402,694	1	7		
Unique Facilities:		n/a	2		n/a	2			
Support Spaces:		Need larger office	2		n/a	1			
Environmental Factors:		Easement for Hetch Hetchy aqueduct	2			1			
Programs:									
Net Savings:									
TOTAL			13	15			11	29	

Newark Unified School District
School Consolidation Advisory Committee

Criteria		Scoring methodology	Weighted methodology
Demographics and Capacity			
1.	School enrollment is low and projected to remain low (enrollment below 70% of capacity)	Yes=2; No=1	Highest score (8) goes to school with lowest enrollment-rank down
2.	Demographically diverse population based on the unduplicated pupil percentage	Yes=1; No=2	Highest score (8) goes to school with least diverse population-rank down
3.	Excess classroom capacity	Yes=2; No=1	Highest score (8) goes to school with most excess capacity-rank down
4.	Proximity to schools with capacity to accommodate incoming students	Yes=2; No=1	Highest score (8) goes to school with the closest three schools with the highest total available capacity-rank down
Facilities			
5.	Facilities are in good condition (based on cost of facility needs and proposed modernization/ construction projects)	Good=1; Fair=2; Poor=3	Highest score (8) goes to school with most expensive needs
6.	Modernization, construction or other projects (e.g., technology upgrades) recently completed	Yes=1; No=2	Highest score (dependent on number of applicable schools) goes to school with least expensive projects
7.	Unique facilities (i.e., facilities that could not be readily replicated) not found at other school sites	Yes=1; No=2	
8.	Support spaces (e.g., cafeteria, multi-purpose room, playgrounds, etc.) have sufficient capacity to meet current and projected enrollment	Yes=1; No=2	
9.	Environmental factors effect current or future use of property (e.g., earthquake faults, high speed rail, etc.)	Yes=2; No=1	
Educational/Student Support Services			
10.	District-wide programs would need to be relocated	Yes=1; No=2	
11.	District-wide programs can be relocated	Yes=2; No=1; N/A=0	
Business Services and Other/Community Impacts and Considerations			
12.	Safety concerns regarding traffic and safe routes to school if students are relocated	Yes=2; No=1	
13.	District would benefit from net savings if closed	Yes=2; No=1	Highest score (8) goes to school with most savings

		Graham ES			Kennedy ES				
		Data	Score	Weighted	Data	Score	Weighted		
(a)	2025/26 Enrollment:	385	2	5	423	1	4		
(b)	Capacity:	728			534				
(a)/(b)	Ratio:	52.9%			79.2%				
UPP:		66%	2	7	37%	2	5		
(b)-(a)	Excess Capacity:	343	2	7	111	2	2		
School 1:		Lincoln ES	120	263	59.4%	Graham	343	470	47.4%
School 2:		Schilling ES	335			Musick ES	357		
School 3:		Snow ES	193			Snow ES	193		
			648	2	2		893	2	8
F									
Year built:		1960		6	1963		1		
Mod/Maint. Costs:		\$36,257,774			\$29,409,114				
Completed/ Encumbered Bond Projects:		\$3,176,192	1	6	\$2,759,877	1	3		
Unique Facilities:		Mini pitch	1		n/a	2			
Support Spaces:		Need larger office	2		n/a	1			
Environmental Factors:			1			1			
Educational/Student Support Services									
Programs:									
Business Services and Other/Community Impacts and Considerations									
Net Savings:									
TOTAL			13	33		12	23		

Newark Unified School District
School Consolidation Advisory Committee

Criteria		Scoring methodology	Weighted methodology
Demographics and Capacity			
1.	School enrollment is low and projected to remain low (enrollment below 70% of capacity)	Yes=2; No=1	Highest score (8) goes to school with lowest enrollment-rank down
2.	Demographically diverse population based on the unduplicated pupil percentage	Yes=1; No=2	Highest score (8) goes to school with least diverse population-rank down
3.	Excess classroom capacity	Yes=2; No=1	Highest score (8) goes to school with most excess capacity-rank down
4.	Proximity to schools with capacity to accommodate incoming students	Yes=2; No=1	Highest score (8) goes to school with the closest three schools with the highest total available capacity-rank down
Facilities			
5.	Facilities are in good condition (based on cost of facility needs and proposed modernization/ construction projects)	Good=1; Fair=2; Poor=3	Highest score (8) goes to school with most expensive needs
6.	Modernization, construction or other projects (e.g., technology upgrades) recently completed	Yes=1; No=2	Highest score (dependent on number of applicable schools) goes to school with least expensive projects
7.	Unique facilities (i.e., facilities that could not be readily replicated) not found at other school sites	Yes=1; No=2	
8.	Support spaces (e.g., cafeteria, multi-purpose room, playgrounds, etc.) have sufficient capacity to meet current and projected enrollment	Yes=1; No=2	
9.	Environmental factors effect current or future use of property (e.g., earthquake faults, high speed rail, etc.)	Yes=2; No=1	
Educational/Student Support Services			
10.	District-wide programs would need to be relocated	Yes=1; No=2	
11.	District-wide programs can be relocated	Yes=2; No=1; N/A=0	
Business Services and Other/Community Impacts and Considerations			
12.	Safety concerns regarding traffic and safe routes to school if students are relocated	Yes=2; No=1	
13.	District would benefit from net savings if closed	Yes=2; No=1	Highest score (8) goes to school with most savings

		Lincoln ES			Musick ES				
		Data	Score	Weighted	Data	Score	Weighted		
		Demographics and Capacity							
(a)	2025/26 Enrollment:	384	1	6	230	2	8		
(b)	Capacity:	504			587				
(a)/(b)	Ratio:	76.2%			39.2%				
UPP:		54%	1	2	64%	2	6		
(b)-(a)	Excess Capacity:	120	2	4	357	2	8		
School 1:		Graham ES	343	487	44.1%	BG Inter.	105	329	41.1%
School 2:		Schilling ES	335			Graham ES	343		
School 3:		Snow ES	193			Kennedy	111		
			871	2	7		559	2	1
Facilities									
Year built:		1965		2	1955		5		
Mod/Maint. Costs:		\$31,467,428			\$34,130,331				
Completed/ Encumbered Bond Projects:		\$2,823,946	1	4	\$3,660,820	1	8		
Unique Facilities:		Classroom pod	1		n/a	2			
Support Spaces:		n/a	1		n/a	1			
Environmental Factors:			1			1			
Student Support Services									
Programs:									
Community Impacts and Considerations									
Net Savings:									
TOTAL			10	25		13	36		

Newark Unified School District
School Consolidation Advisory Committee

Criteria		Scoring methodology	Weighted methodology
Demographics and Capacity			
1.	School enrollment is low and projected to remain low (enrollment below 70% of capacity)	Yes=2; No=1	Highest score (8) goes to school with lowest enrollment-rank down
2.	Demographically diverse population based on the unduplicated pupil percentage	Yes=1; No=2	Highest score (8) goes to school with least diverse population-rank down
3.	Excess classroom capacity	Yes=2; No=1	Highest score (8) goes to school with most excess capacity-rank down
4.	Proximity to schools with capacity to accommodate incoming students	Yes=2; No=1	Highest score (8) goes to school with the closest three schools with the highest total available capacity-rank down
Facilities			
5.	Facilities are in good condition (based on cost of facility needs and proposed modernization/ construction projects)	Good=1; Fair=2; Poor=3	Highest score (8) goes to school with most expensive needs
6.	Modernization, construction or other projects (e.g., technology upgrades) recently completed	Yes=1; No=2	Highest score (dependent on number of applicable schools) goes to school with least expensive projects
7.	Unique facilities (i.e., facilities that could not be readily replicated) not found at other school sites	Yes=1; No=2	
8.	Support spaces (e.g., cafeteria, multi-purpose room, playgrounds, etc.) have sufficient capacity to meet current and projected enrollment	Yes=1; No=2	
9.	Environmental factors effect current or future use of property (e.g., earthquake faults, high speed rail, etc.)	Yes=2; No=1	
Educational/Student Support Services			
10.	District-wide programs would need to be relocated	Yes=1; No=2	
11.	District-wide programs can be relocated	Yes=2; No=1; N/A=0	
Business Services and Other/Community Impacts and Considerations			
12.	Safety concerns regarding traffic and safe routes to school if students are relocated	Yes=2; No=1	
13.	District would benefit from net savings if closed	Yes=2; No=1	Highest score (8) goes to school with most savings

		Schilling ES			Snow ES				
		Data	Score	Weighted	Data	Score	Weighted		
(a)	2025/26 Enrollment:	514	2	2	303	2	7		
(b)	Capacity:	849			496				
(a)/(b)	Ratio:	60.5%			61.1%				
UPP:		73%	2	8	52%	1	1		
(b)-(a)	Excess Capacity:	335	2	6	193	2	5		
School 1:		Graham	343	142	78.4%	Graham ES	343	508	37.4%
School 2:		Lincoln ES	120			Kennedy ES	111		
School 3:		Snow ES	193			Lincoln ES	357		
			656	2	3		811	2	5
Year built:		1959		8	1960		4		
Mod/Maint. Costs:		\$41,892,088			\$32,096,903				
Completed/ Encumbered Bond Projects:		\$3,052,982	1	5	\$2,073,095	1	1		
Unique Facilities:		Classroom pod Mini pitch	1		n/a	2			
Support Spaces:		n/a	1		Need larger office	2			
Environmental Factors:			1			1			
Programs:									
Net Savings:									
TOTAL				12	32			13	23

**Newark Unified School District
School Consolidation Advisory Committee**

Criteria		Scoring methodology	Weighted methodology
Demographics and Capacity			
1.	School enrollment is low and projected to remain low (enrollment below 70% of capacity)	Yes=2; No=1	Highest score (8) goes to school with lowest enrollment-rank down
2.	Demographically diverse population based on the unduplicated pupil percentage	Yes=1; No=2	Highest score (8) goes to school with least diverse population-rank down
3.	Excess classroom capacity	Yes=2; No=1	Highest score (8) goes to school with most excess capacity-rank down
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7.	Unique facilities (i.e., facilities that could not be readily replicated) not found at other school sites	Yes=1; No=2	
8.	Support spaces (e.g., cafeteria, multi-purpose room, playgrounds, etc.) have sufficient capacity to meet current and projected enrollment	Yes=1; No=2	
9.	Environmental factors effect current or future use of property (e.g., earthquake faults, high speed rail, etc.)	Yes=2; No=1	
Educational/Student Support Services			
10.	District-wide programs would need to be relocated	Yes=1; No=2	
11.	District-wide programs can be relocated	Yes=2; No=1; N/A=0	
Business Services and Other/Community Impacts and Considerations			
12.	Safety concerns regarding traffic and safe routes to school if students are relocated	Yes=2; No=1	
13.	District would benefit from net savings if closed	Yes=2; No=1	Highest score (8) goes to school with most savings

		MacGregor Alternative	Newark JHS
		Data	Data
(a)	2025/26 Enrollment:	84	849
(b)	Capacity:	460	1,366
(a)/(b)	Ratio:		62.2%
UPP:			
(b)-(a)	Excess Capacity:		517
School 1:			
School 2:			
School 3:			
Year built:		1960	
Mod/Maint. Costs:		\$41,941,476	
Completed/ Encumbered Bond Projects:		\$6,699,785	
Unique Facilities:		Science, culinary arts, etc.	
Support Spaces:			
Environmental Factors:			
Programs:			
Net Savings:			
TOTAL			

Meeting 5: October 8, 2020

Sin Editar

NEWARK UNIFIED SCHOOL DISTRICT
SCHOOL CONSOLIDATION ADVISORY COMMITTEE



Thursday, October 8, 2020
6:00 PM

<https://us02web.zoom.us/j/81479380058>

Join Zoom Webinar (translation available) or [Watch Live via You Tube](#)

AGENDA

- A. Call to Order**
- B. Roll Call**
- C. Superintendent's Welcome**
- D. Visitor/Public Comments**

How to Submit Comments for Zoom Meeting:

- In order to be read aloud to the Board Appointed School Consolidation Advisory Committee (SCAC) panel during the meeting, **comments must be received by 1:00 PM the day of the scheduled SCAC Meeting.**
- Email comment items to **scacpubliccomment@newarkunified.org.** **Please put in the subject line: SCAC PUBLIC COMMENT OCTOBER 8, 2020**
- During the meeting, comments will be read aloud by Jodi Croce, NUSD Administrative Assistant and they will be added to the meeting minutes. All comments will be limited and timed to three (3) minutes. Public comments will be read, in the order received, for a maximum of 20 minutes. All comments will be added to the minutes.
- As with in-person meetings, the Committee respects the right of the public to comment on Committee matters. The content of messages should be civil and appropriate for a public meeting of a school district governing board committee.
- State law prohibits Committee members from taking any action on or discussing items that are not on the posted agenda.

- E. Approval of September 24, 2020 minutes** (Action Item)
- F. Presentation of Educational and Support Services** (Information)
- G. Presentation of District Financial Information and Community Impacts** (Information)
- H. Site Analysis** (Discussion)
 - Committee will score school sites against adopted criteria
- I. Next Meeting** (Information)
 - October 22, 2020
- J. Adjournment** (Action Item)

**MINUTES OF THE
SCHOOL CONSOLIDATION ADVISORY COMMITTEE (SCAC)
Newark Unified School District**

October 8, 2020-6:00 PM held virtually via Zoom

Approved October 22, 2020

A. Call to Order	The meeting was called to order at 6:03 pm by Chair Martinez.
B. Roll Call	<p>Members of the Committee Attendees Chae Marshall, Rachel Bloom, Sue Eustice, Janet Crocker, Hamilton Baylon, Veronica Medina, Angela Ringlein, Maria Ibarra, Cathreene Ingham-Watters, Christine Dix, Michelle Padilla</p> <p>Mark Triplett, Ed.D., Superintendent Elisa Martinez, President NUSD School Board Phuong Nguyen, Member NUSD School Board</p> <p>Absent Vilma Cristina Mendoza, Selene Nevarez</p>
C. Superintendent's Welcome	Dr. Triplett welcomed the committee.
D. Visitor/Public Comment	Most of the public comments received via email were read aloud. (All public comments are included below as part of the minutes.)
E. Approval of September 24, 2020 Minutes	<p>Motion to approve minutes as presented</p> <p>Motion: Ingham-Watters Second: Padilla Vote Yes: Marshall, Bloom, Eustice, Crocker, Baylon, Medina, Ringlein, Ibarra, Ingham-Watters, Dix, Padilla No: 0 Abstain: 0</p>
F. Presentation of Educational and Support Services	<p>Mark Triplett, Ed.D., Superintendent, presented the Educational and Support Services information.</p> <p>Other District Employees Available for Questions: Dr. Jan Hamilton, Director of Special Education Isabel Cervantes-Faulk, Director of Special Projects Ariel Dolowich, Director of Teaching & Learning</p>
G. Presentation of Financial Information and Community Impacts	Marie dela Cruz, Chief Business Official, presented the Financial Report and Community Impacts information.

**MINUTES OF THE
SCHOOL CONSOLIDATION ADVISORY COMMITTEE (SCAC)**
Newark Unified School District

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Motion to Extend the meeting until 8:30 PM	<p>Chair Martinez made the recommendation that the meeting be extended until 8:30 PM.</p> <p>Motion: Padilla Second: Crocker Vote Yes: Marshall, Bloom, Eustice, Crocker, Medina, Ibarra, Dix, Padilla No: Ringlein, Ingham-Watters, Baylon Abstain: 0</p>
H. Site Analysis	Brianna García, Director, School Services of California, led discussion on site analysis and criteria.
I. Next Meeting	<p>Next meeting October 22, 2020</p>
I. Adjournment	<p>Motion to adjourn Motion: Dix Second: Medina Vote Yes: Marshall, Bloom, Eustice, Crocker, Baylon, Medina, Ringlein, Ibarra, Ingham-Watters, Dix, Padilla No: 0 Abstain: 0</p> <p>Meeting adjourned 8:26 PM</p>
Other Attendees	<p>District Personnel Attendees Marie dela Cruz, Chief Business Official Jessica Saavedra, Executive Director of Human Resources Lucia Gutierrez, Executive Assistant to Superintendent Paul Rose, Network Manager Jodi Croce, Business Services Administrative Assistant Dr. Jan Hamilton, Director of Special Education Isabel Cervantes-Faulk, Director of Special Projects Ariel Dolowich, Director of Teaching & Learning</p> <p>Other Attendees Facilitator: Brianna García, Director, School Services of California Demographer: Ken Reynolds, SchoolWorks Gilma Guevara, Spanish Translator</p>

**MINUTES OF THE
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Visitor/Public Comment	<p>My question to the committee is: Will McGregor be included in this processes. Considering that there are less than 200 students at that site that can be easily relocated to possibly the portables at the Jr. High. Most of the McGregor site is underutilized so closing it seems like a feasible solution. Or even to open it up to more students when closures are decided. So many funds have gone into that site to let it go to waste.</p> <p>Thank You, Ramonía Polillo</p>
Visitor/Public Comment	<p>Dear School Consolidation Committee,</p> <p>While most people write to tell you what the school district is doing wrong or how you must keep a certain school open, I would like to share something I feel has gone brilliantly in our district and why it would be a shame to lose this.</p> <p>Five years ago, NUSD decided to try something new, with the merger of two schools, Milani and Bunker, into one school on two sites, Birch Grove Elementary. This decision was not without opposition at the time.</p> <p>However, after things settled down, anyone involved with BGP or BGI can tell you that this was an amazing decision for students, families and teachers.</p> <p>As a teacher at BGI, here are some of the advantages I have witnessed:</p> <ul style="list-style-type: none"> • All our professional development and schoolwide initiatives can be focused on students from ages 8-12--this narrow band allows us to really meet the needs of the students we have. This includes specialists (special education, science, English language development, intervention, etc.) being able to hone their skills for more specific, targeted, needs-based instruction • Teachers are able to collaborate across the grade levels with more efficiency, as we only need to cover grades 3-6, leading to more precisely teaching to grade level standards and students' needs • Having large grade level bands allows us to spread students out more effectively in regards to social needs, academic and behavioral issues, etc. • Teachers are able to regroup within a grade level to meet students' needs and/or specialize in a subject area for the grade level • Our teams of teachers are able to truly collaborate as opposed to other schools with 1-2 classes per grade level--larger teams mean more ideas for meeting students' needs <p>The system of one school on two sites works for many reasons. Our test scores are up. Discipline issues are down. Families are happy. Our Parent Teacher Club is the most amazing I have seen in over 25 years of teaching. I implore you to keep this school MODEL open--not necessarily at BGI and BGP, as I understand there are</p>

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	<p>many reasons behind school closures, but within NUSD. This model has shown excellent success in five years. Please allow it to continue, regardless of the site.</p> <p>Lisa Myhre (my-er) Teacher, BGI</p>
Visitor/Public Comment	<p>Email received from: Tisrat Rahman Regarding the school shutdowns that might happen this year, I would like my children, [REDACTED] (6th grade) and [REDACTED] (kindergarten), to continue going to H.A. Snow Elementary.</p>
Visitor/Public Comment	<p>Good evening,</p> <p>I'm a parent of two daughters as well as a staff member at Snow Elementary. I started working at Snow last year and I've witnessed the dedication hard work and commitment our Principal, Jessica Tommasini, Teachers, Staff, PTA, Translator and volunteers have put in to serve our community as a team. A Team is a group of individuals who work collaboratively to meet a common goal. This is to ensure we serve our students and families with humility, compassion and respect. Not only are they our customers, but they are friends and families of people we've built solid and trusting relationships with. These families have given us purpose as well. With that being said, I'm requesting that Snow is not a consideration to be eliminated from Newark Unified School District. It has so much history, potential, and heart that is attached to the name that our district can't afford to lose.</p> <p>Respectfully, Toya Lemus</p>
Visitor/Public Comment	<p>Dear Committee members,</p> <p>We understand how hard this process is for all of you. We know two schools will close, we just hope one of them will not be Snow. You might see a regular school from outside, nothing special, but let us tell you a little about the inside of Snow. Our school is special! Our kids are what is most important to us and taking care of them is part of that. At Snow, our teachers work very hard each day for our kids, and they are the best. They go above and beyond for our kids, always motivating them to be the best they can be. Our teachers are a part of each family. They truly care and give up their lives for our kids! Some loved our school so much as students, that they came back here to teach. Others have spent almost their entire careers here as teachers because of the great environment for all our staff.</p>

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Jessica Tommasini is our principal and she is awesome! The English Learner community feels welcome and supported by her. She has gone above and beyond to help our students. When she was our intervention teacher, she was a huge part of why so many of our kids were being reclassified each year. Again, that matters because these are kids that have a harder time in school and have a chance to move beyond that to have a chance at a great future. She started at Snow and has cared enough to stay and keep working with us. The English learner community appreciates all she has done for our school and what she continues to do to support it.

Snow recently adopted the SEAL program and it is something that not only our teachers are happy about, but as parents we are too. It is a teaching model that helps students succeed with proven training and results. The focus of SEAL is to support English Learners, but the strategies that our teachers are learning will benefit all Snow students. By working closely with our SEAL coaches, Mrs. Tommasini took advantage of an opportunity for all of our teachers to receive some training on SEAL lessons and units early this school year. Snow's teachers continually seek out learning opportunities in order to support all of our students, especially our neediest students such as our English Learners. Based on the schools that are the closest, Snow kids would miss out on SEAL because Kennedy does not have it. That matters!

In the last meeting, each school had a list of what was something special about the site. Some had special fields, etc, but Snow had nothing. That is not true! We have an amazing garden! Actually, we have several which are used for learning and one in particular has many fruit trees. All of our teachers have been able to use the gardens in many lessons because it is nature at its best, not just a picture or a video. We have had former students come back to do special projects in our main garden because of how special it is. They could have gone anywhere, but they chose Snow! Several clubs have also given us their time to help with the garden.

As parents, we recognize the importance of our daily life at home. We had a series of workshops that focused not only on us as individuals, but also on life at home for our kids. We learned to support each other, but more importantly, our kids! We continue to support each other even now with distance learning. We don't feel so alone because of that support and the support from our principal and teachers.

About six years ago, a group of parents started working very hard to make Snow a better place. Our parent group leaders, such as ELAC and PTA, started talking to more and more parents telling them about what Snow had to offer. Slowly, our groups have been growing and so has the support from our community. Many of us know each other a little better. We say hi when we see each other. We believe in a sense of community, which is stronger than ever. This matters because feeling that your kids are at a great place, where all are welcome is very important for everyone's peace of mind.

Thank you for your time. It feels like we are finally beginning to fly, we just hope you don't cut our wings! Please reread this in your meeting notes and don't let such an amazing family, the Snow community, get closed forever!

Sincerely,

**MINUTES OF THE
SCHOOL CONSOLIDATION ADVISORY COMMITTEE (SCAC)
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	The Snow Elementary ELAC Parents
Visitor/Public Comment	<p>I am a mother of 2 students who attend Snow elementary. I would like to voice my concern for Snow or any school to be closed. As all schools may not be at full capacity, housing is going up, families moving in, and the rise for seats are raising. We close schools now, we are setting ourselves up for overflow and transferring people out just like other districts. If we close a school, it will not only impact the seats in schools, but children's mental health, parents, teachers, staff, traffic, and community as a whole. This does not take into account these changes affect children's learning to not only the children who relocate, but the kids in classes due to influx of students.</p> <p>Our schools need a little TLC which is undeniable and other steps and routes have not been explored. Yes I have heard talk about school closures in the past yet I haven't heard any talk about how to fix or prevent this. The process and mind has seem to be set but hope it can be changed. Parents and staff love the schools and their is always a way to make it through. Its only if we as a whole put the effort to do so. Thank you for your time.</p> <p>Jenine C., parent of students at Snow elementary</p>
Visitor/Public Comment	<p>Hi,</p> <p>I want to get more information on the school consolidation topic that's being discussed for Newark schools. I want to know if our home school will be the one impacted></p> <p>Thanks, Priyanka Kothari</p>
Visitor/Public Comment	<p>To whom it may concern,</p> <p>Hi, I am Michelle Charles, the Office clerk for H.A. Snow School Elementary and I am writing this letter in hopes to keep our school open. This school has amazing teachers, students, staff and parents who have created a great foundation for learning and supporting each other. I see first hand the dedication our Principal and teachers have with our students. While Snow is a learning institution we see it as a place where we take personal interest with the students and help them work through problems. We create an environment where students feel comfortable and understand that we are here to help them learn and feel a sense of comfort which allows them to succeed. lease reconsider the disruption the move would have on the students and their families.</p>

**MINUTES OF THE
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	<p>Thank you, Michelle Charles</p>
Visitor/Public Comment	<p>Hello Newark Unified School District,</p> <p>I was a student at Snow School Elementary and now a student at Newark Memorial High School. I heard about the potential decision to shut down Snow School Elementary and am utterly devastated by the news. I had some special memories in Snow, especially with my special circumstances when coming in. I had transferred into Snow as an immigrant in third grade, not knowing any English, Snow was a safe environment in which I never felt threatened or inferior in my slow process of learning in this brand new world. I believe the inclusive nature of staff taught my fellow students to not discriminate against me, which made a whole world of difference when my expectations of being bullied were, thankfully, shattered.</p> <p>I understand that my personal views may not change a major decision such as this, but I just wanted to put my own experiences out there to show how important Snow School was in making me feel safe in the learning processes.</p> <p>Thank you. Aaron [REDACTED]</p>
Visitor/Public Comment	<p>Hi, I would like to express my concern over the possibility of my child's school closing. She is enrolled in Snow Elementary and loves it. It is a great school and has always been very important to the families who live in the neighborhood. We live directly across the street and have enjoyed Snow School and all of the Teachers and Staff. It will be a huge adjustment for my child to have to start at a new school. She already struggles with school and I worry this will effect her negatively. I also feel that this is the worst time to close schools and merge more kids into the remaining schools we have. We don't know when the COVID-19 pandemic will get better, so putting more kids in each schools could be a detriment to their health. Thank you so much for giving me the chance to comment on this matter.</p> <p>-Katie King</p>
Visitor/Public Comment	<p>Email received from Tina Berry</p> <p>Good evening,</p> <p>My name is Tina Berry. I am not only a life-long resident of Newark but I am a product of Newark Unified School District as well. There was no question, in regards to my</p>

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own children, that they would be NUSD students as well.

The purpose for my comments tonight are in regards to our districts need to consolidate schools. My love for this city, our schools, the community, and more important the students of our schools & I have watched EVERY one of the school consolidation meetings.....actually, there are NO words to that even come close to describe, in no where near a positive direction, what I have seen take place at these meetings.

Here are the take-away's from each of the meetings. I have listed them in order from the very first meeting until today:

-The committee wanted to be independent and didn't want the two board members to be the chair and vice chair. The board members insisted on being the chair and vice-chair because the purpose/charge document listed them in that role.

-The facilitator caught on video after the first meeting saying: ..get the committee under control

-The board members changed themselves to non-voting members even though the purpose/charge document only lists the Superintendent as a non-voting member.

-The committee was provided the criteria sheet and given the scoring methodology. They did not develop the criteria themselves as the purpose/charge document states.

-The original classroom and portable information was incorrect.

-Several committee members asked how old the portables were and the facilitator said that information would be available at the facility meeting. The age of the portables was not provided.

-After a sarcastic remark from a committee member who asked why they were even meeting since the facilitator was doing all the scoring without input from the committee, the criteria sheets now are filled in before the meeting by the facilitator.

-Several committee members wanted to calculate the capacity at each site without the portables. The facilitator gave excuse after excuse why that shouldn't be an option. Finally, Board Member Nguyen asked for the facilitator to create another column removing the portables and re-accessing the criteria score.

-The facility meeting used inaccurate deferred maintenance projects to score the school sites

-The budget information for this weeks meeting shows a \$3.5M projected deficit which

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	<p>is projected a year further than any current NUSD budget.</p> <p>-The costs saving slide only lists certificated salary and benefits plus books and supplies as a transferable expense from the old site to the new. However, CSEA members are an essential part of the day to day operations. Some of them would still be need to provide service to the students.</p> <p>-Thumbs up and thumbs down voting process on items not on the agenda for action</p> <p>My last message is simple. While it may not seem to our School Board or the NUSD Administrators that the "public" is watching these meetings or whats happening in our district. But I assure you. People are watching.</p> <p>Thank you for your time.</p>
<p>Visitor/Public Comment</p>	<p>Email received from Jessica Tommasini</p> <p>Dear SCAC Committee,</p> <p>Our kids have grown up together, and in a sense, we are family. All Snow parents are very concerned with the possibility of losing our beloved school. It has been a stressful time and we can only imagine what the committee members feel as well. Snow is a great school, with amazing staff and a sense of belonging that they all give each day. We love that they all go the extra mile to help our families when we need them. We hope that you do not decide to close Snow because it is an amazing place that we are proud to call our home school. It cannot be replaced!</p> <p>We are writing this letter for another reason as well. As fifth grade parents, our kids would be directly impacted by another decision that the committee has been given. As Snow fifth grade parents, we would like to ask that you do not transfer our kids to the Junior High next year. Our kids will have left their known surroundings that they have been at for 6 years as fourth graders to possibly never be back! It also seems that our sixth graders are quite young to be exposed to some of the things that happen at the Jr. high level.</p> <p>We know that many school districts in California already exist that way, but maybe they don't have what we do. We live in a small town compared to others and we have the possibility to continue housing our sixth graders at each site. The Junior High would be very overcrowded, and the elementary sites would be more empty than they are now. It seems unnecessary to make a move like that, financially, academically, and even morally! Our schools aren't at capacity as it is. Plus, as parents, the last thing we want is overcrowding, especially with not knowing how long COVID will be an issue as it is now.</p> <p>Something else to think about is the after Distance Learning scenario. Our kids are already stressed because so much of their life changed in a snap. Some know about the school closures and many are worried about that too. Not to mention the</p>

**MINUTES OF THE
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	<p>daily struggles of getting all their work done. Do we really want to add another factor to their stress? Will we have enough mental support for the students that need it? Mental support is something that all sites ask more of. Our children's maturity level isn't ready for the Junior High. Their stress level isn't ready for it either.</p> <p>Thank you for your consideration of not closing Snow and keeping our kids at Snow as sixth graders. We hope you make the best decision for our amazing School, City, but more importantly our kids!!!</p> <p>Sincerely, Concerned parents of amazing fifth grade Snow students</p>
<p>Visitor/Public Comment</p>	<p>Hi all,</p> <p>My daughter began Kindergarten at Bunker elementary school, and shortly thereafter her school was merged with Milani, when Birch Grove Primary and Birch Grove Intermediate were created. She is now a 6th grader at BGI and has had a super positive experience attending both BGP and BGI.</p> <p>Through merging Bunker and Milani elementary schools, the district has created a unique learning environment for younger kids at BGP and older kids at BGI. I'll briefly outline the top 3 benefits that I have observed:</p> <ul style="list-style-type: none"> - Greater networking opportunities - With several classes at each grade level, my daughter had been able to network and build friendships with a large number of kids in her same age group. This is beneficial as she'll be able to leverage those relationships when she goes to Junior High and High School. - Innovative teaching - Last year (pre-covid 19), my daughter benefitted by having rotational teaching. Several times a week her class would rotate for 1 class period to another teacher, that was a subject area expert. This allowed my daughter to learn from different teachers, like Ms Affelck for science, whose energy and enthusiasm helped instill a deeper love of science in my daughter. And Ms Prado for social studies, and Mr. Fee for coding. This type of rotation is great preparation for junior high and high school as well as to get exposure to more of the excellent teaching staff at BGI. - Increased diversity, equity and inclusion in her learning environment - My daughter benefits from being in a diverse school environment with kids from different socioeconomic backgrounds. Prior to merging the schools, there was a distinct difference between Bunker and Milani, with regard to test scores and other demographic data points. Merging the schools has "upleveled" the quality of education for all of the kids that fall into the school boundary area for Birch Grove, through pooling resources and staffing to give a greater number of Newark kids the best education available.

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	<p>In my opinion, it might be worthwhile for this committee to look at merging more schools in the way that Birch Grove has done, where two or more elementary schools are located physically near each other. Or look at other ways of merging based on topics like music, science, tech, math, etc, to continue to innovate and create diverse opportunities for Newark kids to learn.</p> <p>These days, offering a variety of programming can be seen as a value add when compared with traditional school set ups. Although we can't compete with large districts like Sacramento or Oakland, that offer several learning options like IB, public Waldorf, tech, etc, Birch Grove is a step in the right direction, and hopefully we don't undo all the progress we have made by reverting to a traditional format.</p> <p>Thanks!</p> <p>Nicole Izant</p>
Visitor/Public Comment	<p>Dear SCAC,</p> <p>Thank you for your time and allowing me the opportunity to voice my concerns over the possible closing of H.A. Snow School.</p> <p>My name is Tony Rodriguez, and I'm quite proud to call H.A. Snow School my alma mater -- my home away from home. Because of my influential education at Snow, I decided to enroll my daughter and son to be students at Snow. I've even seen first-hand all the stellar work being performed by the current faculty and staff. These educators are true all-stars. They're influential leaders in education who properly teach our children HOW to think, not WHAT to think. Snow School continuously does a tremendous job at getting students to realize their own sense of purpose and direction and self-value. The faculty and staff shape critical thinkers and budding artists and well beyond. This not a school that only educates the mind, but it also enriches the heart. I see it. We all see it. This is why we choose to send our children to such an amazing school.</p> <p>We're all Blizzard Bears at Snow School, and I have remained a Blizzard Bear right up to this very day. I'm also the moderator for a Facebook Group called "H.A. Snow School Alumni," where many other Blizzard Bear graduates come to share their stories and nostalgic pics from their years in elementary school . . . But now, to recently hear the possibility of Snow School shutting down certainly comes as a great shock. This appears to not be a "rumor," but a tragic reality. In truth, I've only discovered this plan quite recently . . . And though I believe I'm decent with tech-based communication, I'm barely seeing the reality now. These are indeed trying times for all of us. In some way, each of us is struggling over the effects of this global pandemic. But there's truly something remarkable within the human spirit to rise up and let our voices be heard. It's our duty. I'm concerned that many families whom may be less</p>

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	<p>knowledgeable on navigating through technology-based communication may not be aware of this possible closure. They may have merely gotten wind of this decision and wrote it off as a "rumor," which has certainly been a concern from past years. These families, I'm certain, will most likely be affected the most due to their lack of tech-based communication. If there's a way to keep Snow School open, let's work together on this. How can I help? How can we help? I'll reach out to the Facebook group that I moderate today if you offer any suggestions as to how we as a community can keep the H.A. Snow School operational. Let's support the faculty and staff, but most importantly, the students.</p> <p>I thank you for your time and consideration.</p> <p>Cheers,</p> <p>Tony Rodriguez</p>
<p>Visitor/Public Comment</p>	<p>Dear Committee,</p> <p>I have been informed that the NUSD is on the lookout for closing 2 schools. As an ex-Snow School student, the thought of knowing that my elementary school could potentially close would not only cause me a terrible feeling but would also impact my life strongly.</p> <p>H.A.Snow School is one of the best schools that I have heard from according to my peers and my own experiences. I was, and will always, a part of this loving and admirable community for as long as I can be. As the oldest of 3, I always talk about the school with a proud and honorable voice to my brothers. It would be a privilege if all 3 of them had the opportunity to graduate from Snow.</p> <p>Many memories were made while attending this school, one being our beautiful garden that I helped put together. I still remember the beautiful colorful flowers that I helped plant along with my classmates and science teacher. Every year on back to school night, the science teacher always gives me a tour of how our flowers are doing. Each and every year they are looking taller and prettier than the last. It brings me much joy knowing that other people can enjoy the beautiful garden as much as I do. If our school closed it would leave an awful feeling in my heart.</p> <p>I owe a lot of my achievements to the staff members at Snow, especially my teachers. The Snow staff is the best. They are always very attentive and motivate their students to do better and give it their all. This is one of the reasons why I am a successful student I am today. Their dedication, patience, and hard work make it easier for students to give their best effort in everything. They always find a way to provide the students with the support they need. Without our staff our school wouldn't be where it is.</p> <p>Our school may be a small one but I can assure it is the best one there is. We are full of love, support and positivity. We always get through things together as the great community that we are. For this, our school doesn't deserve to be shut down. If it</p>

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	<p>does, many opportunities would be lost as well as hope. I ask in all respect that Snow School should remain a part of this amazing community. Thank You!</p> <p>Deysi Montiel Rodriguez</p>
Visitor/Public Comment	<p>Email received from: Ariana Garcia</p> <p>Enviado desde mi Good afternoon.</p> <p>I am part of the community of families who live in Newark and who have their son at Snow school, for which in this writing it seems important to point out the importance of remaining open to the community, first of all I would like to mention that it is a great school teachers are fully trained to teach their classes, but above all I love how my son has progressed in his teaching thanks to his teachers, for him as for us it is also very important that he</p> <p>He remains in an environment where he feels safe so that his learning is not interrupted or diminished and I believe that the Snow school that he attends gives him everything we seek as parents so that our child can continue with his learning, so I ask that give the school the opportunity to continue working for the benefit of the children and their community, without more than mentioning, I appreciate your attention and that you take into account our request that Snow Elementary School continue to be open.</p>
Visitor/Public Comment	<p>Please DO NOT CLOSE KENNEDY ELEMENTARY SCHOOL OR LET GO OF ANY OF ITS TEACHERS. Kennedy Elementary is a wonderful school full of amazing students, staff, and teachers.</p> <p>With 2 kids at Kennedy Elementary school, we quickly learned the true value of this local community and its support. It was clear parents and teachers put the kids first - not by numbers or statistics, but by individual attention a student needs to succeed. Students thrive in smaller class sizes; there's more quality instruction, each student has an opportunity to participate and get noticed, and learning is enhanced, which ultimately yields better results for the school and the District.</p> <p>Each classroom within the school feels like a family under the guidance of the teacher, and collectively makes Kennedy one large family under our principal. The bonds and relationships developed during these early years of a child's development is so critical to their growth, and forcing a change onto these children such as losing their friends due to re-distribution of the zones, losing their teachers, and/or leaving their current environment, after and possibly during the time of COVID-19, is psychologically detrimental.</p> <p>To our understanding, Kennedy is rated as an outstanding school in terms of performance, and is utilizing their potential physical capacity. The performance of the</p>

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	<p>school is heavily a reflection of our caring teachers that go above and beyond for our kids. So if Kennedy were not to close, we strongly believe that the current teachers and staff should be kept as well. Please keep Kennedy Elementary!</p> <p>Thank you, Kennedy Parents - Gio & Isleen De Torres</p>
Visitor/Public Comment	<p>Hello,</p> <p>I would like to address the superintendent's comment regarding building a larger school at the previous meeting. The superintendent stated that a rumor was circulating about building a mega school. I just wanted to clarify where this information came from and how it has been spread. Last school year, school board member Bowen Zhang attended a Kennedy Elementary PTA meeting to share his vision. Bowen Zhang stated that his vision was to tear down schools and build a large multi-story school. He had clearly put much effort into this, as he had detailed information on costs and savings. He was speaking for the board and not just himself. He informed us that he would be visiting a pta meeting at each school to share this plan. The so called rumor is actually coming directly from Bowen Zhang.</p> <p>A concerned Kennedy parent.</p>
Visitor/Public Comment	<p>Dear committee,</p> <p>My name is Natividad Rodriguez. I have been informed that the district is planning on closing 2 schools in Newark. I am one of the moms at Snow School Elementary. I have 4 kids 2 of which are in first grade, one in fourth grade, and the other in ninth grade. As my children have learned that Snow is at risk of being closed, it has caused them great sadness as they love their school, their beautiful garden, their loving teachers, and their excellent principal Mrs. Tommasini. Just the thought alone that they would have to go to another school with new teachers and new friends would bring frustration to them. Outsiders may not see the great qualities that Snow has, but for our children their school is a source of pride. We hope you take our comments in consideration and give yourself the opportunity to know a little more about Snow School.</p> <p>Thank you! Natividad Rodriguez</p>

SCHOOL CONSOLIDATION ADVISORY COMMITTEE

EDUCATIONAL SERVICES DATA



1

School Consolidation Advisory Committee

EDUCATIONAL SERVICES CRITERIA

Educational/Student Support Services			
10.	District-wide programs would need to be relocated	Yes=1; No=2	
11.	District-wide programs can be relocated	Yes=2; No=1; N/A=0	

Please note: While academic performance data was removed as a criteria item by the Committee, the data is provided in this deck for your information.

2

School Name	Enrollment	Socio-Economically Disadvantaged	English Learners	Foster Youth
August Schilling Elementary	378	74.9%	49%	.3%
Birch Grove Intermediate	438	42.2%	24.4%	0%
Birch Grove Primary	418	28.9%	26.3%	.2%
E. L. Musick Elementary	283	62.2%	41%	0%
H. A. Snow Elementary	343	54.2%	23.3%	0%
James Graham Elementary	375	65.6%	37.9%	0%

2019 California Dashboard data

3

How does California’s accountability system work?

To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools serving high-risk students), and student groups are performing across state and local measures.

For state measures, performance is based on two factors:

1

Current year results, and


2

Whether results improved from the prior year.


4

How does California's accountability system work?


Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a grey color dial with the words 'No Performance Color'.




Red




Orange



Yellow



Green



Blue

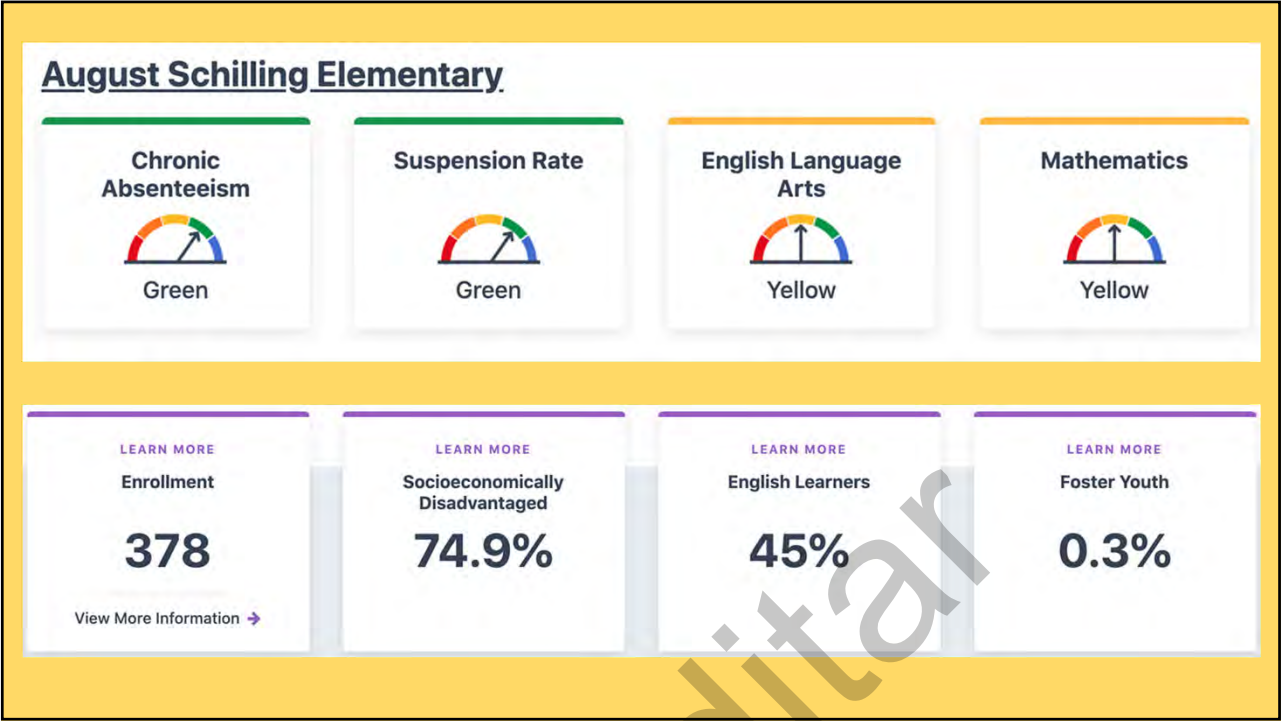
LOWEST PERFORMANCE

HIGHEST PERFORMANCE

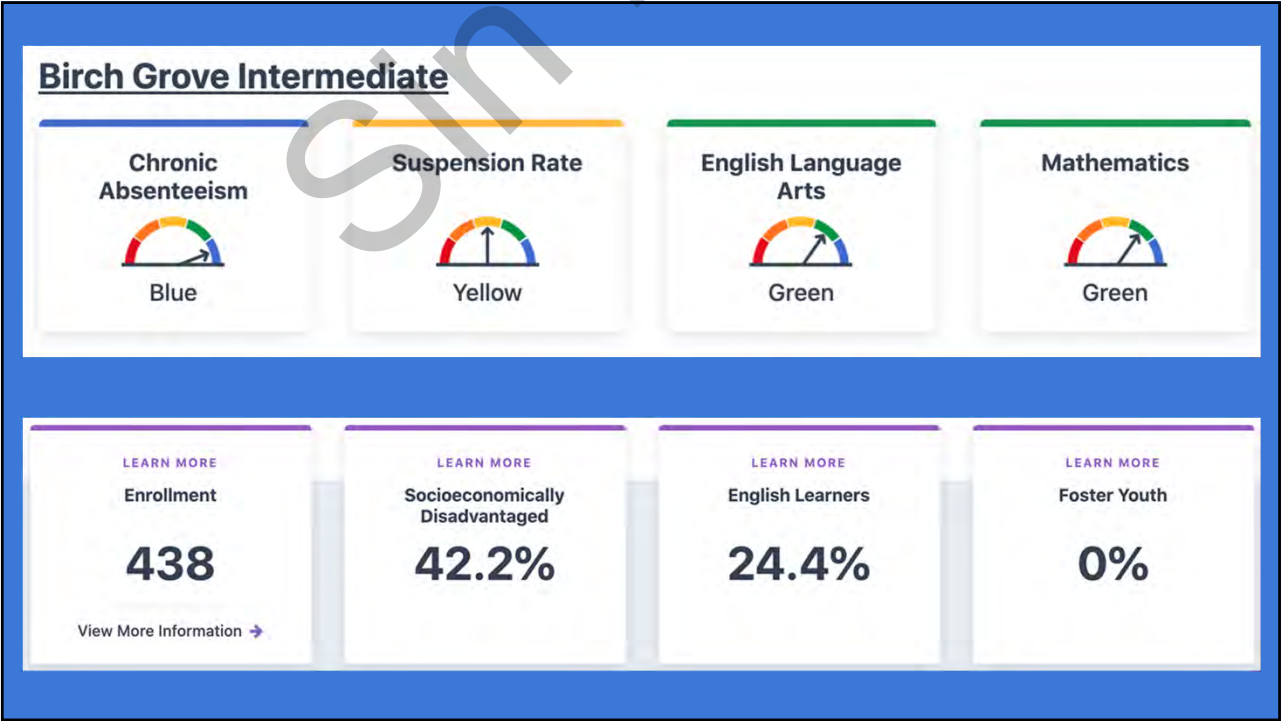
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School Name	Chronic Absenteeism	Suspension Rate	ELA	Math
August Schilling Elementary				
Birch Grove Intermediate				
Birch Grove Primary				
E. L. Musick Elementary				
H. A. Snow Elementary				
James A. Graham Elementary				
John F. Kennedy				

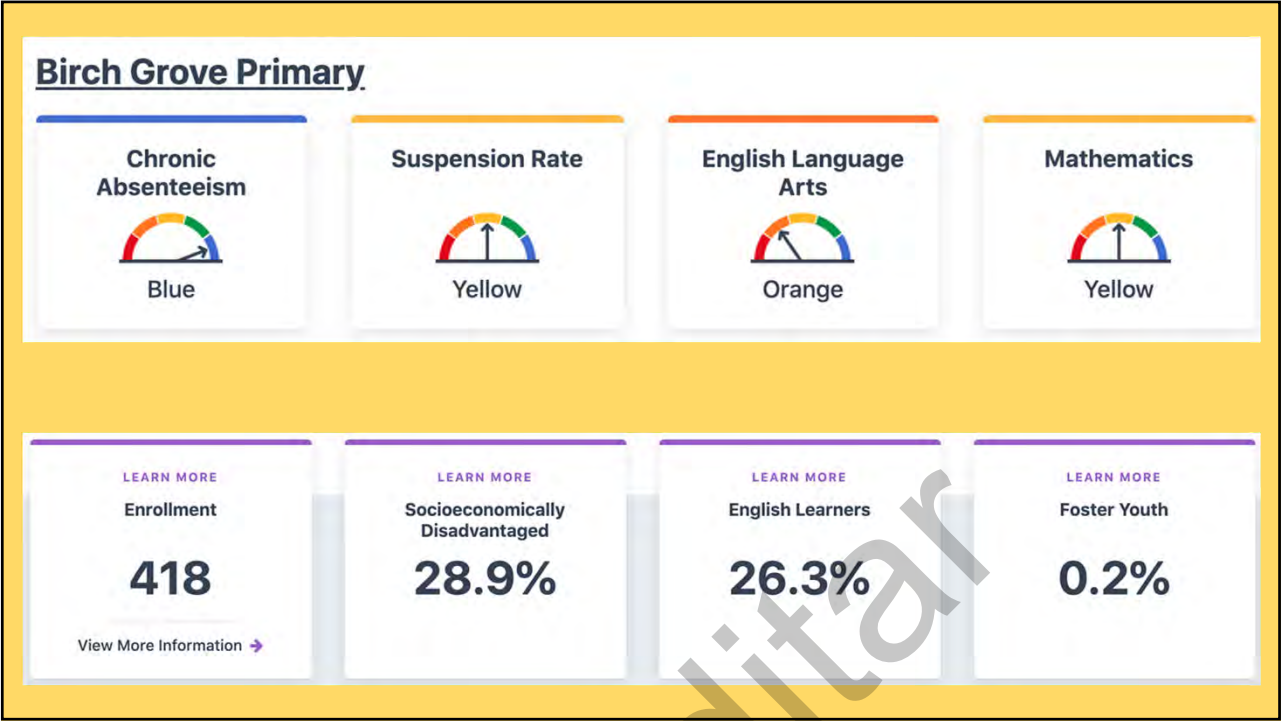
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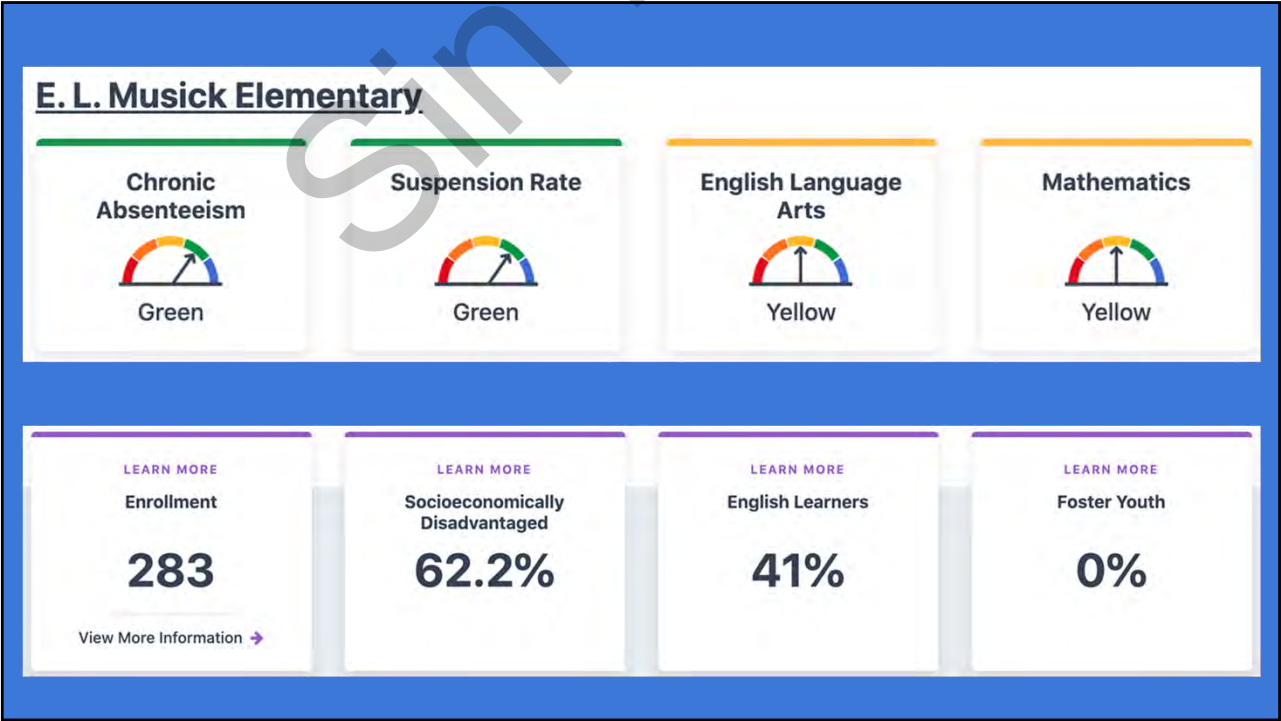
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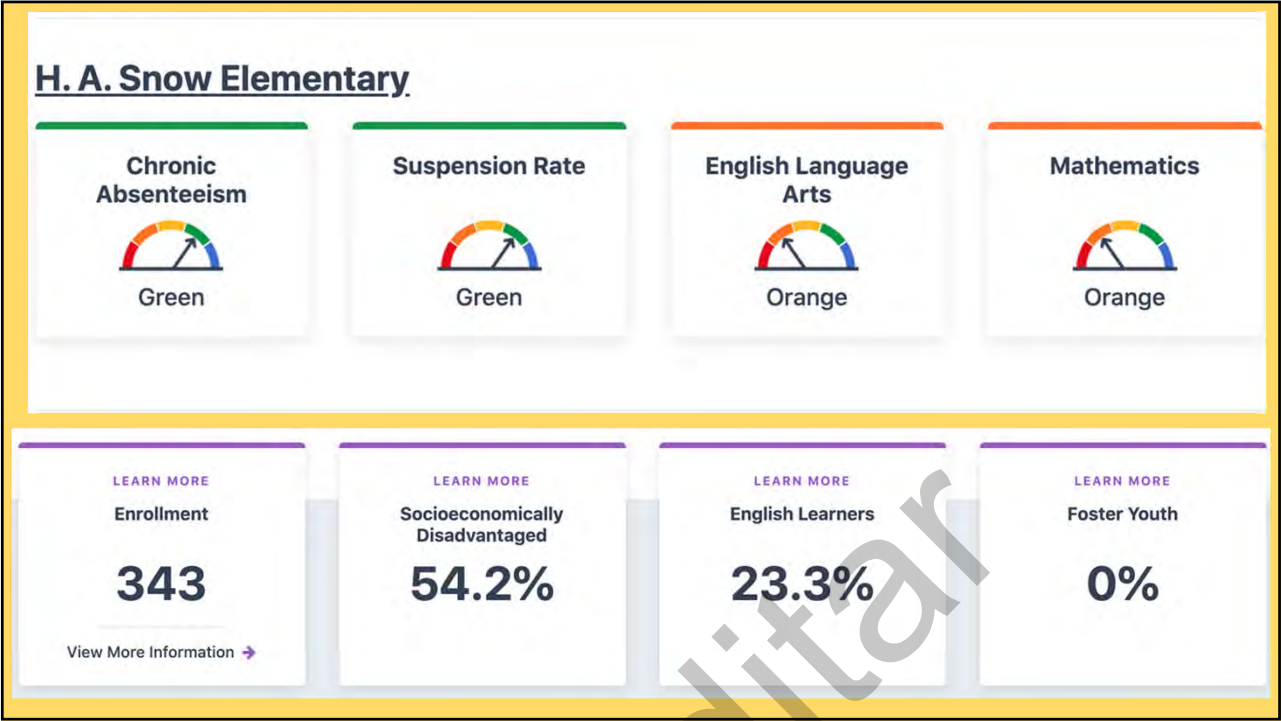
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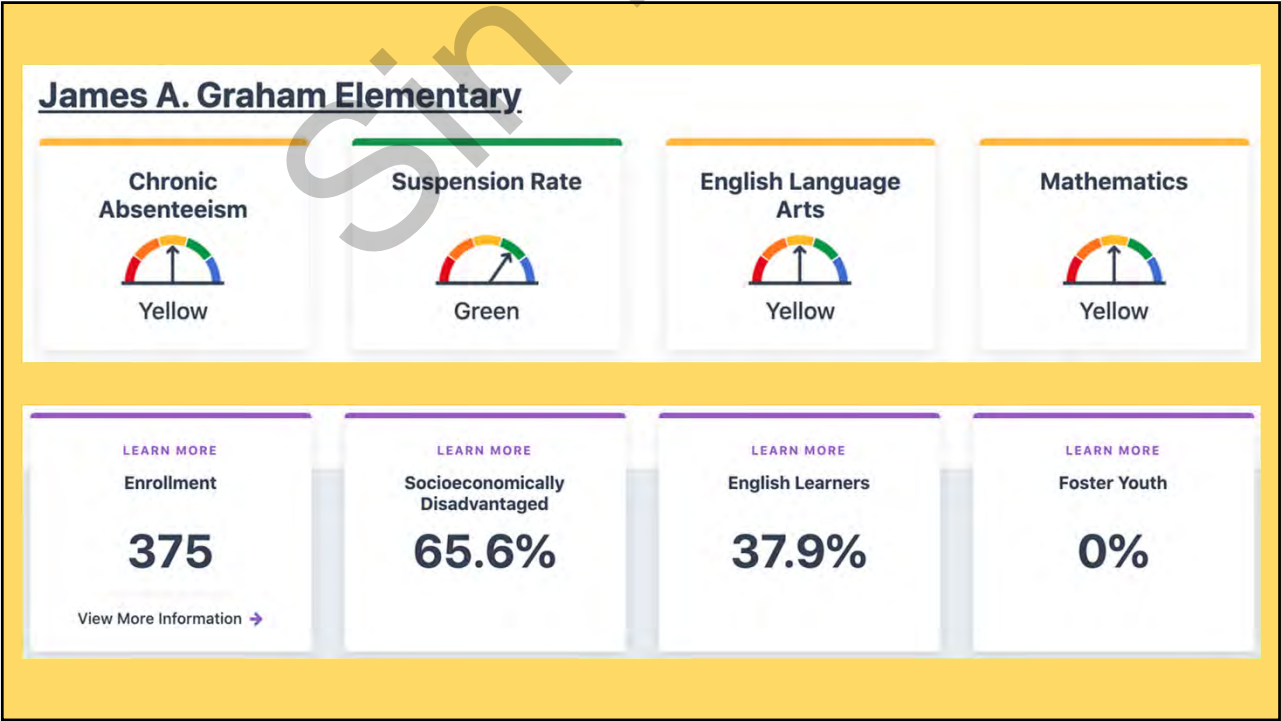
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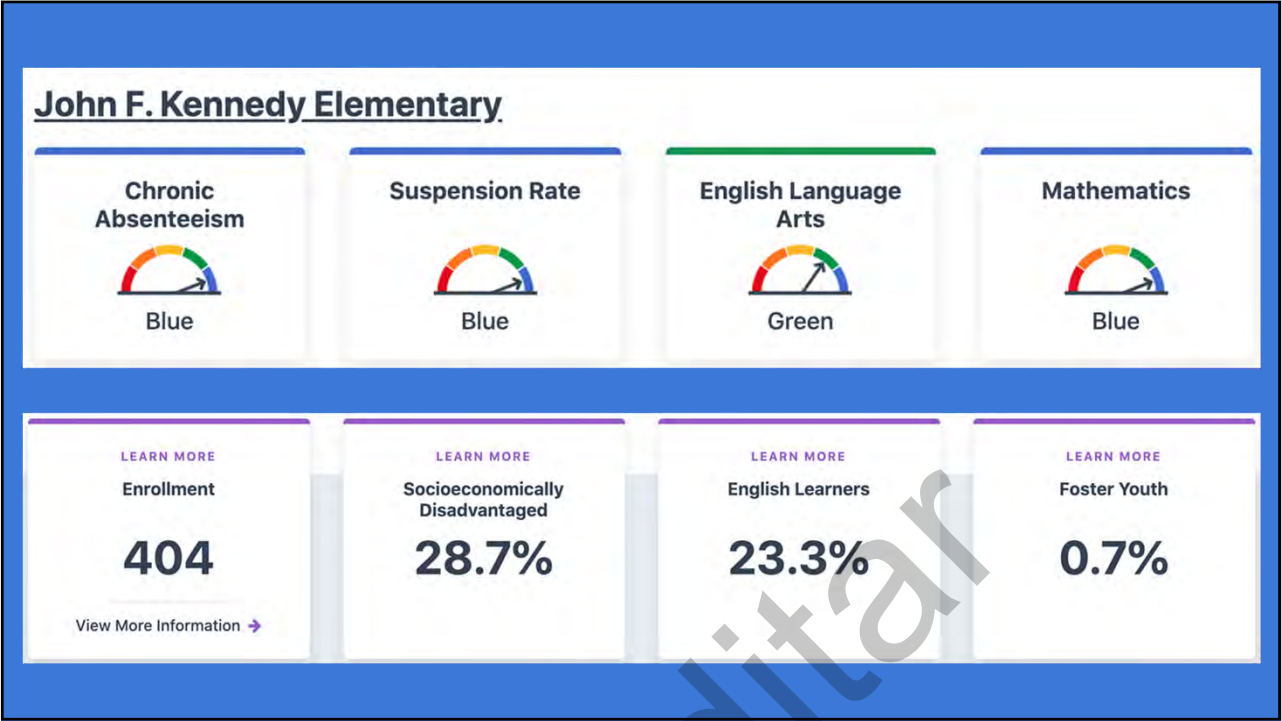
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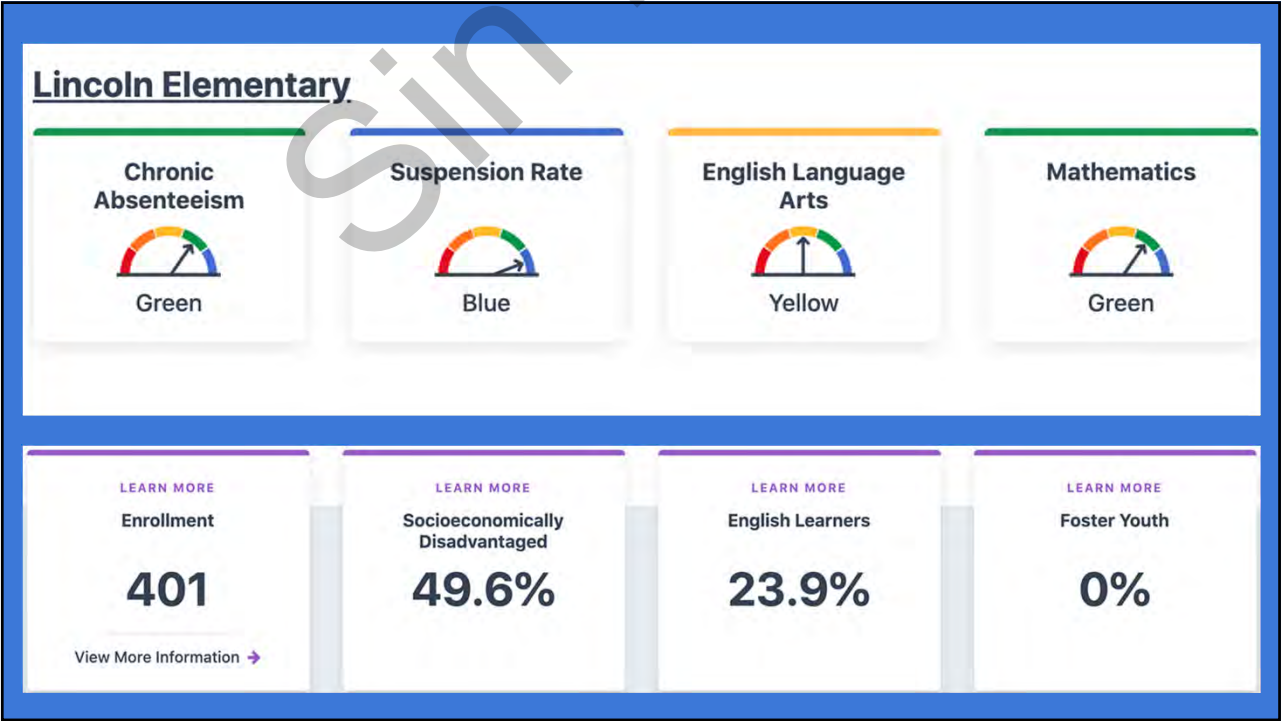
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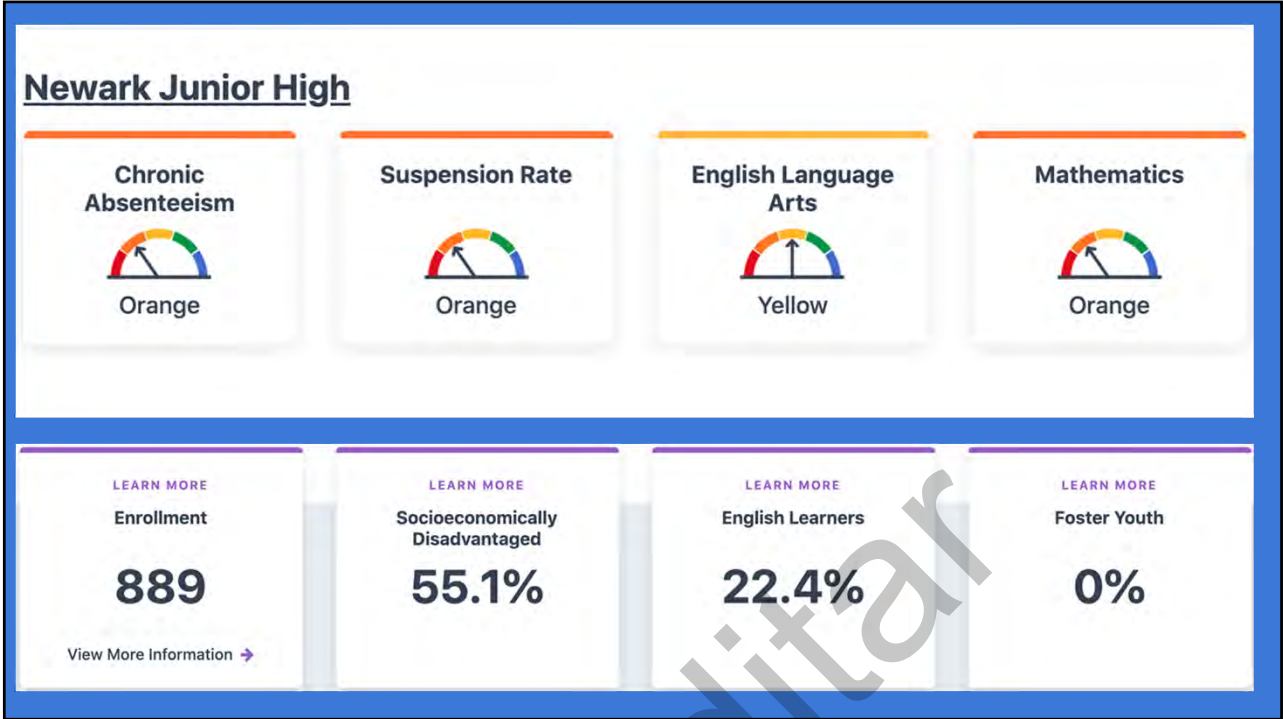
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13



14



15

Special Education Programs & 504 Plans

- **SDC Mild/Mod:** Special Day Class (SDC) is a self-contained class for students with mild to moderate learning disabilities.
- **SDC Mod/Sev:** Special Day Class (SDC) is a self-contained class for students with moderate to severe learning disabilities.
- **RSP:** Resource Specialist Program is for students with mild to moderate learning disabilities who participate in the general education setting for the majority of the school day with additional support from a Resource Specialist teacher.
- **CE (BLAST):** Counseling enriched program offers targeted academic and mental health supports in a sheltered setting for students with social emotional and behavioral health needs articulated in their Individual Education Plan (IEP).
- **504 Plans:** Individual customized plan for students with disabilities who require accommodations in a general education setting but are not eligible for Special Education services.

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Number of Students Enrolled in Special Education or 504 Programs by School (2020-21)					
	SDC: Mod/Sev	SDC: Mild/Mod	RSP	CE (Blast)	504 Plans
Birch Grove Primary	-	-	8	-	2
Birch Grove Intermediate	-	10	21	-	8
Musick	31 (preschool) 11 (TK-6)	25 (2 classes)	17	-	1
Schilling	-	13	16	-	5
Graham	23 (2 classes)	-	13	-	5
Lincoln	-	23 (2 classes)	13	-	10
Kennedy	-	-	21	-	2
Snow	-	23 (2 classes)	26	-	4
NJHS	10	32 (2 classes)	63 (2 classes)	9	34

17

UNIQUE PROGRAM OFFERINGS

Dual language immersion program:

- Pending for 2021-22 at Schilling

Maker Spaces at the following elementary schools:

- Birch Grove Intermediate
- Birch Grove Primary
- Graham
- Kennedy
- Musick
- Snow
- Schilling

Art & Music Programs:

- Kennedy art room (PTSA funded)
- Lincoln FAME program
- District-wide band program @ BGI
- Schilling Ballet Folklorico dance program

18

STUDENT SUPPORT SERVICES

All elementary schools have:

- Parent Partner (.33 FTE)
- Science Resource Teacher
- Outdoor Education Science Camp*
- Mental health supports
- Positive Behavioral Interventions & Supports Program (PBIS)
- Coordination of Services Team (COST)

*indicates Birch Grove Primary exception

19

ACADEMIC SUPPORTS & INTERVENTIONS				
SCHOOLS	Title 1 Funding	English Language Development Program	ELD/Intervention Teacher	Afterschool Program: Think Together
Birch Grove Primary				
Birch Grove Intermediate			Yes	
Graham	Yes	SEAL (TK-3rd)	Yes	Yes
Kennedy				
Lincoln			Yes	
Musick	Yes	SEAL (TK-3rd)	Yes	
Schilling	Yes	SEAL (TK-3rd)	Yes	Yes
Snow		SEAL (TK-3rd)	Yes	
NJHS	Yes			Yes
MacGregor	Yes			

20



21

Financial Report & Community Impacts

School Consolidation Advisory Committee


October 8, 2020



1

CURRENT BUDGET

- The Board adopted the 2020-21 budget in June 2020 based on the Governor’s May Revised budget proposal.
- The Adopted Budget was revised in August 2020 after the Governor signed the State budget (also known as the 45-day budget revision).
- This report is a snapshot in time based on the 45-day budget revision.
- The budget is very volatile and subject to change due to State and Federal guidelines, the economy, actuals, assumptions and unforeseen circumstances.



2

BUDGET BASICS

District Budget

REVENUES

- Income from State, Federal, and Other Sources

EXPENDITURES

- Salaries, benefits, materials, books, supplies, services, utilities

BALANCE = SURPLUS OR DEFICIT

- Revenues minus Expenditures

FUND BALANCE

- Reserve for economic uncertainties, Restricted funds carryover

Personal Budget

INCOME

- Paycheck, investments

EXPENSES/BILLS


- Mortgage, rent, credit cards, utilities

BALANCE

- Income minus Expenses

SAVINGS

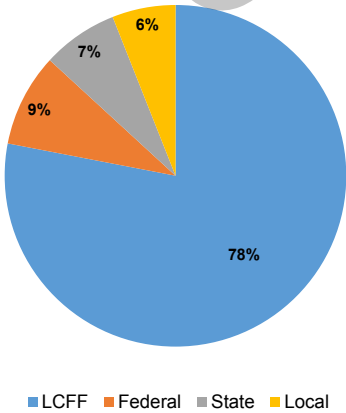
- Emergencies, retirement, college, car

3

3

2020-21 REVENUES

Revenues



■ LCFF

■ Federal


■ State

■ Local

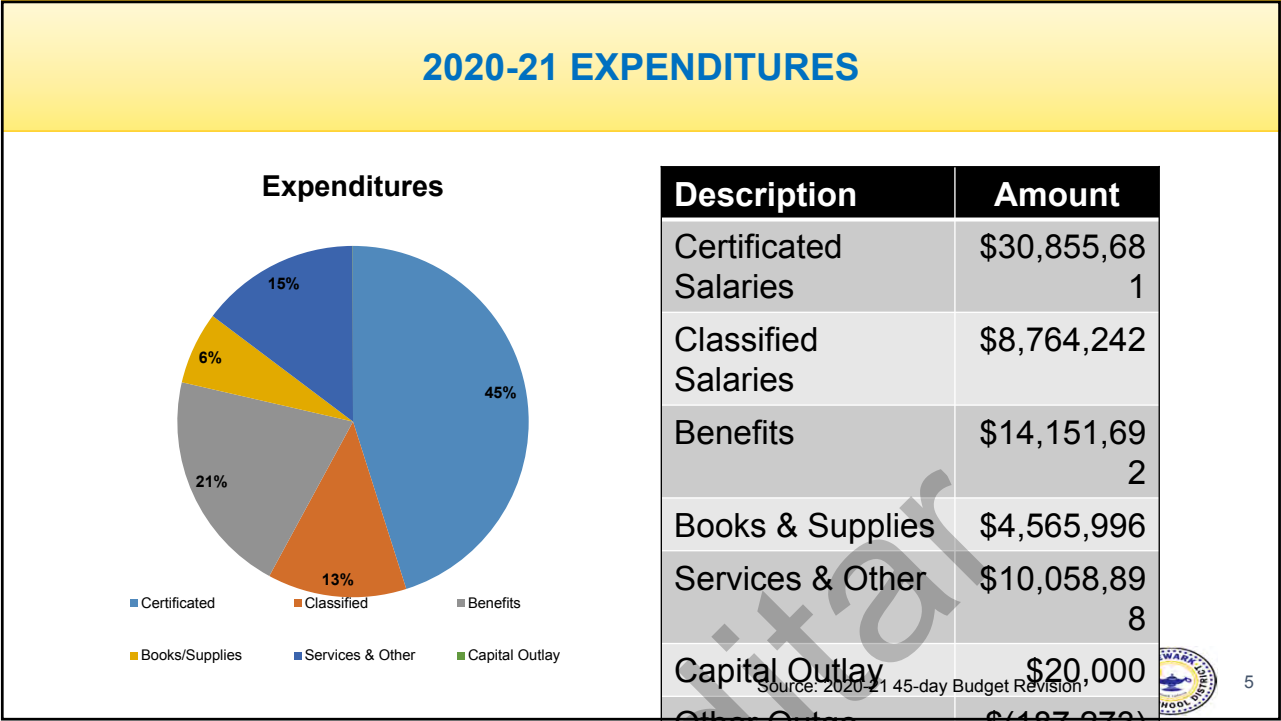
Description	Amount
LCFF (Local Control Funding Formula)	\$53,612,949
Federal*	\$6,044,034
State	\$4,924,023
Local	\$4,118,464
Total	\$68,699,470

*Includes one-time CARES Act Funds

Source: 2020-21 45-day Budget Revision

4

4



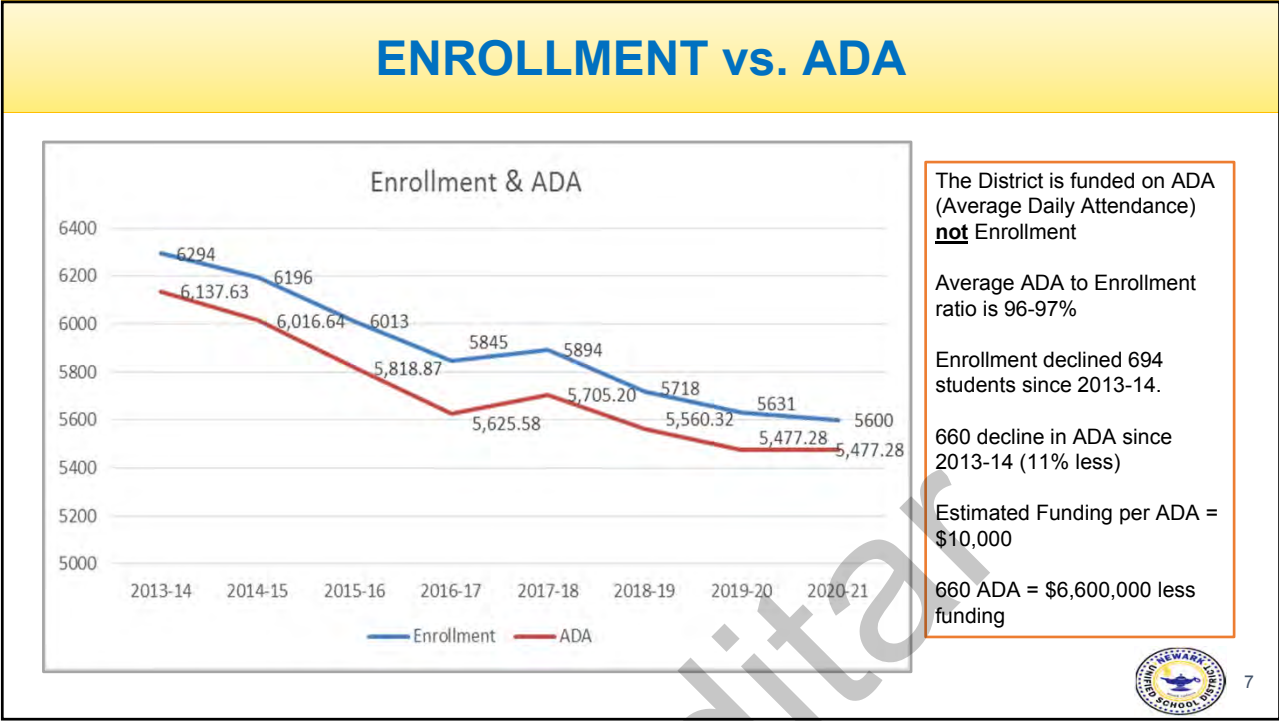
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Multi-Year Projection (MYP) Assumptions

DESCRIPTION	2020-21	2021-22	2022-23	2023-24
Cost of Living Adjustment (COLA)	0%	0%	0%	0%
Funded ADA	5,477	5,477	5,477	5,401
Certificated Salaries - Step & Column increase	1.7%	1.7%	1.7%	1.7%
Classified Salaries - Step & Column increase	1.2%	1.2%	1.2%	1.2%
NTA & CSEA Salary Increase	1%	2.5%	0%	0%
NEWMA Salary Adjustment	1% increase & 1 Furlough Day	0%	0%	0%
Classified - Health & Welfare Benefits increase	2.0%	2.0%	2.0%	2.0%

6

6



7

Multi-Year Projection (in \$Millions)

DESCRIPTION	2020-21	2021-22	2022-23	2023-24
Revenues	68.7	64.4	64.4	63.5
Expenditures	68.2	64.6	66.2	67.0
Surplus/(Deficit)	0.5	(0.2)	(1.8)	(3.5)
FUND BALANCE (FB):				
Beginning Fund Balance	8.6	9.1	8.9	7.1
Surplus/Deficit	0.5	(0.2)	(1.8)	(3.5)
Ending Fund Balance	9.1	8.9	7.1	3.6
Less: Restricted FB	-2.2	-1.6	-0.7	-0.1
General Fund Reserves for Economic Uncertainty	6.9	7.3	6.4	3.5
% of Expenditures	10.1%	11.3%	9.7%	5.2%

The Government Finance Officers Association recommends 17% reserve (which covers about two (2) months of expenditures).

Average monthly payroll is \$4.5 million (about 7% of expenditures).

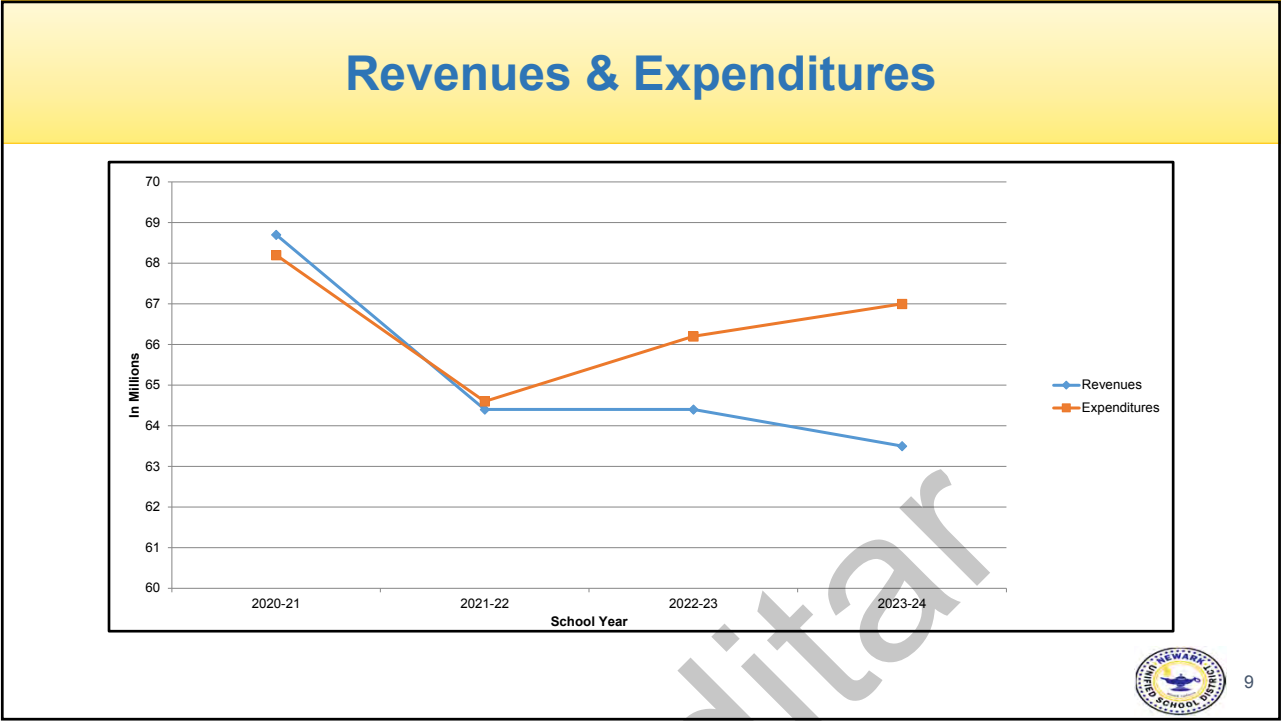
3% minimum is about \$2 million; not enough to cover one (1) month of payroll.

Assuming 2024-25 is the same as 2023-24, reserves will be depleted in 4 years.

Source: 2020-21 45-day Budget Revision

8

8



9

Costs by School Site (Unrestricted Funds 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 Campus					278,621

Net savings may be reduced by a need to maintain certain classified staff positions.

10

Source: Escape Fiscal 01 Report 9/21/20 Resources 0000-1999

10


Net Savings by School Site (Unrestricted Funds 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

Source: Escape Fiscal 01 Report 9/21/20 Resources 0000-1999


Net savings may be reduced by a need to maintain certain classified staff positions.



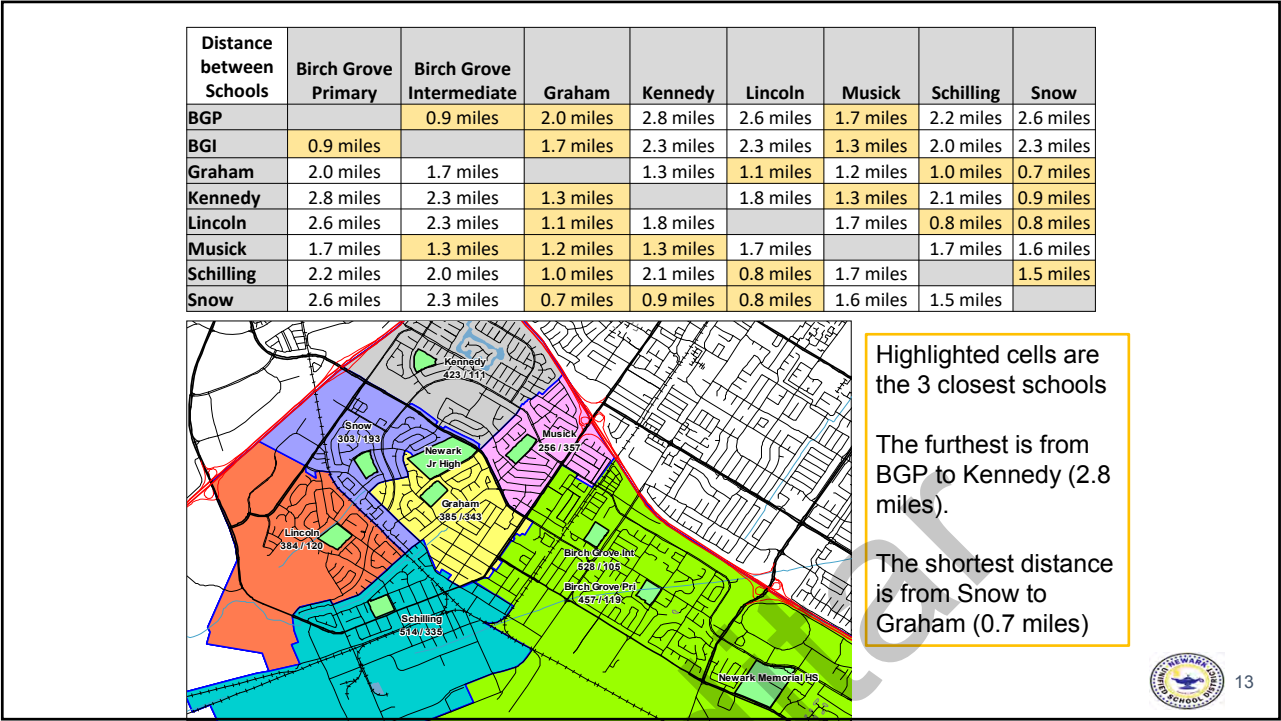
11

Safety & Community Impacts

- Birch Grove Intermediate traffic flow for drop-off and pick-up gets congested
 - School located in a cul-de-sac
- Railroads between BGI/BGP & Musick/Graham/Schilling and Lincoln/Schilling & Snow/Graham
- Thornton Ave (busy main street) crosses between Musick/Graham to BGI/BGP
- District currently only provides transportation for Special Ed students



12



13

Other Scenarios & Alternatives

- Move 6th graders to Newark Junior High
- Move Adult Ed, Bridgepoint and Crossroads to Newark Memorial High School
- Convert BGP and BGI back to TK-6 or K-6

14



15

Newark Unified School District
School Consolidation Advisory Committee

Criteria		Scoring methodology	Weighted methodology
Demographics and Capacity			
1.	School enrollment is low and projected to remain low (enrollment below 70% of capacity)	Yes=2; No=1	Highest score (8) goes to school with lowest enrollment-rank down
2.	Demographically diverse population based on the unduplicated pupil percentage	Yes=1; No=2	Highest score (8) goes to school with least diverse population-rank down
3.	Excess classroom capacity	Yes=2; No=1	Highest score (8) goes to school with most excess capacity-rank down
4.	Proximity to schools with capacity to accommodate incoming students	Yes=2; No=1	Highest score (8) goes to school with the closest three schools with the highest total available capacity-rank down
Facilities			
5.	Facilities are in good condition (based on cost of facility needs and proposed modernization/ construction projects)	Good=1; Fair=2; Poor=3	Highest score (8) goes to school with most expensive needs
6.	Modernization, construction or other projects (e.g., technology upgrades) recently completed	Yes=1; No=2	Highest score (dependent on number of applicable schools) goes to school with least expensive projects
7.	Unique facilities (i.e., facilities that could not be readily replicated) not found at other school sites	Yes=1; No=2	
8.	Support spaces (e.g., cafeteria, multi-purpose room, playgrounds, etc.) have sufficient capacity to meet current and projected enrollment	Yes=1; No=2	
9.	Environmental factors effect current or future use of property (e.g., earthquake faults, high speed rail, etc.)	Yes=2; No=1	
Educational/Student Support Services			
10.	District-wide programs would need to be relocated	Yes=1; No=2	
11.	District-wide programs can be relocated	Yes=2; No=1; N/A=0	
Business Services and Other/Community Impacts and Considerations			
12.	Safety concerns regarding traffic and safe routes to school if students are relocated	Yes=2; No=1	
13.	District would benefit from net savings if closed	Yes=2; No=1	Highest score (8) goes to school with most savings

		Birch Grove Primary			Birch Grove Intermediate				
		Data	Score	Weighted	Data	Score	Weighted		
(a)	2025/26 Enrollment:	457	1	3	528	1	1		
(b)	Capacity:	576			633				
(a)/(b)	Utilization Rate:	79.3%			83.4%				
(c)	Capacity (Perm):	480			580				
(a)/(c)	Utilization Rate:	95.2%			91.0%				
UPP:		41%	1	3	43%	1	3		
(b)-(a)	Excess Capacity:	119	2	1	105	2	1		
(c)-(a)	Excess Capacity (Perm):	23			52				
School 1:		BG Inter.	105	348	56.8%	BG Pri.	119	291	64.5%
School 2:		Graham ES	343			Graham ES	343		
School 3:		Musick ES	357			Musick ES	357		
Total:		805	2	4		819	2	6	
School 1 (Perm):		BG Inter.	52	224	67.1%	BG Pri.	23	124	81.0%
School 2 (Perm):		Graham ES	319			Graham ES	319		
School 3 (Perm):		Musick ES	310			Musick ES	310		
Total:		681				652			
Year built:		1966		4	1961			7	
Mod/Maint. Costs:		\$29,684,062			\$34,482,232				
5 Year Deferred Maint.:		\$2,331,600			7.9%	\$5,113,500			14.8%
Completed/Encumbered Bond		\$2,590,913	1	7	\$3,402,694		1	2	
Unique Facilities:		Flexible class rooms	1		n/a		2		
Support Spaces:		n/a	1		Need larger office		2		
Environmental Factors:		Easement for Hetch Hetchy aqueduct	2		n/a		1		
Programs:					Band				
Safety Concerns:		Railroad tracks; Thornton Ave			Railroad tracks; congested drop-off/pick-up; Thornton Ave				
Net Savings:		\$617,630	2	5	\$605,074		2	4	
TOTAL			13	27			14	24	

Newark Unified School District
School Consolidation Advisory Committee

Criteria		Scoring methodology	Weighted methodology
Demographics and Capacity			
1.	School enrollment is low and projected to remain low (enrollment below 70% of capacity)	Yes=2; No=1	Highest score (8) goes to school with lowest enrollment-rank down
2.	Demographically diverse population based on the unduplicated pupil percentage	Yes=1; No=2	Highest score (8) goes to school with least diverse population-rank down
3.	Excess classroom capacity	Yes=2; No=1	Highest score (8) goes to school with most excess capacity-rank down
4.	Proximity to schools with capacity to accommodate incoming students	Yes=2; No=1	Highest score (8) goes to school with the closest three schools with the highest total available capacity-rank down
Facilities			
5.	Facilities are in good condition (based on cost of facility needs and proposed modernization/ construction projects)	Good=1; Fair=2; Poor=3	Highest score (8) goes to school with most expensive needs
6.	Modernization, construction or other projects (e.g., technology upgrades) recently completed	Yes=1; No=2	Highest score (dependent on number of applicable schools) goes to school with least expensive projects
7.	Unique facilities (i.e., facilities that could not be readily replicated) not found at other school sites	Yes=1; No=2	
8.	Support spaces (e.g., cafeteria, multi-purpose room, playgrounds, etc.) have sufficient capacity to meet current and projected enrollment	Yes=1; No=2	
9.	Environmental factors effect current or future use of property (e.g., earthquake faults, high speed rail, etc.)	Yes=2; No=1	
Educational/Student Support Services			
10.	District-wide programs would need to be relocated	Yes=1; No=2	
11.	District-wide programs can be relocated	Yes=2; No=1; N/A=0	
Business Services and Other/Community Impacts and Considerations			
12.	Safety concerns regarding traffic and safe routes to school if students are relocated	Yes=2; No=1	
13.	District would benefit from net savings if closed	Yes=2; No=1	Highest score (8) goes to school with most savings

		Graham ES			Kennedy ES				
		Data	Score	Weighted	Data	Score	Weighted		
(a)	2025/26 Enrollment:	385	2	5	423	1	4		
(b)	Capacity:	728			534				
(a)/(b)	Utilization Rate:	52.9%			79.2%				
(c)	Capacity (Perm):	704			432				
(a)/(c)	Utilization Rate:	54.7%			97.9%				
UPP:		66%	2	7	37%	2	5		
(b)-(a)	Excess Capacity:	343	2	7	111	2	2		
(c)-(a)	Excess Capacity (Perm):	319			9				
School 1:		Lincoln ES	120	263	59.4%	Graham ES	343	470	47.4%
School 2:		Schilling ES	335			Musick ES	357		
School 3:		Snow ES	193			Snow ES	193		
		648	2	2		893	2	8	
School 1 (Perm):		Lincoln ES	48	66	85.4%	Graham ES	319	399	51.5%
School 2 (Perm):		Schilling ES	210			Musick ES	310		
School 3 (Perm):		Snow ES	193			Snow ES	193		
		451				822			
Year built:		1960		6	1963			1	
Mod/Maint. Costs:		\$31,201,074			\$26,015,714				
5 Year Deferred Maint.:		\$5,056,700			\$3,393,400				13.0%
Completed/Encumbered Bond		\$3,176,192	1	3	\$2,759,877		1	6	
Unique Facilities:		Mini pitch	1		n/a		2		
Support Spaces:		Need larger office	2		n/a		1		
Environmental Factors:		n/a	1		n/a		1		
Educational/Student Support Services									
Programs:									
Business Services and Other/Community Impacts and Considerations									
Safety Concerns:		Railroad tracks							
Net Savings:		\$622,380	2	6	\$632,306		2	8	
TOTAL			15	36			14	34	

Newark Unified School District
School Consolidation Advisory Committee

Criteria		Scoring methodology	Weighted methodology
Demographics and Capacity			
1.	School enrollment is low and projected to remain low (enrollment below 70% of capacity)	Yes=2; No=1	Highest score (8) goes to school with lowest enrollment-rank down
2.	Demographically diverse population based on the unduplicated pupil percentage	Yes=1; No=2	Highest score (8) goes to school with least diverse population-rank down
3.	Excess classroom capacity	Yes=2; No=1	Highest score (8) goes to school with most excess capacity-rank down
4.	Proximity to schools with capacity to accommodate incoming students	Yes=2; No=1	Highest score (8) goes to school with the closest three schools with the highest total available capacity-rank down
Facilities			
5.	Facilities are in good condition (based on cost of facility needs and proposed modernization/ construction projects)	Good=1; Fair=2; Poor=3	Highest score (8) goes to school with most expensive needs
6.	Modernization, construction or other projects (e.g., technology upgrades) recently completed	Yes=1; No=2	Highest score (dependent on number of applicable schools) goes to school with least expensive projects
7.	Unique facilities (i.e., facilities that could not be readily replicated) not found at other school sites	Yes=1; No=2	
8.	Support spaces (e.g., cafeteria, multi-purpose room, playgrounds, etc.) have sufficient capacity to meet current and projected enrollment	Yes=1; No=2	
9.	Environmental factors effect current or future use of property (e.g., earthquake faults, high speed rail, etc.)	Yes=2; No=1	
Educational/Student Support Services			
10.	District-wide programs would need to be relocated	Yes=1; No=2	
11.	District-wide programs can be relocated	Yes=2; No=1; N/A=0	
Business Services and Other/Community Impacts and Considerations			
12.	Safety concerns regarding traffic and safe routes to school if students are relocated	Yes=2; No=1	
13.	District would benefit from net savings if closed	Yes=2; No=1	Highest score (8) goes to school with most savings

		Lincoln ES			Musick ES				
		Data	Score	Weighted	Data	Score	Weighted		
		Demographics and Capacity							
(a)	2025/26 Enrollment:	384	1	6	230	2	8		
(b)	Capacity:	504			587				
(a)/(b)	Utilization Rate:	76.2%			39.2%				
(c)	Capacity (Perm):	432			540				
(a)/(c)	Utilization Rate:	88.9%			42.6%				
UPP:		54%	1	2	64%	2	6		
(b)-(a)	Excess Capacity:	120	2	4	357	2	8		
(c)-(a)	Excess Capacity (Perm):	48			310				
School 1:		Graham ES	343	487	44.1%	BG Inter.	105	329	41.1%
School 2:		Schilling ES	335			Graham ES	343		
School 3:		Snow ES	193			Kennedy	111		
			871	2	7		559	2	1
School 1 (Perm):		Graham ES	319	338	53.2%	BG Inter.	52	150	60.5%
School 2 (Perm):		Schilling ES	210			Graham ES	319		
School 3 (Perm):		Snow ES	193			Kennedy	9		
			722				380		
Facilities									
Year built:		1965		2	1955			5	
Mod/Maint. Costs:		\$26,939,428			\$31,067,131				
5 Year Deferred Maint.:		\$4,528,000			16.8%	\$3,063,200			9.9%
Completed/ Encumbered Bond		\$2,823,946	1	5	\$3,660,820		1	1	
Unique Facilities:		Classroom pod	1		Play Structure		1		
Support Spaces:		n/a	1		n/a		1		
Environmental Factors:		n/a	1		n/a		1		
Student Support Services									
Programs:									
Community Impacts and Considerations									
Safety Concerns:		Railroad tracks			Railroad tracks; Thorton Ave				
Net Savings:		\$629,528	2	7	\$528,412		2	2	
TOTAL			12	33			14	31	

Newark Unified School District
School Consolidation Advisory Committee

Criteria		Scoring methodology	Weighted methodology
Demographics and Capacity			
1.	School enrollment is low and projected to remain low (enrollment below 70% of capacity)	Yes=2; No=1	Highest score (8) goes to school with lowest enrollment-rank down
2.	Demographically diverse population based on the unduplicated pupil percentage	Yes=1; No=2	Highest score (8) goes to school with least diverse population-rank down
3.	Excess classroom capacity	Yes=2; No=1	Highest score (8) goes to school with most excess capacity-rank down
4.	Proximity to schools with capacity to accommodate incoming students	Yes=2; No=1	Highest score (8) goes to school with the closest three schools with the highest total available capacity-rank down
Facilities			
5.	Facilities are in good condition (based on cost of facility needs and proposed modernization/ construction projects)	Good=1; Fair=2; Poor=3	Highest score (8) goes to school with most expensive needs
6.	Modernization, construction or other projects (e.g., technology upgrades) recently completed	Yes=1; No=2	Highest score (dependent on number of applicable schools) goes to school with least expensive projects
7.	Unique facilities (i.e., facilities that could not be readily replicated) not found at other school sites	Yes=1; No=2	
8.	Support spaces (e.g., cafeteria, multi-purpose room, playgrounds, etc.) have sufficient capacity to meet current and projected enrollment	Yes=1; No=2	
9.	Environmental factors effect current or future use of property (e.g., earthquake faults, high speed rail, etc.)	Yes=2; No=1	
Educational/Student Support Services			
10.	District-wide programs would need to be relocated	Yes=1; No=2	
11.	District-wide programs can be relocated	Yes=2; No=1; N/A=0	
Business Services and Other/Community Impacts and Considerations			
12.	Safety concerns regarding traffic and safe routes to school if students are relocated	Yes=2; No=1	
13.	District would benefit from net savings if closed	Yes=2; No=1	Highest score (8) goes to school with most savings

		Schilling ES			Snow ES				
		Data	Score	Weighted	Data	Score	Weighted		
(a)	2025/26 Enrollment:	514	2	2	303	2	7		
(b)	Capacity:	849			496				
(a)/(b)	Utilization Rate:	60.5%			61.1%				
(c)	Capacity (Perm):	724			496				
(a)/(c)	Utilization Rate:	71.0%			61.1%				
UPP:		73%	2	8	52%	1	1		
(b)-(a)	Excess Capacity:	335	2	6	193	2	5		
(c)-(a)	Excess Capacity (Perm):	210			193				
School 1:		Graham ES	343	142	78.4%	Graham ES	343	508	37.4%
School 2:		Lincoln ES	120			Kennedy ES	111		
School 3:		Snow ES	193			Lincoln ES	357		
			656	2	3		811	2	5
School 1 (Perm):		Graham ES	319	46	91.8%	Graham ES	319	73	80.6%
School 2 (Perm):		Lincoln ES	48			Kennedy ES	9		
School 3 (Perm):		Snow ES	193			Lincoln ES	48		
			560				376		
Year built:		1959	9.1%	8	1960	17.8%	3		
Mod/Maint. Costs:		\$38,396,588			\$27,253,903				
5 Year Deferred Maint.:		\$3,495,500			\$4,843,000				
Completed/Encumbered Bond		\$3,052,982	1	4	\$2,073,095	1	8		
Unique Facilities:		Classroom pod Mini pitch	1		n/a	2			
Support Spaces:		n/a	1		Need larger office	2			
Environmental Factors:		n/a	1		n/a	1			
Programs:									
Safety Concerns:		Railroad tracks			Railroad tracks*				
Net Savings:		\$547,283	2	3	\$503,949	2	1		
TOTAL			14	34		15	30		

Newark Unified School District
School Consolidation Advisory Committee

Criteria		Scoring methodology	Weighted methodology
Demographics and Capacity			
1.	School enrollment is low and projected to remain low (enrollment below 70% of capacity)	Yes=2; No=1	Highest score (8) goes to school with lowest enrollment-rank down
2.	Demographically diverse population based on the unduplicated pupil percentage	Yes=1; No=2	Highest score (8) goes to school with least diverse population-rank down
3.	Excess classroom capacity	Yes=2; No=1	Highest score (8) goes to school with most excess capacity-rank down
4.	Proximity to schools with capacity to accommodate incoming students	Yes=2; No=1	Highest score (8) goes to school with the closest three schools with the highest total available capacity-rank down
Facilities			
5.	Facilities are in good condition (based on cost of facility needs and proposed modernization/ construction projects)	Good=1; Fair=2; Poor=3	Highest score (8) goes to school with most expensive needs
6.	Modernization, construction or other projects (e.g., technology upgrades) recently completed	Yes=1; No=2	Highest score (dependent on number of applicable schools) goes to school with least expensive projects
7.	Unique facilities (i.e., facilities that could not be readily replicated) not found at other school sites	Yes=1; No=2	
8.	Support spaces (e.g., cafeteria, multi-purpose room, playgrounds, etc.) have sufficient capacity to meet current and projected enrollment	Yes=1; No=2	
9.	Environmental factors effect current or future use of property (e.g., earthquake faults, high speed rail, etc.)	Yes=2; No=1	
Educational/Student Support Services			
10.	District-wide programs would need to be relocated	Yes=1; No=2	
11.	District-wide programs can be relocated	Yes=2; No=1; N/A=0	
Business Services and Other/Community Impacts and Considerations			
12.	Safety concerns regarding traffic and safe routes to school if students are relocated	Yes=2; No=1	
13.	District would benefit from net savings if closed	Yes=2; No=1	Highest score (8) goes to school with most savings

		MacGregor Alternative		Newark JHS
		Data		Data
(a)	2025/26 Enrollment:	84		849
(b)	Capacity:	460		1,366
(a)/(b)	Utilization Rate:			62.2%
(c)	Capacity (Perm):	460		1,263
(a)/(c)	Utilization Rate:			67.2%
UPP:				
(b)-(a)	Excess Capacity:			517
(c)-(a)	Excess Capacity (Perm):	376		414
School 1:				
School 2:				
School 3:				
School 1 (Perm):				
School 2 (Perm):				
School 3 (Perm):				
Year built:		1960		
Mod/Maint. Costs:		\$34,309,276		
5 Year Deferred Maint.:		\$7,632,200	22.2%	
Completed/ Encumbered Bond		\$6,699,785		
Unique Facilities:		Science, culinary arts, etc.		
Support Spaces:				
Environmental Factors:				
Programs:				
Safety Concerns:				
Net Savings:		\$278,621		
TOTAL				

Meeting 6: October 22, 2020

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NEWARK UNIFIED SCHOOL DISTRICT
SCHOOL CONSOLIDATION ADVISORY COMMITTEE



Thursday, October 22, 2020
6:00 PM

Link to join the webinar
<https://us02web.zoom.us/j/89301921687>

Join Zoom Webinar (translation available) or [Watch Live via You Tube](#)

AGENDA

- A. Call to Order**
- B. Roll Call**
- C. Superintendent's Welcome**
- D. Visitor/Public Comments**

How to Submit Comments for Zoom Meeting:

- In order to be read aloud to the Board Appointed School Consolidation Advisory Committee (SCAC) panel during the meeting, comments must be received by 1:00 PM the day of the scheduled SCAC Meeting.
- Email comment items to scacpubliccomment@newarkunified.org. Please put in the subject line: SCAC PUBLIC COMMENT OCTOBER 22, 2020
- During the meeting, comments will be read aloud by Jodi Croce, NUSD Administrative Assistant and they will be added to the meeting minutes. All comments will be limited and timed to three (3) minutes. Public comments will be read, in the order received, for a maximum of 20 minutes. All comments will be added to the minutes.
- As with in-person meetings, the Committee respects the right of the public to comment on Committee matters. The content of messages should be civil and appropriate for a public meeting of a school district governing board committee.
- State law prohibits Committee members from taking any action on or discussing items that are not on the posted agenda.

E. Approval of October 8, 2020 minutes

(Action Item)

F. Site Analysis Recap and Overview

- Consideration of new criteria

G. Additional Considerations

- 6th graders to Newark Jr High
- MacGregor
- BGP/BGI

H. Committee Recommendations

(Information/Action)

I. Next Meeting

- October 29, 2020

J. Adjournment

(Action Item)

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**MINUTES OF THE
SCHOOL CONSOLIDATION ADVISORY COMMITTEE (SCAC)**
Newark Unified School District

October 22, 2020-6:00 PM held virtually via Zoom
Approved October 29, 2020

A. Call to Order	The meeting was called to order at 6:00 PM by Chair Martinez.
B. Roll Call	<p>Members of the Committee Attendees Chae Marshall, Rachel Bloom, Sue Eustice, Janet Crocker, Hamilton Baylon, Veronica Medina, Angela Ringlein, Maria Ibarra, Cathreene Ingham-Watters, Christine Dix, Michelle Padilla</p> <p>Mark Triplett, Ed.D., Superintendent Elisa Martinez, President NUSD School Board Phuong Nguyen, Member NUSD School Board</p> <p>Absent Vilma Cristina Mendoza, Selene Nevarez</p>
C. Superintendent's Welcome	Dr. Triplett welcomed the committee.
D. Visitor/Public Comment	<p>Some of the public comments received via email were read aloud. (All public comments are included below as part of the minutes. Email comments directly received from students have had their names removed and replaced with Student #.)</p>
E. Approval of October 8, 2020 Minutes	<p>Motion to approve 10/8/2020 minutes</p> <p>Motion: Ingham -Watters Second: Crocker Vote Yes: Marshall, Bloom, Eustice, Crocker, Baylon, Medina, Ringlein, Ibarra, Ingham-Watters, Dix, Padilla No: 0 Abstain: 0</p>
F. Site Analysis Recap and Overview	<p>Brianna García, Director, School Services of California</p> <p>Ms. Garcia presented additional criteria submitted by committee members.</p> <p>1) Motion to change Criteria 10 from "District-Wide programs would need to be relocated" TO "District-Wide and/or Special programs would need to be relocated" and Criteria 11 from "District-Wide programs can be relocated" TO "District-Wide and/or Special programs can be relocated".</p> <p>Motion: Ibarra Second: Dix</p>

**MINUTES OF THE
SCHOOL CONSOLIDATION ADVISORY COMMITTEE (SCAC)**

Newark Unified School District

October 22, 2020-6:00 PM held virtually via Zoom

Approved October 29, 2020

	<p>Vote Yes: Ringlein, Dix, Ibarra No: Marshall, Baylon, Crocker, Padilla, Bloom, Eustice, Medina Abstain: Ingham-Watters</p> <p>2) Recommended motion to include per-student facility operating cost to the criteria. As a weighted score only - highest score goes to school with highest per-student operating cost. No motion was made.</p>
G. Additional Considerations	<p>Brianna García, Director, School Services of California</p> <p>1) Recommended motion that the committee recommend to the Board to change BGP / BGI back to TK-6 campus. No motion was made</p> <p>2) Motion to recommend to the Board to consider moving the 6th graders from elementary schools to Newark Junior High to make it a middle school.</p> <p>Motion: Bloom Second: Baylon Vote Yes: Ingham-Watters, Marshall, Baylon, Crocker, Padilla, Bloom, Eustice No: Ibarra, Medina Abstain: Ringlein, Dix</p> <p>3) Recommended motion that the committee make a recommendation to the Board to either close or reconfigure the MacGregor campus. No motion was made.</p>
Motion to Extend the meeting until 8:30 PM	<p>Chair Martinez made the recommendation that the meeting be extended until 8:30 PM.</p> <p>Motion to extend the meeting to 8:30 PM</p> <p>Motion: Marshall Second: Medinacia Vote Yes: Marshall, Bloom, Eustice, Crocker, Medina, Ibarra, Ingham-Watters, Dix, Padilla No: Ringlein, Baylon Abstain: 0</p>
H. Committee Recommendations	<p>This item moved to the October 29, 2020 meeting.</p>

**MINUTES OF THE
SCHOOL CONSOLIDATION ADVISORY COMMITTEE (SCAC)**

Newark Unified School District

October 22, 2020-6:00 PM held virtually via Zoom

Approved October 29, 2020

I. Next Meeting	Next meeting October 29, 2020
J. Adjournment	<p>Motion to adjourn Motion: Crocker Second: Dix Vote Yes: Marshall, Eustice, Crocker, Baylon, Medina, Ringlein, Ibarra, Ingham-Watters, Dix, Padilla No: 0 Abstain: Bloom</p> <p>Meeting adjourned at 8:30 PM</p>
Other Attendees	<p>District Personnel Attendees Marie dela Cruz, Chief Business Official Jessica Saavedra, Executive Director of Human Resources Lucia Gutierrez, Executive Assistant to Superintendent Paul Rose, Network Manager Jodi Croce, Business Services Administrative Assistant</p> <p>Other Attendees Facilitator: Brianna García, Director, School Services of California Demographer: Ken Reynolds, SchoolWorks Gilma Guevara, Spanish Translator</p>
Visitor/Public Comments	
<p>Hello, I am writing to beg for Snow School to remain opened. Snow School has been a big part of our life's for over 35 yrs. All my children and now my grand children went and are now attending Snow School. My Daughter grew up to marry her best friend who also attended Snow School. My Daughter in law now teaches there and loves her job! Snow School is like one big family and the bond of the families have been lifelong the families all know each other and take care of one another. The education that my children have received has encouraged them to be in honorable trades such as teachers, coaches, electricians, and human resource. Each one has a love for learning and are passing this love down to their children. Snow School is very close to my heart and I'm sure the hearts of many others so PLEASE consider not closing snow school down. Thank you Marylou Sandolo</p>	
<p>Dear School Consolidation Advisory Committee,</p> <p>Snow School P.T.A is writing to you regarding the School Consolidation directive to</p>	

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evaluate all elementary schools within Newark to ultimately choose two schools to close.

Snow School has been a part of Newark for over 50 years and is an integral piece of the neighborhood it serves. Many of the teachers at Snow have been teaching there for decades and are heavily invested in their students and the school. Teachers, staff, and parents feel like family, especially after spending six years together. Closing our school would fracture that closeness by splitting up students into three neighboring schools. In addition, closure of our neighborhood school would cause some students to have to walk longer distances and cross busy streets to attend their replacement school.

There are many benefits to keeping a small school like Snow open. Students at these schools develop strong relationships with their peers and their teachers. Teachers report higher levels of job satisfaction. These type of schools are able to tailor instruction to meet the needs of individual students. Students are more likely to be highly engaged in their school community, leading to a sense of personal responsibility.

Snow School needs to remain open to continue providing that safe place for children in the neighborhood to learn, grow, and build relationships with their friends and teachers. Please consider keeping Snow School open for all the students, parents, and faculty.

Sincerely,
Signed by Magdalena Rodriguez
Snow School P.T.A.

Hello

My name is Guillermo Lemus Jr

My wife works in the school staff and both my 5 and 7 year old girls attend Snow. My wife started as the new Office manager this passed year. It has been such a life changing experience to have my wife and kids both attend the same school. There is a family, outside of ours developing at Snow elementary. My wish is to continue that growth. I wish for Snow elementary not to be closed.

Thank you
Guillermo Lemus

Email received from Alejandra Angel

My name is Alejandra Angel and my son is a TK student, he is learning so much and I support his school and the fact that his teachers are very good teaching. I love his school the music family is awesome and I want him to continue with the excellent learning process at music school.....thank you! please don't close music school.

Hello committee,

My daughter is a first grader at Musick. My son will hopefully begin kindergarten in the fall. This email is to ask that you please consider not closing Musick.

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I have tuned in to the consolidation meetings to-date and I don't think it makes sense to close Musick. Musick is one of the largest schools and has the room to house other students comfortably without putting them in portables. Even with one of the highest diversity ratings and amount of English learners we don't have the lowest test scores. Our teachers and staff are incredible.

I feel like this is a great opportunity to merge BGP & BGI to eliminate the K-2/3-6 setup. I also feel like Lincoln, Graham and Snow have an extremely close proximity to each other where redrawing the boundaries wouldn't be difficult. Musick has enough space to cover any school that closes.

I ask that you please consider keeping Musick open. We are a family and we have plenty of room to grow.

With much appreciation,

Stacey Dewey

Email received from Hazel Valeroso

Good day! I'm Hazel Valeroso. I have a 5th grader at Musick School. When I heard the news that 2 to 3 schools will close I felt so sad especially my daughter will have two remaining years at Musick. Closing school should not be the solution. I feel so sorry for all the students who are currently enrolled at Musick. I hope the board will think about the impact on our students. This is not a solution right now especially in times of pandemic. In this time of uncertainty, students struggle with their online learning and now you want to close their school permanently. Please bear in mind the impact on their mental status. These students have already sets of friends whom they are longing to talk, play and have fun with... They are already familiar with their teachers whom they approach or rely on when they need help. My biggest concern right now is I don't know what will happen. Our home is close to Musick. We are a working parents and my mom is the one who accompany my child in going to school by walking. My mom is old and cannot drive. The school vicinity plays important role. I know a lot of families have to walk in going to school. Closing schools at this time is not a solution. Please share your kindness and have a big heart to embrace this students. God bless us all.

Email received from Raul Lopez

Hi we are new on this area and I really like music school our kids love it let's save

Email received from Teresa Garcia

Musick is the second house of my son please let's save it

This letter is being sent in response to the possible closure of E.L. Musick School. I am requesting that E.L. Musick be removed from the list of possible closures. I have been a resident in the Musick School District since 1978. All of my 4 children were students at Musick School and 3 of my grandchildren have attended Musick School. I was a Home and School member and always gave time to each of my children's classrooms. I also volunteered in the office or where ever I was needed. Musick is and has been like a part of my family. The staff and other parents have been a big part of my life. My children and I have always kept in

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touch with the Musick school staff and familys. Closing this school would be a catastrophe. Please dismiss any consideration of closing E.L. Musick School..

Sincerely,
Paula Ramponi

Hello - my son currently attended BGP and has a learning disability. He has flourished so much over the years he has attended the school and improved so much! He is supported by the teachers and staff and the fact that he knows everyone and they know him makes him feel comfortable and able to succeed. If BG closes, he will lose his "family" and have to start all over. For a child with ADHD and a mild intellectual disability, this is the worst scenario for him. Please keep BG open!!

Thanks
Candy Ramirez

This email is to address our support in keeping Musick School Elementary open. Musick Elementary has been not only been my two sons school for the past 6 and 4 years, but also my elementary school when I was younger. The great teachers and staff make the perfect learning environment for our children. Musick is the heart of teaching our Newark children with the best education as well as nurturing them with kind teachers. I stand with keeping Musick open and hope to see my youngest daughter attend when she starts school in 5 years. Musick Pride!

Warmest regards,
Angel Corniel

Email received from Angelica Valencia
Original Message

Hola soy mamá de la escuela Musick Y no me gustaría que cerraran la escuela Por muchos motivos a mi niño le gusta esa escuela sus compañeros La directora y sus maestros siempre nos están apoyando a las familias Vivo muy cerca de la escuela y eso me permite llevarlo caminando ya que no tenemos carro Si la escuela la cierran No se que haría. Queremos mucho a Musick

Translation

Hi, I am a mother from Musick school and I would not like to see the school closed for various reasons. My son likes this school, his friends, the principal, and his teachers. They are always supporting us, and the other families. I live very close to the school, which allows me to walk my son to school since we do not have a car. If the school closed I have no idea what I would do. We love Musick.

Hi, I'm Student 1. I'm a sixth grader at Musick E.L. Although I will not be attending Musick next year that doesn't mean I will not let my voice and other students' voices not be heard. I've been at Musick my whole life so Musick has had an incredible impact on me and others. The staff is incredible. So incredible that even if we all do get split up they can make it work. But, we shouldn't be. We work the way we do because we are together. Do not think that just because I do not want you to close down Musick means you can just close

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down any other elementary school. If you haven't already, every one of you should consult with the mayor or someone of high authority who is playing a big role in building all these new condos and tell them to start paying more attention to the situation at hand and the young, brilliant minds of Newark. Please take everyone's feelings and disadvantages into consideration. I am not asking to act on your feelings just simply think about everyone.

-Student 1
Room11

To whom this may concern,

I am writing to you after reading about how SCAC will be closing 2 elementary campuses next year. Hearing that there is a possibility of closing HA Snow School urged me to reach out and ask that you please reconsider.

I attended HA Snow School from 1995 - 2002 and continued my education through 2008 when I graduated from NMHS. Looking at the current administrative and teacher staff and seeing familiar names both as teachers and past students, has made me remember some of the best times at this school.

Mrs. Yool helping me adjust to life as a kindergartner and making me feel comfortable as I cried every day for my mom, Ms. Doppee and teaching us all about the Dewey Decimal System as she sat in her rocking chair and teaching us the Blizzard Bear song, and as we started to hit our pre-teens, Mr. Lightholder being the most patient with us and reading Holes to the class in the most animated way (I can still see the spit from his mouth when he yelled Stanley Yelnats.)

These are just some of the few memories I have, not including the office staff that was always there for me when I wanted to call home or all the yard duty teachers who became like our family or my friends parents who always would come to volunteer (Ginger Jennings, Doreen Kotate, Mrs. Sunseri, Karen Blodgett, Mrs. Longaker, etc.) I am so proud to be a part of this community and I hope that you can see choosing to close HA Snow School will be a huge loss and the future children will be missing out on an opportunity to build lifelong memories similar to mine.

Thank you for your time,
Brianna Padilla

Dear SCAC,

I am a 5th grade student at Musick Elementary School. I have attended Musick since I was in 2nd grade. During my time at Musick I have had some of the BEST teachers. One of my favorite teachers is Mrs. Swift because she was so nice and caring. She was a loving person and was always calm. Another amazing teacher that I have had at Musick was Mr. Fuller, and I really liked him because he always made jokes and was a nice guy. I am writing to you today to let you know why I believe you should keep Musick open. Musick is a special place to me because all my friends are there and I feel safe, comfortable, and everyone is nice. I loved the Halloween parade and everyone is so supporting there. I love it there cause my mom and her siblings were taught there. I would also hate to be separated from my friends and my teachers. And it would be hard for me

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to make new friends at other schools. Musick is a safe place to me and it's amazing. When I look around at Musick I see kids of all kinds, some with disabilities and some with a different skin tone than me, but I don't complain about that everyone in Musick are treated equally.

Please think of us students who have made Musick our home.

#SAVEMUSICK#LET'SSTAYTOGETHER#WEAREFAMILY

Sincerely,

Student 2
5th grade student

Dear SCAC,

I am a 5th grade student at Musick Elementary School. I have attended Musick since I was in 1st grade. Over the years I have been taught amazing lessons and had the best teachers. One of my favorite teachers is Mr. Fuller because he made stuff really easy and let us catch up by breaking down his lessons. Another amazing teacher that I have at Musick was Mrs. Swift, and I really loved her because she was the sweetest person in the world, and she made lessons fun and easy, so class was never EVER boring or hard at all. She was always available to help us (students). I am writing to you today to let you know why I believe you should keep Musick open. Musick is a special palace to me because I made a lot of friends here, and in XXX Elementary, I only got to make 3 friends. I love my friends and teachers. They make me feel like I care to them. If you closed Musick School down I would be taken away from my teachers and friends, and I know that you will not be able to keep us all together. Everyone together is what makes Musick a place I never want to leave and it cannot be created somewhere else. Musick is the home to many different kinds of students and learners. I love that when I look around at the students I see my family. Musick is my home and I do not want to lose it. We would be happy to welcome new students to OUR school to share how wonderful it is, but I do not want you to close us.

Please think us students who have made Musick our home.

#SAVEMUSICK #LET'SSTAYTOGETHER #WEAREFAMILY

Sincerely,

Student 3
5th grade student

Dear SCAC,

I am a 5th grade student at Musick Elementary School. I have attended Musick since I was in Kindergarten. During my time at Musick I have had some of the BEST teachers. One of my favorite teacher is Mrs. White because she is kind and she is teaching me a lot of useful and good things. Another amazing teacher that I have had at Musick was Mr. Fuller, and I really loved him because he is nice and patient. I am writing you today to let you know why I believe you should keep Musick open. Musick is a special place to me

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because all my friends and favorite teachers are there. I love that they do a lot of fun events and the teachers are there to help me when I need it. If you closed Musick school down I would be taken away from my teachers and friends, and I know that you will not be able to keep us all together. Everyone together is what makes Musick a special place and It cannot be recreated somewhere else. Musick is home to many kinds of students and learners. I love that what I look at the students I see people that look different but they still have fun. Musick is my home and I do not want to lose it. We would be happy to welcome new students to OUR school to share how we do things around it is, but I do not want you to close us.

Please think of us students who have made Musick our home.

#SAVEMUSICK#LET'S STAY TOGETHER#WE ARE FAMILY

Sincerely,

Student 4

5th grade student

Dear SCAC,

I am a 5th grade student at Musick Elementary School. I have attended Musick since I was in 4th grade. During my time at Musick, I have had some of the BEST teachers. One of my favorite teachers is Mr. Fuller because he taught us about stuff that happened in real life and he taught us math from farther grades. Another amazing teacher that I have had at Musick was Mrs. Landis, and I really loved her because she had really fun videos to learn about science and assignments, she was really calm and nice. I am writing to you today to let you know why I believe you should keep Musick is a special place to me because I loved my teachers and its really fun over there. I loved that im learning so much and loved the Halloween parade. If you closed down Musick down I would be taken away from my teachers and friends, I know that you will not be able to keep us all together. Everyone together is what makes Musick a wonderful place and it cannot be recreated somewhere else. Musick is the home to many different kind of students and learners. I love that when I look at the students I see a lot of students having fun on the playgrounds and talking to each oter. Musick is my home and I do not want to lose it. We would be happy to welcome students to OUR school to share how amazing it is, but I do not want you to close us.

Please think of us students who have made Musick our home. #SAVEMUSICK

#LETUS STAY TOGETHER#WE ARE FAMILY

Sincerely,

Student 5

5th grade student

Dear SCAC,

I am a 5th grade student at Musick Elementary School. I have attended Musick since I was in Kindergarten. During my time at Musick I have some of the BEST teachers. One of my favorite teachers is Mr. Fuller because he would sometimes goofs off and other times he wants us to learn. Another amazing teacher that I

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have had at Musick was Mr. Ramirez, and I really loved him because he would be nice to us and he would help students when they are stuck on a question. I am writing to you today to let you know why I believe you should keep Musick open. Musick is a special place to me because I feel safe when I step into the school. I love that I learn more during school hours. If you closed Musick School down I would be taken away from my teachers and friends- I know that you will not be able to keep us all together. Everyone together is what makes Musick a great home and it cannot be recreated somewhere else. Musick is the home to many different kinds of students and learners. I love that when I look around at the students I see a lot of different people in each grade. Musick is my home and I do not want to lose it. We would be happy to welcome new students to OUR school to share how large it is, but I do not want you to close us.

Please think of us students who have made Musick our home.

#SAVEMUSICK#LET'SSTAYTOGETHER#WEAREFAMILY

Sincerely,

Student 6

5th grade student

Dear SCAC

i am a 5th grade student at Musick Elementary School. I have attended Musick since kindergarten .During my time at Musick I have had some of the BEST teachers .One of my favorite teachers is MIS.my 1st grade teacher MIS.BLOOM because 1st grade was very fun and she was nice to everyone .Another amazing teacher was MR.FOOLER and i really love him because he would let us have free time on fridays if we did all are work and he teched math really good i am writing to you today to let you know why i believe you should keep musick open.Musick is special place to me because all my siblings went to Music .if you closed down Musick i would be taken away from my teachers and friends ,and i know that you will not be recreated somewhere else.Musick is the home to many different kinds of students and learners . I love that when I look around at the students I see joyful kids and happy teachers .Music is my home and i do not want to lose it .We would be happy to welcome new students to OUR school to share how wonderful it is ,but i do not want you to close us.

Student 7

5thgrader

Dear SCAC,

I am a 5th grade student at Musick Elementary School. I have attended Musick since I was in kindergarten. During my time at Musick I have had some of the Best teachers. One of my favorite teachers is Mrs.White because she is so nice and pushes us to be our best. She makes learning so fun. Another amazing teacher that I have had at Musick was Mr. Fuller I have had him as a teacher for 2 years and he was so patient with me and nice.He loved teaching and loved his students. He was so funny. I am writing to you today to let you know why I believe you should keep Musick open. Musick is a special place to me because I feel like family there and I also feel safe there. I love that everyone is like family. If you close Musick I would be taken away

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from my teachers and friends, and I know that you will not be able to keep us all together. Everyone together is what makes Musick such a great place and it can not be recreated somewhere else. Musick is the home to many different kinds of students and learners. I love that when I look around at the students I see all kinds of different types of people with different abilities. Musick is my home and I do not want to lose it. We would be happy to welcome new students to OUR school to share how Welcoming it is, but do not want you to close us.

Please think of us students who have made Musick our home.

#SAVEMUSICK#LET'sSTAYTOGETHER#WEAREFAMILY

Sincerely,

Student 8

5th grade student

Dear SCAC,

I am a 5th grade student at Musick Elementary School, I have attended Musick since I was in TK. I have had some of the amazing teachers during my time at Musick. One of my favorite teachers is Mr. Fuller because he taught me how to gain the confidence to talk with my family about my feelings. Another amazing teacher I have had at Musick was Mrs. Swift, I really loved her because she was patient and calm with me. I am writing to you today to let you know why I believe you should keep Musick open, Musick is a special place to me because I met a lot of great and new friends. I also love that the Student Council organizes the spirit days. If you closed Musick down I would be taken away from my teachers and friends- and I know that you will not be able to keep us all together. Everyone together is what makes Musick an excellent place and it cannot be recreated somewhere else. Musick is the home to many different kinds of students and learners, I love that when I look around at the students I see a place that's like home. Musick is my home and I do not want to lose it. We would be happy to welcome new students into OUR school to share how wonderful it is, but I don't want you to close us.

Please think of us students who have made Musick our home.

#SAVEMUSICK#LET'sSTAYTOGETHER#WEAREFAMILY

Sincerely,

Student 9

5th grade student

Dear SCAC,

I am a 5th grade student at Musick Elementary School. I have attended Musick since I was in Kindergarten. During my time at Musick, I've had amazing friends and teachers through-out the years. One of my favorite teachers is Mr. Fuller, because he was funny, patient., and very caring for the past 2 years we had him. Another amazing teacher that I have had/ currently have at Musick is Mrs. White. She can be hard on us but she just wants us to do good in school. She's the best teacher I have had so far. She's super loving and caring as well. I am writing to you today to let you know why I believe you should keep Musick open. Musick is a special place to me because, All of my best teachers and best friends are there. I love that all of the

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teachers are so kind and caring, and I love how I feel special when I am there. It basically feels like that's my home. If you closed Musick School down I would be taken away from my teachers and friends- I know that you will not be able to keep us all together. Everyone together is what makes Musick an amazing place and it cannot be recreated somewhere else. Musick is the home to many different kinds of students and learners. I love that when I look around at the students I see happiness when they are at school, They look amazingly happy when they make new friends at school. Musick is my home and I don't want to lose it. We would be happy to welcome students to OUR school to share how loving it is, but I do not want you to close us.

Please think of us students who have made Musick our home.

#SAVEMUSICK#LET'S STAY TOGETHER#WE ARE FAMILY

Sincerely,

Student 10
5th grade student

Dear SCAC

I am a 5th-grade student at musick elementary school. have attended musick since I was in 2nd grade during my time at musick I've had some of the best teachers like Mr. fuller with me. another amazing teacher that I've had at musick was Mr. montoya, and I really love him because he is also very patient, I am writing to you today to let you know why I believe you should keep musick because a lot of people love this place and there are 100 kids at least that don't want this place to go away and I love this place for the amazing teacher and the much time we get with our work every day if I feel bad for not doing my homework a lot of my friends comfort me we have built such a big community. musick is a place to help students get through their hard times. if it closed down we would have to go to different places where we don't know anyone. we would be welcome students to come to our school to share how it is, but do not want you to close us

please think of us students who have made musick our home

#SAVEMUSICK#LET'S STAY TOGETHER#WE ARE FAMILY

Sincerely,

Student 11
5th-grade student

Dear SCAC,

I am a 5th grade student at Musick Elementary. I have attended Musick since I was in Kindergarten. I have had some of the best teachers. A one of my favorite teachers is Mr. Fuller because he tells interesting stories of his life. Another amazing teacher that I have had at Musick was Miss Thym and I really loved her because she used to give us some Friday freetime. I am writing to you today to let you know why I believe you should keep Musick open. Musick is a special place to me because I have a lot of friends here. I love that my teacher helps me with my homework. If you closed Musick school down I would be taken away from my

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teachers and friends- I know that you will not be able to keep us all together. Everyone together is what makes Musick an amazing community place and it cannot be recreated somewhere else. Musick is the home to many different kinds of students and learners. I love that when I look around at the students I see students that play together. Musick is my home and I do not want to lose it. We would be happy to welcome new students to OUR school to share how amazing it is, but I do not want you to close us.

Please think of us students who have made Musick our home.

#SAVEMUSICK#LET'SSTAYTOGETHER#WEAREFAMILY

Sincerely

Student 12

5th grade student

Dear SCAC,

I am a 5th grade student at Musick Elementary School. I have attended Musick since I was in kindergarten. During my time at Musick I have had some of the BEST teachers. One of my favorite teachers is Mr. Fuller because he made learning so much fun and I enjoyed learning with him. Another amazing teacher that I have had at Musick was Ms. Landis, and I really loved her because she also made learning really fun. I am writing to you today to let you know why I believe that you should keep Musick open. Musick is a special place to me because It makes me feel like i am in a community here at school. I love that I can see all of my friends at school. If you closed Musick down I would be taken away from my teachers and friends, and I know that you will not be able to keep us all together. Everyone together is what makes Musick a great and nice place and it cannot be recreated somewhere else. Musick is the home to many different kinds of students and learners. I love that when I look around at the students I see them having fun. Musick is my home and I do not want to lose it. We would be happy to welcome new students to OUR school to share how great it is, but I do not want you to close us.

Please think of us students who have made Musick our home.

#SAVEMUSICK#LET'sSTAYTOGETHER#WEAREFAMILY

Sincerely, Student 13

Dear SCAC,

I am a 5th grade student at Musick Elementary School. I have attended Musick since I was in Kindergarten. I had some of the BEST teachers. One of my favorite teachers is Mr. Fuller because he helped us a lot with our work and he is patient. Another amazing teacher that I have at Musick is Mrs. White, and I really love her because she has a lot of patience and she is super kind and teaches us everything. I am writing to you today to let you know why I believe you should keep Musick open is a special place to me because My Best friends are here and also My favorite teachers and all the best teachers and the principal is Super sweet and kind. I love that we have field days. If you closed Musick school down I would be taken away from my teachers and friends- I know that you will not be able to keep us all together. Everyone together is what makes Musick a Family and it cannot be recreated somewhere else. Musick is the home to many different kinds of students

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and learners. I love that when I look around at the students I see different kids that like to play different games and no one judges us. Musick is my home and I do not want to lose it. We would be happy to welcome new students to OUR school to share how kind people are and Special and amazing it is but I do not want you to close us.

Please think of us students who have made Musick our home. #SAVEMUSICK
#LET'sSTAYTOGETHER#WEAREFAMILY

Sincerely, Student 14

Dear SCAC

I am a 5th grade student at Musick Elementary School. I have attended Musick since I was in kindergarten. During my time at Musick I have had some of the BEST teachers. One of my favorite teachers is Mr.fuller because he was kind and helped me with math and Another amazing teacher that I have had at Musick was Mr.shelving and I really loved him because he helped me with reading. I am writing to you today to let you know why I believe you should keep Musick is a special place to me because I feel safe. I love that everyone is a family at heart. If you closed Musick down I would be taken away from my teachers and friends, and I know that you will not be able to keep us all together. Everyone together is what makes Musick a special place and it cannot be recreated somewhere else. Musick is the home to many different kinds of students and learners. I love that when I look around at the students I see how many people are different .Musick is my home and I do not want to lose it. We would be happy to welcome new students to OUR school to share how the school is, but I Please think of us students who have made Musick our home.

#SAVEMUSICK#LET'sSTAYTOGETHER#WEAREFAMILY

Sincerely, Student 15
5th grade student

Dear SCAC,

I am a 5th grade student at Musick Elementary School.I have attended Musick since I was in Kindergarten.I have had some of the best teachers.One of my favorite teachers is Ms.White because she always is excited to help the kids if they don't get it.Another amazing teacher that I have had at Musick was Mr.Fuller, and I really love him because he is always patient with his students and he is very caring with them.I am writing to you today to let you know why I believe you should keep Musick open.Musick is a special place to me because I feel safe.I love that they put the effort and there time to set up the activities.If you close Musick down I would be taken away from my teachers and friends- I know that you will be able to keep us all together.Everyone together is what makes Musick special place and it cannot be recreated somewhere else.Musick is a home to me many kinds of student and learners.I love that when I look around at the students I see everyone having fun and being helpful.Musick is my home and I do not want to.We would be happy to welcome new students to OUR school share how great it is,but I do want to close us.

Please think of us students who have made Musick our home.

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SCHOOL CONSOLIDATION ADVISORY COMMITTEE (SCAC)**

Newark Unified School District

October 22, 2020-6:00 PM held virtually via Zoom

Approved October 29, 2020

#SAVEMUSICK#LET'sSTAYTOGETHER#WEAREAFAMILY

Sincerely,
Student 16
5th grade student.

Dear SCAC,

I am a 5th grade student at Musick Elementary School. I have attended Musick since I was in 4th grade. During my time at Musick I have had some of the BEST teachers. One of my favorite teachers is Mr.Fuller because he always made me feel good and made me happy. Another amazing teacher that I have had at Musick was Mrs.White, and really loved her because she is funny, and makes me laugh, and she makes everything easy for me. I am writing to you today to let you know why I believe you should keep Musick open. Musick is a special place to me because I feel like Musick is another home for me. I love that we have a Halloween parade. If you closed Musick down I would be taken away from my teachers and friends, and I know that you will not be able to keep us all together. Everyone together is what make Musick a great place and cannot be recreated somewhere else. Musick is the home to many different kinds of students and learners. I love that when I look around at students I see happiness. Musick is my home and I do not want to lose it. We would be happy to welcome new students to OUR school to share how awesome it is, but I do not want you to close us.

Please think of us students who have made Musick our home.

#SAVEMUSICK#LET'sSTAYTOGETHER#WEAREFAMILY

Sincerely,
Student 17
5th grade student

Dear SCAC,

I am a 5th grade student at Musick Elementary School. I have attended Music since I was in 1st grade. During my time at Musick I have had some of the BEST teachers. One of my favorite teachers is Mis. Landis because she was a good science teacher. Another amazing teacher that I have had at Musick was Mr. Fuller and I really loved him because he was so nice to us. I am writing to you today to let you know why I believe you should keep Musick open. Musick is a special place to me because of all of the friends I have. I love our field days. If you closed Musick school down I would be taken away from my teachers and friends, and I know that you will not be able to keep us all together. Everyone together is what makes Musick a great place and it cannot be recreated somewhere else. Musick is the home to many different kinds of students and learners. I love that when I look around at the students I see so many different looking kids. Musick is my home and I do not want to lose it. We would be happy to welcome new students to OUR school to share how great it is, but I do not want you to close us.

Please think of us students who have made our home. #SAVEMUSICK

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Sincerely

Student 18
5th grade students

i am a 5th grade student at Musick Elementary School. I have attended Musick since I was in Kindergarten. During my time at Musick I have had some of the BEST teachers. One of my favorite teachers is Mr.fuller because he used to tell us jokes but when it was work time we were serious. Another amazing teacher that I have had at Musick was. ms.bloom, and i really loved her because she was so funny and she always told us stories. I am writing to you today to let you know why I believe you should keep Musick open. Musick is a special place to me because everybody knows me well like we are family and everybody just knows everyone else. I love that the principal is nice to us and that there are events and sports. if you closed Musick school down i would be taken away from my teachers and friends- I know that you will not be able to keep us all together. Everyone together is what makes Musick a home to me place it cannot be recreated somewhere else. I love that when i look around at the students i see students that play and i don't know if i would find that at another school. Musick is my home and i do not want to lose it.. we would be happy to welcome new students to OUR school to share how great it is, but i do not want you to close us.

please think of us students who have mad Musick our home.

#SAVEMUSICK#LET'sSATYTOGHTR#WEAREFAMILY

sincerely,

Student 19
5th grade student

Email received from Leandra Casique

I just don't know why they want to close musick Or other schools for what?? Just to build More house ??? I Have more things to said but please keep musick school and other school Open for kids and musick teachers/staff.

Email received from Margaret Gould

Save Musick Elementary! As an employee of NUSD/Musick Elementary, I know the need for our school to remain open and be given the improvement attention they deserve. Our students and families have built an amazing community with the staff at Musick Elementary and that community deserves the opportunity to thrive and grow without the threat of being shut down. Consider alternative methods, Please!

Email received from Emely Roxas

To whom It may concern,

My name is Emely and I am a concern parent and have children going to E.L. Musick elementary school.

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When I first heard about the school closing, it's a shock and heart breaking, both of my children (4th and Kindergarten) love this school very much and the teachers and principal as well. It is convenient for the school to stay open due to It's closer to us and my children made so much friends in this school and with the things going on in the whole world, it is very important to have the bond with their familiar friends and if the school closes down, it will be a whole new start and that will suck. It is very important for me and my family for the Musick School to stay open because this is where they grew up and met their best friends. I hear a lot of nice stories from my girls about this school and wonderful teachers and staff.

Please reconsider of closing the school

GO LEOPARDS GO....

Thank you

To whom it may concern. I am writing this letter in response to the devastating news that has made its way to our family. My name is Lorena Galvez and both my children Julian and Leena attended E.L Musick Elementary from Kindergarten through 6th grade. My son left to Junior high in 2014 and my daughter in 2018. Still till this day, both my children stop by and visit their past teachers. Both my kids enjoy stopping by because the teachers and staff were not only that, they felt like family! Closing Musick Elementary will not only crowd other schools but also make it harder for kids to walk to school if they have working parents. It will also destroy so many relationships between families and the Musick school community. Please consider other options and keep schools open.

Thank you!
Lorena Galvez

Email received from Harri Kaur

Please don't shut down Musick school my kids and my nieces and nephew went to that school it is very important to us and we don't know what we'd do without it.

Hello, my name is Liliana and I am mother of Evahn Moreno and he is currently attending Ms. White, 5th grade class. I am extremely sad to learn that there's a possibility that Musik school will be one of the schools that has the potential of closing. As it is, I already don't have control of the fact that my son had to move with his father after us divorcing. My son Evahn is one of two of my children that moved with his dad and I have custody of his two younger siblings. It was a big change for him to have to move a first time from his first elementary school to Musik. Now to hear that there's a possibility that he might have to be moved again if Musik school closes breaks my heart. I feel like as soon as my son is getting adjusted and settling in he will be forced to move again. All these changes I feel can negatively affect him and to think that there might be other children with similar stories is completely heartbreaking. Please consider this letter in how negatively changes can impact children's well-being and insecurities in the long run. Please keep our schools open.
Thank you

Kindly,

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Liliana Moreno

This letter saddens me to have to write, but NUSD you must understand the impact closing Musick elementary will have on our community! Children that attend musick will be forced to commute further and will pose attendance issues and safety concerns since they will have to walk further to get there. It to mention the hard work all the teachers from the SPED that have worked tirelessly to create an environment that supports their students with physical disabilities. Musick deserves to stay! Please don't close it! I personally worked there for 3 years and love the family i gained in working there! The students that attend musick also have family members in the staff of musick. If you close it, your breaking up a family!

Sincerely,
Amada Randisi

Email received from K.S. Sushma

Hi,

At Musick, we have got a team of great experienced, knowledgeable, highly skilled and very friendly team of teachers and a great level of support is being given for my child in acquiring skills in all areas. We do not wish to be away from Musick family as our child got so much used to this place at this site for success.

Regards,
Sushma

To Whom It May Concern,

I understand the need for school closures on account of budget shortfall, although I wish we hadn't so poorly managed our funds to put us in these straits.

My twins attend Lincoln Elementary in 3rd grade. We are zoned for Graham, but we transferred to Lincoln at the start of kindergarten because we admired their balance of diversity, and when I toured the school, I was impressed with the quality of their teachers and principal. Additionally, my kids had a preschool classmate attending Lincoln the same year.

One of my twins is autistic. When he was starting school, his primary deficit was social. Now he has a strong social network, and several close friends. If Lincoln was to close, and my twins change schools, it could have a serious deleterious affect on his social skills.

Furthermore, I want to point out that Lincoln has high enrollment. It seems to me that if you choose to close Lincoln, you will disrupt far more kids and families than you would if you closed the lowest enrollment schools.

Lastly, Lincoln has a very strong parent fundraising committee, called PALS (Parents and Lincoln Staff). We raise thousands each year for the benefit of the students and staff, because we have a lot of pride and care in our school, teachers, and staff.

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Please do not close Lincoln Elementary.
—Jennifer Mitchell

Email received from John Montoya

Sent on behalf of the 2021 Graduating 6th grade class at E. L. Musick Elementary School.
Our school is a family.
Our school is a place that brings people together.
Our school is where we make a lot of important memories.
Our school is a place where we can have fun.
Our school is a good place to make great and caring friends.
Our school is not just a building.
Our school educates many people.
Our school is a safe place.
Our school is a place where you are not bored.
Our school is part of a good community. Our school has pride.
Our school is not just a place where students go to learn.
Our school is our second home.

Dear Consolidating Committee,

Good evening. My name is Monica Lun and I am a former student of Lincoln Elementary. My son had the opportunity to attend Lincoln Elementary and my parents still own their home in the area.

As an educator, I have been through a school closure process and I know your job isn't easy, but you may want to meet with the teachers or secretaries. They are the ones that are on the front-lines and know the school better, families and area better than ANYONE in the district. I have seen lots of dollar amounts, but not human amounts. How much will it cost you in human amounts if you close a school- Will these other programs move with the children? Just because it can doesn't mean it will. We had a Broadway style-theatre, but when they closed our school and moved the teachers- it died. The teachers that ran and supported the program went to different schools and the administrative support wasn't there.

Lincoln has a great FAME program, choir, and theatre program that is run by individual parents. These programs will probably NOT move. Research shows that schools with non-academic programs improve a student's overall growth.

Please take into consideration the things that don't fit in your spreadsheet- they are as valuable and important as those on the spread sheet.

Thank you for your time and consideration-

Monica Lun
Lincoln Elementary Alumni and parent of a Lincoln student

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Hello!

Thank you for making this important decision. It has come to my attention that Lincoln Elementary School has not been discussed and I just wanted to say that I know for the whole community (all the families and staff that are a part of that school) we would really like to remain as is. The families that I know of are really happy and proud to be part of that school and feel secure sending their students there. The principal greets the parents and students with a smile. The teachers are quick to respond to parent inquiries and understand the needs of the students.

Additionally, I am an educator myself and during a brief period I was allowed to sub at the school in a couple different capacities and it is clearly evident that the students have huge respect for the teachers and each other. This is a school that nourishes students and families to empower them to build a better tomorrow for Newark.

I know your hands are tied and a decision must be made but please consider not making any moves that will affect the success of Lincoln Elementary so it can continue growing and building a vibrant community.

Thank you for your time.

Amy Tang

Hello Committee Members,

Thank you for doing this hard work. I am impressed by how you have handled this difficult task. I have many concerns regarding what has been told to you, though, and want to bring up a few points. First, you've asked for the capacity of portables to be excluded for the numbers at each site, which was done, but then portables are included in the deferred maintenance plan. It seems to me if you want portables off one aspect, portables should be off all aspects to make it equitable. Second, a few sites say they are requiring deferred maintenance for fire abatement, but other sites do not have this. Shouldn't all sites need to be fire safe and maintained? Finally, an ongoing concern here is that the members of this committee seem to have been overlooked or disregarded when they comment concerning school closures, which makes it seem that the School Board does not want to actually "hear" from their community.

Although this group is considering very pertinent factors, one giant one is being overlooked. What are the properties going to be used after they are closed? A couple of the schools are in great locations (close to main roads) which gives the site more potential to be utilized versus the ones that are in the middle of a neighborhood. I feel like for too long NUSD has just looked for quick fixes instead of forward planning. By being proactive and looking at how these sites could be used instead of just looking at how sites can be closed could open up many more reasons to choose one site over another.

On this note, all three of my children go to Lincoln Elementary and this site is one of community and growth. There is a spirit and joy at Lincoln that I have not seen at any other site I have visited or taught at before. Lincoln is a school that people from all over the district have asked to transfer to and the test scores (when there are test scores) compete with the best schools around the bay. In fact, currently, Lincoln has the

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highest score of all of the Newark elementary schools according to "Greatschools.org." Lincoln is sought after and therefore should be off the proverbial chopping block. I love Lincoln but more importantly my kids love Lincoln and we do not want it closed.

Kind Regards,

Angela Silvera

Hi,
My name is Student 20 and I am a first grader at Lincoln. Please don't close Lincoln. I love it especially my teachers: Mrs. Alcott, Mrs. LaPorte, and Miss Liston. They make learning fun! So please don't close my school.
From,
Student 20
(age 6, almost age 7)

Email received from Amber Williamson

Hello, I am a parent of a 4th grader at Musick Elementary School. My daughter has been attending this school since 2015/2016, at which time she was enrolled as a Transitional Kindergartener. Our original "home school" was Graham, however within the first 3 months of attending Musick we knew this was the elementary school for us. I requested for Musick to become our home school because of the small school settings, the attentiveness of the office staff from day 1, the fact that the pledge of allegiance was done each day in the classroom, which considering my husband is a Veteran, was extremely important to us, even the crossing guard made each child she crossed feel like they were so special. So far every teacher my daughter has had at Musick has been awesome. They each took the time to get to know my child, to know the quirky, silly, fun loving child she is. There is a different atmosphere when you are a part of a smaller school. The staff and teachers tend to know each and every student better and make each and every student feel special and important, instead of being overlooked. I've watched the entire staff come together to help with my friend's daughter last year, who had a few issues. Not a few members of staff, but all of them took the time each day to help her overcome her issues. They say it takes a village to raise kids sometimes and Musick Elementary has been that village for me and countless others. My daughter is excited to go to school for the most part because she really enjoys the environment Musick has provided for thier students. These outstanding teachers have gone above and beyond for thier students and families. I've gone above and beyond to assist at Musick, because I truly believe it's the best school for my child and my child deserves it. Thank You for your time.

To Whom It May Concern,

My family has become aware that NUSD has voted to close 2 schools, and that Lincoln Elementary could possibly be one of those. We are disappointed that any schools will be closed, as neighborhood schools are convenient for families and being able to walk to and from provide health benefits for the children. As pertains to Lincoln specifically, it's a very successful school for the district and dispersing successful teachers will have negative effects on the future success of the students and overall performance of the district. On a more

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personal level, we *love* Lincoln! Our oldest has been there for 5 years and we have been continually struck by the school spirit and sacrifice by the parents, teachers, and other staff for the school. Everyone truly pulls together for the students. We would be heartbroken to not only lose our neighborhood school, but also, the Lincoln community.

Please do not close our school!

Sincerely,
Michelle and Roy Pollock
Lincoln Parents

Hi,
I am writing to voice my support for Lincoln Elementary School. My children transferred to Lincoln after a very difficult time at other schools. We have truly found a home at Lincoln. Lincoln has offered my children the support they needed to grow. The staff has become family. Lincoln has a very tightly knit community group which is very supportive of the school. We all want our children to grow in a neighborhood school. Lincoln is that neighborhood school. The PALS Club works hard alongside the Lincoln Community to help supplement and support our children's growth. We love Lincoln. Please do not close our school.

Sincerely,

Mary Tellefsen
Mother of Amelia and Abigail - second grade at Lincoln Elementary School

Hello,

My name is Jenna Waibel and I am the parent of a first grader at Lincoln School. I also attended Newark schools as a child, so I have a long history of involvement and appreciation for this community.

I'm very concerned to hear that Lincoln Elementary is being considered for closure. You well know that Lincoln is one of the top performing Newark schools academically, and also has a very active PALS Club supportive the community and social needs of our kids. That is not the kind of school you close.

A year and a half ago, we moved to Newark specifically to have my child go to Lincoln. We are proud to be in this community, and have been welcomed warmly by the families and educators that were already there.

Breaking up this strong school community is not in the best interests of the current Lincoln families, or in the best interests of NUSD. As a high performing school, Lincoln should be considered a model for others, rather than breaking it up and sending those students and teachers to lower-performing schools. If a school must be closed, I would encourage the district to allow Lincoln to welcome other students and staff to our community instead- a model that is already strong can handle those additions and help all students rise to a higher level of success.

I hope the consolidation decisions are made with these considerations in mind.

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Thank you,

Jenna Waibel

Email received from Jenn Mitchell with Attachments

I asked my 8 year old kids to write letters about why they love Lincoln School and do not want to close it. Attached please find Samuel Showalter's letter. Ms. Almada is his 3rd grade teacher, who he is referring to in the latter half of his letter.

Attachment reads:

I love lincoln so much. I want to see my teacher in person and play on the playground. (unreadable) are very calm about homeschool which makes it more fun to me because we get more recess.

Dear Committee Members,

Could you please not close Lincoln Elementary? I love it here. The teachers make all the subjects easy to learn. Many fun teachers would lose jobs. This school also helps aspiring young authors by participating in the Young Authors event. Lincoln also has many after school events such as Young Rembrandts, a drawing club, choir, and a drama class. You shouldn't close Lincoln. Plus we are an honor roll school for crying out loud! Thank you for reading my email, have a great day, and please don't close Lincoln.

--

Student 21

(a 6th grader at Lincoln)

I have twins in the 3rd grade at Lincoln Elementary. If the board finds it necessary to close schools, I believe Lincoln should be kept. Students and teachers may be moved around, but the physical facilities can't be.

Lincoln in a good location to serve its neighbors, and the school buildings are in good shape. The land is large enough to support an expanded school should the need arise.

Thank you.

Tim Showalter

As a parent with a Second Grader in Lincoln, and one due to attend next school year, I hope that you will not consider closing Lincoln in your evaluation. The parent participation is great and the staff are top notch. The location is very convenient for our family to attend and it would be a great burden on us if this campus was closed. Many middle and low income families depend on walkable access to a decent education for their children. We will continue to support our family at Lincoln Elementary and I hope you see the value in keeping this amazing campus open.

Regards,

Michael Fulkerson

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To Newark School Board,

First of all, I completely disagree on this proposal of closing schools, it is very unfortunate that it has come to this. But if this plan does go through, Lincoln Elementary School shouldn't be in one of the schools to close. Lincoln Elementary is a good school. The teachers are great even with this Covid-19 Pandemic. I am amazed at how they tackle distance learning. I could see that the teachers at Lincoln are working tirelessly everyday to make sure that the students get all the information they need to progress. We bought our house because it is conveniently close to Lincoln Elementary school and it has been rated as one of the best elementary schools in the area. Since my son started school at Lincoln Elementary, he would always say "I love my school, I don't want to move anywhere" and for that reason alone, I urge you not to close Lincoln Elementary School.

Hoping for your consideration,
Sheryl B - Parent at Lincoln Elementary School

To Whom It May Concern,

Hello my name is Fabiola Cruz, I am the parent of a kindergartener at Lincoln Elementary School. I am writing to you to express my gratitude for the wonderful education my daughter has received at Lincoln. The teachers are truly so great, full of dedication and kindness. Even with the pandemic, they have jumped over all of the obstacles virtual learning has thrown at them. My daughter is thriving and it is all thanks to this school and its teachers. We had our daughter at a private preschool and we decided we would put her at Lincoln instead of continuing at private school. We believe it is important to support our local community and schools. We know that she is receiving quality education at our doorstep. The staff at Lincoln is truly so helpful. From the person you talk to in the office, to the wonderful open door policy with the principal and all of the constant and great communication received through the school staff. The teachers go above and beyond to make sure all kids are taken care of and that parents have the necessary tools to help children succeed. We get amazing guidance and instructions with all the virtual learning tasks. No need to travel that far from our home, Lincoln provides an amazing education right in our neighborhood. I am proud to know that Lincoln not only provides excellent education to my child and support for me as a parent but to so many other parents and children in my neighborhood. This school helps create a wonderful sense of community and add value to our properties as well. When I hear of people wanting to move to Newark I am able to tell them of the wonderful education they can receive at Lincoln Elementary. I urge to please not close Lincoln Elementary. It is a remarkable school and closing it would be so terrible for so many children and this community.

Please keep Lincoln Elementary Open!
Thank you for your time and consideration.

Fabiola Cruz

To whom this may concern,

Hello I'm sending this email in regards to the school board wanting to shut down Lincoln Elementary. I want to share my opinions on the subject and how I believe that is a wrong move for both the staff of Lincoln and the community in which it is involved with. A key point to being located where I am in this neighborhood is due

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to Lincoln Elementary, had the school not been there I would have looked to other neighborhoods. Hearing the talks of shutting the school down is very disappointing and makes me wonder as to why Lincoln was specifically chooses for that cut. Lincoln is a fine school with amazing staff and located in a safe environment/ neighborhood to have it taken away seems to be such a waste and I would not want to see that happen.

Regards ,
Breanna Castillo

To whom it may concern,

My name is Brandon Castillo, I am 24 years old and have lived in the great city of Newark my entire life. I live just around the corner from Lincoln Elementary and that is where my younger sister and I went to school. We love our elementary school and are proud to have been Lincoln Leopards. When we heard the new that the school may be closed due to "budget cuts" I was alarmed as Lincoln is surrounded by such a beautiful neighborhood where all of its students live. I had planned to one day send my kids to Lincoln Elementary. I understand times are difficult but if the city can justify building a new city hall than it justify investing in the education of the future generations of our community.

Thank you for your time,
Brandon

Dear SCAC,

As a parent with a Second Grader in Lincoln, and one due to attend next school year, I hope that you will not consider closing Lincoln in your evaluation. The parent participation is great and the staff are top notch. The location is very convenient for our family to attend and it would be a great burden on us if this campus was closed. Many middle and low income families depend on walkable access to a decent education for their children. We will continue to support our family at Lincoln Elementary and I hope you see the value in keeping this amazing campus open.

Regards,
Michael Fulkerson

Hello,

My son goes to Lincoln elementary this is the best school.we urge not to close down this school.

Jayden Singh
Grade 3

Regards
Inder singh

Good Morning,

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The World has been dealing with Covid-19 Virus, our children and parents have been dealing with online education, we are all aware that things may need to change but Closing Lincoln Elementary Should NOT be one of them.

My family has lived in Newark for over 150 years, we have seen many changes that have made Newark as Great as it is today. If you decide that Lincoln Elementary School should be closed, that will be the worst mistake that the City of Newark has seen.

Lincoln Elementary School not only has the most parent participation, the best set of Teachers and Staff, is in one of the largest populated family areas in Newark with children to attend a Great School in Walking Distance, but it is one of the City's Legacies.

Most of the students that attend Lincoln Elementary School have been there since Pre-K or Kindergarten. For a School District to take away a solid foundation of so many children, is purely an Unforgivable Crime. Especially for the students who need stability in an everyday routine, that had to adapt to online education. Just think of what will happen to them if you take away the faces that they have seen for so many years. It could very well be that last step they cannot handle and would never be able to become part of our World Society.

As a long time member of the Newark Community, whose family members have been the PostMaster, worked with the Post Office, owned the Foundry, and been Office Staff, Couches, Teachers for the Newark School District, I know that Lincoln Elementary School needs to stay OPEN.

Sincerely,

JJ Del Grande, Notary Public

Hi,
I hope this email finds you well, and reaches the right audience.
Lincoln Elementary School was one of the key reasons for me to move to Newark earlier this year, I spoke to several parents around in the neighborhood and got positive feedback.
My daughter is ready to join the school next year, and we are distraught to hear that it could potentially be closed !.
Please do all that you can, I'm looking forward to walking my daughter to Lincoln Elementary school starting next year.

Regards,
Dj

Email received from Keerthi Raju

Hi,
I hope this email finds you well, and reaches the right audience.
Lincoln Elementary School was one of the key reasons for me to move to Newark earlier this year, I spoke to

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several parents around in the neighborhood and got positive feedback.

My daughter is ready to join the school next year, and we are very disappointed to hear that it could potentially be closed !.

Please do all that you can, I'm looking forward to walking my daughter to Lincoln Elementary school starting next year.

Thanks,
Keerthi

Email received from Arpit Patel

As a Newark resident and a parent, I am extremely disgusted by the Newark Unified School District's Board of Education's decision to consider consolidating schools in our community. It's already difficult for students to adjust to the "new normal" and distance learning that now they have to put up with losing their home school, Lincoln Elementary.

My child will not be able to go to the school closest to home because NUSD is having a budget crisis. Now my child will be forced to go to a school miles away, to a school where NUSD "supposedly" thinks has room. It's already challenging for teachers, faculty, students, and parents to adapt to the "new normal" of distance/hybrid learning, and now I am supposed to explain to my child about the budget crisis and not going to the school near our home.

What's next? You will be assigning students to wherever there is classroom space rather than to their nearest home school? I have a hard time understanding how you can move students at any time because suddenly you have a budget crisis and are looking to consolidate schools and overcrowd an already burdened system.

It's bad enough that the schools are already becoming overcrowded. With new construction at the Sanctuary Village, Bridgeway Villas, Lighthouse, and Compass Bay, we will have new community members that will be ready to move in soon. What do you think will happen to the children of our new community members? We already see this issue in our neighboring communities, such as Fremont, where it's a huge problem. Not to mention putting a lot more stress on our teachers and faculty members.

The City has approved development plans without considering the impact on the school system in our community and without demanding enough from these developers. Newark is a small community as it is, and consolidating is not the solution to the problem. There MUST be another alternative without having to overcrowd our schools. This concerns me even more as NUSD is doing very little to address the overcrowded schools and very little about the future of decongesting the teacher to student ratio, yet prefers to overcrowd the schools instead of coming up with a real solution to the problem.

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SCHOOL CONSOLIDATION ADVISORY COMMITTEE (SCAC)**

Newark Unified School District

October 22, 2020-6:00 PM held virtually via Zoom

Approved October 29, 2020

Sincerely,
A concerned parent

Email received from Vanessa Gonzalez

Dear school board members,

I have two children that go to Lincoln elementary, we LOVE our school teachers and staff! They Go above and beyond for our kids each and every day. I can't even fathom what will happen if I if school closes down. Our class sizes are already too big , I can't image they'll get smaller if we combine schools. My son has special needs and the staff at Lincoln has gone above and beyond to make sure my child is not left behind.I am greatly disappointed that any schools in Newark be shut down,Especially with all the new homes being built.I am Personally holding every board member accountable for this, how are our tax dollars being distributed? Is it fair that we are building a state of the art City Hall and police department? While our kids school suffer.Not OK. Both of my children are very upset at the thought of their school closing down, I'm not sure what the answer is , but I can tell you this, I will not be voting for the reelection of any school board members. The kids come first, as they always should.

A Lincoln elementary parent

Dear NUSD,

My name is Erin Templin (née Dick) and I'm an alumni from H. A. Snow School. I recently heard some sad news stating Snow was under review to be closed. While I personally no longer live in the area, I still have many friends who have children who attend or personally work for the school. Snow school is an important part of the local community. I attended Snow School from Kindergarten to 6th grade, played softball on those fields many years, have fond memories of both the school and Mirabeau Park, and visit any time I'm in the area. I have stories and memories dating back to my start in 1988, and, while many changes have come since, it would be a huge disservice to the community to close this beloved school. Where would those students go for their education? The friends made would be separated to different schools. Parents that are able to allow their children to walk would have to find alternative means for their children to get to a farther school. Class sizes would again grow and individuals with special needs may go unnoticed. Please think about the choices you are planning to make. Think about the students and staff you will be hurting. Save Snow School, the community needs them!

Sincerely,
Erin Templin
Snow Alumni 1988/89-1994/95

To the Newark Unified School District Decision board.

I'm shocked by hearing the news of Lincoln elementary school being on the list of closure, it being one of the best rated schools in Newark. I do Not see a point in residing in this city and sending my Child to a badly rated school, which private school is a far away choice for me. One basic thing I would like to give my child is quality education and I will not allow this great school to close down.

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I am sending my son to Lincoln Elementary and he is at Kindergarten level and he will
Be disheartened to know that the school
Will be no more.

I strictly discourage this decision and wish the board to not proceed in this direction. By closing other badly
rated schools everyone will be benefitted by the good quality education in Lincoln Elementary.

Closing Lincoln Elementary will force the house prices to fall and the whole
Community Will be at loss, while other homes being included in this school zone will only improve their home
ratings.

I request the board to consider the residents choice and let Lincoln do it's Magic to the kids on this
neighborhood.

Warm Regards,
Chandana Gnyan

Hello,

I'm in full support of keeping Snow Elementary school open and am pleading with the district to keep it open.
The main reason we love Snow is that because of its size, teachers are able to have smaller classrooms and
focus on teaching our children. I'm afraid that putting my child at a larger school will derail his education
significantly especially if he ends up stuck in a larger classroom where teachers cannot fully control all of the
students or concentrate on each individual child. Snow is filled with amazing teachers and students and we
would be truly disappointed if the district shut the school down.

Sincerely,

Teri Garcia

Email received from Megha Agarwal

Hello,

As a new resident of Newark and neighbor of Lincoln elementary school, I was appalled when I came to know
that the elementary school is being considered for closure. My kids will start there Kindergarten in this school
soon and the rating was a primary reason for us considering purchasing our home in this neighborhood. So in
some ways I feel this whole dialogue seems unfair and onesided.

Most of the new residents who are purchasing home in this neighborhood have young children and are
looking to enroll their kids in this school. I was thinking how the school system will be able to absorb this influx
in demand, but I am distressfully surprised to hear that the school district seems to be considering closure of
two elementary schools. I would really like to understand where the projections are coming from as they do
not seem to resonate with ground reality.

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Loosing even one elementary school is no light matter. The schools are a bedrock of any community. I am hoping that the school district will find a method to keep all of them and have a more innovative and transparent methodology for financial accountability.

Thanks

Megha

Email received from Nanci Lopez

Hola mi nombre es nanci lopez

El motivo de este email

Es para decirle por que no deben cerrar Lincoln elementary school

¿Por que no deben cerrar Lincoln?

Por que es una escuela con exelentes maestro, exelentes personas desde la oficina hasta con los que hacen la Limpieza ,

Mi hijo mayor ahi se graduo de

Cuando muy nos movimos aki a newark me recomendaron Lincoln por que es una de las mejores ,mi hijo venia de otra escula pero no sabia leer,y cuando empezo a ir ala Lincoln mi hijo luego luego aprendio a leer ,y ahorita la que esta en Lincoln es mi hija ella esta en primer grado,y ella esta muy feliz con la escuela con los maestros,ahi le an ayudado tanto como ami hijo y ami hija..

POR FAVOR NO PIENSEN EN CERRAR LA LINCOLN SERIA MUY TRISTE LOS NIÑOS ESTARIAN TRISTE,NOSTROS LOS PADRES ESTARIAMOS TRISTES ,LOS MAESTROS Y TODO EL STAFF.
PLEASE LES SUPPLICAMOS QUE NO LO HAGAN ...

Translation

Hello my name is Nancy Lopez

The reason for this email is to communicate to you that you should not close Lincoln Elementary School. Why should you not close Lincoln? Because it is a school with excellent teachers, excellent personnel from the office to the custodians.

My eldest child graduated from this school and when we moved to Newark I was recommended Lincoln because it is one of the best. My child transferred from another school and he did not know how to read but when he started attending Lincoln he learned how to read right away. Right now I have a daughter in first grade and she is very happy with the school and with the teachers and she is getting the same support that my son received.

PLEASE DO NOT THINK OF CLOSING LINCOLN AS IT WILL BE VERY SAD FOR THE CHILDREN, THE PARENTS, THE TEACHERS, AND ALL THE STAFF.

PLEASE WE BEG YOU NOT TO DO IT...

School Board and SCAC Members,

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I am a lifelong Newark resident. I was born and raised in this city and had the privilege of attending all Newark Schools (Lincoln, NJHS & Newark Memorial). I am now a homeowner and parent, raising my children to also go to these schools. We purchased our home in Newark so our children could go to Lincoln just as I did. I'm writing to implore you not to close Lincoln School. This school is cherished in our neighborhood. The teachers and staff go above and beyond for this community and it would be devastating to close this school! There has to be a better way to close the deficit! Please, when making your final decision, take a look at reasonable ways to reduce the budget that doesn't include closing neighborhood schools. The shortfall is not a result of the schools or students, it's a mismanagement at the school board level.

Respectfully,

Lindsay Moore

I am a lifelong Newark resident. I was born and raised in this city and had the privilege of attending all Newark Schools (Lincoln, NJHS & Newark Memorial). I am now a homeowner and parent, raising my children to also go to these schools. We purchased our home in Newark so our children could go to Lincoln just as I did. I'm writing to implore you not to close Lincoln School. This school is cherished in our neighborhood. The teachers and staff go above and beyond for this community and it would be devastating to close this school! There has to be a better way to close the deficit! Please, when making your final decision, take a look at reasonable ways to reduce the budget that doesn't include closing neighborhood schools. The shortfall is not a result of the schools or students, it's a mismanagement at the school board level.

Respectfully,

Lindsay Moore

Email received from Madav Kamath

Hello,

As a new resident of Newark and neighbor of Lincoln elementary school, I was appalled when I came to know that the elementary school is being considered for closure. My kids will start there Kindergarten in this school soon and the rating was a primary reason for us considering purchasing our home in this neighborhood. So in some ways I feel this whole dialogue seems unfair and one-sided.

Most of the new residents who are purchasing home in this neighborhood have young children and are looking to enroll their kids in this school. I was thinking how the school system will be able to absorb this influx in demand, but I am distressfully surprised to hear that the school district seems to be considering closure of two elementary schools. I would really like to understand where the projections are coming from as they do not seem to resonate with ground reality.

Loosing even one elementary school is no light matter. The schools are a bedrock of any community. I am hoping that the school district will find a method to keep all of them and have a more innovative and

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transparent methodology for financial accountability.

Thanks
Madav

Hello Advisory and Board Members

I have been watching all the advisory meetings and wow what a joke. You guys are being forced to make a decision so fast and not all the facts are correct. Yes if you close 2 schools you will save some money but not 1 million like you say. You will need teachers more custodians and office clerks to help. Why don't you cut back the salaries of the school district employees. That will save money. But you won't and you rather see children go to new schools miss their teachers and friends. I have a 2nd grader and a Kindergarten at Lincoln and I transferred to that school because it was one of the best ones in Newark and my home school of Schilling is over crowded. Don't over crowd our schools why not put another ballot bond for us to vote and save our schools. With these times our children don't need any more change than what we have already. Thank you

Renatto Silva

Dear NUSD School Board,

I am the parent of a Kindergartener and 2nd grader at Lincoln Elementary school. I do not want to see my neighborhood school close. I intentionally asked to transfer my first child from another Newark school before Kindergarten started. I did this because of the reputation Lincoln had and I have been impressed with his education from Day 1. While it is disappointing that NUSD needs to now close 2 schools, I would like to advocate that Lincoln Elementary not be one.

Thank you,
Liz Silva

Email received from Kadhambari Seshadri

Hello,

As a new resident of Newark and neighbor of Lincoln elementary school, I was appalled when I came to know that the elementary school is being considered for closure. My kid will start her Kindergarten in this school soon and the rating was a primary reason for us considering purchasing our home in this neighborhood. So in some ways I feel this whole dialogue seems unfair and one-sided.

Most of the new residents who are purchasing home in this neighborhood have young children and are looking to enroll their kids in this school. I was thinking how the school system will be able to absorb this influx in demand, but I am distressfully surprised to hear that the school district seems to be considering closure of two elementary schools. I would really like to understand where the projections are coming from as they do not seem to resonate with ground reality.

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Thanks
Kadhambari

Email received from Abhishek Sharma

Hello,
As a new resident of Newark and neighbor of Lincoln elementary school, I was appalled when I came to know that the elementary school is being considered for closure. My kids will start there Kindergarden in this school soon and the rating was a primary reason for us considering purchasing our home in this neighborhood. So in someways I feel this whole dialogue seems unfair and onesided.

Most of the new residents who are purchasing home in this neighborhood have young children and are looking to enroll their kids in this school. I was thinking how the school system will be able to absorb this influx in demand, but I am distressfully surprised to hear that the school district seems to be considering closure of two elementary schools. I would really like to understand where the projections are coming from as they do not seem to resonate with ground reality.

Loosing even one elementary school is no light matter. The schools are a bedrock of any community. I am hoping that the school district will find a method to keep all of them and have a more innovative and transparent methodology for financial accountability.

Thanks
Abhishek

We are 35 year Newark residents and respectfully request that Lincoln School remains open. We need quality education at our doorstep, dedicated teaching staff and value that a local school brings to our properties. Thank you for your attention to this matter, Marie and Ted Saito

I am the grandparent of a 1st grader that attends Musick Elementary. He is on the autism spectrum and is in special day class. Since preschool I have noticed how much he has grown in his development and he is blossoming. He has been blossoming due to his teachers, staff, classmates and due to the consistency and structure he has at Musick. He is thriving even during the shelter in place because his teachers go the extra mile to ensure their students are engaged.

Currently, our kiddo is slowly being mainstreamed with neurotypical kids, with the hope he can spend more time in a mainstream classroom. He is familiar with most of the staff at Musick from the janitor who he says hello to every day and who knows his name, to the after school staff, teachers, older students, younger students, and administration. He provides the principal with a weather report, discusses traffic concerns with the crossing guard. This school is intimate and provides him with structure and routine and the staff and other

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families have made Musick a safe second home for our kiddo to thrive and grow in. Musick's school climate creates an atmosphere where our kiddo thrives and so do the other students. Please don't remove this safe learning environment from our community, we don't want the strides our kiddo has made to go away.

Sincerely,
Cherie Jo Patenaude

I am the grandparent of a 1st grader who attends Musick Elementary as a special needs student.

As a retired psychotherapist who has worked with special needs children, I know the importance of consistency, structure, and familiarity for these students. Oftentimes, when they are removed from this comfort zone, they fall back multiple steps.

At Musick, my grandchild is provided with the structure, routine, and a positive, caring atmosphere where students thrive and grow. Please keep this safe learning environment so our precious special needs children can keep moving successfully forward.

Sincerely,
-Margie Rademan

Email Message

Buenas Tardes!

Levanto mi Voz para apoyar y dejar saber lo Importante que es nuestra Escuela LINCOLN para nuestro vecindario y para Newark Ca.

Lincoln es una EXELENTE Escuela, eh tenido el privilegio y la Bendición de tener a mi hijo en una maravillosa Escuela que es Lincoln ya por 5 años. El Personal Escolar siempre ah sido docente dedicado, siempre con una maravillosa actitud de ayudar a los estudiantes y a nosotros como padres de familia.

Los Maestros son Extraordinarios,

Excelentes Maestros ahi en Lincoln School !

Los Maestros son Excepcionales,Dedicados a Enseñar y con una Maravillosa Actitud Siempre.

La Escuela Lincoln esta muy accesible para nuestro vecindario, me queda muy cerca de mi casa, no tengo que manejar 20 minutos para llevar a mi hijo.

Apoyo y Levanto mi VOZ para Apoyar 100% a LINCOLN SCHOOL para mantenerla aun en nuestro vecindario y en nuestra ciudad,Newark Ca. y seguir teniendo esa Maravillosa y Extraordinaria enseñanza que le dan a los estudiantes.

Yo como Padre De Familia me Orgullece decir que LINCOLN SCHOOL es una Escuela de Alta Calidad en Educación,Enseñanza para nuestros hijos.

Gracias,
Brianda Garcia

Translation

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Good Afternoon!

I raise my voice in support and to let you know how important LINCOLN is for our neighborhood and for Newark CA.

Lincoln is an EXCELLENT school. I have the privilege and blessing of having my son attend a wonderful school such as Lincoln for 5 years. The teaching staff has been dedicated and always with a wonderful attitude helping students and us parents.

The teachers are extraordinary, excellent teachers in Lincoln School!

The teachers are exceptionally dedicated to teaching and always with a wonderful attitude. LINCOLN School is very accessible in our neighborhood, it is very close to my house and I do not have to drive 20 minutes to take my child to school.

I support and raise my VOICE 100% to keep LINCOLN SCHOOL in our neighborhood and our city Newark Ca. and to keep with Wonderful and Extraordinary instructions given to our students.

As a Parent I feel Proud to say that LINCOLN SCHOOL is a High Quality in terms of Education for our children.

Thank you,
Brianda Garcia

Email sent to jcroce@newarkunified.org

I have lived in Newark for 42 years. My children were educated in Newark Schools. We bought our home in the Lincoln Community specifically because of performance and the reputation for excellence. Forty years later, our daughter and son-in-law bought their home in Newark in this same community, for the exact same reason and in the best interest of their child. The formula that has kept its overall rating so high is no coincidence. The outstanding leadership, committed staff and dedicated parent involvement continue the legacy of a place where enrichment, creativity and security are paramount. This is not the first time Lincoln has faced closure. Consider carefully property value, safe traffic conditions and long term usage considerations as part of such a serious and possibly irrevocable decision. Respectfully, Noel Doot

Email from Jose Partida

Please open and save Lincoln Elementary. It is such a good elementary school to our community. Very accessible in distance and in such a good neighborhood. My kids went to school there years ago and now my grandchildren will soon attend. Please keep Lincoln open and running!

Hello,

My name is Monica and I am a mother of one of the students that attends Lincoln Elementary.

My daughter has struggled with anxiety from a very young age, and last year we knew starting Kindergarten was going to be a challenge. However, it went much smoother than expected. I have a feeling a big part of this had to do with the teachers, staff, and campus of Lincoln.

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I also feel that this has to do with its location. My daughter feels secure knowing that her school is down the street from her home. She finds confidence in the fact that she has family so close by.

I urge you to consider the fact that Lincoln has been one of the few consistent factors in our children's lives since the pandemic began. I fear that if this school no longer exists for my daughter and the other students, it becomes yet another set back to a life turned upside down.

This year has been strange for all of us, but the excitement I saw in my daughter to just pick up her supplies at her school meant so much to her. Being able to see her school while we pass by on our bicycles, or while on a walk reinforces her confidence that she is still a part of something; that she is still a Leaping Leopard.

This school is more than just a building. It is a familiar, safe place where our children can come to learn and make lasting friendships and memories. Let us do all we can to make sure these kids will always have Lincoln to return to.

Best regards,

Monica Sanchez

Email received from Yu Zhang

Please see below for my comments:

I am a parent living near the Lincoln Elementary School. The school is one of the biggest reasons why we chose to buy the house here two years ago, so our daughter can go to Lincoln conveniently when she comes to age in a few years. We've heard great things about the school from parents of past and current students and have always enjoyed the view of the school when we take a walk over there. My daughter is always excited when I pointed the building and the large playground to her and tell her that is the school she will go to someday. Please don't take it away from us.

Thank you very much!

Best regards,
Yu

To Whom It May Concern,

I was recently notified that perhaps two elementary schools may be closed for good. I write this email hoping that H.A Snow Elementary School is not one of them. I am a former student as I attended Snow Elementary all the way from kindergarten to the sixth grade and I enjoyed all seven years! I am currently a sophomore in college. I loved and still love this elementary school so much. The staff are very sweet and caring and some even remember me to this day! They do their best to provide their students with the best education and create many social events for them to have fun at such as field trips, walk- a-tons, and movie nights. These social events create a great environment for students to make new friends and interact more with each other. They

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care to create a connection with the students to make them feel comfortable and most importantly, safe. For example, when school was in person, during drop off and pick up times in the drive thru, before and after school, the staff would make sure that each student would get into their parent/guardians car safe and sound while also greeting them or giving them a farewell. They wait with them until they get picked up. It shows how much they care for the students. They provide all the help they possibly can, giving better learning opportunities for students. The current principal, Mrs. Tomasinni, is a great person. She was my second grade teacher when I was attending Snow Elementary at the time and she always strived to help us students in class. She is someone who will absolutely do what is best for the school and supports the teachers so I am glad she is the principal. Everyone works together as a team to help themselves and their students to be the best. It takes a great staff to make a great school and one of those great schools is Snow Elementary! When you walk into Snow's campus, it's always smiles and hellos from all the faculty. Never a dull face as everyone is so positive. H.A. Snow Elementary is a great elementary school for students to obtain their education. Please do not close it down as so many more memories are yet to be made and so much more great education is yet to be given. Thank you so much!

Sincerely,
Yvette Caro

Email received from Gnyan Ramakrishna

Dear Administrators,

As a new resident of Newark and neighbor of Lincoln elementary school, I was appalled when I found out that the elementary school is being considered for closure. My son has just started his Kindergarten in this school and the quality of education and rating were the primary reasons for us considering purchasing our home in this neighborhood. So in some ways I feel this whole dialogue seems unfair and one sided.

Most of the new residents who are purchasing homes in this neighborhood have young children and are looking to enroll their kids in Lincoln elementary school. I was thinking how the school system will be able to absorb this influx in demand, but I am distressed to hear that the school district seems to be considering closure of two elementary schools. I would really like to understand where the projections are coming from as they do not seem to resonate with ground reality.

Losing even one elementary school is no light matter. Schools are a bedrock of any community. I am hoping that the school district will find a method to keep all of them and have a more innovative and transparent methodology for financial accountability. As community members, if I can be of any assistance, please do reach out to me.

Regards,
- Gnyan

Email received from Kennedy PTA

Hello,

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I have attached the Kennedy PTA meeting minutes from last September. In open discussion you will see that Bowen Zhang had discussed building new schools over a year ago. He spoke at the meeting for over an hour. The superintendent stated this is a rumor. It was stated by a current board member.

Attachment to email: Kennedy PTA minutes from 9.11.19

Hi,

I'm Neeta Vekariya, living in Newark City, California.

Our neighbourhood school is 'Lincoln Elementary School'
I have heard really good reviews of this Lincoln Elementary School, i.e. Quality education, good teaching staff. And it's just 10 minutes walking distance from my house.

Therefore, I have decided to send my 4 years old daughter to this school only next year.
Would you please consider not closing this school, as I know many other parents would also want the same.

--

Thanks and Regards,
Neeta Vekariya

Dear Consolidation Committee,

My name is Mary Alberts and I have been a Speech-Language Pathology Assistant for NUSD for 15 years. Most of my years have been spent working with the Preschool Team.

As you consider which schools to close, please remember that the preschoolers have specific requirements that must be met by the district. Whiteford was a perfect home for our preschoolers and since moving to Musick, their needs have not been optimally met.

If you were to close Musick and move the preschool program, the district would have to spend a lot of time and money (again) to get that site ready for our students.

Minimum Preschool requirements are:

At least 8 classrooms, 4 for students and 4 for specialists (Speech, OT, APE, Psych)

Bathrooms for each classroom with preschool sized toilets and sinks at their height.

Outdoor play equipment that is for 3-5 year olds and ADA compliant.

Please consider these requirements as you make your decision.

On another note,

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I have worked at most elementary sites within NUSD. All have a hardworking staff and wonderful students but Musick Elementary has proved to be the most inclusive elementary school. Musick enthusiastically embraced the preschooler students and our team into their family. The staff goes out of their way to greet and get to know our preschoolers. Accommodations are made for our students when attending activities in the multi-purpose room allowing them to join in with the whole school.

For these and many other reasons, Musick is a school worth saving.

Thank you,

Mary Alberts SLPA

Email received from Ray A

Dear Sir or Madam,

I am a parent living in the Lincoln Elementary School neighborhood. This school is one of the dominant reasons why we chose to purchase the house in Newark a couple of years ago, so my daughter can go to Lincoln conveniently when she comes to age in a few years. We've heard great things about the school from parents of current students, and even from our neighbors their kids went to Lincoln a while ago.

We enjoy the view of Lincoln Elementary School when we take a walk over there. My daughter was always excited when we pointed the building and the large playground to her and told her that is the school she will go to someday. Please do not take it away from us. Please do not drive us away from Newark.

Thank you very much!

Best regards,
Ray

Hello,

I am writing to URGE that you keep Lincoln school open. Lincoln has the highest ratings of Newark schools on GreatSchools.org. It also has the most students transfer in from out of the immediate area because of this high rating. This has a direct impact on where parents decide to move into Newark (as it did for me), and to close the highest rated school would be a mistake when trying to increase enrollment. PLEASE KEEP LINCOLN OPEN! It is a shame that schools are looked at being closed so close to the election and possible replacement of 3 of the 4 board members, and with prop 15 looming as potential possible revenue that may help to increase revenues without having to close schools. I hope that the board decides to delay the vote on the school closure due to these unknown factors.

Thank you,

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Sarah Guerra
Lincoln & NJHS parent

Email received from Michele Parr

I'm deeply saddened by the news that Lincoln Elementary School is under consideration for closure. Please don't close this school!

My granddaughter and her schoolmates love their school. I wish that sentence alone could save their school. The children have already been through enough this year due to COVID--not to mention our country's issues that are constantly talked about. How terrible it would be to uproot the children and add more stress to their lives.

Lincoln Elementary is a great school. I love that the school is nearby and convenient to very busy families--which ultimately saves time--enabling us to have more family time during the week. The teachers and staff at Lincoln are excellent, caring people. The education and support the children receive is high quality--and highly appreciated!

It's horrible that any school would need to close because of budget cuts. I'm sure this is a huge problem--this year alone must have put a huge strain the budget--but we need solutions. Please show us how we can help so we can save our schools.

Please don't close Lincoln Elementary. It is an asset to the neighbors, the people of the neighborhood and more importantly to the children. Please save Lincoln Elementary!!

Sincerely,
Michele P.
Grandmother

Dear School Consolidation Advisory Committee,

We are writing in strong support of keeping our neighborhood school, H.A. Snow Elementary School, open. We requested transfer of our daughter into Snow School for her kindergarten year due to the child care center and the location to our home. What we found was that this choice to join Snow School did not just meet our logistical needs, but rather we found ourselves a part of an incredibly supportive community for our daughter and her educational success! Our daughter has been thriving with the curriculum and educational support at Snow School. She is now in second grade and still thriving with her virtual education. We also have a 4-year-old daughter who we are excited to enroll in Snow School for kindergarten in fall 2021! Our daughters, like all our children/students throughout our community, have had so much change thrust upon them this year as a result of the global pandemic. Taking away their education community that provides them with a safe learning space, their trusted friends, and their supportive educators would add yet another stressful change they would have to overcome. Please keep our H.A. Snow Elementary School community open and available to the children in our neighborhoods!

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Sincerely,
Joella and Kevin Mesa

Email received from Yolanda Sánchez

Nusd,

Good Evening. My name is Yolanda Sánchez, a proud Blizzard Bear Parent/Alumni. I've been a Newark resident for almost 50 years. I'm a mother to 3 amazing kids that have all attended our wonderful Newark schools.

Our family was devastated to hear the news that Snow & Lincoln are possibly closing next year.

As a former Newark School student, my siblings and I first attended Schilling elementary before transferring to Snow. Our parents were able to buy their first home which is located at 6609 Mirabeau Dr directly across the street from Snow school. My mom is extremely upset about the news. She along with her neighbors do not want the school to close. Especially if it's sold for more housing development.

One of the many reasons we decided to stay and raise our kids here in Newark has been that hometown feeling. This transcends into the schools.

I can speak about the teachers at Snow they're truly an exceptional bunch. All of our 3 kids attended Snow.

Our oldest, Natalia, had Ms. Francisco (Mrs. Tomasini) in 2nd grade. She is now the current principal at Snow. Let me tell you she left a long lasting impression on her. Mrs T really enjoys working and teaching kids- she took extra time and patience to help Natalia especially since she had an issue with her speech. This left a mark on Natalia. She is now @ SJSU in her second year and she is majoring in early childhood development. You're amazing Mrs. Tomasini.

Our 2nd son also had great and amazing teachers- Mrs. Nickerson, Mrs. Baylon, Mrs. Palomino. These teachers taught him the core and the value of having a strong work ethic. He also was able to start his athletic school career at snow with Mr. Gallup. He really enjoyed playing & competing with all the other elementary schools.

Our youngest is currently in 6th grade at Snow in Mrs. Rose's class. He also has had amazing teachers . He really enjoyed his 5th grade teacher Mr. Ramírez . He talked to him about playing sports in college and getting scholarships with good grades. He really connected with him. The whole snow staff is amazing .

So it saddens me to hear the possible closure of this wonderful school and all of the wonderful staff. I ask that you come up with a different solution. If numbers are down then combine schools like BGI& BGP. PLEASE SAVE SNOW!

Dear Consolidation Committee:

As you prepare to make the decision of what school(s) to close, I thought it imperative that I make you aware of the impact the possible closing of Musick would have on our district's youngest learners.

I have been a Special Day class teacher for NUSD since 2005 and have held the Lead Preschool Teacher role for the preschool for the last three years. I worked with an amazing team and for a program that other districts sent their employees to observe when we were located at Whiteford Preschool. Then NUSD decided to close Whiteford Preschool and move it to Musick. Although I believe the district thought they were making a financially and educationally appropriate decision, they were in no way prepared for the preschool's closure and were not prepared to house our program appropriately and effectively at another site.

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Musick has done a lot to make room for us and to provide an environment for our beginning learners, but was in no way ready to support our program like the Whiteford site did. Teachers had to move classrooms and money was put into providing more appropriate space for us. Each year it is getting a little better. I cannot imagine that closing Musick and moving our preschool program again would be any different or cost effective. In fact, I think it would be worse since other sites and classrooms would be involved as well and our youngest learners would again be starting over in an environment that was not ready to support them.

Things you should know about our program before deciding whether or not to relocate us:

-Space Needed: The preschool requires a minimum of 8 rooms (4 classrooms, Occupational Therapy room, Adapted Phy Ed Room, Speech Therapy Room, Psychologist Office).

It is important to note that the second half of the year our numbers increase drastically, meaning more testing needed for initial IEPs and testing needed for transition IEPs (those transitioning to TK/K). This then means we need even more space for contracted therapists to assist with our assessments.

Since moving to Musick, we have had numerous issues with having enough space to complete testing/services needed for our students in appropriate testing conditions. Contracted employees, who the district spends a lot of money on, don't have space to test, and waste some of their time (our money) finding a place to assess students.

I can't imagine closing Musick and squishing the entire school onto another campus and still having the minimum of 8 rooms that we need to run an effective and efficient program.

-Staying together: When moving us from Whiteford, the district discussed the possibility of moving the preschool classrooms to multiple sites. This was not done for the following reasons:

If each preschool classroom was placed at a different elementary site, the site would have to still provide rooms for OT, APE, Speech and Psych. That means there would be 4 sites that would need to set aside a minimum of 5 rooms for the preschool.

It is important to be aware of our young students' needs as well. These are beginning learners; 3-5 year olds who have never been in a school environment before and who are distracted by every little thing. Having them share a space with someone else, whether it's a service provider's office space or someone else who is providing a service to another child, frequently interrupts the child's learning and makes our program less effective than it should be.

This would also add travel time to our service providers day. Many of them often work over their caseloads in back to back sessions. There is no way they would be able to add travel time to their day. The district would be required to hire more service providers to ensure all students received the appropriate number of service minutes.

Student needs: 2 preschool classrooms have students with Autism specific eligibility, where they attend a 5

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hour day, with a smaller class size. 2 preschool classrooms have students with various eligibilities who attend fewer hours and have more students in the classroom. As our students in the Autism program gain more skills, they end up splitting their time between the Autism classroom and the non-categorical classroom so they can focus on specific skills in the smaller class size but work on more social/classroom specific goals in the larger environment; preparing them for a general education environment. If you were to place the preschool classrooms at various sites we would no longer be able to provide students with the Least Restrictive Environment for all of our students, which is illegal.

Staff support: With all of the classrooms together, we are able to use our staff to support each classroom. Whether an instructional assistant or teacher is out sick and a guest was not assigned to us (oftentimes guests turn our program down because it is such a challenging role), or a child's behavior is extreme and a classroom has to be evacuated. With the program together, we are able to make sure each room is sufficiently and legally covered ratio-wise and support each other as needed.

Family centered program: If you look into what Early Childhood Special Education is, you will see "family-centered" written all over. Housing the entire program at one site makes all of the service providers, teachers and instructional assistants visible and available to parents and their children. Our entire team shows up for preschool events. Our entire team learns everything we can about each individual student. Our entire team is committed to providing a family-centered approach where we all work together to support each child and their family in the development of their skills so they can be as prepared as possible for their future in our district. Splitting up our team would dismantle our family-centered approach as availability to all team members would be drastically reduced.

Please remember, we are providing a federally mandated program, where our learners are required by law to receive a free and appropriate public education. Whatever decision you make, I implore you to ensure that you are providing these students with an optimal education with the appropriate space to make that happen. I cannot foresee that happening by closing Musick Elementary School.

Sincerely,

Alissa Bauer, Lead Early Childhood Special Education Teacher

On behalf of the Newark Unified School District Special Education Preschool Team;

Shana Keiser, Paraeducator
Penny DeCelle, Preschool Speech Therapist
Cynthia Kirk, Paraeducator
Megan McMillen, Early Childhood Special Education Teacher
Marie Gallant, Paraeducator
Mechele Bandy, Paraeducator
Janet Fejeran, Paraeducator
Thomas Bauer, Adapted Phy Ed Teacher; Preschool and Elementary
Michelle Megia, Early Childhood Special Education Teacher
Tiffany Liu, Preschool Psychologist

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Janette Luo, Early Childhood Special Education Teacher
Chau Tran, Occupational Therapist
Emily Noltemeyer, Occupational Therapist
Mary Alberts, SLPA

Email received from Ben Millerbis

I am very disturbed by the thought of closing Lincoln Elementary. Students that are uprooted from the school that they love and are comforted by a great school in their neighborhood are often assigned to a poor performing school. Closures may effect the student's achievement level. The new school may be in a gang community or a community with historical divides.
I'm this current era of confusion, division, mistrust, anxiety and hate, this is no time to further create more harm to our children.

To NUSD,

Hi my name is Darlene Reyes (Caro). I am a former student from HA Snow Elementary. I attended snow school for two years (5th-6th). I am a former and currently a parent of a student at snow school. There is still staff there that remember me when I attended snow school myself. This was many years ago. There are classmates I had then and now have their own children attending snow school as well. I have great memories and continue to see how snow staff still have a big heart for their students, just as they did when I attended regardless of there being new staff throughout the years. The staff is very caring, helpful, and understanding. They are who make snow great. They do all they can to bring a smile to the students and make them feel comfortable in school. I respect and love snow for what they've done throughout the years. As well as for their well managed pick up and drop off to keep students safe away from harms way. Snow elementary overall is a fantastic school. It would sadden many other families and I if snow were to be one of the schools to be closed. Please do not close snow school. Thank You

Sincerely,
Darlene Reyes

Email received from Candan Shee

Dear School Boards Members,

We are writing this email to express my keen interest to keep Lincoln Elementary School OPEN. Lincoln Elementary school provides high-quality education to our community and we have been eagerly waiting to register our daughter next school year. We moved here to this community because of Lincoln Elementary School. Also, we know several families waiting to register in the coming school year. Please consider keeping this school open and help our community thrive.

Best regards,

Chandan and Nabanita

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Email received from Ed Huterias

SCAC Public Comment October 22.2020 good evening I am a parent of a first grader at Snow school me and my brother went to Snow school .I live within a block of snow school there are many children in this area of Newark that need a school by them instea...

Email received from MARY JANE OLIVAREZ

Do not close Lincoln because it's convenient for grandparents who drop off and pick up kids, walking distance, safe surroundings, great staff, clean and well maintained. We don't need more housing in Newark. Don't sell us short or out!!!!Education matters!!!!

Dear SCAC,

I am writing to advocate for keeping Snow Elementary OPEN. One of the main reasons why I bought my house was because of its close proximity to Snow. My son, a first grader, loves to be able to "race" his grandma to school each morning. He is also very fond of his teachers and staff, as they are all really open and friendly with the students.

Being a very shy kid, it was difficult and took a while for him to open up to even just a few of his classmates last year. I know a new school will cause a lot of anxiety for young kids like him.

Thank you for considering,

Anne Chung

To Whom It May Concern

I am writing in regards to the discussions involving the closing of elementary schools with in Newark.

My family have been residents of Newark for more than 40 years with three generations currently living in Newark. I have spent my whole life in this great city. My husband and I were married in the bay area, we bought a home in the neighborhood that I grew up in and are now raising a family in Newark. I was educated within the Newark Unified School District first attending Kennedy Elementary, then Newark Junior High, and graduating from Newark Memorial High. We now have four children, attending Lincoln Elementary. One in 5th, 4th, 2nd grade, and our youngest in kindergarten. Our family actively support Lincoln Elementary with my mother and I volunteering in the classrooms as well as chaperoning field trips.

I was very upset when I heard that Lincoln was at the top of the list of schools being considered for closure. I firmly believe that closing any of our district's schools is not within the best interests of the community. I am writing this letter to ask for your support, and to implore you to keep Lincoln open.

Lincoln has the highest rating compared to the other schools. The staff is amazing and I love all of the teachers that my children have been fortunate enough to be under the tutelage of. I also want to point out that Lincoln has a very high parent/volunteer involvement, which includes many grandparents. The staff and volunteers have a very close, strong relationship that is focused on helping the students. If you consider

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Lincoln's performance records and active involvement from the community you should realize that Lincoln is the flagship for elementary schools within NUSD.

I think it would be huge disservice to the students, the parents, and the teachers who have devoted their time, and life to developing what Lincoln Elementary is today. Principal Perez has done an exemplarily job making Lincoln a deserving school to keep open. I believe students from nearby schools like Schilling would benefit if they were to attend Lincoln.

Sincerely,

A former student, A parent, a member of the community

Tristine Lee

Email received from Claudia T

Dear Committee Members,

Please consider keeping Musick school open. It is a great school with a wonderful staff! My daughter transferred to Musick school from a private school via IEP mid TK school year. I have had the best experience at Musick! They made the IEP process easy, quick, and stress free for my daughter. The Special Ed teacher at Musick was so wonderful, always helpful with answering my questions, and helped guide me through the process/transition during a stressful time. The IEP team has been great to work with! My daughter has now transitioned to a 1st grade Gen Ed class and that could not have happened without the incredible support of the teachers, principal, and IEP team at Musick.

Sincerely,
Claudia

To Whom it may concern,

I ask that you please keep Lincoln Elementary open. Lincoln Elementary is a beautiful school with wonderful teachers, students, and parents. It is an invaluable educational institution to the community. If Lincoln is closed it will cause distress to the students who are excited to get to school, to learn the lessons of the day provided by their favorite teachers and recess with their best friends.

It will cause hardships to the families that rely not only on the close proximity to their homes but the peace of mind that their school has a great education program with wonderful teachers and staff.

Our own Lincoln Leopard has always happily skipped to school excited to learn, to see teachers and friends. Our hearts filled with delight, as the children proudly sing their school song at the end of each day, (even when not in school just to share with friends and family.)

The inexplicable peace and joy we feel daily, as our young one brightly speaks about teachers, what they have learned that day and their friendships with fellow students, is irreplaceable.

Please keep our school open, we love Lincoln Elementary!

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Thank you for your time and consideration,
Mrs. L. Sanchez

To whom it may concern,

Hello my name is Gabriel Anguiano Jr., I would like to start off by saying to not consider E.L. Musick Elementary as one of the schools to close its doors on our children, families and or community. I would stand before you as I have done and advocated in the past to keep our schools open in several NUSD board meetings and now we share our thoughts and opinions as a family in this humbling letter. I have four children within the Newark Unified School System, 2 young teens whom already graduated from E.L. Musick School within the last 2-3 years. We have 2 children that are currently enrolled as we speak through Distance Learning, and multiple nephews and nieces, sister and brother-in-law that have attended and graduated from Musick School. One of the reasons that we moved to this neighborhood was due to the location of my home and the distance that it was from quick access to the interstate highway, grocery stores, gas stations, parks and the local restaurants that support Musick School in so many ways, cannot count how many organizations support E.L. Musick elementary school.

However, I like many other parents chose to live in the neighborhood surroundings of E.L. Musick School. Twenty-years ago when we were in the neighborhood shopping for a home, E.L. Musick Elementary School was one of our main priorities that caught our attention. That one day when we would start our own family, in which our children would be able to attend this wonderful school that still stands within the Newark community. Many of our dedicated teachers, staff and administration also live within the community and or near E.L. Musick School because it has created a sense of Family within a Family. Please, re-consider this letter as a good faith of gesture that is owed to our families that surround this wonderful school.

Thank you for taking the time to read this letter and to consider it as a voice in many households in our surrounding neighborhood.

Humbled,

#Leopard for Life

Gabriel, Lili, Destiny, GioCarlo, Jazlyn and Kaelyn Cruz Anguiano

Hello, my name is De'Angelo Reyes. I am currently a sophomore at Newark Memorial High School. I attended HA Snow Elementary from Kindergarten-3rd grade and finish my second half of 6th grade at Snow. I've been to three different elementary schools, and Snow is by far my favorite. I always felt comfortable around the staff. The staff members are very nice and caring people. Whenever I needed help, the teachers would never hesitate to help and explain things again if needed. In general, Snow has a great environment. The environment is very cozy and family-friendly. I was shocked to hear Snow could be one of the schools closed. It would sadden me if my childhood school was closed. Please do not close down Snow.

Sincerely,
De'Angelo Reyes

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Dear SCAC Committee:

I am a parent of two children that have been going through the NUSD education system since 2011. Both of my children should've attended Graham but were intra-district transfers to Snow since their Kinder years. Snow is actually closer to our home than Graham even though we are in the Graham territory. Unfortunately, it seems like both of those schools are on the chopping block. When my oldest was about to enter 7th grade I had really considered transferring him to Fremont schools. I was uneasy about the idea of one junior high and one high school but I decided to trust NUSD and kept him here, and I am glad I did.

First, I'd like to state that Snow is unique in many ways. I have noticed that it has always run lean and as efficient as possible for at least the past decade. Five or so years ago Snow voluntarily began consolidating classes and having split classes before the district and board started recommending that it was needed to the elementary school sites. The only school that I am aware of that was able to avoid it, was Kennedy because their parents raised money. Unfortunately, other school communities such as Snow are not as wealthy or able to do so. Snow has always been first to pilot new math programs and reading/writing programs, often resulting in the other elementary school teachers shadowing Snow teachers so they could roll out those programs in their schools as well. My oldest son excelled at the Junior High level because he was already familiar with the Lucy Calkins reader and writer workshops unlike many other of his classmates. Snow hosts the intermural sports such as flag football. The site not only has gardens for the children to learn hands on but there is money generated at our site from the rental on the softball fields that have hosted numerous tournaments. The cafeteria has also been rented out to a local competitive cheer team and you can find their 1st place flags flying high as many of the cheerleaders have attended there. The staff at Snow are truly exceptional and make everyone feel like they are family. They take the time to get to know the families and go above and beyond to help the students. I have noticed it more than ever during this pandemic and they truly care about making sure the students are getting the best education possible and necessary supplies to make it happen.

To have an absolute stranger using Google maps to try and convince me that a nearest school wouldn't be an inconvenience is not taken lightly and found rather insulting. In order for my fifth grader to walk to school he would have to walk on major streets, cross railroad tracks, or major intersections. Safety is a number one concern being that I have witnessed crossing guards and children being almost hit numerous times by impatient drivers or drivers that do not want to adhere to the rules of the roads. I have witnessed them driving through stop signs with no regard to pedestrians. There is a huge traffic issue with Graham and the Lafayette/Cherry intersection in the morning and afternoons with traffic from both Graham and the Junior High. To get to Kennedy the students would have to walk down Cedar and cross Newark Blvd. To get to Lincoln the students would have to cross railroad tracks to get to Bettencourt as well as deal with those drivers racing down Haley to get to the Dumbarton Bridge.

We have had a lot of families moving out of our neighborhood and many moving in. I am constantly advocating for Snow and our district but with more closures happening and the way the district has been run the past few years, I am finding it harder and harder to do so. In my opinion, making the junior into a middle school can be detrimental to the 5th graders in our district. They are already experiencing so much anxiety and stress with this pandemic and distance learning. They are looking forward to getting back to their home school and seeing their peers. They have already had to adjust so much and are not socially or emotionally ready to be thrown into a junior high setting at this time. Sixth grade teachers normally work on preparing the

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students for that transition but the 5th graders won't be getting that. Newark is a small community and I think many parents value having a junior high rather than a middle school. I think that is one thing that makes Newark stand out and desirable compared to neighboring cities. I hope you truly consider that when making your decision.

Sincerely,

Jamie Tavares

Sin Editor

**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.

mdc 10/16/20

Newark Unified School District
School Consolidation Advisory Committee

Criteria		Scoring methodology	Weighted methodology
Demographics and Capacity			
1.	School enrollment is low and projected to remain low (enrollment below 70% of capacity)	Yes=2; No=1	Highest score (8) goes to school with lowest enrollment-rank down
2.	Demographically diverse population based on the unduplicated pupil percentage	Yes=1; No=2	Highest score (8) goes to school with least diverse population-rank down
3.	Excess classroom capacity	Yes=2; No=1	Highest score (8) goes to school with most excess capacity-rank down
4.	Proximity to schools with capacity to accommodate incoming students	Yes=2; No=1	Highest score (8) goes to school with the closest three schools with the highest total available capacity-rank down
Facilities			
5.	Facilities are in good condition (based on cost of facility needs and proposed modernization/ construction projects)	Good=1; Fair=2; Poor=3	Highest score (8) goes to school with most expensive needs
6.	Modernization, construction or other projects (e.g., technology upgrades) recently completed	Yes=1; No=2	Highest score (8) goes to school with least expensive projects
7.	Unique facilities (i.e., facilities that could not be readily replicated) not found at other school sites	Yes=1; No=2	
8.	Support spaces (e.g., cafeteria, multi-purpose room, playgrounds, etc.) have sufficient capacity to meet current and projected enrollment	Yes=1; No=2	
9.	Environmental factors effect current or future use of property (e.g., earthquake faults, high speed rail, etc.)	Yes=2; No=1	
Educational/Student Support Services			
10.	District-wide programs would need to be relocated	Yes=1; No=2	
11.	District-wide programs can be relocated	Yes=2; No=1; N/A=0	
Business Services and Other/Community Impacts and Considerations			
12.	Safety concerns regarding traffic and safe routes to school if students are relocated	Yes=2; No=1	
13.	District would benefit from net savings if closed	Yes=2; No=1	Highest score (8) goes to school with most savings

		Birch Grove Primary			Birch Grove Intermediate				
		Data	Score	Weighted	Data	Score	Weighted		
(a)	2025/26 Enrollment:	457	1	3	528	1	1		
(b)	Capacity:	576			633				
(a)/(b)	Utilization Rate:	79.3%			83.4%				
(c)	Capacity (Perm):	480			580				
(a)/(c)	Utilization Rate:	95.2%			91.0%				
UPP:		41%	1	4	43%	1	3		
(b)-(a)	Excess Capacity:	119	2	3	105	2	1		
(c)-(a)	Excess Capacity (Perm):	23			52				
School 1:		BG Inter.	105	348	56.8%	BG Pri.	119	291	64.5%
School 2:		Graham ES	343			Graham ES	343		
School 3:		Musick ES	357			Musick ES	357		
Total:		805	2	4		819	2	6	
School 1 (Perm):		BG Inter.	52	224	67.1%	BG Pri.	23	124	81.0%
School 2 (Perm):		Graham ES	319			Graham ES	319		
School 3 (Perm):		Musick ES	310			Musick ES	310		
Total:		681				652			
Year built:		1966	1	4	1961		1	7	
Mod/Maint. Costs:		\$29,684,062			\$34,482,232				
5 Year Deferred Maint.:		\$2,331,600			7.9%	\$5,113,500			14.8%
Completed/ Encumbered Bond		\$2,590,913	1	7	\$3,402,694		1	2	
Unique Facilities:		Flexible class rooms	1		n/a		2		
Support Spaces:		n/a	1		Need larger office		2		
Environmental Factors:		Easement for Hetch Hetchy aqueduct	2		n/a		1		
Programs:		n/a	2		Band	1			
			0			2			
Safety Concerns:		Railroad tracks; Thornton Ave	2		Railroad tracks; congested drop-off/pick-up; Thornton Ave		2		
Net Savings:		\$617,630	2	5	\$605,074		2	4	
TOTAL			18	30			20	24	

Newark Unified School District
School Consolidation Advisory Committee

Criteria		Scoring methodology	Weighted methodology
Demographics and Capacity			
1.	School enrollment is low and projected to remain low (enrollment below 70% of capacity)	Yes=2; No=1	Highest score (8) goes to school with lowest enrollment-rank down
2.	Demographically diverse population based on the unduplicated pupil percentage	Yes=1; No=2	Highest score (8) goes to school with least diverse population-rank down
3.	Excess classroom capacity	Yes=2; No=1	Highest score (8) goes to school with most excess capacity-rank down
4.	Proximity to schools with capacity to accommodate incoming students	Yes=2; No=1	Highest score (8) goes to school with the closest three schools with the highest total available capacity-rank down
Facilities			
5.	Facilities are in good condition (based on cost of facility needs and proposed modernization/ construction projects)	Good=1; Fair=2; Poor=3	Highest score (8) goes to school with most expensive needs
6.	Modernization, construction or other projects (e.g., technology upgrades) recently completed	Yes=1; No=2	Highest score (8) goes to school with least expensive projects
7.	Unique facilities (i.e., facilities that could not be readily replicated) not found at other school sites	Yes=1; No=2	
8.	Support spaces (e.g., cafeteria, multi-purpose room, playgrounds, etc.) have sufficient capacity to meet current and projected enrollment	Yes=1; No=2	
9.	Environmental factors effect current or future use of property (e.g., earthquake faults, high speed rail, etc.)	Yes=2; No=1	
Educational/Student Support Services			
10.	District-wide programs would need to be relocated	Yes=1; No=2	
11.	District-wide programs can be relocated	Yes=2; No=1; N/A=0	
Business Services and Other/Community Impacts and Considerations			
12.	Safety concerns regarding traffic and safe routes to school if students are relocated	Yes=2; No=1	
13.	District would benefit from net savings if closed	Yes=2; No=1	Highest score (8) goes to school with most savings

		Graham ES			Kennedy ES				
		Data	Score	Weighted	Data	Score	Weighted		
(a)	2025/26 Enrollment:	385	2	5	423	1	4		
(b)	Capacity:	728			534				
(a)/(b)	Utilization Rate:	52.9%			79.2%				
(c)	Capacity (Perm):	704			432				
(a)/(c)	Utilization Rate:	54.7%			97.9%				
UPP:		66%	2	7	37%	2	5		
(b)-(a)	Excess Capacity:	343	2	7	111	2	2		
(c)-(a)	Excess Capacity (Perm):	319			9				
School 1:		Lincoln ES	120	263	59.4%	Graham ES	343		
School 2:		Schilling ES	335			Musick ES	357	470	47.4%
School 3:		Snow ES	193			Snow ES	193		
			648	2	2		893	2	8
School 1 (Perm):		Lincoln ES	48	66	85.4%	Graham ES	319	399	51.5%
School 2 (Perm):		Schilling ES	210			Musick ES	310		
School 3 (Perm):		Snow ES	193			Snow ES	193		
			451				822		
Year built:		1960	1	6	1963	1	1		
Mod/Maint. Costs:		\$31,201,074			\$26,015,714				
5 Year Deferred Maint.:		\$5,056,700			\$3,393,400			13.0%	
Completed/Encumbered Bond		\$3,176,192	1	3	\$2,759,877	1	6		
Unique Facilities:		Mini pitch	1		n/a	2			
Support Spaces:		Need larger office	2		n/a	1			
Environmental Factors:		n/a	1		n/a	1			
Educational/S									
Programs:		n/a	2		n/a	2			
			0			0			
Business Services and Other/C									
Safety Concerns:		Railroad tracks	2		Cedar Blvd	2			
Net Savings:		\$622,380	2	6	\$632,306	2	8		
TOTAL			20	36		19	34		

Newark Unified School District
School Consolidation Advisory Committee

Criteria		Scoring methodology	Weighted methodology
Demographics and Capacity			
1.	School enrollment is low and projected to remain low (enrollment below 70% of capacity)	Yes=2; No=1	Highest score (8) goes to school with lowest enrollment-rank down
2.	Demographically diverse population based on the unduplicated pupil percentage	Yes=1; No=2	Highest score (8) goes to school with least diverse population-rank down
3.	Excess classroom capacity	Yes=2; No=1	Highest score (8) goes to school with most excess capacity-rank down
4.	Proximity to schools with capacity to accommodate incoming students	Yes=2; No=1	Highest score (8) goes to school with the closest three schools with the highest total available capacity-rank down
Facilities			
5.	Facilities are in good condition (based on cost of facility needs and proposed modernization/ construction projects)	Good=1; Fair=2; Poor=3	Highest score (8) goes to school with most expensive needs
6.	Modernization, construction or other projects (e.g., technology upgrades) recently completed	Yes=1; No=2	Highest score (8) goes to school with least expensive projects
7.	Unique facilities (i.e., facilities that could not be readily replicated) not found at other school sites	Yes=1; No=2	
8.	Support spaces (e.g., cafeteria, multi-purpose room, playgrounds, etc.) have sufficient capacity to meet current and projected enrollment	Yes=1; No=2	
9.	Environmental factors effect current or future use of property (e.g., earthquake faults, high speed rail, etc.)	Yes=2; No=1	
Educational/Student Support Services			
10.	District-wide programs would need to be relocated	Yes=1; No=2	
11.	District-wide programs can be relocated	Yes=2; No=1; N/A=0	
Business Services and Other/Community Impacts and Considerations			
12.	Safety concerns regarding traffic and safe routes to school if students are relocated	Yes=2; No=1	
13.	District would benefit from net savings if closed	Yes=2; No=1	Highest score (8) goes to school with most savings

		Lincoln ES			Musick ES				
		Data	Score	Weighted	Data	Score	Weighted		
		Demographics and Capacity							
(a)	2025/26 Enrollment:	384	1	6	230	2	8		
(b)	Capacity:	504			587				
(a)/(b)	Utilization Rate:	76.2%			39.2%				
(c)	Capacity (Perm):	432			540				
(a)/(c)	Utilization Rate:	88.9%			42.6%				
UPP:		54%	1	2	64%	2	6		
(b)-(a)	Excess Capacity:	120	2	4	357	2	8		
(c)-(a)	Excess Capacity (Perm):	48			310				
School 1:		Graham ES	343	487	44.1%	BG Inter.	105	329	41.1%
School 2:		Schilling ES	335			Graham ES	343		
School 3:		Snow ES	193			Kennedy	111		
			871	2	7		559	2	1
School 1 (Perm):		Graham ES	319	338	53.2%	BG Inter.	52	150	60.5%
School 2 (Perm):		Schilling ES	210			Graham ES	319		
School 3 (Perm):		Snow ES	193			Kennedy	9		
			722				380		
Facilities									
Year built:		1965	1	2	1955		1	5	
Mod/Maint. Costs:		\$26,939,428			\$31,067,131				
5 Year Deferred Maint.:		\$4,528,000			16.8%	\$3,063,200			9.9%
Completed/Encumbered Bond		\$2,823,946	1	5	\$3,660,820		1	1	
Unique Facilities:		Classroom pod	1		Play Structure		1		
Support Spaces:		n/a	1		n/a		1		
Environmental Factors:		n/a	1		n/a		1		
Student Support Services									
Programs:		n/a	2		n/a		2		
			0				0		
Community Impacts and Considerations									
Safety Concerns:		Railroad tracks	2		Railroad tracks; Thorton Ave		2		
Net Savings:		\$629,528	2	7	\$528,412		2	2	
TOTAL			17	33			19	31	

Newark Unified School District
School Consolidation Advisory Committee

Criteria		Scoring methodology	Weighted methodology
Demographics and Capacity			
1.	School enrollment is low and projected to remain low (enrollment below 70% of capacity)	Yes=2; No=1	Highest score (8) goes to school with lowest enrollment-rank down
2.	Demographically diverse population based on the unduplicated pupil percentage	Yes=1; No=2	Highest score (8) goes to school with least diverse population-rank down
3.	Excess classroom capacity	Yes=2; No=1	Highest score (8) goes to school with most excess capacity-rank down
4.	Proximity to schools with capacity to accommodate incoming students	Yes=2; No=1	Highest score (8) goes to school with the closest three schools with the highest total available capacity-rank down
Facilities			
5.	Facilities are in good condition (based on cost of facility needs and proposed modernization/ construction projects)	Good=1; Fair=2; Poor=3	Highest score (8) goes to school with most expensive needs
6.	Modernization, construction or other projects (e.g., technology upgrades) recently completed	Yes=1; No=2	Highest score (8) goes to school with least expensive projects
7.	Unique facilities (i.e., facilities that could not be readily replicated) not found at other school sites	Yes=1; No=2	
8.	Support spaces (e.g., cafeteria, multi-purpose room, playgrounds, etc.) have sufficient capacity to meet current and projected enrollment	Yes=1; No=2	
9.	Environmental factors effect current or future use of property (e.g., earthquake faults, high speed rail, etc.)	Yes=2; No=1	
Educational/Student Support Services			
10.	District-wide programs would need to be relocated	Yes=1; No=2	
11.	District-wide programs can be relocated	Yes=2; No=1; N/A=0	
Business Services and Other/Community Impacts and Considerations			
12.	Safety concerns regarding traffic and safe routes to school if students are relocated	Yes=2; No=1	
13.	District would benefit from net savings if closed	Yes=2; No=1	Highest score (8) goes to school with most savings

		Schilling ES			Snow ES				
		Data	Score	Weighted	Data	Score	Weighted		
(a)	2025/26 Enrollment:	514	2	2	303	2	7		
(b)	Capacity:	849			496				
(a)/(b)	Utilization Rate:	60.5%			61.1%				
(c)	Capacity (Perm):	724			496				
(a)/(c)	Utilization Rate:	71.0%			61.1%				
UPP:		73%	2	8	52%	1	1		
(b)-(a)	Excess Capacity:	335	2	6	193	2	5		
(c)-(a)	Excess Capacity (Perm):	210			193				
School 1:		Graham ES	343	142	78.4%	Graham ES	343	508	37.4%
School 2:		Lincoln ES	120			Kennedy ES	111		
School 3:		Snow ES	193			Lincoln ES	357		
			656	2	3		811	2	5
School 1 (Perm):		Graham ES	319	46	91.8%	Graham ES	319	73	80.6%
School 2 (Perm):		Lincoln ES	48			Kennedy ES	9		
School 3 (Perm):		Snow ES	193			Lincoln ES	48		
			560				376		
Year built:		1959	1	8	1960	1	3		
Mod/Maint. Costs:		\$38,396,588			\$27,253,903				
5 Year Deferred Maint.:		\$3,495,500			\$4,843,000			17.8%	
Completed/Encumbered Bond		\$3,052,982	1	4	\$2,073,095	1	8		
Unique Facilities:		Classroom pod Mini pitch	1		n/a	2			
Support Spaces:		n/a	1		Need larger office	2			
Environmental Factors:		n/a	1		n/a	1			
Programs:		n/a	2		n/a	2			
			0			0			
Safety Concerns:		Railroad tracks	2		Railroad tracks Cedar Boulevard	2			
Net Savings:		\$547,283	2	3	\$503,949	2	1		
TOTAL			19	34		20	30		

Newark Unified School District
School Consolidation Advisory Committee

Criteria		Scoring methodology	Weighted methodology
Demographics and Capacity			
1.	School enrollment is low and projected to remain low (enrollment below 70% of capacity)	Yes=2; No=1	Highest score (8) goes to school with lowest enrollment-rank down
2.	Demographically diverse population based on the unduplicated pupil percentage	Yes=1; No=2	Highest score (8) goes to school with least diverse population-rank down
3.	Excess classroom capacity	Yes=2; No=1	Highest score (8) goes to school with most excess capacity-rank down
4.	Proximity to schools with capacity to accommodate incoming students	Yes=2; No=1	Highest score (8) goes to school with the closest three schools with the highest total available capacity-rank down
Facilities			
5.	Facilities are in good condition (based on cost of facility needs and proposed modernization/ construction projects)	Good=1; Fair=2; Poor=3	Highest score (8) goes to school with most expensive needs
6.	Modernization, construction or other projects (e.g., technology upgrades) recently completed	Yes=1; No=2	Highest score (8) goes to school with least expensive projects
7.	Unique facilities (i.e., facilities that could not be readily replicated) not found at other school sites	Yes=1; No=2	
8.	Support spaces (e.g., cafeteria, multi-purpose room, playgrounds, etc.) have sufficient capacity to meet current and projected enrollment	Yes=1; No=2	
9.	Environmental factors effect current or future use of property (e.g., earthquake faults, high speed rail, etc.)	Yes=2; No=1	
Educational/Student Support Services			
10.	District-wide programs would need to be relocated	Yes=1; No=2	
11.	District-wide programs can be relocated	Yes=2; No=1; N/A=0	
Business Services and Other/Community Impacts and Considerations			
12.	Safety concerns regarding traffic and safe routes to school if students are relocated	Yes=2; No=1	
13.	District would benefit from net savings if closed	Yes=2; No=1	Highest score (8) goes to school with most savings

		MacGregor Alternative		Newark JHS
		Data		Data
(a)	2025/26 Enrollment:	84		849
(b)	Capacity:	460		1,366
(a)/(b)	Utilization Rate:			62.2%
(c)	Capacity (Perm):	460		1,263
(a)/(c)	Utilization Rate:			67.2%
UPP:				
(b)-(a)	Excess Capacity:			517
(c)-(a)	Excess Capacity (Perm):	376		414
School 1:				
School 2:				
School 3:				
School 1 (Perm):				
School 2 (Perm):				
School 3 (Perm):				
Year built:		1960		
Mod/Maint. Costs:		\$34,309,276		
5 Year Deferred Maint.:		\$7,632,200	22.2%	
Completed/ Encumbered Bond		\$6,699,785		
Unique Facilities:		Science, culinary arts, etc.		
Support Spaces:				
Environmental Factors:				
Programs:				
Safety Concerns:				
Net Savings:		\$278,621		
TOTAL				

Meeting 7: October 29, 2020

Sin Editar

NEWARK UNIFIED SCHOOL DISTRICT
SCHOOL CONSOLIDATION ADVISORY COMMITTEE



Thursday, October 29, 2020
6:00 PM

Join via Zoom Link

<https://us02web.zoom.us/j/86897180748>

Join Zoom Webinar (translation available) or [Watch Live via You Tube](#)

AGENDA

- A. Call to Order
- B. Roll Call
- C. Superintendent's Welcome
- D. Visitor/Public Comments

How to Submit Comments for Zoom Meeting:

- In order to be read aloud to the Board Appointed School Consolidation Advisory Committee (SCAC) panel during the meeting, comments must be received by 1:00 PM the day of the scheduled SCAC Meeting.
- Email comment items to **scacpubliccomment@newarkunified.org**. Please put in the subject line: SCAC PUBLIC COMMENT OCTOBER 29, 2020
- During the meeting, comments will be read aloud by Jodi Croce, NUSD Administrative Assistant and they will be added to the meeting minutes. All comments will be limited and timed to three (3) minutes. Public comments will be read, in the order received, for a maximum of 20 minutes. All comments will be added to the minutes.
- As with in-person meetings, the Committee respects the right of the public to comment on Committee matters. The content of messages should be civil and appropriate for a public meeting of a school district governing board committee.
- State law prohibits Committee members from taking any action on or discussing items that are not on the posted agenda.

- E. Approval of October 22, 2020 minutes (Action Item)
- F. Committee Recommendations (45 minutes) (Action Item)
- G. Review Draft Report and Seek Input (Discussion)
- H. Get Delegated Approval to Edit Draft Report and Finalize (Action Item)
- I. Next Step
 - Board Meeting November 5, 2020
- J. Adjournment (Action Item)

DRAFT MINUTES OF THE
SCHOOL CONSOLIDATION ADVISORY COMMITTEE (SCAC)
Newark Unified School District

October 29, 2020-6:00 PM held virtually via Zoom

A. Call to Order	The meeting was called to order at 6:00 PM by Chair Martinez.
B. Roll Call	<p>Members of the Committee Attendees</p> <p>Chae Marshall, Vilma Cristina Mendoza, Rachel Bloom, Sue Eustice, Janet Crocker, Hamilton Baylon, Veronica Medina, Selene Nevarez, Angela Ringlein, Maria Ibarra, Cathreene Ingham-Watters, Christine Dix, Michelle Padilla</p> <p>Mark Triplett, Ed.D., Superintendent Elisa Martinez, President NUSD School Board Phuong Nguyen, Member NUSD School Board</p> <p>Absent None</p>
C. Superintendent's Welcome	Dr. Triplett welcomed the committee.
D. Visitor/Public Comment	Some of the public comments received via email were read aloud. (All public comments are included below as part of the minutes.)
E. Approval of October 22, 2020 Minutes	<p>Motion to approve minutes</p> <p>Motion: Ingham-Watters Second: Baylon Vote Yes: Marshall, Mendoza, Bloom, Eustice, Crocker, Baylon, Medina, Nevarez, Ringlein, Ibarra, Ingham-Watters, Dix, Padilla No: 0 Abstain: 0</p>
F. Committee Recommendations	<p>Brianna García, Director, School Services of California</p> <p>Committee members were asked to vote for 4 school sites to recommend for closure. 12 members voted for 4 sites, 1 member voted for 1. The total votes:</p> <p>Snow: 11 Graham: 10 Lincoln: 9 Musick: 8 Kennedy: 7 Schilling: 3 BGI: 1 BGP: 0</p> <p>By consensus, the committee requested that the 1 committee member who only voted</p>

DRAFT MINUTES OF THE
SCHOOL CONSOLIDATION ADVISORY COMMITTEE (SCAC)
Newark Unified School District

October 29, 2020-6:00 PM held virtually via Zoom

	<p>for 1 school site either identify 3 more school sites, or abstain from participating in the voting activity. The committee member chose to abstain. New total votes:</p> <p>Snow: 10 Graham: 10 Lincoln: 9 Musick: 8 Kennedy: 7 Schilling: 3 BGI: 1 BGP: 0</p> <p>There was a correction of Committee Member Medina's vote. After the correction the total votes:</p> <p>Snow: 10 Graham: 11 Lincoln: 8 Musick: 7 Kennedy: 7 Schilling: 4 BGI: 1 BGP: 0</p> <p>Motion made: The SCAC recommends to the Board four schools, which are Graham, Lincoln & Snow, with a tie for Kennedy and Musick.</p> <p>Motion: Padilla Second: Marshall Vote Yes: Mendoza, Crocker, Ingham-Watters, Padilla, Marshall, Nevarez No: Ibarra, Dix, Medina Abstain: Ringlein, Baylon, Bloom, Eustice</p> <p>Chair Martinez declared the motion carries Vice Chair Nguyen requested the votes be verified prior to going to the Board</p>
Motion to Extend the meeting until 8:30 PM	<p>Motion to extend the meeting to 8:30 PM</p> <p>Motion: Padilla Second: Ibarra Vote Yes: Ibarra, Dix, Marshall, Crocker, Ingham-Watters, Medina, Padilla, Mendoza, Bloom, Nevarez, Eustice No: Baylon, Ringlein Abstain: 0</p>
G. Review Draft Report and Seek	<p>Brianna García, Director, School Services of California began review of the draft report.</p>

DRAFT MINUTES OF THE
SCHOOL CONSOLIDATION ADVISORY COMMITTEE (SCAC)
Newark Unified School District

October 29, 2020-6:00 PM held virtually via Zoom

Input	<p>Ms. Gutierrez interrupted Ms. Garcia during the report review. She had to review parliamentary rules and she stated we may need to take a new vote. She explained:</p> <p style="padding-left: 40px;">This is a 13 member committee and there was a 6 yes vote. The committee would have to agree to a special rule/agreement to accept this vote. Otherwise the committee would have to pass by simple majority, which is 7 votes, or a revote would need to be taken.</p> <p>Previous motion failed due to not reaching the simple majority.</p> <p>Dix asked that since we are going to take a revote, could the committee please vote for their top 2 recommended schools.</p> <p>Chair Martinez clarified that the original votes would continue to be the recommendation for the 4 schools and there would be another vote for the top 2 schools.</p> <p>Vice Chair Nguyen stated the vote for the top 2 schools, would be additional data for the Board.</p> <p>Ms. Gutierrez explained that there would be a new vote for the 4 schools and the top 2 schools.</p> <p>Ms. Garcia reminded the committee that the top 4 schools previously voted on are: Graham, Lincoln, Snow, with a tie for Kennedy and Musick.</p> <p>Committee members were asked to vote for their top 2 school sites to recommend for closure. The total votes:</p> <p style="padding-left: 40px;">Snow: 4 Graham: 9 Lincoln: 4 Musick: 5 Kennedy: 2 Schilling: 2 BGI: 0 BGP: 0</p> <p>Superintendent Triplett asked that the spreadsheet be shared on the screen and requested committee members to confirm their votes.</p> <p>New Motion made: The SCAC recommends to the Board the top four schools, which are Graham, Lincoln, Snow, with a tie for Kennedy and Musick with the top two ranking schools as Graham and Musick.</p> <p style="padding-left: 40px;">Motion: Crocker Second: Padilla</p>
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DRAFT MINUTES OF THE
SCHOOL CONSOLIDATION ADVISORY COMMITTEE (SCAC)
Newark Unified School District

October 29, 2020-6:00 PM held virtually via Zoom

	<p>Vote Yes: Crocker, Marshall, Padilla, Baylon, Ibarra, Dix, Ingham-Watters, Mendoza, Eustice No: Ringlein, Nevarez, Medina Abstain: Bloom</p> <p>Brianna García, Director, School Services of California restarted the review of the draft report.</p> <ul style="list-style-type: none"> • Committee Member Medina requested that a note be added regarding the preschool numbers not being included in the numbers. • Committee Member Ibarra requested a note about the four schools that have the SEAL program • Committee Member Crocker requested clarification about moving the 6th graders to NJHS. The draft report reads the committee recommends the 6th graders be moved. Her recollection was that the committee recommends the Board address moving the 6th graders. Ms. Garcia will review the recording of the meeting to be sure the report is accurate.
H. Get Delegated Approval to Edit Draft Report and Finalize	<p>Motion to give Ms. Garcia delegated authority to edit Draft Report with edits noted and finish writing the final section and draft a final report to present to the Board on November 5.</p> <p>Motion: Crocker Second: Ingham-Watters Vote Yes: Padilla, Ibarra, Marshall, Baylon, Crocker, Ingham-Watters, Mendoza, Dix, Nevarez, Medina No: Bloom, Ringlein, Eusitce Abstain: 0</p>
I. Next Step	Board meeting November 5, 2020.
J. Adjournment	<p>Motion to adjourn Motion: Dix Second: Marshall Vote Yes: Medina, Bloom, Eustice, Ibarra, Baylon, Dix, Ingham-Watters, Marshall, Padilla, Ringlein, Crocker, Mendoza, Nevarez No: 0</p> <p>Meeting Adjourned 8:25 PM</p>
Other Attendees	<p>District Personnel Attendees Marie dela Cruz, Chief Business Official Jessica Saavedra, Executive Director of Human Resources</p>

DRAFT MINUTES OF THE
SCHOOL CONSOLIDATION ADVISORY COMMITTEE (SCAC)
Newark Unified School District

October 29, 2020-6:00 PM held virtually via Zoom

	<p>Lucia Gutierrez, Executive Assistant to Superintendent David Mellons, IT Technician Jodi Croce, Business Services Administrative Assistant</p> <p>Other Attendees Facilitator: Brianna Garcia, Director, School Services of California Gilma Guevara, Spanish Translator</p>
Visitor/Public Comment	
<p>Hello,</p> <p>I wanted to write in support of keeping Lincoln Elementary open in regards to any proposed school closings in the district. We chose to purchase our home in Lincoln's district in 2015 because the location was close to a school that seemed to be performing well and getting recognition. Our daughter will be entering Kindergarten in fall 2021 and our son in fall 2023 so we have a great interest in the school remaining open as we live 1 block away. We want to support public schools and they cannot improve if children continue going to private schools, which is what we will have to choose if remaining public options end up being too far away.</p> <p>If the closure is due to covid-related attendance/registration drops, I'm more than willing to help lobby the state government for aid to support the schools through this time as I'm sure attendance will pick up once there is a vaccine and more stability.</p> <p>Thank you, Laurie & Abhinab Ray Newark resident</p>	
<p>Hello,</p> <p>I heard that due to budget reasons a couple of schools in the Newark School district will be closed. I am writing to you to plead that the Lincoln Elementary School not be closed, as it is one of the best schools in the Newark area. Its one of those schools which is improving and among the better Newark schools.</p> <p>Lincoln Elementary has a dedicated and quality staff and very easily accessible. It is also playing a major role in improving property values in Newark due to its high rank.</p> <p>While it is a hard decision to make and to choose one over the other, keeping the higher ranked school will benefit all of us and Newark in general.</p> <p>Please look into this and help us save the Lincoln Elementary school.</p> <p>Thank you, Parikshit Karnik Newark Resident</p>	
<p>Hi,</p>	

DRAFT MINUTES OF THE
SCHOOL CONSOLIDATION ADVISORY COMMITTEE (SCAC)
Newark Unified School District

October 29, 2020-6:00 PM held virtually via Zoom

This email is regarding the close down of 2 schools next year. Lincoln Elementary School is a really significant part of our community here in Newark. It provides best in class education very close to where we live and it has been a key driver why we got a home close to the school. The staff members and teachers are friendly and dedicated to our community's growth. Closing down Lincoln Elementary School, would be a big loss to the kids, teachers and most importantly it will slow down the development of the community in a significant way. I hope you'd consider my thoughts when you do decide the future of our beloved neighborhood school.

Thanks and Regards,
Sohin V. Savla

Hello,

I heard that due to budget reasons a couple of schools in the Newark School district will be closed. I am writing to you to plead that the Lincoln Elementary School not be closed, as it is one of the best schools in the Newark area. It's one of those schools which is improving and among the better Newark schools.

Lincoln Elementary has a dedicated and quality staff and very easily accessible. It is also playing a major role in improving property values in Newark due to its high rank.

While it is a hard decision to make and to choose one over the other, keeping the higher ranked school will benefit all of us and Newark in general.

Please look into this and help us save the Lincoln Elementary school.

Thank you,
Tanvi Naik
Newark Resident

I'm a Mother of two students who currently attend snow elementary 6th grade and kindergarten, as well a wife to who's husband attended snow elementary. Snow is and has been a great school, i have had a great experience probably one of the best i have no complaints. From the teachers and the staff. They are all nice , caring and very helpful. Not to mention the extra help my oldest son had during his younger years at snow. All the teachers even though they didn't specialized in special needs i felt like they understood me as a parent and made it so easy for me and my son. They were very welcoming from the beginning and that made my son comfortable. They honestly helped him so much i can't thank them enough!!! Please do not close Snow elementary!!!!

sincerely,
Maria Caro

Hi ,
We need to have our Lincoln school open.
We need it to have our kids with good teachers and education. Lincoln is our school, please keep our school open.

Thank you,

DRAFT MINUTES OF THE
SCHOOL CONSOLIDATION ADVISORY COMMITTEE (SCAC)
Newark Unified School District

October 29, 2020-6:00 PM held virtually via Zoom

Verónica Marez

To the Newark Unified School District Decision board.

Lincoln elementary is an excellent school and we should not consider closing it down.

I'm shocked by hearing the news of Lincoln elementary school being on the list of closure, it being one of the best rated schools in Newark. I do Not see a point in residing in this city and sending my Child to a badly rated school, which private school is a far away choice for me. One basic thing I would like to give my child is quality education and I will not allow this great school to close down.

I am sending my daughter to Lincoln Elementary and she is at Kindergarten level and she will Be disheartened to know that the school Will be no more.

I strictly discourage this decision and wish the board to not proceed in this direction. By closing other badly rated schools everyone will be benefitted by the good quality education in Lincoln Elementary.

Closing Lincoln Elementary will force the house prices to fall and the whole Community Will be at loss, while other homes being included in this school zone will only improve their home ratings.

I request the board to consider the residents choice and let Lincoln do it's Magic to the kids on this neighborhood.

As a new resident of Newark and neighbor of Lincoln elementary school, I was appalled when I can to know that the elementary school is being considered for closure. My son has just started his Kindergarten in this school and the rating was a primary reason for us considering purchasing our home in this neighborhood. So in someways I feel this whole dialogue seems unfair and onesided.

Loosing even one elementary school is no light matter. The schools are a bedrock of any community. I am hoping that the school district will find a method to keep all of them and have a more innovative and transparent methodology

Warm Regards,
Ramya

Dear Consolidation Committee:

As you prepare to make the decision of what school(s) to close, I thought it imperative that I make you aware of the impact the possible closing of Musick would have on our district's youngest learners.

I have been a Special Day class teacher for NUSD since 2005 and have held the Lead Preschool Teacher role for the preschool for the last three years. I worked with an amazing team and for a program that other districts sent their employees to observe when we were located at Whiteford Preschool. Then NUSD decided to close Whiteford Preschool and move it to Musick. Although I believe the district thought they were making a

**DRAFT MINUTES OF THE
SCHOOL CONSOLIDATION ADVISORY COMMITTEE (SCAC)**
Newark Unified School District

October 29, 2020-6:00 PM held virtually via Zoom

financially and educationally appropriate decision, they were in no way prepared for the preschool's closure and were not prepared to house our program appropriately and effectively at another site.

Musick has done a lot to make room for us and to provide an environment for our beginning learners, but was in no way ready to support our program like the Whiteford site did. Teachers had to move classrooms and money was put into providing more appropriate space for us. Each year it is getting a little better. I cannot imagine that closing Musick and moving our preschool program again would be any different or cost effective. In fact, I think it would be worse since other sites and classrooms would be involved as well and our youngest learners would again be starting over in an environment that was not ready to support them.

Things you should know about our program before deciding whether or not to relocate us:

-Space Needed: The preschool requires a minimum of 8 rooms (4 classrooms, Occupational Therapy room, Adapted Phy Ed Room, Speech Therapy Room, Psychologist Office).

It is important to note that the second half of the year our numbers increase drastically, meaning more testing needed for initial IEPs and testing needed for transition IEPs (those transitioning to TK/K). This then means we need even more space for contracted therapists to assist with our assessments.

Since moving to Musick, we have had numerous issues with having enough space to complete testing/services needed for our students in appropriate testing conditions. Contracted employees, who the district spends a lot of money on, don't have space to test, and waste some of their time (our money) finding a place to assess students.

I can't imagine closing Musick and squishing the entire school onto another campus and still having the minimum of 8 rooms that we need to run an effective and efficient program.

-Staying together: When moving us from Whiteford, the district discussed the possibility of moving the preschool classrooms to multiple sites. This was not done for the following reasons:

If each preschool classroom was placed at a different elementary site, the site would have to still provide rooms for OT, APE, Speech and Psych. That means there would be 4 sites that would need to set aside a minimum of 5 rooms for the preschool.

It is important to be aware of our young students' needs as well. These are beginning learners; 3-5 year olds who have never been in a school environment before and who are distracted by every little thing. Having them share a space with someone else, whether it's a service provider's office space or someone else who is providing a service to another child, frequently interrupts the child's learning and makes our program less effective than it should be.

This would also add travel time to our service providers day. Many of them often work over their caseloads in back to back sessions. There is no way they would be able to add travel time to their day. The district would be required to hire more service providers to ensure all students received the appropriate number of service minutes.

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Student needs: 2 preschool classrooms have students with Autism specific eligibility, where they attend a 5 hour day, with a smaller class size. 2 preschool classrooms have students with various eligibilities who attend fewer hours and have more students in the classroom. As our students in the Autism program gain more skills, they end up splitting their time between the Autism classroom and the non-categorical classroom so they can focus on specific skills in the smaller class size but work on more social/classroom specific goals in the larger environment; preparing them for a general education environment. If you were to place the preschool classrooms at various sites we would no longer be able to provide students with the Least Restrictive Environment for all of our students, which is illegal.

Staff support: With all of the classrooms together, we are able to use our staff to support each classroom. Whether an instructional assistant or teacher is out sick and a guest was not assigned to us (oftentimes guests turn our program down because it is such a challenging role), or a child's behavior is extreme and a classroom has to be evacuated. With the program together, we are able to make sure each room is sufficiently and legally covered ratio-wise and support each other as needed.

Family centered program: If you look into what Early Childhood Special Education is, you will see "family-centered" written all over. Housing the entire program at one site makes all of the service providers, teachers and instructional assistants visible and available to parents and their children. Our entire team shows up for preschool events. Our entire team learns everything we can about each individual student. Our entire team is committed to providing a family-centered approach where we all work together to support each child and their family in the development of their skills so they can be as prepared as possible for their future in our district. Splitting up our team would dismantle our family-centered approach as availability to all team members would be drastically reduced.

Please remember, we are providing a federally mandated program, where our learners are required by law to receive a free and appropriate public education. Whatever decision you make, I implore you to ensure that you are providing these students with an optimal education with the appropriate space to make that happen. I cannot foresee that happening by closing Musick Elementary School.

Sincerely,

Alissa Bauer, Lead Early Childhood Special Education Teacher

On behalf of the Newark Unified School District Special Education Preschool Team;

Shana Keiser, Paraeducator

Penny DeCelle, Preschool Speech Therapist

Cynthia Kirk, Paraeducator

Megan McMillen, Early Childhood Special Education Teacher

Marie Gallant, Paraeducator

Mechele Bandy, Paraeducator

Janet Fejeran, Paraeducator

Thomas Bauer, Adapted Phy Ed Teacher; Preschool and Elementary

Michelle Megia, Early Childhood Special Education Teacher

Tiffany Liu, Preschool Psychologist

Janette Luo, Early Childhood Special Education Teacher

Chau Tran, Occupational Therapist

Emily Noltemeyer, Occupational Therapist

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Mary Alberts, SLPA
Angeline Fernandes, Occupational Therapist

Hello,

I am writing to URGE that you keep Lincoln school open. Lincoln has the highest ratings of Newark schools on GreatSchools.org. And as you have seen from the provided data, it also has the most students transferring in from out of the immediate area because of this high rating. This has a direct impact on whether and where parents decide to move into Newark (as it did for me), and to close the highest rated school would be a mistake when trying to increase enrollment. PLEASE KEEP LINCOLN OPEN! On another note, I wish that the board would delay the vote about school closures since we are so close to the election, 4 board seats are up for election, and with prop 15 looming as potential possible revenue that may help to increase revenues without having to close schools. I hope that the board ultimately decides to delay the vote on the school closure due to these unknown factors.

Thank you,

Sarah Guerra
Lincoln & NJHS parent

Hello Committee Members,

All three of my children go to Lincoln Elementary and this site is one of community and growth. There is a spirit and joy at Lincoln that I have not seen at any other site I have visited or taught at before. Lincoln is a school that people from all over the district have asked to transfer to and the test scores (when there are test scores) compete with the best schools around the bay. In fact, currently, Lincoln has the highest score of all of the Newark elementary schools according to "Greatschools.org." Lincoln is sought after and therefore should be off the proverbial chopping block. I love Lincoln but more importantly my kids love Lincoln and we do not want it closed.

Kind Regards,

Angela Silvera

Dear Consolidation Committee,

My name is Mary Alberts and I have been a Speech-Language Pathology Assistant for NUSD for 15 years. Most of my years have been spent working with the Preschool Team.

As you consider which schools to close, please remember that the preschoolers have specific requirements that must be met by the district. Whiteford was a perfect home for our preschoolers and since moving to Musick, their needs have not been optimally met.

If you were to close Musick and move the preschool program, the district would have to spend a lot of time and money (again) to get that site ready for our students.

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Minimum Preschool requirements are:

At least 8 classrooms, 4 for students and 4 for specialists (Speech, OT, APE, Psych)

Bathrooms for each classroom with preschool sized toilets and sinks at their height.

Outdoor play equipment that is for 3-5 year olds and ADA compliant.

Please consider these requirements as you make your decision.

On another note,

I have worked at most elementary sites within NUSD. All have a hardworking staff and wonderful students but Musick Elementary has proved to be the most inclusive elementary school. Musick enthusiastically embraced the preschooler students and our team into their family. The staff goes out of their way to greet and get to know our preschoolers. Accommodations are made for our students when attending activities in the multi-purpose room allowing them to join in with the whole school.

For these and many other reasons, Musick is a school worth saving.

Thank you,

Mary Alberts SLPA

Hi,

My name is Student 1 and I am a first grader at Lincoln. Please don't close Lincoln. I love it especially my teachers: Mrs. Alcott, Mrs. LaPorte, and Miss Liston. They make learning fun! So please don't close my school.

From,

Student 1

(age 6, almost age 7)

Hello, I am writing on behalf of Musick Elementary for the second time. I can not express my anger and hurt that Musick School would even be in for consideration for consolidation. I've said this previously that the children and families of Musick should not suffer because the school district can not control their budgets. This is outrageous and Musick can not be closed. Keep Musick open if not only for the families but these children who have gone through enough this year!

Sabrina Dalton

To Whom It May Concern,

Please read this letter out loud at your next meeting.

I understand the need for school closures on account of budget shortfall, although I wish we hadn't so poorly managed our funds to put us in these straits.

My twins attend Lincoln Elementary in 3rd grade. We are zoned for Graham, but we transferred to Lincoln at

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the start of kindergarten because we admired their balance of diversity, and when I toured the school, I was impressed with the quality of their teachers and principal.

One of my twins is autistic. When he was starting school, his primary deficit was social. Now he has a strong social network, and several close friends. If Lincoln was to close, and my twins change schools, it could have a serious deleterious affect on his social skills.

Furthermore, I want to point out that Lincoln has high enrollment and a large student body compared to some other schools in the district. It seems to me that if you choose to close Lincoln, you will disrupt far more kids and families than you would if you closed the lowest enrollment schools.

Lastly, Lincoln has a very strong parent fundraising committee, called PALS (Parents and Lincoln Staff). We raise thousands each year for the benefit of the students and staff, because we have a lot of pride and care in our school, teachers, and staff.

Please do not close Lincoln Elementary.
—Jennifer Mitchell

To Whom It May Concern,

My family has become aware that NUSD has voted to close 2 schools, and that Lincoln Elementary could possibly be one of those. We are disappointed that any schools will be closed, as neighborhood schools are convenient for families and being able to walk to and from provide health benefits for the children. As pertains to Lincoln specifically, it's a very successful school for the district and dispersing successful teachers will have negative effects on the future success of the students and overall performance of the district. On a more personal level, we *love* Lincoln! Our oldest has been there for 5 years and we have been continually struck by the school spirit and sacrifice by the parents, teachers, and other staff for the school. Everyone truly pulls together for the students. We would be heartbroken to not only lose our neighborhood school, but also, the Lincoln community.

Please do not close our school!

Sincerely,
Michelle and Roy Pollock
Lincoln Parents

Hello Sir/Madam,

This is regarding the closure of Lincoln Elementary school notice that we got in our mail box recently.

Let me introduce myself, I am Shreekanta Pradhan, one of the residents living near the Lincoln school. I bought this house becoz of this school's good ratings and have plans to send my son in upcoming years. We are paying tens of thousands in taxes (property tax and others) and school is one of the important parts of the community. Closing it down will ruin the future of our kids.

I am requesting you all to reconsider this decision for the sake of our kids and their future.

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Thanks
Shreekanta Pradhan
Sriyanka Panigrahi

Email received from Sheryl Buck

To Newark School Board,

First of all, I completely disagree on this proposal of closing schools, it is very unfortunate that it has come to this. But if this plan does go through, Lincoln Elementary School shouldn't be one of the schools to close. Lincoln Elementary is a good school. The teachers are great even with this Covid-19 Pandemic. I am amazed at how they tackle distance learning. I could see that the teachers at Lincoln are working tirelessly everyday to make sure that the students get all the information they need to progress. We bought our house because it was conveniently close to Lincoln Elementary school and it has been rated as one of the best elementary schools in the area. Since my son started school at Lincoln Elementary, he would always say "I love my school, I don't want to move anywhere" and for that reason alone, I urge you not to close Lincoln Elementary School.

Hoping for your consideration,
Sheryl B - Parent at Lincoln Elementary School

To whom it may concern,

I am writing this to voice my opinion and concern on the closing of two Newark schools. Lincoln School is a staple of this community and neighborhood and SHOULD NOT be closed down. It has always been one of the top rated schools in the city and has dedicated teachers and staff who show passion for teaching and guidance for our youth. With it being a top rated school it also keeps up the property value in our neighborhoods. So many of our families find it convenient that we have such a great school within our boundary that is very accessible. It also serves as a practice location for our local youth sports programs. Please do not close this school down, it means too much to this neighborhood.
Thank you for your time.

Sincerely,
Edward Torres

Newark Unified Board members,

I wish to let you know that I do not wish to have Lincoln elementary school closed. Lincoln elementary is a community and neighborhood focal point and important to the families and neighbors of the Lincoln attendance area. I encourage you to not close Lincoln school.

Sandra Hughes
Lincoln attendance area.

Email received from Cherie Jo Patenaude

I am the grandparent of a 1st grader that attends Musick Elementary. He is on the autism spectrum and is in

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special day class. Since preschool I have noticed how much he has grown in his development and he is blossoming. He has been blossoming due to his teachers, staff, classmates and due to the consistency and structure he has at Musick. He is thriving even during the shelter in place because his teachers go the extra mile to ensure their students are engaged.

Currently, our kiddo is slowly being mainstreamed with neurotypical kids, with the hope he can spend more time in a mainstream classroom. He is familiar with most of the staff at Musick from the janitor who he says hello to every day and who knows his name, to the after school staff, teachers, older students, younger students, and administration. He provides the principal with a weather report, discusses traffic concerns with the crossing guard. This school is intimate and provides him with structure and routine and the staff and other families have made Musick a safe second home for our kiddo to thrive and grow in. Musick's school climate creates an atmosphere where our kiddo thrives and so do the other students. Please don't remove this safe learning environment from our community, we don't want the strides our kiddo has made to go away.

Dear SCAC,

Hello, my name is Student 2, I am a 5th grade student at Musick Elementary School. I have attended Musick since I was 4 years old, Musick has been my second family for a LONG time. If you close down Musick Elementary School, you are tearing up an ohana. And ohana means family, and family means nobody gets left behind or forgotten, even split up. So, just because the number of students at Musick are small, it doesn't mean you have to split us up. If you split us up, imagine how many children's hearts have been broken. If you closed Musick, we all have to start over, and if you really did close Musick, imagine how many angry students and parents you will have, tearing up our family is something that will never be forgotten. Even Ephraim L. Musick wouldn't even want that! And to think that Musick is a small school and it should close, rethink about that. Our hearts are loud and clear, also our pride. The pride us students have is what has been bringing us together. We are using our voices and showing pride for our school. Musick's bond is special and inseparable- it CANNOT be recreated by anywhere else, we are UNIQUE.

So please reconsider and rethink about closing Musick down.
#SAVEMUSICK#LET'SSTAYTOGETHER#WEAREFAMILY

Sincerely,

Student 2
5th grade student

Hello! This is Student 3. I have a 5th grader at Musick School. Please do not close Musick. In this difficult time; hope the board will consider the effect on our students. Students that will be affected will undergo so much adjustment. Trying to transfer them to new school making them crowded and teachers will be loaded with more students. Learning should be priority. Closing schools will contribute a big impact on students mentally. As of this current situation, students are still adjusting and struggling with online learning. Please do not take them away from their school as their comfort zone and you their teachers.. Transferring them farther away from their home will be harder especially to those students who always walk in going to school. We love Musick School a quiet and safe environment for our students to learn. Teachers are good and ready to help all the times. Please hear our voices and do not close Musick. In behalf of all families and students at Musick We say thank you in advance for keeping our school open. God bless us all.

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Email received from k.s.sushma

Hi,

We expect to receive continued support from Musick school for our child. We really wish great things to happen for Musick school and Musick families. All the best Musick!

Regards,
Sushma

I am the grandparent of a 1st grader who attends Musick Elementary as a special needs student.

As a retired psychotherapist who has worked with special needs children, I know the importance of consistency, structure, and familiarity for these students. Oftentimes, when they are removed from this comfort zone, they fall back multiple steps.

At Musick, my grandchild is provided with the structure, routine, and a positive, caring atmosphere where students thrive and grow. Please keep this safe learning environment so our precious special needs children can keep moving successfully forward.

Sincerely,
-Margie Rademan

Dear Committee Members-

We, the parents of Musick Elementary PTA, write to address the closure or consolidation of schools within our district. You have heard from many members of the Musick Family these past weeks. Maybe when you are small you realize the need to defend yourself, maybe when you have heard former board members suggest you should not exist you learn to speak up loudly, but through all this speculation of whether or not our school will close, we have grown stronger.

We are writing today to let you know the great things going on at our school. We have watched you all carefully determine which criteria to use while trying to determine a rank for closure/consolidation and we know it wasn't an easy task. We would like to highlight some criteria that were not considered in your decision but are still important. We are a Title 1 school, we serve families from lower socio-economic backgrounds. Over half of our students are English Language Learners. In fact we have many languages spoken in the homes of our families. Nearly 1/3 of our students receive Special Education services and we are home to the wonderful preschool for students with special needs. When Whiteford closed and the preschool moved into Musick, it took a little time to adjust but our staff and families have come together to support each other and build a safe learning environment where all learners are valued. A few years ago we were struggling with attendance and low test scores. But we've worked very hard as a community: parents & families, students, teachers, staff and our principal to rise to the challenge. Our teachers have spent time learning how to support our students' needs while still challenging them and having high expectations. We made a good amount of growth as can be seen in our scores from 2019. We have come together to meet the challenge head on and we are not afraid to put in the work.

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That is who we are. We believe in working hard and we believe in family. Our school is a great place for kids to learn. It is a place where we are teaching kids to respect the differences found among us and be friendly and welcoming. We believe in the hard working students and the teachers and staff who continue to mold them into the leaders of the future. And now-WE ASK YOU TO BELIEVE IN US. Keep our site open!
#SaveMusick #MusickFamily

Sincerely-
Musick Elementary PTA

Email message received from Alejandra Vazquez

Original Message

Hola soy Alejandra Vazquez y estoy Mandando este mensaje para no al cierre de la escuela Schilling es una de las mejores escuelas que han estado mis hijos y les daría mucha tristeza que la cierren por eso also mi voz al no al cierre de la escuela Schillings Elementary school

Inbox

Translation

Hi, I am Alejandra Vasquez and I am sending this message to say not to the closure of Schilling school as it is one of the best schools attended by my children and they will be very sad if the school is closed. For this reason I raise my voice against closing Schilling Elementary school.

Email received from Krizna Shema Vargas

Schilling Elementary School has been my son's second home. The staff and the teachers here are like family to us. It is amazing how the staff knows every student very well. They have been very patient and helpful during this pandemic specially with the home schooling. Me and husband is against it's closure. We are hoping our voices will be heard. Spare our school! Spare our second home please!

Sent from my iPhone

Email received from marisol marisol

Original Message

Hola quiero mostrar mi preocupacion por la posibilidad que hay que se cierre la escuela Schilling Elementary tengo 2 hijas en esa escuela tengo hijos pequeños que deseo que bayan a esa escuela mis hijas an ido alli por 7 años ellas se sienten muy contentas alli y les pone muy tristes que exista la posibilidad de que la cierren los maestros que trabajan en esa escuela son muy dedicados el personal es muy amable porfavor les pido que consideren eso.

Translation

Hello, I want to let you know my concern for the possible closure of Schilling Elementary as I have two daughters in that school and I have younger children that I wish to attend this school. My daughters have attended this school for seven years and they have been very happy there. The teachers and personnel there are very nice and I request that this school not be closed.

Hi my name is Gizel Rodriguez And I want to speak up on why I think schilling should not be closed, I had been going to schilling ever since I was in kindergarten all the way until sixth grade And through all those years I've had amazing memories In all my grades If schilling closes down it's going to affect a lot of people

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Because some people walk to school because they have no vehicle and It will be hard for them if they switch schools. My siblings go to schilling and They enjoy going there And Neither of them want schilling to close down and that's why am asking for schilling To stay and not close down.

Email received from Angy Rodriguez
Original Message

Hola buenas tardes yo lesqueria pedir que no cierren la escuela schilling ami me gusta muchisimo mi hijo estubo 6 anos ahi y ahora mi hija va en segundo grado me encanta enlopersonal la directora trabaja mucho siempre esta ayudando y tomen encuesta que muchos padres no manejan muchas personas caminan a la escuela yo les agradearia que tomaran en cuenta mi comentario mil gracias.

Translation

Hello and good afternoon. I would like to ask that you do not close Schilling school. I love this school and my son attended this school for six years and now my daughter attends 2nd grade. I like the staff and in particular I love how the principal works hard and is very helpful. Please take into consideration that many parents do not drive so they walk to school. I would be grateful if you can take this into consideration. Thank you!

Email received from Carlos Garcia
Original Message

Hola buenas tardes yo lesqueria pedir que no cierren la escuela schilling ami me gusta muchisimo mi hijo estubo 6 anos ahi y ahora mi hija va en segundo grado me encanta enlopersonal la directora trabaja mucho siempre esta ayudando y tomen encuesta que muchos padres no manejan muchas personas caminan a la escuela yo les agradearia que tomaran en cuenta mi comentario mil gracias.

Translation

Hello and good afternoon. I would like to ask that you do not close Schilling school. I love this school and my son attended this school for six years and now my daughter attends 2nd grade. I like the staff and in particular I love how the principal works hard and is very helpful. Please take into consideration that many parents do not drive so they walk to school. I would be grateful if you can take this into consideration. Thank you!

This is about Musick Elementary. One thing I know about this school is that it is not just a building, Musick Elementary is loved by many especially me. I have been there since kindergarten and I wish I wasn't leaving so soon. The second thing is that our school has Pride. I have so many good memories and friends there that I would be in pieces if it closed. and the most important thing is our school as a family. Musick has been a second home for a while. When we all were going in person it was my happy place, when I was going through a rough time. Musick and all my friends and teacher helped so much. No school should be closed and especially not Musick.

To whom may be concern,

I don't think that it's fair to close down our schilling school. We have got the best principal Dr Wendy to organize our school. We also have got the best teachers and they always work as team to support our students learning. Especially, our school students attendance have improved these few years! Please reconsider your decision making again!

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Thanks

Esther Kuo

Email received from Julia Quintero

Original Message

Hola pies respecto al cierre de escuelas no creo que sea buena idea porque cierran las escuelas y cada vez hay mas niños en los salones de clase y es por esa razón que no les ponen los maestros la atención necesaria y no les explican bien debido a tanto niño la escuela schilling no quiero que la cierren porque ai an ido mis hijos grandes y los chicos también ban hai es una escuela muy especial y necesaria bueno no sólo esa todas son necesarias y no creo que sea necesario cerrar escuelas es como privar a los niños a aprender no estoy adecuado en que se cierre ninguna escuela.

Translation

Hello, with respect to the school closure I do not believe that it is a good idea because the schools close and then the classrooms are packed with more children and for this reason the teachers don't give children the needed attention and they don't explain because they have too many children and I do not want you to close schilling school because my older children attend this school and the youngers will attend this special school ane we need well not just this one but but all are needed and I do not believe that we need to close the schools it would be like keeping the children from learning and I do not agree that any school be closed.

Email received from Rebecca Valdivia

To whom it may concern,

AUGUST SCHILLING ELEMENTARY SCHOOL has always been the GREATEST SCHOOL on earth! Closing it down would erase so many memories for my family who has been attending SCHILLING FOR YEARS and new memories that have yet to come for our littles ones. The staff and teachers have always been amazing in putting their students education first. Our school has a variety of ethnicities and we celebrate each one Of them which makes our school so special.

Thank you for your time and please keep AUGUST SCHILLING ELEMENTARY OPEN!

Email received from Maria Garcia

Original Message

Hola yo soy madre de familia de Schilling's y mando este email por que no pienso que sea la mejor idea de cerrar Schilling's elementary school el cual todavía tengo niños que aún tengo niños que asisten a esa escuela aparte schilling a hecho y esta haciendo mucho por nuestras familias schilling hay muchas oportunidades para estudiantes. Como maestros y padres de familia es una escuela donde se imparten igualdad respeto por todos hemos aprendiendo mucho de nuestra gran directora de.Wendy Castaneda leal por favor tengan en mente el bienestar de cada estudiantes y padre de fam.

Translation

Hello I am a mother from Schilling and I am sending this email because I do not think that it is the best idea to close Schilling Elementary school and I still have children attending this school and besides Schilling has and

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is still doing much for our families and there are many opportunities for the students. As teachers and parents it is a school where equality and respect for everyone and we have learned a lot from our great principal Wendy Castaneda who is loyal so please keep in mind the well being of each student and parent.

I am a student of Schilling, and want to speak up to the people who are making the decision to close our school. This is not right. How would you, directors of the district, if you, as a kid, had your school shut down. How would you feel if you had to move to a new school with no other choice? Yeah, doesn't feel good, does it? Please, consider changing your mind, and let the children, staff, and teachers make a living at the school they always have.

Best wishes,
Student of Schilling

Hello. I am a student of Schilling, sending this to change your mind about the cruelty of the decision you are making to shut down our school. How would you feel, directors of the district, if you were still kids, and your school shut down? How would you feel if you had to move to a new school, without any other choices? Yeah, doesn't feel too good. I hope this changes your mind, not just for me, but for the teachers, staff, and students here at Schilling.

Best wishes,
Student of Schilling

hello i'm a student from schilling and im here to tell you why you shouldn't shut down my school,here is why you shouldn't close down my school even tho im in 6th grade and im going to 7th grade and won't be in the same school does not mean that there will not be any other kids in that school there will be kindergarten-6th grade students and if you close down my school your just forcing kids to go to another district and some people will have to move to another home just because they're old house will be far from the new school kids will have to go. Plus if you close down this school what are you going to do with the land, so please i beg you that you don't ruin other kids knowledge, **student from schilling**.

Hello Newark unified school district. I am a student from Schilling school. I have a couple of reasons why you should not shut down our school. the first reason is that if kids like in first grade or in kinder would be sad and If i were you i would not shut it down because i would want them to remember how our school was like. not just pass by our school and say that used to be my school.

and if you read this thank you.

Email received from Karina Martinez

Original Message

Buenos días, mi nombre es Karina Martinez ,
estoy escribiendo este correo electrónico para dejarles saber sobre mi descontento y preocupacion por el posible cierre de la escuela Schilling en Newark, en la cual mi hijo a asistido desde que nos movimos a la ciudad de Newark ya casi 6 años.

La escuela esta a una cuadra de distancia de mi casa, es muy combeniente para mi esta escuela, porque mi

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hijo puede caminar de regreso a casa, a mi no me es posible ir a recogerlo después de la escuela por mi trabajo.

Soy madre de 3 hijos y tengo que trabajar tiempo completo para mantener mi hogar. Es más fácil y seguro que mi hijo camine una cuadra de regreso a casa después de escuela , o un vecino de mi confianza vaya a la escuela en caso de alguna emergencia.

Mi hijo más pequeño está muy ilusionado por asistir a la escuela Schilling, la misma escuela donde su hermano está asistiendo.

En caso de que la escuela Schilling sea cerrada, tendré que llevar a mis 2 hijos a otra escuela más lejos de mi hogar, mi hijo tendría que caminar una distancia más larga de regreso a casa. Me preocupa mucho la inseguridad en la calle, el aumento de homeless en la ciudad. Tal vez tendría que buscar un servicio para que lo lleven a casa , pero esto me costaría dinero , dinero que necesito para pagar mis pagos y comida en esta situación tan difícil por la que estamos pasando por el Covid-19.

Otra de mis opciones sería pedir permiso en mi trabajo para salir y recogerlo a la escuela, lo cual me quitaría casi 2 hrs de trabajo diaria serian 10 hrs de pago por semana. No creo poder sobrellevar los gastos con un recorte de horas tan grande. O trabajar más tarde para recuperar las horas perdidas. Esto significa que regresaría más tarde a casa, mi hijo tendría que estar más tiempo solo o con supervisión de algún vecino que me haga el favor de atenderlo.

De todas las maneras posibles, es verdaderamente triste , triste y muy desolador el destino y los cambios que como padres tendremos que hacer por el cierre de la escuela Schilling. Así como yo hay muchísimas familias que caminan a la escuela por falta de automovil o porque los padres tienen que trabajar y no pueden ir a recogerlos. Los niños estarán más expuestos a la calle, a quedarse con los amigos en la calle , a ser influenciados a meterse en problemas o no cumplir con sus labores de la escuela.

Agradezco de su tiempo por leer esta carta y agradecería aun mas el que porfavor lo piensen bien, tomen en cuenta la situación por la que se está pasando con el problema de el covid-19, escasez de trabajo y los que lo tenemos , no podemos darnos el lujo de llegar tarde , salir temprano para llevar o recoger a nuestros hijos de la escuela , porque necesitamos trabajar para darles de comer y un techo donde vivir. Pero también nos preocupa su seguridad , su bienestar y por supuesto su futuro.

Nuevamente muchas gracias.

Translation

Good morning, my name is Karina Martinez, I am writing this email to let you know my disagreement and concern for the possible closure of Schilling in Newark, My son has attended this school since we moved to Newark almost 6 years ago.

The school is a block from my house, is very convenient for me this school because my son can walk from school, I cannot pick him up from school because of my job.

I am the mother of 3 children and I have to work full time to support my house. It is easier and safer for my son to walk one block to our house after school or that a trusted neighbor walks to pick him up in case of an emergency.

My youngest son is looking forward to attending Schilling school, the same school his brother attends.

In the case that Schilling school is closed, I would have to take my two sons to another school that is far from home, my son would have to walk a longer distance on the way back to the house. I worry a lot for the safety in the street, the increased homeless in the city. I would probably need to hire a pick-up from school service but this could cost me too much money, money that I need to pay for my expenses and food in these difficult times that we are living with Covid-19.

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Another option would be to ask my employer to let me get out of my job to go pick them up and drop them off which would mean I would miss almost 2 hours of work every day and would be 10 hours of pay per week. I do not think I would be able to manage the expenses with such a big pay cut. Or I would have to work until late to make up the house. This would mean that I will be home later and my son would have to be home alone for a longer period of time or he would have to stay under the supervision of a neighbor that would do me the favor.

From all angles this is very sad and desolate the destine and the changes that as parents we would have to make with the closing of school Schilling. Like me, there are many families that walk to school for lack of an automobile or because the parents have to work and can't pick up the children. The children will be more exposed in the street, staging with friends in the street, can be influenced to get into problems and to not complete their homework.

I appreciate your time and for reading this letter and I would appreciate even more if you please think well, and take into consideration the situation we are facing with covid-19, less jobs, and those that have the jobs can't have the luxury of being late, leave early to take and pick up our children from school, because we need to work to give feed them and give them a roof where to live under. But also we are concerned for their safety, wellbeing, and of course their future.

Again thank you.

dear district here are some reasons why the school should NOT close down, even tho I am in sixth grade I don't want to see the school I went to all my life to close down, I don't want teachers,custodians,lunch ladies I know to get fired,get switched to other schools, its like your being forced to leave your family just like that and kids who made friends will have to be separated, mothers and fathers will have to drive everywhere to drop and and pick up kids.

sincerely, student

thank you for whoever is reading this and actually took some time to read this message that i have. you probably know that i am a schilling student and i'm trying to keep the school open, i am a sixth grader who is about to go to junior high. When I first heard the news that our school might be closed I didn't really care since it was my last year, after i took some time thinking about it, i realized that people are just starting school and are really looking forward to school, but if they were to see that their school has been shut down. theoretically if you were to close the school the district would be lowering down since people see that there schools are closing, they wouldn't want to come here. thank you for reading this. -shilling student

You should not close down SCHILLING it is the BEST school in the world there is no reason for you guys to close it my mom has 4 kids if you guys close that school it is going to be a waste of gas and it is going to be hard for her because she works and she comes back to mine and my family house tired like it is going to be hard for her to be going to one school then to three more schools i am a 6th grader here and when i finish and pass sixth grade i want to come visit my old school and my little sister wants to come here when she enters kindergarten and i do not want to tell her that her up coming school is going to get shut so please PLEASE do not close the BEST school on earth.From a student in SCHILLING.

Hi Newark Unified School District , I am a student at A.L schilling I strongly disagree with you on planning to shut down Schilling. Every school is each their own family if you were to shut down schilling you are basically splitting up a family. What would happen to all the staff? What would happen to all our amazing teachers? If

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you were to fire them how would they earn money? I am upset about all this. I am going to be going to Junior High next year so u might just wonder what do I have to worry about. Well I would be sad what if once and a while I would want to go visit my teacher that always helped me get and to my teacher that why I am going to Junior High if it wasn't for all my teacher that always helped me I wouldn't be going to Junior high. I also wouldn't want to pass by my school and see an empty place where there was once a schilling family.

From,
A student at A. L schilling

To the Newark District,

Hi, I'm a student from Schilling, I heard that two schools are going to be shut down. Well, I don't want my school to be shut down since I have brothers there and I've been in this school since kindergarten. If you shut down our school, then many students will be separated and parents would have a hard time picking up their kids in different schools that is not their home school. Other students in Schilling that were sent to different schools can be bullied. I don't want my school to become a ghost school either, because if I ever come back to this school to visit it would feel like this school is abandoned. In conclusion, please do not shut down our school.

Hello, I am a student from Schilling elementary
i heard that they were closing down 3 schools here.
here's my opinion on schilling being closed down (if it were to close down)
in my opinion a part of me would feel bad but yet again i would probably already be in junior high by next year and i wouldn't be in schilling anymore to conclusion i would still feel pretty bad for the other students here
thank you -student from schilling

Hello there. I'm Student 4 . I'm a sixth grader from Schilling Elementary School. My mom and dad have just had a baby. I really like my school, and would love to have my sibling to go there. But that might not happen.

You can guess why I sent you this email. I want to persuade you to not shut down our school. Our school has been around for such a long time, the teachers and students love it here. We've made so many great memories, and they teach us very useful things. So why shut down our school? We many of the workers here have been working for more then 10 years. We would just hate it if we passed by our school to see that it has nobody in it.

Think about the families, too. Where will they send us to school? Will we have to move? Will our parents have to find new jobs? I know you've probably gotten dozens of emails like this, but please. Think about our school.

hi, I'm a student at schilling. and I heard about the possibility of our school shutting down. I'm a little upset when I heard this, so I'm here to protest. I would not like our school to be shut down, for many reasons too. One reason might be that the first graders just got in this school and are now being put out of it.

Hello Newark unified school district. I am a 6th grader at schilling school and I heard that you might close our school next year. Why should you not? Here's why. Think of all the kids That just got schilling and you're going to close it. Think of all the teachers who put their heart and soul into this school. My mom works at schilling and she is a 3rd grade teacher that has been working at a school for over 20 years. Think how she feels. Think of all the teachers who worked here for over 15 years how they feel. I have been a student at

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schilling for 7 years now and to hear that my only elementary school I have ever been might close. And what about the teachers just getting to move to a different school after all the hard work they put into schilling. This is my last year at school and just because i won't be here anymore doesn't mean it's ok. I spent my whole childhood here and think about kids that also want their whole childhood to be at schilling elementary. Thank you for your time. -schilling student

Even though I'm in 6th grade I might want to go back to my old school and say " I was there since kindergarten and it still looks nice" . I don't want to go back to a haunted place. I don't think anyone does. kids that are coming to kindergarten I want them to have a great time like i did. Once i get older i might even want to work there or maybe even visit my teachers that i had. From a student at schilling elementary school.

Hello, I'm a fellow sixth grader at Musick Elementary school. I hope so much you don't close our school. I have friends who have sisters or brothers who go to our school and I know it would be upsetting to see that our school would be gone and that they would have to go to different schools, seperated. I also have a cousin who goes to our school. He loves going to school, and learning to play with his friends. And I would personally like him to go with my fifth grade and reading teacher Mrs. White. Yes, she would probably tourter him but, I learned alot from Mrs. White and it would be upsetting to see he wouldn't have an opportunity to be in her class or any other class for the rest of the years he has there. So I ask nicely to please take this as a consideration to not shut down Musick Elementary or any school for that matter, because one day if we would want to visit our school again it would be gone forever. Our school is more than just a school, it's a place where we can be happy, learn new things, see our friends, have fun, and grow.
-A fellow student at Musick Elementary.

Email received from KristinRoze Gonzales

Everyone has a place where they love and feels like home, filled with memories. Everyone has a favorite place, right? So I think you shouldn't shut down Schilling Elementary School. Some of my several reasons are that you guys should not close our school because this school is like home to many students. My daughter has been here for 6 years full of memories that made her smile, and my other daughter has been here for 4 years also full of happy memories she will never forget. So please don't shut down Schilling Elementary School forever because it is home to many students and we still care about our school.

Dear Newark Unified School District,

I am a parent of a student in The August Schilling Elementary School. My child only registered The August Schilling Elementary School from the second trimester of last school year. However, he is so eager to go to school. He likes the teacher and his friends so much. His teachers are very friendly and also have experience teaching students even not know English. My child has improved so much and learned many interesting and useful lessons after one year. The Principle and the teacher staff support parents and students a lot and always follow close to us whether in-class learning or distance learning. My child burst into tears when receiving the news Schilling is on the list of potential schools to be closed. It is a strong indication that he will be upset if he has to move to another school. He often says that Schilling is the greatest school. We believe that many other students and parents have the same ideas as us. We hope that Schilling will still open in the coming years. We pray that our voices will be heard.

Sincerely,

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Mrs. Phuong Do

To Whom It May Concern:

PLEASE DO NOT CLOSE SCHILLING ELEMENTARY! I am a concerned and frustrated parent to two children that attend Schilling. Closing our schools will be detrimental to our community. This school has 70-85% of families who are low income. If this school is closed then that would increase expenses for our families that are already struggling to keep food on the table, gas in our cars by increasing our travel and increasing the time we have to drop our children off at another school and more. This school is in close proximity to where our families live and if this school is closed then there's a risk that many of these families may leave Newark. What other options have you all considered or thought about? Are there any "out of the box" ideas that SOMEONE can try to come up with? Closing schools will increase classroom size and how is that fair to the students who are trying to learn and teachers who are trying to teach? How will that learning be effective? Where will our amazing teachers and staff go? Either way closing schools will lose many of the Newark community. Newark will not be a place where families want to live. Please reconsider and DO NOT CLOSE SCHILLING ELEMENTARY!

Thank you,

Michelle Gapuz

My Name is Marion Silva a grandparent of a 5th grade student at Lincoln Elementary. I have had the opportunity to volunteer at Lincoln for the past 9 years. I have helped in Kdg. through 5th grade, the school library, the F.A.M.E. program and organized Read Across America for the past 3 years. At Lincoln they have 3 SDC classes, an ESL Specialist, speech and language teacher, resource program as well as, a strong and caring teaching staff and principal. The volunteer community is strong and supportive of the school. The school also has a choir and a dramatic arts program which perform twice a year. I care deeply for this wonderful neighborhood school. In closing I would like to point out that there are many students who transfer from the other schools. Finally, Lincoln is not the oldest elementary school in the Newark Unified School District. Thank you

Email received from Victoria Katy
Original Message

Buenas noches mi nombre es Guadalupe Pacheco mi hija va en cuarto grado en la schilling quisiera pedir de favor que no cerrarán la escuela porque para mí es muy útil yo soy madre soltera mi hija es la que se transporta sola a la escuela le queda cerca a mi me perjudicaría mucho si cerrarán la necesito porque no tendría modo de llevar a mi hija A su educación gracias y me siento muy cómoda y segura con el personal de la escuela gracias

Translation

Good evening, my name is Guadalupe Pacheco and my daughter is in fourth grade in Schilling. Please do not close this school because I am a single mom and my daughter walks by herself to school and it is very close. It will affect me significantly if you close this school. If you close it I will have no way to take her to school. I am very happy with the staff and education at this school. Thank you

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Email received from Alyssa Lopez

Hello,

I'm writing this email in regards to the possible closure of Schilling Elementary. If you were to do this thousand of students and faculty will suffer. You're making the lives of minority, low income, and undocumented families worse by taking this school away from them. If these students have to switch to another schools how are you gonna support these families and students who have to find better means to afford transportation and time to accommodate their move? My question to you is why? Out of all the schools why is schilling the school that has to be cut? This isn't the first time a closure has been upon the Newark community and honestly it will not be the last. Everyone who is anyone knows schilling is a school of minority students. As a previous student of Newark and a sister. The message is clear that this is a lot bigger than a budget cut. This is a issue and push on vulnerable groups. We're in middle of pandemic where everything own Uncertain and to bring this upon the students and community is another setback on their education. I think there should be more support for these schools rather than a closure. There should more action towards helping these low income schools than tryin to save your budget or city. There's obviously money in the budget if you are building a new city hall.

Regards,

Alyssa

Email received from Schilling PASS

Dear SCAC Committee,

You will soon be making a recommendation to send four schools to the board in which two will close. That decision will be based on a scoring matrix. However, can you honestly tell the community that this recommendation took all factors into consideration? You had schools who lacked representation. No one advocated for them and it will be no surprise if the committee recommends that you close Schilling or Graham.

Well even if there wasn't any representation in the committee for these schools, there are plenty of us in the community ready to have our voices heard.

The board recently passed a resolution addressing systemic racism, however don't you think taking away resources from your most under-served and under-represented students is only permitting and promoting this systemic racism? The criteria used in your committee is punishing schools like Schilling for having too many Latinos. Yet have you really taken the time to research why the school has the demographics it has? It's no secret that your affluent and Caucasian parents don't want to send their students to Schilling. If you close Schilling, you will only allow this systemic problem to continue and validate nay-sayers opinions that these schools and their students are not worth it.

It's easy to say, **"well that school is scoring poorly, let's get rid of it!"** But have you considered what you

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will do with the students of school like Schilling? Have you thought about what you will do to make sure all these students who walk to school will get to another campus safely? Have you thought about what you will do to make sure these students get to school dry on rainy days? We are currently dealing with COVID, but now you want to close a school down without taking into consideration that my child will now be exposed to the cold for longer times, because he will have to walk a longer distance to get to another school. We don't have options, to take our children to school. My elementary age child and his friends will have to look out for each other when crossing the major streets. My young child and his friends will now have to worry longer about bullies chasing them home, strange cars following him and his friends, insisting that they get into the car. Have you thought about the dangers you are exposing my child to because we unfortunately don't have a car to drive him to and from school? Which is the same situation for many of his friends and my neighbors. And I'm sure you haven't thought about it. Why would you? Why would you want to put yourself in the shoes of our most needed families? I would not want to do it either. It's not pretty. But it's reality.

We know the district needs to close schools. **But don't close the schools that are NOT represented, it's obvious that schools represented created a criteria that sets up the NON-represented schools in receiving the highest amount of points. It's obvious that more points are allocated for a bigger school, older school, which makes Schilling being eliminated in a very easy way. Why don't you see it in the sense of a Bigger School equates to more space for more students instead. Don't close a school when it received the most points because it was not diverse enough and had too many minority kids. We don't want to see this action as "an EXCLUSION" instead of "an INCLUSION of minority kids."**

Don't close the largest schools, which can house large numbers of students. Especially with current social distancing protocols that will HAVE to be in place once the students return. How can you cram a ton of kids into a smaller school just because the scores are better or the parents have the means to transport their children to school and provide hot meals in the morning, many basic necessities that we do not have? If you're going to close a school do it by keeping in mind the people that will be affected more severely. Think of the students. Think of the walking community. Think of the non-English speaking community who did not have a voice in this process due to a lack of representation by the non-english speaking community. Make a recommendation based on the preface of being someone who represents your constituents and that represents the 55% of the students in your district, along with everyone else.

Board members, please don't be political. Most people already voted - don't do this for the votes! In your hands are the lives of many young people. In your hands are the lives and education of many black and brown students who are hoping you don't let them down. Walk your talk - listen to your resolutions and provide a safe place to learn and show all students that Black Lives do Matter. Prove that economically disadvantaged children matter, prove that latino students' matter, and prove that you will not make a decision because it will make you look good amongst the politically powerful or Newark's loud noise makers.

If my child's life and education matter to you, then don't close a school that will jeopardize his learning and make it more difficult for him and his friends to succeed in a world that is already betting on his failure. Do the right thing! You know better. Don't act on pressure. Be an advisory committee and a real board member and actually represent ALL students in Newark not just those that are more fortunate than others.

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Sincerely,

Submitted by Parents and Schilling Staff on behalf of a consensus of parents that collaborated in the draft of this letter.

Email received from Mansi Agarwal Bandarupalli
Dear Committee,

Please reconsider closing Newark schools. We are first-time parents of a Kindergartener in NUSD at Schilling, and despite the negative looking test scores often causing new families to enroll elsewhere, we are extremely pleased with the level and quality of education at Schilling. The teachers and staff are amazing and supportive, helping navigate this tough COVID/distance learning situation. Our son is thriving at Schilling, and we would hate to see the school close. Class sizes are fantastic and advantageous for our students compared to neighboring districts. Teachers are caring and attentive, and the support programs for those who need them are unbeatable. Ultimately, we believe closing school sites is not the answer for a more successful school district. Please reconsider.

-Kindergarten parents at Schilling

Dear SCAC,

I am a parent of three NUSD students, two who have graduated from Schilling and one that is still there. I am a caucasian parent of three African American young men, and there is no other school that I would choose or have chosen for my boys. Being able to be part of the existing demographic at Schilling has taught my children that ANYONE can succeed, The values and goals implemented by the teachers and administration have told my boys that they matter, that Black Lives Matter.

Given the current systemic racial issues that have been in existence since the beginning of time and more affluent in the past year, my children are faced with the fear that walking down the street may cause them to be stopped by the police, heckled by racist people, or flat out disregarded as young men because of the color of their skin. Schilling has given my brown children a sense of dignity, pride, and a close place to be able to walk to school in the neighborhood that they live in with the students that look and live like them. There is no sense of division because of socio-economic status at Schilling among students or teachers and everyone is treated like they matter.

In closing, I ask that you do what matters, make a recommendation that not only fits into the matrix of the board driven calculation based on superficial items like school size or age of the building, but one that considers the impact that closing Schilling will have on the majority of the students and their families that attend there. Make a recommendation that considers the affluent programs, progress it has made in meeting educational goals, and hard working parents that sometimes are unable to see their children off to school or even be at home with them for dinner because they have to work 2 jobs to survive in this area. Make a recommendation based on the many teachers and staff that have been there for a significant amount of time working hard to help improve the baseline of state driven scores that so many times make parents enroll their children elsewhere because of a number. It's in NO WAY a reflection or compromise of education, but an obvious factor that many Title IV schools have. The fact that the majority of the teachers have dedicated 10+ and some 20+ years in a commitment to staying at Schilling should tell you something about our community

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of students, parents, and administration. . Make a recommendation that matters.

Proud Schilling Parent,
Kathy Robinson

Good evening,

I am emailing to advocate for Graham Elementary School to remain open. My daughters currently attend Graham Elementary School. We moved from San Jose to Newark about 3 years ago and since then my daughters have loved being a part of the Graham School family. They enjoy attending school ever since they transferred from San Jose. Our home address is assigned to attend another Elementary School in this district which currently has a better ranking than Graham Elementary however, My wife and I have continued to keep them at Graham Elementary because the experience has been nothing but wonderful. The help and support that my daughters have received at Graham has been so valuable. Their teachers, classmates and staff have played such a vital part not only for them but for my wife and I as well. My wife and I have also built a wonderful relationship with the parents at Graham Elementary solidifying a strong support group. It would be heart breaking to my daughters and I to see Graham School close therefore I ask and beg to please consider keeping Graham Elementary opened. Our terrific Teachers, Staff, Students and Parents are more than eager to welcome students from other schools to join and be part of the Graham Family.

Thank you

German Contreras

To the Consolidation Committee members and representatives:

Please keep Graham Elementary School open. While this request is self-serving, as my children attend school there and it is closest to my home, I believe that Graham has merits to keep it open.

First, I believe Graham is the most central school in Newark. I believe it makes sense for Graham to stay open given its central location. It lies on Cherry Street, the same road that new housing developments were built near the Silliman Center, and next after Birch Grove in serving the southern area of Newark.

Second, Graham has a larger campus than other schools, and therefore has greater potential in utilization. It can incorporate more students in its campus, with ample space, which is an important consideration given the pandemic and its health requirements. If outdoor classrooms/classes are an option, Graham has a large yard space.

Graham also serves a large number of economically disadvantaged families. It also is home to moderate to severe special day classes. These students and their families have grown to trust and be comfortable with their school campus, classroom, and teachers. They may not adapt so easily to a new school.

Finally, the Graham staff and faculty are a tight-knit group of seasoned employees who are all very loyal to Graham Elementary. I was surprised to find out that several teachers commute to Graham from outside of Newark! This reflects the sense of community that Graham fosters.

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I hope you keep Graham Elementary School open.

Thank you for your consideration,
Cara Kundrat

Email received from Maggie Carcamo

To whom it may concern:

My name is maggie and I have 2 very important people in my life who attend Graham Elementary as a second grader and a kindergartner. This school has done wonders with these kids. I have seen the interest and the love the staff has shown them and I hope that you reconsider closing it down. Instead, I urge you to help the school be even better. The children of this school might be the ones whose family have low income and need extra help. The Graham staff has gone above and beyond to provide that help. Why would the city consider closing such a place where these kids find the help they most desperately need? I urge you to please reconsider and keep Graham elementary as so many kids depend on it. Thank you

- maggie C

To Whom it may Concern:

It is to my understanding that Graham Elementary School is at risk of closing. That would be such a shame for me, my family and neighborhood.

I currently have my daughter enrolled there and hope to have my son there next year for Kindergarten.

I live right across Graham and I love it. The mornings and afternoons traffic has never been an inconvenience for us. I love seeing all the kids going to school every morning happy! So many of us get to walk our kids to school, it is such a convenience. All the staff is really friendly and helpful.

I would hate to see this school go and it's place they will probably build condominium or who knows. I rather see my kids beautiful school.

Sincerely,

Lesley Avila-Vazquez

Email received from Esperanza Rosas

My is Esperanza and I am currently a senior at San Jose State University planning to apply to PhD programs. I am hear to voice my concern about the closure of two schools and to advocate to keep Schilling elementary, my former elementary school, open. Schilling serves a high population of Latinx students and it boggles my mind how in the middle of a pandemic NUSD has decided to close two schools. Schilling has served not only as an educational center for students but the place where students feel and see the love from their teachers and begin to dream about all the possibilities life has to offer. This is the place where I found my love for science with Ms. Tang, my like for reading with Ms. Canario, and the bravery to reclaim my narrative with Mr. Rodriguez. The closure of Schilling means the loss of these interactions between current students and

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teachers. It is the responsibility of NUSD to uphold their promise of "inspire and educate all students to achieve their full potential and be responsible, respectful and productive citizens". NUSD can no longer continue to fail it's students and must keep Schilling and all other schools open.

Email received from Cupertino Rodriguez Angel

Original Message

Hola me preocupa que allá la posibilidad de que cierren la escuela Schilling Elementary me preocupa porque ahí los niños se sienten como en casa a nosotros los padres nos tratan con mucho respeto y amabilidad yo tengo 2 hijas allí mis hijas an ido ahí por muchos años a ellas les preocupa y se sienten tristes po la posibilidad de que cierren su escuela a muchos niños latinos ban a salir afectados por favor tomen en cuenta todo eso.

Translation

Hello, I am worried about the possibility of the closure of Schilling Elementary. I am concerned because in this school children feel like they are in their own home. Parents are treated with much respect and kindness. I have two daughters in this school and they are very concerned and are sad because of the possibility that they close their schools. Many latin children will be affected so please take this into consideration.

To School Cite Council

And NUSD ;

The closure of Graham will be a distraught action to the students. This pandemic closure has graham students in a disarray already. If students have to return to a different school it can lead to anxiety and lack of interest in many children. With the increase in home building and the city's future plan of tearing down the mall to build more housing we are going to be in need of our schools. Also Graham teachers and staff have been more then just a school to my kids , it has been one big family .

The Benavides Family

Manny & Cecilia

Email received from Arin Dofredo

Dear School Board Members

It is with utmost importance that you do not close Shilling Elementary. As a parent to 2 children in Newark, I value the location of the school in close proximity to our home where my children are able to walk to and from school. If we had to move to another school, the location would not be walking distance and there will be multiple large cross streets to walk through which is to the detriment of their safety. This will also be an undue hardship for families that don't have a means for transportation to drop off or pick up their students at school.

I also value small classroom sizes and a smaller community setting. This allows for a more quality education for my children as well as community involvement.

Schilling is also a school where many disadvantaged families go for resources for daily food distribution. This would be an undue hardship for those that rely on this resource to feed and sustain their growing children. Please do NOT close Shilling Elementary as it is an important part of our neighborhood.

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Thank you,
Arin D.

Losing Musick school would be a huge lost. Being a part of Musick school is like being a part of a family. The support you get from teachers, staff, parents & children is amazing. The resources they have help so many children. Also a lot of low income children who don't have transportation attend this school. I can't imagine how far they would need to walk to attend another school. If another school is even available. I personally know parents who have taken their children out of private school to attend Musick. They feel the education & support they received was so much better. Please help save Musick school! So many children depend on this school!!!

Nicole S. Ybera

Hello NUSD,

I would like to emphasize my support for our elementary school Graham. I currently have 2 children attending this school. 1 boy in the 5th grade, and a girl in the 1st grade. Not to mention, also a nephew that is in Kindergarten. Graham has been a second home for our children. The teachers are all outstanding, and all take great pride in what they do. Not everybody can be teachers and educators, but I can assure you, from what us parents have observed with the Graham teachers, they are all very skilled and knowledgeable with what they do.

Having been working from home even before the pandemic, I have observed what these teachers have had to endure during this distant learning school year. Frankly speaking, teaching in front of a computer, is not the easiest of tasks. I salute Mr. King, Mrs. Paxton, Mrs. Villo, Mrs. McCarthy, Mrs. Erwin, for the efforts that they have put in to my children during this distant learning phase. I have observed how they have adapted to our current state of well being, and can see their dedication towards their students. If I remember correctly, test scores have gone up from previous years as well.

Graham is our children's 2nd home, their teachers are their role models. Please consider not closing Graham school.

Thank you,

Nathan Jose

Email received from Elaine Vallecillo-Miller

Two School Closures: I have been a resident of Newark since 1996. The school district need to be long range thinking about maintaining the current schools since we are adding more homes being built. Quality education in any city is a plus factor.

To Whom It May Concern:

PLEASE DO NOT CLOSE SCHILLING ELEMENTARY! I am a concerned and frustrated parent to two

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children that attend Schilling. Closing our schools will be detrimental to our community. This school has 70-85% of families who are low income. If this school is closed then that would increase expenses for our families that are already struggling to keep food on the table, gas in our cars by increasing our travel and increasing the time we have to drop our children off at another school and more. This school is in close proximity to where our families live and if this school is closed then there's a risk that many of these families may leave Newark. You all may already have your minds made up and are just going through the "process" but please listen with your hearts. You can still make a decision to keep Schilling open. The principal, teachers and staff are amazing here! This school is truly a hidden gem. We will lose many of the Newark community. Newark will not be a place where families want to live. Please reconsider and DO NOT CLOSE SCHILLING ELEMENTARY!

Thank you,

Steve Ha

Email received from Yolanda Guerrero

I am a Schilling parent that is concerned about my daughter's school remaining open, I know Schilling is a great school for our kids and should remain open for various reasons:

It's academy (distance learning) more advanced than Lincoln (I have family members in both schools at the same grade levels of 1st, 4th, and 5th grade) those in Schilling have been learning at a higher level with the teachers and principal being more committed in working with the parents.

The school land is much bigger which provides the necessary land for future growth as schools will immediately grow in student count next year, it is more accessible from main roads which will help with foot traffic and is closer to new home builds.

Schilling has a vast amount of student programs that are not available at all schools, but are so necessary for the academic success of a big sector of our community. The principal along with the teaching staff have been working really hard the last 2-3 years to make Schilling one of the best schools in our district.

This is a very frustrating situation for all Newark residents, but especially for those of us who are in the high list of schools to be shut down.

Respectfully,
Shillings Parent

Hello,

My name is Aryanna, I am a former student of Musick Elementary school. I've recently heard that it could potentially be shut down, I would be so sad to see that happen. Before I had gone to Musick Elementary, I had attended a school in the valley that wasn't a very great environment for me, I was getting in trouble, not doing my school work, being told that I was just a stupid kid by the teachers, which made me act up ect. When I first came to Musick, the teachers were so nice, and showed they cared about me, yet I would still act up and try to be rude I did everything I could to get out of doing work, because I was not used to being cared

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about. Eventually, I realized that they do care, And they were there to guide me and help me get the best education I could. They changed me, and I am so grateful because I know, if they didn't show they cared I'm not to sure where I'd be right now. Not only were the teachers nice and made the students priority, the general staff was as well. I remember the lunch lady, she knew I didn't have money to buy a hot lunch, and she could tell I would be hungry, so she would always save a meal for me and give it to me without any worry of money or anything. Little things like this motivated me to keep going, to want to better myself. In my personal opinion, I believe that it would be a major toll on some students lives if Musick Elementary were to close, because I know that my sister attends, and is so sad to the point of tears calling me on the phone, because she won't see her favorite teachers, her friends, get a chance to go on fun feild trips, make more awesome memories with the students and staff ect. These students need a place like I did, they need an escape where they feel safe, where they feel like is awesome, where they want to be, and want to go. They couldn't have that if it were to shut down, so please consider all these reasons why the school helped me And why it should not be shut down.

Sincerely, Aryanna waterhouse :)

Email received from Christian Carcamo

Hi,
I would like to start off by saying that we in the Hispanic community need the help from our schools for our children. As an example, Graham elementary students depend on the help Spanish speaking students get during school as well as after school programs at Graham. Please do not close this school. The majority of the students that go to this school come from low income families. These kids walk to school. Some even depend on the lunch for a good meal for the day. Why would we tear down a school that is helping these kids? This makes no sense. The school in low income communities should be the last schools to tear down. They need the help the most. Please save Graham elementary as it's vital for a lot of our families.

Thank you for your time in reading this

- Christian

Hi,

I am a student at Schilling school. I don't want my school to close. I can walk and ride my bike there. If you close the school then my parents have to drive me and that costs extra gas and extra time that might cause them to be late for work. The teachers, staff and principal are the best here!!! Please do not close Schilling, I love this school!

Thank you,
Quinn Ha

Hi,

I am a student at Schilling. I can ride my bike here and walk there. If you close Schilling then my parents will have to drive me which will cost extra gas which will mean less food on the table and time causing them to be late to work. The teachers, staff and principal are awesome. They care about us and they always push us to do well. I DO NOT WANT SCHILLING TO

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[illegible]

Thank you,

Email from Emmanuel Carapia

Please don't close Graham school. I have three kids in this school and they love it. The think together program is a lot of help for so many working families that are barely making ends meet.

Email received from Marlen Carrere

Original Message

Hola soy Marlen Carrere madre de una alumna de la escuela Graham y no estoy de acuerdo en que la escuela cierre ya que es una escuela muy buena a nivel educacional. Que podemos hacer? Para que no cierre ?

Translation

Hello, I am Marlen Carrere, mother of a Graham student. I am not in agreement that you close this school because it is a good school at educational level. What can we do so we don't close it?

I'm writing as a Newark resident, PTA board member and parent to 2 Schilling elementary school kids. We are truly hoping you will reconsider closing down Schilling elementary school. Many of the families at this school are underprivileged and need the resources the Schilling community provides (ie free afterschool program). Many are without cars and walk their kids to school. Some kids are forced to walk to school by themselves because their parents leave for work early. These past few years, I've seen the absenteeism/tardiness rate decrease significantly at Schilling. Families have worked hard to prioritize their child's education despite economic challenges. Closing Schilling will negatively impact our underserved families.

Hayley Chan-Culpepper

I'm writing as a Newark resident, PTA board member and parent to 2 Schilling elementary school kids. We are truly hoping you will reconsider closing down Schilling elementary school. Many of the families at this school are underprivileged and need the resources the Schilling community provides (ie free afterschool program). Many are without cars and walk their kids to school. Some kids are forced to walk to school by themselves because their parents leave for work early. These past few years, I've seen the absenteeism/tardiness rate decrease significantly at Schilling. Families have worked hard to prioritize their child's education despite economic challenges. Closing Schilling will negatively impact our underserved families.

Hayley Chan Culpepper

I'm writing as a Newark resident, PTA board member and parent to 2 Schilling elementary school kids. We are hoping you will reconsider closing down Schilling elementary school. Many of the families at this school are underprivileged and need the resources the Schilling community provides. Many are without cars and walk their kids to school. Some kids are forced to walk to school by themselves because their parents leave

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for work early. These past few years, I've seen the absenteeism/tardiness rate decrease significantly at Schilling. Families have worked hard to prioritize their child's education despite economic challenges. Closing Schilling will negatively impact our underserved families. In addition we need to look at the future. With the addition of hundreds of new homes in the Schilling school zone. This will be bringing in more taxes and additional families who will be sending kids to Schilling. I urge you to look at the potential growth of the school and the progress made at this school.

Lake Culpepper

I have just found out that Graham is in jeopardy of being closed. We don't want this to happen because Graham has wonderful teachers that have taught my children so much. Without this great school and great teachers my kids would not be the excellent students and people that they are today. Please consider sparing Graham from being closed. Thank you for your time and your consideration.

Ken Feliciano, Father of 3.

Email received from Maria Martinez

Original Message

Buenas tardes por este medio Quiero decirles que por favor no cierren la escuela Graham que nosotros la necesitamos muchos y hay muchos niños alrededor que necesitan esa escuela les pedimos su comprensión y que por favor escuche nuestras voces nosotros necesitamos una escuela cerca de nosotros Les pedimos de favor que no cierren la escuela gracias

Alice

Translation

Good afternoon.

I would like to ask that you do not close Graham school please. We need this school and there are many children around this school that need this school and we ask that you understand and that you hear our voice as we need a school close to us. Please do not close this school.

Dear: School Consolidation Advisory Committee

My name is Dianna Farias and I have been a member of the Newark community for over 25 years, and am currently a Parent Partner for NUSD. I was heartbroken to hear of the possible closure of Schilling Elementary as I have been working on site there for about three years. During my service at the Schilling Parent Partner Resource Center, I have become part of a community that works to serve and help one another. To many families, Schilling has become a safe haven that accepts everyone with open arms, with an open door policy where they are able to come in for services, to borrow a listening ear, or even just a shoulder to cry on. Under Dr. Wendy's leadership, Schilling has undergone a huge transformation and has grown to become an important center for community building in Newark. It would deeply saddened many of us to see Schilling close, as I speak on behalf of my families to please consider keeping Schilling Elementary.

Sincerely,

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Dianna Farias

Email received from Alexy Rubio

I have to students at James Graham school, teachers, staff and the whole Graham community make this school feel like home. I have two kids attending to Graham 5th and 2nd grade. I have two toddlers and I can't wait for them to be on in an environment as great as Graham elementary school every time I go to open school or the events they have it's just like at home it's a big family they treat you with respect everyone's knows each other the parents. My 11 year old son can wait to returns to Graham he misses the school and everyone at school. After he's in fifth grade teacher told him that Graham school may shutdown he got very sad he wanted to cry because he said that Graham was a very beautiful school everyone it's like a family and to hear that from my son broke my heart he thought of his teachers And his brother who is in second grade now he said that why is he going to go now where's he going to go what is going to happen to his school his teachers his friends And to hear that from my son Broke my heart please DON'T DO THIS TO OUR KIDS .Think they are just kids it's just like taking them away from their families.

Email received from Teresa Palos

Original Message

Cómo madre de familia me preocupa el cierre de estas escuelas ya que nuestros hijos serían los más afectados emocionalmente el señor Contreras es un buen candidato para que nos represente en la escuela

Translation

As a mother I am worried about the closure of these schools because our children will be most affected emotionally. Mr. Contreras is a good candidate to represent in the school.

Email received from Crystal Izzy

Good morning,

It is really sad news during this pandemic time that school is closing down. Kids are already affect by pandemic, having hard time to cop with school work through distance learning, on top of that school is closing. It is really sad to know that school district is not thinking about kids during this hard time.

Changing school can bring a lot of problem for kids, mentally and socially.

Why the school is closing, what is the reason.

I am really against this discussion.

Kids should be our first priority.

I strongly don't support this discussion.

Thank You

To the SCAC Committee,

I am writing to ask you not to close HA Snow school this is my son's school and I also attended this school as well ,so yes it has a special place in my heart. This school has been in our community for decades and is great value to our community. The staff alone has years of experience and dedication to our kids. They make this school a learning growing loving home for our kids. They are dedicated to teaching our children and it shows my son is autistic and since he has been in Snow school he has thrived to the point that he no longer

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needs speech class. These teachers earned the right to be in the Seal program and that speaks volumes. Maybe you should look at other ways to fix our budget problem like cutting salaries but not the teachers. Its just a shame that our kids are going through all this with the pandemic and now might not have their school to look forward to.

Sincerely
Vikki Zamora

Email received from Irene Garcia

My son, nieces and nephews all went there. Now my grandson is there as well. He has been going there since kindergarten. He is now in the 5th grade. He enjoys the teachers and students. Graham is like a 2nd home to him. He has learned so much, and he likes helping others. The teachers are very kind, listen to him. There very helpful and dedicated teachers. Closing Graham would be a huge mistake. How are you going to bus kids to the other schools? There's a lot of families that don't have access to transportation, me included. PLEASE DO NOT CLOSE DOWN GRAHAM

To Whom It May Concern:

I am a mother of 2 children who attend a fantastic school called Snow elementary. I am hoping and praying this school remains open because of its great qualities and location. The staff here is a great unit together, before and after care facilities are supportive as they all are, the field is used for sports by teams, the special needs staff are always informative, and it would be a shame to close Snow. This unit works great together as a whole and to close this school (or any at this time, before home building is complete) would put the district at risk. Some things to note from: <https://en.unesco.org/covid19/educationresponse/consequences>

1. Challenges creating, maintaining, and improving distance learning.
2. Gaps in childcare.
 - If school programs are not available or limited. (Also affects economy and healthcare workers)
3. Increased pressure on schools and school systems that remain open.
4. Rise in dropout rates.
5. Challenges measuring and validating learning (in these times this is already an issue.)

Another major concern are all children's mental well-being as these times are already difficult enough. To come back to something totally different is not emotionally healthy. As working in the healthcare field, I urge you to keep Snow elementary open. Thank you.

Jenine C.

Dear School Closure Committee:

I strongly urge you to only concentrate on one task at hand, determining which school sites to close. There is not enough research, numbers, or information brought forth to determine what cost savings measures there would be to move the 6th graders to the junior high. It has NOTHING to do with "being stuck in the 1960s" as Ms. Bloom so untactfully insulted all fifth-grade families last week.

For starters, there would need to be new staff hired at the junior high level to accommodate these students.

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Currently, the student-to-teacher ratio in PE alone is 1 instructor to 50 students; and if more staff isn't hired then I am assuming that ratio would jump significantly. Adding counselors, office staff, school monitors, and teachers would add up quickly as well. Also, additional classrooms would be needed to house these students and it's been said before the solution would be to stuff them into portables, which again have a price tag. It took Fremont four years to plan and implement two of their five junior highs to change to middle schools. I know we only have one junior high but I would imagine it would take closer to 2 years to implement in our district, not 9 months. Expediting any process comes with hefty price tags not cost savings.

We have had a lot of families moving out of our neighborhood and many moving in. I am constantly advocating for Snow School and all of the schools in our district, but with more closures happening and the way the district has been run the past few years, I am finding it harder and harder to do so. In my opinion, making the junior into a middle school can be detrimental to the fifth graders in our district. They are already experiencing so much anxiety and stress with this pandemic and distance learning. They are looking forward to getting back to their home school and seeing their peers. They have already had to adjust so much and are not socially or emotionally ready to be thrown into a junior high setting at this time. Sixth-grade teachers normally work on preparing the students for that transition, but the fifth graders won't be getting that this year. Newark is a small community and I think many parents value having a junior high rather than a middle school. I think that is one thing that makes Newark stand out and desirable compared to neighboring cities. I hope you truly consider that when making your decision.

Sincerely,

Jamie Tavares

Email received from Joyce Jiawan

Based on the failure of the previous merger of Bunker and Milani and unanswered questions around the sale of Russian more assessment is still needed before any decision is made.

What is now known as Birch Grove Intermediate should be at the top of the list for closure. From the lack of strong administration to safety issues Birch Grove Intermediate is NOT able to handle an influx of students.

Let me know if you have any questions.

Email received from Liz Leyva

Original Message

Me comunico con ustedes para abogar al "NO AL CIERRE DE LA ESCUELA SCHILLING" no sería justo para todos los estudiantes que asisten a esta escuela ni para el personal en general así que les pedimos que NO AL CIERRE DE LA ESCUELA SCHILLING.

Translation

I am writing to you to advocate to "NO TO THE SCHILLING SCHOOL CLOSURE" It would not be fair for all the students attending this school nor for the staff in general so we ask that you DO NOT CLOSE SCHILLING SCHOOL.

Email sent to jcroce@newarkunified.org

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Email received from Naty Rodrigez

Dear committee my name is Natividad Rodriguez and I have learned that the district is planning to close schools in Newark. I'm one of the moms at Snow Elementary School. I have four children in grades first, fourth, and ninth. As my children have learned that two schools can be closed, it has caused them a sadness because they do not want their school Snow to be closed. And only thinking that they would go to another school with new teachers and new friends would be frustrating for them. Since they love their school, and their beautiful garden. We have very good teachers who work very hard to support our children. We have a beautiful staff working to care for our children and an excellent principle Mrs. Tommasini who is always ready to help us in what we need. For this and many more reasons, I think Snow should remain open. Maybe you don't see the great qualities Snow has, but for our children your school is proud. We hope that you will take into account our comments and that you will have the opportunity to get to know Snow School a little more. Thank you

Hello,

I attended Graham Elementary where I benefited from programs such as GATE, and had some tremendous teachers. As the local elementary in that part of Newark, closing the school would be a huge blow to local families. I know times are tough but I hope you'll consider keeping it around.

Best Regards,
Marianne Bland

Dear School Consolidation Advisory Committee,

After watching a few of these meetings it has become clear to me that there are still a lot of questions not only from the public but the committee members themselves. One of the most important details that i-s still unclear is the exact amount of money that will be saved from closing each school. It seems that the method to determine this amount does not take into account all the variables at play. For example, staff at closed schools may have higher seniority then others and therefore they would be moved to a new school which now bumps a lower wage staff member out. This will happen across the board for reassigned (non-teacher) staff, therefore reducing the amount saved by those staff being let go. In addition, if a closed school is left in place there will still need to be grounds keeping on that site so as not to cause an eyesore for the community. This also minimizes the true savings calculated for site upkeep. Lastly, we will likely lose some parents over these closures and each lost child is a -\$10,000. If we lose 10 kids that would equal a total loss of \$100,000, which further negates the overall savings amount calculated for the closure.

I would like to see the committee recommend only one school for closure next year instead of two. Once that school has been closed for two years they can reassess. This would allow the district to obtain a true and accurate amount of savings for that closure and understand how the community deals with the closure. Rushing to close 2 schools based an estimate of what we SHOULD save versus what we know for certain we will save is not fair to parents, teachers, and especially the students.

Magdalena Rodriguez (Parent)

Email received from Victoria Katy

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Original Message

Buenas tardes soy una madre soltera tengo una niña que va en 4 grado para mi es muy importante y basica la escuela schilling mis motivos son que en el trabajo en que me encuentro en este momento entro a las 5 de la mañana y mi hija de tan solo 9 años se dirige sola a la escuela y no tengo suficiente dinero para pagarle a una persona que me lleve a mi niña a la escuela y a demás los maestros cuentan con toda mi confianza. Es por esa razón que les pedimos que sigan permitiendo el uso de la escuela y que no caigamos en el racismo ni la discriminación

Translation

Good afternoon I am a single mother and I have a girl that attends 4th grade for me it is very important and basic schilling school and my reasons are that in my current job I start work at 5am and my daughter of only 9 years of age goes by herself to school and I do not have enough money to pay for someone to take my daughter to school and moreover I trust the teachers very much. It is for this reason that we ask that you continue the use of this school and do not fall in racism and discrimination.

Dear committee, during the last meeting, a member asked if the district had explored other ways in which budgets could be pared down. The current financial crisis has been long in coming. The pandemic and declining enrollment are only two challenges facing the board. They inherited years of misspending which include lavish conferences, new administrators hired at higher salaries than their predecessors and being given "new" titles and misappropriations of funds from those general to the specifics of a bond. Upon bringing these to light, community members have been brushed off and ignored. As you carefully consider which sites to close, I implore you all to continue being involved and to hold this new generation of board members accountable to OUR CHILDREN for the choices to come. Noel Doot

To whom it may concern,

Our family has lived in Newark for 36 years, during which time the children of each generation has attended Graham elementary. Having grown up in the classrooms and hallways of Graham it holds a dear place in my heart and memories. Now that I'm a mother of school age children I have been privileged to bring my kids to the same campus for them to start their educational journey. Graham is special to us and lots of other Newark families. Please allow us to continue making memories at this school. Our family will be devastated to see this institution close. Please save graham for our children.

Sincerely, Ashley Feliciano

To whom this may concern,

Hello my name is Gloria. I have lived in Newark,ca my whole life. I attended Graham Elementary along with my 5 sibilings. Now I am a mother of 3, 2 of which are as well attending Graham. They love their school very much and can not wait to return. They feel safe and cared for because that is what Graham is a family that cares for all students. I know that you must make a decision to close schools but please don't close Graham. That is our second home and with everything going on with this pandemic the last thing we need is for something else to be taken away from these kids. Please reconsider i do not believe now is the time to think about closing schools.

-Gloria Gomez

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Email received from Alma Orozco

Original Message

Porfavor no cierren nuestra escuela!! Es una muy bonita comunidad la que hay en nuestra escuela, nuestros hijos adoran estar ahi y a nosotros cómo padres nos gusta el bienestar de ellos. Por favor no nos dejen sin esta maravillosa escuela

Translation

Please do not close our school!! This school has a beautiful community and our children love being there and we parents are happy with the children's wellbeing. Please do not leave us without this wonderful school

Email sent to jcroce@newarkunified.org

Hello my name is Student 5 . I am a student at Snow school and I am in fourth grade. I know that they are planning on closing 2 schools so I wanted to ask the committee to please consider keeping Snow as an open school. Snow is a very successful school. We have the best teachers, one of my favorite teachers being Mrs. Noland. We have an amazing staff that takes care of us and supports us. We also have an excellent principal Mrs. Tomassini. Please give us the opportunity to keep growing in Snow.

Thank you.

Email sent to jcroce@newarkunified.org

Dear Committee,

I have been informed that the NUSD is on the lookout for closing 2 schools. As an ex-Snow School student, and a current 9th grader the thought of knowing that my elementary school could potentially close would not only cause me a terrible feeling but would also impact my life strongly.

I was, and will always, a part of this loving and admirable community for as long as I can. As the oldest of 3, I always talk about the school with a proud and honorable voice to my brothers. It would be a privilege if all 3 of them had the opportunity to graduate from Snow.

Many memories were made while attending this school, one being our beautiful garden that I helped put together. I still remember the beautiful colorful flowers that I helped plant along with my classmates and science teacher. Every year on back to school night, the science teacher always gives me a tour of how our flowers are doing. Each and every year they are looking taller and prettier than the last. It brings me much joy knowing that other people can enjoy the beautiful garden as much as I do. If our school closed it would leave an awful feeling in my heart.

I owe a lot of my achievements to the staff members at Snow, especially my teachers. The Snow staff is the best. They are always very attentive and motivate their students to do better and give it their all. This is one of the reasons why I am a successful student I am today. Their dedication, patience, and hard work make it easier for students to give their best effort in everything. They always find a way to provide the students with the support they need. Without our staff our school wouldn't be where it is.

Our school may be a small one but I can assure it is the best one there is. We are full of love, support and positivity. We always get through things together as the great community that we are. For this, our school doesn't deserve to be shut down. If it does, many opportunities would be lost as well as hope. I ask in all respect that Snow School should remain a part of this amazing community.

Thank You!

Deysi Montiel Rodriguez

To whom it may concern,

I have lived in the same home and school zone since I was an infant. I grew up at graham elementary

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and have had the pleasure of taking my children to the same campus and classrooms where I built my love of learning. Graham holds a special place in our hearts and our family. Please don't close the school and break apart the tradition for Newark families. My kids love their educators and supporting staff. Give them a chance to continue learning in these halls filled with decades of history. Thank you for your time and consideration.

Sincerely,
Ashley Feliciano

To whom it may concern,

Our family has lived in Newark for 36 years, during which time the children of each generation has attended Graham elementary. Having grown up in the classrooms and hallways of Graham it holds a dear place in my heart and memories. Now that I'm a mother of school age children I have been privileged to bring my kids to the same campus for them to start their educational journey. Graham is special to us and lots of other Newark families. Please allow us to continue making memories at this school. Our family will be devastated to see this institution close. Please save graham for our children.

Sincerely, Ashley Feliciano

Email received from Ana Herrera

Hello,

Graham is the school for my son Ricardo Espinoza if the school closes it will be hard for my son. The teachers know him very well and is used to them. My son receives resources at Graham. Meeting new teachers for my son will probably not do well for him. Please don't close Graham Elementary School.

Email received from Bayron Mora Rubio

Original Message

Necesitamos la escuela schilling en mi opinión cumple con las necesidades de mis estudiantes.

Translation

We need schilling school in my opinion meets the needs of my students.

Email received from Marta Franco

Original Message

Yo Marta Franco , y mis vecinos no estamos de acuerdo con el cierre de escuelas , pues sería muy difícil para las maestras tener más estudiantes en clase

Translation

I, Marta Franco, and my neighbors do not agree with the closure of schools, because it would be very difficult for the teachers to have more students in class

Hello committee members,

I would like the members to recommend closing Birch Grove Intermediate. BGI is not conducive to growth. If more students are added they will likely lose the music, indoor P. E. and Maker Space rooms. Also the traffic at BGI is horrific, safety is not enforced , and childcare kids are packed like sardines. Please talk with the principal, police officers, crossing guard, and parents regarding the safety issues facing this campus. Also, a

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few cons I've experienced from the Bunker/Milano merger were the grade levels are too large to accommodate field trips and transportation, reading buddy program was dissolved, siblings are separated, and parents need to go to two campuses.
Thank you for your time.

Suzie McCarty

Please do not close Graham Elementary School. Graham Elementary has improved a lot over the years and it continues to do so. Both my children and my brother's children attend Graham and the amount of effort that teachers put into their education is beyond explanation.

Thanks,
Ahmad Wasim

NUSD must develop a plan so our kids can go to school in person. On-line learning was just a temporary fix. Even if in person learning is just a few days per week, we need in person teaching.

Linda LaVigne

To whom it may concern,

Please do not close BGP. This is the only reason we are staying in the area bec of their good rate plus the closest to our community with new houses being built near Ohlone college so the potential of getting more enrollment is big.

Thank you.

Jane Hilario

Email received from Quirino Rodriguez

Hello everyone,

I'm one of the proud parents of the kids that attends August Schilling Elementary School. I wish this school to remain because of it's very good standard in teaching and very helpful teachers and staff. Over the years , they have been excellent in their work and mold the children to being better in their class. I hope Schilling will be chosen to stay to continue the service that they are giving to the students and families. Thank you !

To whom it may concern,

My message maybe late but I still want to voice out my concern regarding the possibility of closing Schilling Elementary School. My two kids attended Schilling from kinder to 6th grade and graduated there and I have another one graduating 6th grade next year and she's worried that she might not be able to attend next school year and see her classmates, friends and teachers. My kids love this school so much and the teachers and the office staffs and they were so sad upon hearing this news. Please let it stay open! Please save Schilling Elementary School!

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Respectfully yours,
Mrs. Rodriguez

Hello,

It is sad that any school in Newark needs to close. With Newark building so many houses I don't see the need to close any schools. Just the houses alone off willow are going to house so many children. And I see new builds off Newark blvd and Mathews coming up! Please save our schools. Please save our teachers jobs! My child currently goes to Graham and we LOVE our school!!!! As a past private school teacher of 10 years, turned stay at home mom, I was weary to send my child to Graham due to the scores. My neighbors said the same. But we are on year two at Graham and couldn't be happier. The teachers and staff are amazing! I love that we can walk to school. The park next to the school is beautiful. The school is small & not crowded!!! My child's friends all live near by. Please please don't close Graham! Or any school in Newark! Small is good. & with the housing market going up, couldn't the money home owners pay in taxes help the schools? I hope we can save the schools. Prevent overcrowding and keep Newark's small town feel. Thank you for your time!

Sincerely,
Michelle Machado

To the SCAC and the Board of Education,

My name is Cheryl Goguen and I am a parent in the district with two children attending Musick Elementary (one who is in the preschool).

The meeting on Aug 29th of the School Consolidation Advisory Committee has a big flaw. The voting process was not conducted fairly and this may lead to a recommendation that does not accurately reflect the opinion of the community. Initially, a vote was taken asking the committee to choose four schools to recommend. Later, this vote was done again asking for only two schools. Neither of these votes were ranked. Here is what I mean by this: the vote asking for 2 schools showed Graham and Musick recommended for closure, but some members voted for Snow, Kennedy, Lincoln and Schilling. Had you done separate votes for every choice, the results may have been different. A vote should have been taken for one school and when that school was decided, another vote should have been taken for the next school to recommend (and so forth until four schools were selected). Further, if you compare both sets of results, it is very apparent that most people agree on the closure of Graham, but the placement of Musick Elementary is vastly different in both. I do not think the recommendation is fair in this regard.

Another thing I would like to point out that needs to receive a great deal of consideration, is the cost for moving the preschool at Musick Elementary. It is not as simple as moving general education classrooms. A lot of money has been invested to give the preschool a playground with accessible equipment, bathrooms with small toilets in the classrooms and changing areas for children who are in diapers. These are investments that are necessary and will have to be undertaken again at another school should you close Musick Elementary. These retrofits are not optional – a special needs preschool legally requires accessibility features and this money has already been invested twice – once at the old preschool campus and again at Musick. It is simply nonsensical to continue to move the preschool around making modifications at every new location.

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The special needs preschool team at Musick are fantastic at what they do. My daughter, who is in her second year at the preschool, has gone from barely speaking to talking all day long and is now very social. She has gone from diapers to fully independent toileting and she is already reading small words. I attribute her success to the special education teachers, paraprofessionals and various therapists that she has worked with over this time. For many of the children who attend this preschool, change and transitions do not come easily for them. By uprooting the preschool (again!), the staff and children will need time to adjust to the new environment and the quality of education will suffer during this transition. Please, consider striking Musick Elementary off your list of potential schools for closure and if it absolutely must close, please make sure a new preschool is well equipped and ready for when the time comes.

Thank you for your time,

Cheryl & Joel Goguen
In support of Musick Elementary remaining OPEN!

Hello,

I'm saddened that any school in Newark needs to close. With the children and staffs safety in mind & believe schools that are nestled within the community and not near busy roads, need to be saved. Graham, Snow and Lincoln being at the top of the list for the safest locations. However, I hope that there is some way to save all the schools in Newark from closing! Please save our schools!

Thank you,
Michelle Machado
Newark resident

**Newark Unified School District
School Consolidation Advisory Committee**

	Score	Weighted Score	Criteria*
Birch Grove Intermediate	20	24	Criteria 4 - Closest three schools have the 3rd most available capacity to accommodate students if closed Criteria 5 - 2nd most expensive needs based on facilities costs Criteria 7 - No unique facilities Criteria 8 - Support facilities do not have sufficient capacity Criteria 11 - District-wide programs that can be relocated Criteria 12 - Safety concerns
Graham ES	20	36	Criteria 1 - 4th lowest enrollment Criteria 2 - Demographic diversity above 60% (2nd least diverse school) Criteria 3 - 2nd most excess capacity Criteria 5 - 3rd most expensive needs based on facilities costs Criteria 8 - Support facilities do not have sufficient capacity Criteria 10 - No district-wide programs to relocate Criteria 12 - Safety concerns Criteria 13 - 3rd highest net savings
Kennedy ES	19	34	Criteria 2 - Demographic diversity below 40% (4th least diverse school) Criteria 4 - Closest three schools have the most available capacity to accommodate students if closed Criteria 6 - 3rd least amount invested in completed/encumbered projects Criteria 7 - No unique facilities Criteria 10 - No district-wide programs to relocate Criteria 13 - Highest net savings
Schilling ES	19	34	Criteria 2 - Demographic diversity above 60% (least diverse school) Criteria 3 - 3rd most excess capacity Criteria 5 - Most expensive needs based on facilities costs Criteria 10 - No district-wide programs Criteria 12 - Safety concerns
Musick ES	19	31	Criteria 1 - Lowest enrollment Criteria 2 - Demographic diversity above 60% (3rd least diverse school) Criteria 3 - Most excess capacity Criteria 5 - 4th most expensive needs based on facilities costs Criteria 10 - No district-wide programs Criteria 12 - Safety concerns

**Newark Unified School District
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	Score	Weighted Score	Criteria*
Snow ES	19	30	Criteria 1 - 2nd lowest enrollment Criteria 3 - 4th most excess capacity Criteria 4 - Closest three schools have the 4th most available capacity to accommodate students if closed Criteria 6- Least amount invested in completed/encumbered projects Criteria 8 - Support facilities do not have sufficient capacity Criteria 10 - No district-wide programs to relocate Criteria 12 - Safety concerns
Birch Grove Primary	18	30	Criteria 6 - 2nd least amount invested in completed/encumbered projects Criteria 9 - Only school with an environmental factor that could impact future use of the property Criteria 10 - No district-wide programs to relocate Criteria 12 - Safety concerns Criteria 13 - 4th highest net savings
Lincoln ES	17	33	Criteria 1 - 3rd lowest enrollment Criteria 4 - Closest three schools have the 2nd most available capacity to accommodate students if closed Criteria 6 - 4th least amount invested in completed/encumbered projects Criteria 10 - No district-wide programs to relocate Criteria 12 - Safety concerns Criteria 13 - 2nd highest net savings

*Criteria that impacted ranking; if weighted scoring considered, only noted if one of top 4 schools in respective criteria

Newark Unified School District
School Consolidation Advisory Committee

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Criteria		Scoring methodology	Weighted methodology
Demographics and Capacity			
1.	School enrollment is low and projected to remain low (enrollment below 70% of capacity)	Yes=2; No=1	Highest score (8) goes to school with lowest enrollment-rank down
2.	Demographically diverse population based on the unduplicated pupil percentage (within the range of 40%-60%)	Yes=1; No=2	Highest score (8) goes to school with least diverse population (variance from 50%)-rank down
3.	Excess classroom capacity	Yes=2; No=1	Highest score (8) goes to school with most excess capacity-rank down
4.	Proximity to schools with capacity to accommodate incoming students	Yes=2; No=1	Highest score (8) goes to school with the closest three schools with the highest total available capacity-rank down
Facilities			
5.	Facilities are in good condition (based on cost of facility needs and proposed modernization/construction projects)	Good=1; Fair=2; Poor=3	Highest score (8) goes to school with most expensive needs-rank down
6.	Modernization, construction or other projects (e.g., technology upgrades) recently completed	Yes=1; No=2	Highest score (8) goes to school with least expensive projects-rank down
7.	Unique facilities (i.e., facilities that could not be readily replicated) not found at other school sites	Yes=1; No=2	
8.	Support spaces (e.g., cafeteria, multi-purpose room, playgrounds, etc.) have sufficient capacity to meet current and projected enrollment	Yes=1; No=2	
9.	Environmental factors effect current or future use of property (e.g., earthquake faults, high speed rail, etc.)	Yes=2; No=1	
Educational/Student Support Services			
10.	District-wide programs would need to be relocated	Yes=1; No=2	
11.	District-wide programs can be relocated	Yes=2; No=1; N/A=0	
Business Services and Other/Community Impacts and Considerations			
12.	Safety concerns regarding traffic and safe routes to school if students are relocated	Yes=2; No=1	
13.	District would benefit from net savings if closed	Yes=2; No=1	Highest score (8) goes to school with most savings

*Scores for metrics in blue (permanent classrooms only) provided for information purposes only and NOT included in total scores

		Birch Grove Primary			Birch Grove Intermediate				
		Data		Score	Weighted	Data		Score	Weighted
(a)	2025/26 Enrollment:	457		1	3	528		1	1
(b)	Capacity:	576				633			
(a)/(b)	Utilization Rate:	79.3%				83.4%			
(c)	Capacity (Perm):	480		1	3	580		1	1
(a)/(c)	Utilization Rate:	95.2%				91.0%			
UPP:		41%		1	4	43%		1	3
(b)-(a)	Excess Capacity:	119		2	3	105		2	1
(c)-(a)	Excess Capacity (Perm):	23		2	2	52		2	4
School 1:		BG Inter.	105	348	56.8%	BG Pri.	119	291	64.5%
School 2:		Graham ES	343			Graham ES	343		
School 3:		Musick ES	357			Musick ES	357		
Total:		805		2	4		819	2	6
School 1 (Perm):		BG Inter.	52	224	67.1%	BG Pri.	23	124	81.0%
School 2 (Perm):		Graham ES	319			Graham ES	319		
School 3 (Perm):		Musick ES	310			Musick ES	310		
Total:		681		2	6		652	2	5
Year built:		1966		1	4	1961		1	7
Mod/Maint. Costs:		\$29,684,062				\$34,482,232			
5 Year Deferred Maint.:		\$2,331,600				\$5,113,500			
Completed/ Encumbered Bond Projects:		\$2,590,913		1	7	\$3,402,694		1	2
Unique Facilities:		Flexible class rooms		1		n/a		2	
Support Spaces:		n/a		1		Need larger office		2	
Environmental Factors:		Easement for Hetch Hetchy aqueduct		2		n/a		1	
Programs:		n/a		2		Band		1	
				0				2	
Safety Concerns:		Railroad tracks; Thornton Ave		2		Railroad tracks; congested drop-off/pick-up; Thornton Ave		2	
Net Savings:		\$617,630		2	5	\$605,074		2	4
TOTAL				18	30			20	24

Newark Unified School District
School Consolidation Advisory Committee

Criteria		Scoring methodology	Weighted methodology
Demographics and Capacity			
1.	School enrollment is low and projected to remain low (enrollment below 70% of capacity)	Yes=2; No=1	Highest score (8) goes to school with lowest enrollment-rank down
2.	Demographically diverse population based on the unduplicated pupil percentage (within the range of 40%-60%)	Yes=1; No=2	Highest score (8) goes to school with least diverse population (variance from 50%)-rank down
3.	Excess classroom capacity	Yes=2; No=1	Highest score (8) goes to school with most excess capacity-rank down
4.	Proximity to schools with capacity to accommodate incoming students	Yes=2; No=1	Highest score (8) goes to school with the closest three schools with the highest total available capacity-rank down
Facilities			
5.	Facilities are in good condition (based on cost of facility needs and proposed modernization/construction projects)	Good=1; Fair=2; Poor=3	Highest score (8) goes to school with most expensive needs-rank down
6.	Modernization, construction or other projects (e.g., technology upgrades) recently completed	Yes=1; No=2	Highest score (8) goes to school with least expensive projects-rank down
7.	Unique facilities (i.e., facilities that could not be readily replicated) not found at other school sites	Yes=1; No=2	
8.	Support spaces (e.g., cafeteria, multi-purpose room, playgrounds, etc.) have sufficient capacity to meet current and projected enrollment	Yes=1; No=2	
9.	Environmental factors effect current or future use of property (e.g., earthquake faults, high speed rail, etc.)	Yes=2; No=1	
Educational/Student Support Services			
10.	District-wide programs would need to be relocated	Yes=1; No=2	
11.	District-wide programs can be relocated	Yes=2; No=1; N/A=0	
Business Services and Other/Community Impacts and Considerations			
12.	Safety concerns regarding traffic and safe routes to school if students are relocated	Yes=2; No=1	
13.	District would benefit from net savings if closed	Yes=2; No=1	Highest score (8) goes to school with most savings

*Scores for metrics in blue (permanent classrooms only) provided for information purposes only and NOT included in total scores

		Graham ES			Kennedy ES				
		Data	Score	Weighted	Data	Score	Weighted		
(a)	2025/26 Enrollment:	385	2	5	423	1	4		
(b)	Capacity:	728			534				
(a)/(b)	Utilization Rate:	52.9%			79.2%				
(c)	Capacity (Perm):	704	2	5	432	1	4		
(a)/(c)	Utilization Rate:	54.7%			97.9%				
UPP:		66%	2	7	37%	2	5		
(b)-(a)	Excess Capacity:	343	2	7	111	2	2		
(c)-(a)	Excess Capacity (Perm):	319	2	8	9	2	1		
School 1:		Lincoln ES	120	263	59.4%	Graham ES	343	470	47.4%
School 2:		Schilling ES	335			Musick ES	357		
School 3:		Snow ES	193			Snow ES	193		
			648	2	2		893	2	8
School 1 (Perm):		Lincoln ES	48	66	85.4%	Graham ES	319	399	51.5%
School 2 (Perm):		Schilling ES	210			Musick ES	310		
School 3 (Perm):		Snow ES	193			Snow ES	193		
			451	2	3		822	2	8
F									
Year built:		1960	1	6	1963	1	1		
Mod/Maint. Costs:		\$31,201,074			\$26,015,714				
5 Year Deferred Maint.:		\$5,056,700			\$3,393,400			13.0%	
Completed/ Encumbered Bond Projects:		\$3,176,192	1	3	\$2,759,877	1	6		
Unique Facilities:		Mini pitch	1		n/a	2			
Support Spaces:		Need larger office	2		n/a	1			
Environmental Factors:		n/a	1		n/a	1			
Educational/Student									
Programs:		n/a	2		n/a	2			
			0			0			
Business Services and Other/Community									
Safety Concerns:		Railroad tracks	2		Cedar Blvd	2			
Net Savings:		\$622,380	2	6	\$632,306	2	8		
TOTAL			20	36		19	34		

Newark Unified School District
School Consolidation Advisory Committee

Criteria		Scoring methodology	Weighted methodology
Demographics and Capacity			
1.	School enrollment is low and projected to remain low (enrollment below 70% of capacity)	Yes=2; No=1	Highest score (8) goes to school with lowest enrollment-rank down
2.	Demographically diverse population based on the unduplicated pupil percentage (within the range of 40%-60%)	Yes=1; No=2	Highest score (8) goes to school with least diverse population (variance from 50%)-rank down
3.	Excess classroom capacity	Yes=2; No=1	Highest score (8) goes to school with most excess capacity-rank down
4.	Proximity to schools with capacity to accommodate incoming students	Yes=2; No=1	Highest score (8) goes to school with the closest three schools with the highest total available capacity-rank down
Facilities			
5.	Facilities are in good condition (based on cost of facility needs and proposed modernization/construction projects)	Good=1; Fair=2; Poor=3	Highest score (8) goes to school with most expensive needs-rank down
6.	Modernization, construction or other projects (e.g., technology upgrades) recently completed	Yes=1; No=2	Highest score (8) goes to school with least expensive projects-rank down
7.	Unique facilities (i.e., facilities that could not be readily replicated) not found at other school sites	Yes=1; No=2	
8.	Support spaces (e.g., cafeteria, multi-purpose room, playgrounds, etc.) have sufficient capacity to meet current and projected enrollment	Yes=1; No=2	
9.	Environmental factors effect current or future use of property (e.g., earthquake faults, high speed rail, etc.)	Yes=2; No=1	
Educational/Student Support Services			
10.	District-wide programs would need to be relocated	Yes=1; No=2	
11.	District-wide programs can be relocated	Yes=2; No=1; N/A=0	
Business Services and Other/Community Impacts and Considerations			
12.	Safety concerns regarding traffic and safe routes to school if students are relocated	Yes=2; No=1	
13.	District would benefit from net savings if closed	Yes=2; No=1	Highest score (8) goes to school with most savings

*Scores for metrics in blue (permanent classrooms only) provided for information purposes only and NOT included in total scores

		Lincoln ES			Musick ES				
		Data		Score	Weighted	Data		Score	Weighted
		Demographics and Capacity							
(a)	2025/26 Enrollment:	384		1	6	230		2	8
(b)	Capacity:	504				587			
(a)/(b)	Utilization Rate:	76.2%				39.2%			
(c)	Capacity (Perm):	432		1	6	540		2	8
(a)/(c)	Utilization Rate:	88.9%				42.6%			
UPP:		54%		1	2	64%		2	6
(b)-(a)	Excess Capacity:	120		2	4	357		2	8
(c)-(a)	Excess Capacity (Perm):	48		2	3	310		2	7
School 1:		Graham ES	343	487	44.1%	BG Inter.	105	329	41.1%
School 2:		Schilling ES	335			Graham ES	343		
School 3:		Snow ES	193			Kennedy	111		
			871	2	7		559	2	1
School 1 (Perm):		Graham ES	319	338	53.2%	BG Inter.	52	150	60.5%
School 2 (Perm):		Schilling ES	210			Graham ES	319		
School 3 (Perm):		Snow ES	193			Kennedy	9		
			722	2	7		380	2	2
Facilities									
Year built:		1965		1	2	1955		1	5
Mod/Maint. Costs:		\$26,939,428				\$31,067,131			
5 Year Deferred Maint.:		\$4,528,000		16.8%		\$3,063,200		9.9%	
Completed/ Encumbered Bond Projects:		\$2,823,946		1	5	\$3,660,820		1	1
Unique Facilities:		Classroom pod		1		Play Structure		1	
Support Spaces:		n/a		1		n/a		1	
Environmental Factors:		n/a		1		n/a		1	
Student Support Services									
Programs:		n/a		2		n/a		2	
				0				0	
Community Impacts and Considerations									
Safety Concerns:		Railroad tracks		2		Railroad tracks; Thorton Ave		2	
Net Savings:		\$629,528		2	7	\$528,412		2	2
TOTAL				17	33			19	31

Newark Unified School District
School Consolidation Advisory Committee

Criteria		Scoring methodology	Weighted methodology
Demographics and Capacity			
1.	School enrollment is low and projected to remain low (enrollment below 70% of capacity)	Yes=2; No=1	Highest score (8) goes to school with lowest enrollment-rank down
2.	Demographically diverse population based on the unduplicated pupil percentage (within the range of 40%-60%)	Yes=1; No=2	Highest score (8) goes to school with least diverse population (variance from 50%)-rank down
3.	Excess classroom capacity	Yes=2; No=1	Highest score (8) goes to school with most excess capacity-rank down
4.	Proximity to schools with capacity to accommodate incoming students	Yes=2; No=1	Highest score (8) goes to school with the closest three schools with the highest total available capacity-rank down
Facilities			
5.	Facilities are in good condition (based on cost of facility needs and proposed modernization/construction projects)	Good=1; Fair=2; Poor=3	Highest score (8) goes to school with most expensive needs-rank down
6.	Modernization, construction or other projects (e.g., technology upgrades) recently completed	Yes=1; No=2	Highest score (8) goes to school with least expensive projects-rank down
7.	Unique facilities (i.e., facilities that could not be readily replicated) not found at other school sites	Yes=1; No=2	
8.	Support spaces (e.g., cafeteria, multi-purpose room, playgrounds, etc.) have sufficient capacity to meet current and projected enrollment	Yes=1; No=2	
9.	Environmental factors effect current or future use of property (e.g., earthquake faults, high speed rail, etc.)	Yes=2; No=1	
Educational/Student Support Services			
10.	District-wide programs would need to be relocated	Yes=1; No=2	
11.	District-wide programs can be relocated	Yes=2; No=1; N/A=0	
Business Services and Other/Community Impacts and Considerations			
12.	Safety concerns regarding traffic and safe routes to school if students are relocated	Yes=2; No=1	
13.	District would benefit from net savings if closed	Yes=2; No=1	Highest score (8) goes to school with most savings

*Scores for metrics in blue (permanent classrooms only) provided for information purposes only and NOT included in total scores

		Schilling ES			Snow ES		
		Data	Score	Weighted	Data	Score	Weighted
(a)	2025/26 Enrollment:	514	2	2	303	2	7
(b)	Capacity:	849			496		
(a)/(b)	Utilization Rate:	60.5%			61.1%		
(c)	Capacity (Perm):	724	1	2	496	2	7
(a)/(c)	Utilization Rate:	71.0%			61.1%		
UPP:		73%	2	8	52%	1	1
(b)-(a)	Excess Capacity:	335	2	6	193	2	5
(c)-(a)	Excess Capacity (Perm):	210	2	6	193	2	5
School 1:		Graham ES	343	142	Graham ES	343	508
School 2:		Lincoln ES	120		Kennedy ES	111	
School 3:		Snow ES	193		Lincoln ES	357	
			656	2	3	811	2
School 1 (Perm):		Graham ES	319	46	Graham ES	319	73
School 2 (Perm):		Lincoln ES	48		Kennedy ES	9	
School 3 (Perm):		Snow ES	193		Lincoln ES	48	
			560	2	4	376	2
Year built:		1959	1	8	1960	1	3
Mod/Maint. Costs:		\$38,396,588			\$27,253,903		
5 Year Deferred Maint.:		\$3,495,500			\$4,843,000		
Completed/ Encumbered Bond Projects:		\$3,052,982	1	4	\$2,073,095	1	8
Unique Facilities:		Classroom pod Mini pitch	1		Softball fields	1	
Support Spaces:		n/a	1		Need larger office	2	
Environmental Factors:		n/a	1		n/a	1	
Programs:		n/a	2		n/a	2	
			0			0	
Safety Concerns:		Railroad tracks	2		Railroad tracks Cedar Boulevard	2	
Net Savings:		\$547,283	2	3	\$503,949	2	1
TOTAL			19	34		19	30

Newark Unified School District
School Consolidation Advisory Committee

Criteria		Scoring methodology	Weighted methodology
Demographics and Capacity			
1.	School enrollment is low and projected to remain low (enrollment below 70% of capacity)	Yes=2; No=1	Highest score (8) goes to school with lowest enrollment-rank down
2.	Demographically diverse population based on the unduplicated pupil percentage (within the range of 40%-60%)	Yes=1; No=2	Highest score (8) goes to school with least diverse population (variance from 50%)-rank down
3.	Excess classroom capacity	Yes=2; No=1	Highest score (8) goes to school with most excess capacity-rank down
4.	Proximity to schools with capacity to accommodate incoming students	Yes=2; No=1	Highest score (8) goes to school with the closest three schools with the highest total available capacity-rank down
Facilities			
5.	Facilities are in good condition (based on cost of facility needs and proposed modernization/construction projects)	Good=1; Fair=2; Poor=3	Highest score (8) goes to school with most expensive needs-rank down
6.	Modernization, construction or other projects (e.g., technology upgrades) recently completed	Yes=1; No=2	Highest score (8) goes to school with least expensive projects-rank down
7.	Unique facilities (i.e., facilities that could not be readily replicated) not found at other school sites	Yes=1; No=2	
8.	Support spaces (e.g., cafeteria, multi-purpose room, playgrounds, etc.) have sufficient capacity to meet current and projected enrollment	Yes=1; No=2	
9.	Environmental factors effect current or future use of property (e.g., earthquake faults, high speed rail, etc.)	Yes=2; No=1	
Educational/Student Support Services			
10.	District-wide programs would need to be relocated	Yes=1; No=2	
11.	District-wide programs can be relocated	Yes=2; No=1; N/A=0	
Business Services and Other/Community Impacts and Considerations			
12.	Safety concerns regarding traffic and safe routes to school if students are relocated	Yes=2; No=1	
13.	District would benefit from net savings if closed	Yes=2; No=1	Highest score (8) goes to school with most savings

*Scores for metrics in blue (permanent classrooms only) provided for information purposes only and NOT included in total scores

		MacGregor Alternative	Newark JHS
		Data	Data
(a)	2025/26 Enrollment:	84	849
(b)	Capacity:	460	1,366
(a)/(b)	Utilization Rate:		62.2%
(c)	Capacity (Perm):	460	1,263
(a)/(c)	Utilization Rate:		67.2%
UPP:			
(b)-(a)	Excess Capacity:		517
(c)-(a)	Excess Capacity (Perm):	376	414
School 1:			
School 2:			
School 3:			
School 1 (Perm):			
School 2 (Perm):			
School 3 (Perm):			
Year built:		1960	
Mod/Maint. Costs:		\$34,309,276	
5 Year Deferred Maint.:		\$7,632,200	22.2%
Completed/ Encumbered Bond Projects:		\$6,699,785	
Unique Facilities:		Science, culinary arts, etc.	
Support Spaces:			
Environmental Factors:			
Programs:			
Safety Concerns:			
Net Savings:		\$278,621	
TOTAL			

Appendix B—Scoring Matrix

Apendice B no esta traducido

Sin Editor

Newark Unified School District
School Consolidation Advisory Committee

Criteria		Scoring methodology	Weighted methodology
Demographics and Capacity			
1.	School enrollment is low and projected to remain low (enrollment below 70% of capacity)	Yes=2; No=1	Highest score (8) goes to school with lowest enrollment-rank down
2.	Demographically diverse population based on the unduplicated pupil percentage (within the range of 40%-60%)	Yes=1; No=2	Highest score (8) goes to school with least diverse population (variance from 50%)-rank down
3.	Excess classroom capacity	Yes=2; No=1	Highest score (8) goes to school with most excess capacity-rank down
4.	Proximity to schools with capacity to accommodate incoming students	Yes=2; No=1	Highest score (8) goes to school with the closest three schools with the highest total available capacity-rank down
Facilities			
5.	Facilities are in good condition (based on cost of facility needs and proposed modernization/construction projects)	Good=1; Fair=2; Poor=3	Highest score (8) goes to school with most expensive needs-rank down
6.	Modernization, construction or other projects (e.g., technology upgrades) recently completed	Yes=1; No=2	Highest score (8) goes to school with least expensive projects-rank down
7.	Unique facilities (i.e., facilities that could not be readily replicated) not found at other school sites	Yes=1; No=2	
8.	Support spaces (e.g., cafeteria, multi-purpose room, playgrounds, etc.) have sufficient capacity to meet current and projected enrollment	Yes=1; No=2	
9.	Environmental factors effect current or future use of property (e.g., earthquake faults, high speed rail, etc.)	Yes=2; No=1	
Educational/Student Support Services			
10.	District-wide programs would need to be relocated	Yes=1; No=2	
11.	District-wide programs can be relocated	Yes=2; No=1; N/A=0	
Business Services and Other/Community Impacts and Considerations			
12.	Safety concerns regarding traffic and safe routes to school if students are relocated	Yes=2; No=1	
13.	District would benefit from net savings if closed	Yes=2; No=1	Highest score (8) goes to school with most savings

*Scores for metrics in blue (permanent classrooms only) provided for information purposes only and NOT included in total scores

		Birch Grove Primary			Birch Grove Intermediate				
		Data	Score	Weighted	Data	Score	Weighted		
(a)	2025/26 Enrollment:	457	1	3	528	1	1		
(b)	Capacity:	576			633				
(a)/(b)	Utilization Rate:	79.3%			83.4%				
(c)	Capacity (Perm):	480	1	3	580	1	1		
(a)/(c)	Utilization Rate:	95.2%			91.0%				
UPP:		41%	1	4	43%	1	3		
(b)-(a)	Excess Capacity:	119	2	3	105	2	1		
(c)-(a)	Excess Capacity (Perm):	23	2	2	52	2	4		
School 1:		BG Inter.	105	348	56.8%	BG Pri.	119	291	64.5%
School 2:		Graham ES	343			Graham ES	343		
School 3:		Musick ES	357			Musick ES	357		
Total:		805	2	4		819	2	6	
School 1 (Perm):		BG Inter.	52	224	67.1%	BG Pri.	23	124	81.0%
School 2 (Perm):		Graham ES	319			Graham ES	319		
School 3 (Perm):		Musick ES	310			Musick ES	310		
Total:		681	2	6		652	2	5	
Year built:		1966	1	4	1961	1	7		
Mod/Maint. Costs:		\$29,684,062			\$34,482,232				
5 Year Deferred Maint.:		\$2,331,600			7.9%			\$5,113,500	14.8%
Completed/ Encumbered Bond Projects:		\$2,590,913	1	7	\$3,402,694	1	2		
Unique Facilities:		Flexible class rooms	1		n/a	2			
Support Spaces:		n/a	1		Need larger office	2			
Environmental Factors:		Easement for Hetch Hetchy aqueduct	2		n/a	1			
Programs:		n/a	2		Band	1			
			0			2			
Safety Concerns:		Railroad tracks; Thornton Ave	2		Railroad tracks; congested drop-off/pick-up; Thornton Ave	2			
Net Savings:		\$617,630	2	5	\$605,074	2	4		
TOTAL			18	30		20	24		

Newark Unified School District
School Consolidation Advisory Committee

Criteria		Scoring methodology	Weighted methodology
Demographics and Capacity			
1.	School enrollment is low and projected to remain low (enrollment below 70% of capacity)	Yes=2; No=1	Highest score (8) goes to school with lowest enrollment-rank down
2.	Demographically diverse population based on the unduplicated pupil percentage (within the range of 40%-60%)	Yes=1; No=2	Highest score (8) goes to school with least diverse population (variance from 50%)-rank down
3.	Excess classroom capacity	Yes=2; No=1	Highest score (8) goes to school with most excess capacity-rank down
4.	Proximity to schools with capacity to accommodate incoming students	Yes=2; No=1	Highest score (8) goes to school with the closest three schools with the highest total available capacity-rank down
Facilities			
5.	Facilities are in good condition (based on cost of facility needs and proposed modernization/construction projects)	Good=1; Fair=2; Poor=3	Highest score (8) goes to school with most expensive needs-rank down
6.	Modernization, construction or other projects (e.g., technology upgrades) recently completed	Yes=1; No=2	Highest score (8) goes to school with least expensive projects-rank down
7.	Unique facilities (i.e., facilities that could not be readily replicated) not found at other school sites	Yes=1; No=2	
8.	Support spaces (e.g., cafeteria, multi-purpose room, playgrounds, etc.) have sufficient capacity to meet current and projected enrollment	Yes=1; No=2	
9.	Environmental factors effect current or future use of property (e.g., earthquake faults, high speed rail, etc.)	Yes=2; No=1	
Educational/Student Support Services			
10.	District-wide programs would need to be relocated	Yes=1; No=2	
11.	District-wide programs can be relocated	Yes=2; No=1; N/A=0	
Business Services and Other/Community Impacts and Considerations			
12.	Safety concerns regarding traffic and safe routes to school if students are relocated	Yes=2; No=1	
13.	District would benefit from net savings if closed	Yes=2; No=1	Highest score (8) goes to school with most savings

*Scores for metrics in blue (permanent classrooms only) provided for information purposes only and NOT included in total scores

		Graham ES			Kennedy ES				
		Data	Score	Weighted	Data	Score	Weighted		
(a)	2025/26 Enrollment:	385	2	5	423	1	4		
(b)	Capacity:	728			534				
(a)/(b)	Utilization Rate:	52.9%			79.2%				
(c)	Capacity (Perm):	704	2	5	432	1	4		
(a)/(c)	Utilization Rate:	54.7%			97.9%				
UPP:		66%	2	7	37%	2	5		
(b)-(a)	Excess Capacity:	343	2	7	111	2	2		
(c)-(a)	Excess Capacity (Perm):	319	2	8	9	2	1		
School 1:		Lincoln ES	120	263	59.4%	Graham ES	343	470	47.4%
School 2:		Schilling ES	335			Musick ES	357		
School 3:		Snow ES	193			Snow ES	193		
			648	2	2		893	2	8
School 1 (Perm):		Lincoln ES	48	66	85.4%	Graham ES	319	399	51.5%
School 2 (Perm):		Schilling ES	210			Musick ES	310		
School 3 (Perm):		Snow ES	193			Snow ES	193		
			451	2	3		822	2	8
F									
Year built:		1960	1	6	1963	1	1		
Mod/Maint. Costs:		\$31,201,074			\$26,015,714				
5 Year Deferred Maint.:		\$5,056,700			\$3,393,400			13.0%	
Completed/ Encumbered Bond Projects:		\$3,176,192	1	3	\$2,759,877	1	6		
Unique Facilities:		Mini pitch	1		n/a	2			
Support Spaces:		Need larger office	2		n/a	1			
Environmental Factors:		n/a	1		n/a	1			
Educational/Stu									
Programs:		n/a	2		n/a	2			
			0			0			
Business Services and Other/Cc									
Safety Concerns:		Railroad tracks	2		Cedar Blvd	2			
Net Savings:		\$622,380	2	6	\$632,306	2	8		
TOTAL			20	36		19	34		

Newark Unified School District
School Consolidation Advisory Committee

Criteria		Scoring methodology	Weighted methodology
Demographics and Capacity			
1.	School enrollment is low and projected to remain low (enrollment below 70% of capacity)	Yes=2; No=1	Highest score (8) goes to school with lowest enrollment-rank down
2.	Demographically diverse population based on the unduplicated pupil percentage (within the range of 40%-60%)	Yes=1; No=2	Highest score (8) goes to school with least diverse population (variance from 50%)-rank down
3.	Excess classroom capacity	Yes=2; No=1	Highest score (8) goes to school with most excess capacity-rank down
4.	Proximity to schools with capacity to accommodate incoming students	Yes=2; No=1	Highest score (8) goes to school with the closest three schools with the highest total available capacity-rank down
Facilities			
5.	Facilities are in good condition (based on cost of facility needs and proposed modernization/construction projects)	Good=1; Fair=2; Poor=3	Highest score (8) goes to school with most expensive needs-rank down
6.	Modernization, construction or other projects (e.g., technology upgrades) recently completed	Yes=1; No=2	Highest score (8) goes to school with least expensive projects-rank down
7.	Unique facilities (i.e., facilities that could not be readily replicated) not found at other school sites	Yes=1; No=2	
8.	Support spaces (e.g., cafeteria, multi-purpose room, playgrounds, etc.) have sufficient capacity to meet current and projected enrollment	Yes=1; No=2	
9.	Environmental factors effect current or future use of property (e.g., earthquake faults, high speed rail, etc.)	Yes=2; No=1	
Educational/Student Support Services			
10.	District-wide programs would need to be relocated	Yes=1; No=2	
11.	District-wide programs can be relocated	Yes=2; No=1; N/A=0	
Business Services and Other/Community Impacts and Considerations			
12.	Safety concerns regarding traffic and safe routes to school if students are relocated	Yes=2; No=1	
13.	District would benefit from net savings if closed	Yes=2; No=1	Highest score (8) goes to school with most savings

*Scores for metrics in blue (permanent classrooms only) provided for information purposes only and NOT included in total scores

		Lincoln ES			Musick ES				
		Data		Score	Weighted	Data		Score	Weighted
Demographics and Capacity									
(a)	2025/26 Enrollment:	384		1	6	230		2	8
(b)	Capacity:	504				587			
(a)/(b)	Utilization Rate:	76.2%				39.2%			
(c)	Capacity (Perm):	432		1	6	540		2	8
(a)/(c)	Utilization Rate:	88.9%				42.6%			
UPP:		54%		1	2	64%		2	6
(b)-(a)	Excess Capacity:	120		2	4	357		2	8
(c)-(a)	Excess Capacity (Perm):	48		2	3	310		2	7
School 1:		Graham ES	343	487	44.1%	BG Inter.	105	329	41.1%
School 2:		Schilling ES	335			Graham ES	343		
School 3:		Snow ES	193			Kennedy	111		
			871	2	7		559	2	1
School 1 (Perm):		Graham ES	319	338	53.2%	BG Inter.	52	150	60.5%
School 2 (Perm):		Schilling ES	210			Graham ES	319		
School 3 (Perm):		Snow ES	193			Kennedy	9		
			722	2	7		380	2	2
Facilities									
Year built:		1965		1	2	1955		1	5
Mod/Maint. Costs:		\$26,939,428				\$31,067,131			
5 Year Deferred Maint.:		\$4,528,000		16.8%		\$3,063,200		9.9%	
Completed/ Encumbered Bond Projects:		\$2,823,946		1	5	\$3,660,820		1	1
Unique Facilities:		Classroom pod		1		Play Structure		1	
Support Spaces:		n/a		1		n/a		1	
Environmental Factors:		n/a		1		n/a		1	
Student Support Services									
Programs:		n/a		2		n/a		2	
				0				0	
Community Impacts and Considerations									
Safety Concerns:		Railroad tracks		2		Railroad tracks; Thorton Ave		2	
Net Savings:		\$629,528		2	7	\$528,412		2	2
TOTAL				17	33			19	31

Newark Unified School District
School Consolidation Advisory Committee

Criteria		Scoring methodology	Weighted methodology
Demographics and Capacity			
1.	School enrollment is low and projected to remain low (enrollment below 70% of capacity)	Yes=2; No=1	Highest score (8) goes to school with lowest enrollment-rank down
2.	Demographically diverse population based on the unduplicated pupil percentage (within the range of 40%-60%)	Yes=1; No=2	Highest score (8) goes to school with least diverse population (variance from 50%)-rank down
3.	Excess classroom capacity	Yes=2; No=1	Highest score (8) goes to school with most excess capacity-rank down
4.	Proximity to schools with capacity to accommodate incoming students	Yes=2; No=1	Highest score (8) goes to school with the closest three schools with the highest total available capacity-rank down
Facilities			
5.	Facilities are in good condition (based on cost of facility needs and proposed modernization/construction projects)	Good=1; Fair=2; Poor=3	Highest score (8) goes to school with most expensive needs-rank down
6.	Modernization, construction or other projects (e.g., technology upgrades) recently completed	Yes=1; No=2	Highest score (8) goes to school with least expensive projects-rank down
7.	Unique facilities (i.e., facilities that could not be readily replicated) not found at other school sites	Yes=1; No=2	
8.	Support spaces (e.g., cafeteria, multi-purpose room, playgrounds, etc.) have sufficient capacity to meet current and projected enrollment	Yes=1; No=2	
9.	Environmental factors effect current or future use of property (e.g., earthquake faults, high speed rail, etc.)	Yes=2; No=1	
Educational/Student Support Services			
10.	District-wide programs would need to be relocated	Yes=1; No=2	
11.	District-wide programs can be relocated	Yes=2; No=1; N/A=0	
Business Services and Other/Community Impacts and Considerations			
12.	Safety concerns regarding traffic and safe routes to school if students are relocated	Yes=2; No=1	
13.	District would benefit from net savings if closed	Yes=2; No=1	Highest score (8) goes to school with most savings

*Scores for metrics in blue (permanent classrooms only) provided for information purposes only and NOT included in total scores

		Schilling ES			Snow ES		
		Data	Score	Weighted	Data	Score	Weighted
(a)	2025/26 Enrollment:	514	2	2	303	2	7
(b)	Capacity:	849			496		
(a)/(b)	Utilization Rate:	60.5%			61.1%		
(c)	Capacity (Perm):	724	1	2	496	2	7
(a)/(c)	Utilization Rate:	71.0%			61.1%		
UPP:		73%	2	8	52%	1	1
(b)-(a)	Excess Capacity:	335	2	6	193	2	5
(c)-(a)	Excess Capacity (Perm):	210	2	6	193	2	5
School 1:		Graham ES	343	142	Graham ES	343	508
School 2:		Lincoln ES	120		Kennedy ES	111	
School 3:		Snow ES	193		Lincoln ES	357	
			656	2	3	811	2
School 1 (Perm):		Graham ES	319	46	Graham ES	319	73
School 2 (Perm):		Lincoln ES	48		Kennedy ES	9	
School 3 (Perm):		Snow ES	193		Lincoln ES	48	
			560	2	4	376	2
Year built:		1959	1	8	1960	1	3
Mod/Maint. Costs:		\$38,396,588			\$27,253,903		
5 Year Deferred Maint.:		\$3,495,500			\$4,843,000		
Completed/ Encumbered Bond Projects:		\$3,052,982	1	4	\$2,073,095	1	8
Unique Facilities:		Classroom pod Mini pitch	1		Softball fields	1	
Support Spaces:		n/a	1		Need larger office	2	
Environmental Factors:		n/a	1		n/a	1	
Programs:		n/a	2		n/a	2	
			0			0	
Safety Concerns:		Railroad tracks	2		Railroad tracks Cedar Boulevard	2	
Net Savings:		\$547,283	2	3	\$503,949	2	1
TOTAL			19	34		19	30

Newark Unified School District
School Consolidation Advisory Committee

Criteria		Scoring methodology	Weighted methodology
Demographics and Capacity			
1.	School enrollment is low and projected to remain low (enrollment below 70% of capacity)	Yes=2; No=1	Highest score (8) goes to school with lowest enrollment-rank down
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4.	Proximity to schools with capacity to accommodate incoming students	Yes=2; No=1	Highest score (8) goes to school with the closest three schools with the highest total available capacity-rank down
Facilities			
5.	Facilities are in good condition (based on cost of facility needs and proposed modernization/construction projects)	Good=1; Fair=2; Poor=3	Highest score (8) goes to school with most expensive needs-rank down
6.	Modernization, construction or other projects (e.g., technology upgrades) recently completed	Yes=1; No=2	Highest score (8) goes to school with least expensive projects-rank down
7.	Unique facilities (i.e., facilities that could not be readily replicated) not found at other school sites	Yes=1; No=2	
8.	Support spaces (e.g., cafeteria, multi-purpose room, playgrounds, etc.) have sufficient capacity to meet current and projected enrollment	Yes=1; No=2	
9.	Environmental factors effect current or future use of property (e.g., earthquake faults, high speed rail, etc.)	Yes=2; No=1	
Educational/Student Support Services			
10.	District-wide programs would need to be relocated	Yes=1; No=2	
11.	District-wide programs can be relocated	Yes=2; No=1; N/A=0	
Business Services and Other/Community Impacts and Considerations			
12.	Safety concerns regarding traffic and safe routes to school if students are relocated	Yes=2; No=1	
13.	District would benefit from net savings if closed	Yes=2; No=1	Highest score (8) goes to school with most savings

*Scores for metrics in blue (permanent classrooms only) provided for information purposes only and NOT included in total scores

		MacGregor Alternative	Newark JHS
		Data	Data
(a)	2025/26 Enrollment:	84	849
(b)	Capacity:	460	1,366
(a)/(b)	Utilization Rate:		62.2%
(c)	Capacity (Perm):	460	1,263
(a)/(c)	Utilization Rate:		67.2%
UPP:			
(b)-(a)	Excess Capacity:		517
(c)-(a)	Excess Capacity (Perm):	376	414
School 1:			
School 2:			
School 3:			
School 1 (Perm):			
School 2 (Perm):			
School 3 (Perm):			
Year built:		1960	
Mod/Maint. Costs:		\$34,309,276	
5 Year Deferred Maint.:		\$7,632,200	22.2%
Completed/ Encumbered Bond Projects:		\$6,699,785	
Unique Facilities:		Science, culinary arts, etc.	
Support Spaces:			
Environmental Factors:			
Programs:			
Safety Concerns:			
Net Savings:		\$278,621	
TOTAL			

Appendix C—Committee Member Statements

Apendice C no esta traducido

Sin Editor

From: Christine Dix
Date: Thu, Oct 29, 2020 at 8:34 PM
Subject: Re: SCAC Meeting October 29, 2020 additional comments
To: Jodi Croce

Hi Ms. Croce,

I'd like to add some additional comments to be on the extension of the report to the school board regarding our recommendation this evening.

I stated this in the meeting, but I strongly feel Lincoln should not be considered for closure. My children DO attend that school, but I have tried very hard to remain impartial throughout this process and to think of the district as a whole. Lincoln is the TOP rated school in our district and many families, if not all, look at those school ratings before considering purchasing a home. I know we did. The property values around the school would decrease significantly if it was closed, and if we are looking to increase enrollment in our district and reduce the amount of parents choosing to homeschool or go private school, we need to keep our top rated schools open! If people look at our district and see a 6 as the top rated school left, they may consider elsewhere. Lincoln also had the most students transferring from other sites. The staff is fantastic and the PALS program raises a lot of money each year to provide excellent programs for the kids. If we close Schilling and have some of those students transfer in, we could share those great resources with them.

I also feel strongly that closing Snow would provide the least disruption to our students. No matter which school we close, there will be many anxious families, but if we close Snow and have ALL of their student body absorbed into Graham, they will be transferring with their friends and their school community that they love. Transitioning to a new school is always hard, but having your familiar student body with you makes it SO much easier. You asked us to make a recommendation and then told us that the process is not over after that. You asked us to be a part of the community afterward and help support this change. I think this change will be so much easier to support if all of those kids get to stay together.

Respectfully,

Christine Dix